

CARPETA DE RECUPERACIÓN 2025**Competencia “Lee”**

NAME: _____

Units 5-6-7 Reading**Task 1**

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

11 In the first paragraph, the writer says that

- A some celebrities become famous quickly.
- B there are too many celebrities these days.
- C many celebrities strongly dislike being famous.
- D some people find fame disappointing

12 Why did Amanda Bynes decide to stop acting?

- A The roles she was offered were boring.
- B She wanted to study something.
- C It was difficult to continue her career.
- D Her family told her to.

13 Frankie Muniz's motor racing career started after

- A being invited to drive in a motor race.
- B playing the part of a racing driver in a film.
- C watching a programme about a racing driver.
- D taking part in a race with a family member.

14 When did Mara Wilson first want to become a writer?

- A as soon as she stopped acting
- B since she was very young
- C while working for charity
- D after the success of Matilda.

15 In the final paragraph, the writer says that

- A a normal life is always more satisfying than fame
- B no one knows why people like being admired.
- C wanting to be famous is very common.
- D fame affects people in the same way.

16 What would be a good title for the article?

- A The stars who loved fame too much.
- B The celebrities who have had enough of fame.
- C The dangers of being a young celebrity.
- D The people who never wanted to be famous.

Task 2

Read the article again and answer the questions in your own words.

17 List the achievements of each of the celebrities since they stopped doing the job that made them famous.

18 Explain what you think Mara Wilson's life is like now.

Becoming famous

Many people would give almost anything to be famous. Some work for years to achieve their dream only to find that it wasn't as great an experience as they'd hoped. It's not that they hate being famous. They just realise that other things might make them happier.

Amanda Bynes became famous as the young girl with the positive attitude in several TV series and then in films such as *She's The Man*. Although the parts she was getting became increasingly interesting, working in the profession was becoming very hard to manage and, with the support of her parents, decided to move into the fashion industry. She's now a successful designer and has also completed a course at fashion school.

Another child actor who decided on a sudden change of direction is Frankie Muniz. He'd had an interest in motor racing since watching it on TV as a child and announced, when he was at his most famous, that he was giving up his highly successful acting career to become a professional racing driver. Unlike many boys who start doing the sport after watching their mum or dad racing, Frankie had to wait until someone asked him to take part in a celebrity race while he was still acting before he took racing seriously. He was so good, he got a contract with a racing team soon after and the acting had to go. One of the few acting roles he's played since was that of a racing driver.

Mara Wilson became a child star overnight after playing Matilda, a girl with magical superpowers, in the film of the same name. Despite the fame and admiration, for as long as she can remember, Mara had dreamt of following a different career. She decided to turn her back on fame to achieve her ambition of becoming a writer. Her first play was performed in 2013 and a book soon followed in 2016. Since quitting acting and taking up writing, she's also become involved with several charity projects which support mental health.

Studies suggest that trying to become well-known comes from a powerful human desire in many of us to be accepted by others, especially strangers. However, as these former celebrities show, sometimes having fame doesn't always give people the feeling they're looking for.

Task 1

Five young people all want to go away to a summer camp. Read the article and decide which summer camp would be the most suitable for each person. Match the descriptions of the summer camps (A-H) with the people (7-11). There are three descriptions of summer camps which you do not need to use.

7 Helena would like a camp that is on a river. She wants to take part in sports competitions and be able to stay for eight weeks.

8 Kwame wants to go to a camp with his ten-year-old brother. He'd like to get a qualification during his stay and learn how to paint too.

9 Jing would like a camp she can attend only on weekdays. She likes fishing and wants to learn how to make things out of wood.

10 Nadir loves learning about IT and would like a camp where his parents can come and visit him. He'd like somewhere where he can party to music.

11 Colette wants to practise her song-writing skills and visit historical places while she's at the camp. She loves having barbecues.

Task 2

Read the article again. Decide which activity (A-H) mentions the following.

- 12 the shortest length of stay of all the camps
- 13 what one of the staff at camp is an expert at
- 14 an age range that is the smallest
- 15 students can learn how to play music
- 16 students' age range

The best summer camps

A Eastern Rock

Eastern Rock lies on the banks of the Griffin River, and so offers plenty of water-based activities such as fishing, swimming and canoeing. There are regular night-time barbecues and music and dancing on Friday and Saturday evenings. One member of staff is an artist, who will help you develop your drawing and painting skills.

B The Woods

If extreme sports and competition are your thing, then perhaps The Woods is not for you. It has an artistic and cultural focus. They organise trips to nearby castles and old houses and students can learn a musical instrument or create and record the next big musical hit! Every evening ends with outdoor cooking and singing around fire.

C Sun Camp

Offering a range of activities from painting to computing for periods of five days up to two months, Sun Camp is a popular choice. There are daily canoeing and swimming races and why not finish the day with an outdoor meal and dance next to the slow-moving, wide river that flows past the camp?

D Hillcrest

Hillcrest focuses on young people's development of useful practical skills. Many students try its popular furniture-making sessions. Everything's produced from local trees! For those with busy family lives at weekends, there's the possibility of attending Monday to Friday. There are plenty of large fish in the local river, which students can try to catch.

E Camp Titan

Stays of between just two days and a month-and-a-half are possible, including a weekend-only option. Based in a beautiful old house, Camp Titan has a good range of ways to attend. It offers places to anyone from eight to eighteen and activities include everything from designing chairs to computer programming.

F Camp Yellow

If art or music's your thing, then this may be the camp for you. Sessions cover everything from creating great landscape pictures to writing the perfect pop song, and you get a certificate at the end of whichever course you choose. Anyone between the ages of nine and sixteen is welcome.

G The View

The View offers places to those between ten and fifteen years of age and, unusually, mums and dads are welcome to visit their children at weekends. The focus is mainly on sport and there are regular matches and competitions for students to test their skills. There are tasty barbecues every evening too.

H The Slopes

At the end of a hard day's fishing or canoeing on the river, there's nothing better than a dance, and The Slopes provides this three times a week, complete with their own DJ. Mums and dads can spend every Sunday doing activities with their kids. The best camp in the country for computer training.

Task 1

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

11 The writer start researching the teenage brain because

- A she was asked to write a book about it.
- B a colleague said she would be good at it.
- C she couldn't find much information about the subject.
- D she wanted to understand her son's behaviour.

12 Why do teenagers find keeping things tidy so difficult?

- A Their brains aren't as big as adult's brains.
- B They don't allow themselves enough time.
- C Their mind is always on other things.
- D They are naturally lazy at that age.

13 Teenagers sometimes find putting their phones down difficult because

- A they want to annoy adults.
- B they like doing lots of things at the same time.
- C annoying adults is a source of entertainment.
- D they don't know when to stop doing something.

14 How has doing the research changed the writer's attitude towards teenagers?

- A It's made him more patient with them.
- B It's allowed him to control them more easily.
- C He now allows them to do anything they want.
- D He can predict what they'll do more successfully.

15 What would a teenager be most likely to say about the writer's research?

- A I'm not lazy but I can't do tidying up, homework and social media all at the same time - it's impossible!
- B I hope mum and dad understand one day that I don't mean to be difficult - I just can't seem to organise my time.
- C My parents understand me much better since they read a few books on changes in teenagers' brains.
- D I agree that I really should do more to plan things better - I know I could if I just tried harder.

Task 2

Are the sentences true (T) or false (F)?

16 The writer's son asked if he could get new earrings.

17 Teenagers' brains are different to adults'.

18 Teenagers don't always want to be messy.

19 The writer never has problems with his children's behaviour.

20 The writer thinks adults are fair with teens.

The teenage brain

One day, someone I work with told me that her oldest boy, who was fifteen at the time, came home with three earrings. He hadn't asked for permission and didn't think he needed to. She couldn't work out why he was being like this and went to look for books on the subject. Although there were plenty advising her about what to do, there were none explaining why he was behaving that way. So, with a grateful co-worker watching on, I decided to find out.

One common complaint from parents is the mess that teenagers create. The teenage brain is not connected like an adult's. As we grow, it takes time for the parts of the brain to connect to each other. The last sections to join the network have an impact on planning, making teenagers less skilful at judging how long each task will take. As tidying is generally low on most teenagers' lists of things to worry about, the few minutes it takes just aren't planned for. So although it appears they're messy because they can't be bothered, this isn't actually the case.

Adults often get angry when teenagers appear unable to leave their smartphones alone, even at mealtimes. Teenage brains are hungry for excitement but still find knowing when they've had enough of something hard to judge. The part of the brain that controls this is yet to be fully connected. Although research demonstrates that teenagers are better than adults at doing several things at once, they also find smartphones more attractive, as they offer the excitement they want.

My own children are now teenagers and, thanks to my research, I've found that knowing what's happening in their brains makes them easier to deal with. Of course, I still find some of their behaviour unacceptable, and tell them so, but I always wait for longer, to allow them to correct their mistakes before I comment or punish. However, guessing, or trying to change, what they might do is just as difficult as ever. Adults expect far too much of teenagers, and blame them more than they should. Their brains are still developing, and we shouldn't forget that.