

English Language Proficiency Test

Reading Test

Reading Section 1

Task 1 -

Rearrange the seven sentences below to show the order of events in the table. The first one has been done for you.

Peter's bicycle

1. One day Peter wanted to go on his bicycle to visit his friend Mary in the next town.

1. One day Peter wanted to go on his bicycle to visit his friend Mary in the next town.
2. Then he remembered that the bicycle was at Mary's house.
3. Suddenly he saw Mary arriving at his house, riding on his bicycle.
4. He went to the garage to look for it, but the bicycle wasn't there.
5. He was very surprised and he didn't know where to look next.
6. He decided to go on his bicycle because it was a lovely sunny day.
7. So he tried to phone her and ask if she had seen it there, but she didn't answer.

Gap-Fill Section 2

Read 'The Mini Cooper' and complete each space with one word from the selection below. Drag and drop each word into the appropriate space. There are more words than you need.

The Mini Cooper

Voters in a recent **competition** chose the famous Ford Model T as the most influential car of the 20th century. They chose the British designed Mini Cooper as the second most influential. This is a **development** achievement and proof - if it is needed - of the Mini's lasting 1. _____ and attractive design.

The British Motor Corporation started to 2. _____ the Mini in 1957. The head of the British Motor Corporation, Leonard Lord, didn't like to see so many cheap German cars on British roads. He wanted to drive them off the road by designing and building a better 3. _____ car that was British.

He told his engineers that he 4. _____ a car which was less than ten foot long and had at least six feet of passenger space. They changed the position of the engine so that it sat across the body rather than along it. They also used four wheel drive and cone suspension. This was not common in family 5. _____ at the time. These innovations resulted in a tiny car that still had 6. _____ space for passengers and luggage.

Word List

build	holidays	disliked	small	wanted	possible
destroy	enjoyment	enough	great	vehicles	circular

Task 3 - 'Feeling the burn'

Paragraph 1:

Australian researchers recently found that our ancestors living two centuries ago used up about 1,000 calories per day more than modern sedentary workers. In other words, just to live, they expended the equivalent of walking about 15 kilometres each day more than most of us. Today, we live more sedentary lives, and all the basic necessities of life are provided. Instead of planting crops or hunting for their food, people have to be dragged out for a daily jog or bike ride. Our sedentary lifestyles have produced a modern epidemic of obesity and related health problems. Although many people associate being overweight with being unhealthy, they simply lack the motivation to take regular exercise.

Paragraph 2:

In the 1960s, a scientist working for the US air force, Dr Kenneth H. Cooper, came up with a solution. He had invented a new system of training to help astronauts to cope with the rigours of weightlessness in space, but realised that his exercises could help the general public to be healthier, particularly those who were overweight. Cooper put his ideas together in his book, which he published in 1968. This new book was easy for readers to follow and the exercise routines it described were effective. It became a bestseller list. It sparked a revolution in training and gave rise to a whole new industry - aerobics classes and personal fitness. The title of Cooper's book was Aerobics.

Paragraph 3:

Aerobic activity works the heart and lungs to the full and strengthens the bones. Compared with activities with the intense muscular effort of sprinting or weightlifting, aerobics does not put so much stress on the body. It can be performed in groups and to be fun. They typically include jumping, dancing and stretching movements to music. They can use up more than 450 calories in an hour - that is about the same as running or cycling over the same amount of time - and, unlike running or cycling, they involve all the major muscle groups.

Paragraph 4:

Like many other forms of exercise, aerobics has its dangers. One survey of gym-based aerobics classes in the 1980s showed that 78 per cent of those taking part experienced some form of injury as a result. These included sprained ankles, back and joint damage, and torn muscles. Instructors are now more aware of potential problems and better equipment can provide some protection. Improvements in footwear and flexible gym flooring reduce the shock previously transmitted directly to the bones of the foot and the joints from the twisting movements of step routines.

Paragraph 5:

Whatever the dangers, aerobics has survived and has achieved a level of popularity beyond anything that Cooper could ever have imagined. New variations such as dance aerobics, step aerobics, aqua aerobics and water aerobics have appeared over the years and today it is estimated that over 100 million people around the world participate in some form of aerobics class. Sadly, in spite of the popularity of aerobics and other fitness crazes the problems of obesity and heart disease have also continued to increase.

According to the text, Feeling the burn:

People living 200 years ago were healthier because they...

- ☐ needed to walk much further to find things to eat
- ☐ stayed slim by eating much less food
- ☐ were much more active in their everyday lives

It is a real problem in industrialised societies today that people...

- ☐ cannot really understand the importance of keeping fit
- ☐ are not forced by their employers to be more active
- ☐ do not really enjoy healthy activities like jogging or cycling

Dr Cooper wrote the book *Aerobics* to...

- ☐ improve the fitness of exercise professionals
- ☐ help train air force personnel for space missions
- ☐ inform people about the dangers of obesity

What can be inferred about the popularity of Cooper's book *Aerobics*?

- ☐ Its success led to widespread changes in public attitudes toward fitness.
- ☐ It remained relatively unknown outside professional health circles.
- ☐ It was criticized for being too complex for general readers.

Why might aerobic exercises be preferable to activities like sprinting or weightlifting?

- ☐ They are more fun and competitive.
- ☐ They strengthen the body with less physical strain.
- ☐ They are performed only in individual sessions.

What change contributed most to reducing injuries in aerobics classes?

- ☐ Reduced participation in step routines
- ☐ Greater attention to safety and improved gear
- ☐ Use of longer warm- up sessions and weight machines

What contradiction is presented in the final paragraph?

- ☐ Aerobics has become less enjoyable, yet people still attend.
- ☐ Despite the growth of aerobics, public health continues to decline.
- ☐ People prefer modern fitness trends but ignore aerobics completely.

Task4- Section 4

Read the text 'The story of chocolate'. Match one heading to each paragraph below. There is one more heading than you need. The first one has been done for you.

Global love for a sweet treat

Chocolate is loved by millions across the globe. From luxury brands to supermarket bars, it is available in many forms and flavours. Around 7 million tonnes of chocolate are consumed each year, with Switzerland and Germany ranking among the top consumers per capita. It is especially popular during celebrations and festivals.

Chocolate comes from the cacao tree, which is native to the rainforests of Central and South America. It was first used over 3,000 years ago by ancient civilizations like the Maya and Aztecs, who prepared a bitter drink for rituals and ceremonies. Cacao beans were so valuable that they were even used as currency.

The process of making chocolate begins with harvesting cacao pods, which are then fermented and dried. After that, the beans are roasted to develop flavour, and their shells are removed. The nibs inside are ground into a paste called chocolate liquor. This is then mixed with sugar and milk depending on the type of chocolate being produced.

Dark chocolate has gained a reputation for being healthy due to its high levels of antioxidants and minerals like iron and magnesium. However, many chocolate products are high in sugar and fat, and excessive consumption can lead to weight gain and tooth decay. Moderation is key.

Cacao farming depends heavily on specific weather conditions, which makes it vulnerable to climate change. Rising temperatures and unpredictable rainfall can reduce crop yields. Some organisations are now working with farmers to develop more resilient plants and sustainable growing methods.

Headings (choose one for each paragraph):

- A. A modern health debate
- B. Global love for a sweet treat
- C. The origins of chocolate
- D. The chocolate-making process
- E. Environmental threats to production
- F. Cultural traditions around chocolate

Section 5 of 5 = Section 1

Read the text History and the History of Art'. Use the statements below to make a summary of the text. **TWO** of the statements are **INCORRECT** according to the passage. Choose the **CORRECT** statements. Next put them in the order in which the information appears in the passage. You will need all the correct statements to complete this task.

Note: A statement **may refer** to information found in **one** or **two** paragraphs in the text.

History and the History of Art

Political parties, all political parties, are so eager to ensure that education is a matter they hold very dear to their hearts.

There is broad consensus that education has a crucial importance for the future needs of the students and that schools must therefore educate to meet that need. As such, they must respond to what is to be their destiny in the world into which they will be launched. They all seem to agree on this: but everything needs to be clear. And yet clearly what should be done?

Many of our schools have been filled with knowledge of geometry, arms and goods, these having been considered of sufficient "educational importance" and essential skills apparently measured by employment.

In the modern world, training and education have somehow become confused. The true education that opens minds and understanding is one that helps students think and provides young people with criteria to inform career choices but this in many cases has fallen by the wayside.

Education should entertain as well as teach; it should also inform and enrich our leisure activities. The discipline of art history shows precisely this: ways of living and past lives are revealed, legacies, everyday chronicles as well as physical, visual and material evidence as well. Music, ritual and ceremony provide points on which to further understand our past. In this respect, art history is a "human science" in which the study of history is illuminated by art's historical background and its visual dimension. At the same time, however, another discipline that can do even more to serve our leisure time, and that is the study of the history of art, which considers traditions, manages institutions and integrates an apparently scientific method into the study of the arts.

Engaging methodically with the history of art may at first seem an extra criterion for cultural elites. But it is more than just recapitulating to convey the time of valued gems, etc. In fact, it is most relevant during busy times given that academics must explain the educational importance of these two functions both historical and scientific: to build new experiences and new comparisons. Thus, for the older generations, art history represented a future, a method of learning and a model.

History plus the other cultural histories - in the time of Immanuel Kant the Greek - involved what is now called the "cultural history of art programmes" and can be found in universities throughout the UK and in England.

The fundamentals of art history include the linear study of a passage, in a sequence or in a continuum of development. The student must make the simple choice: the sharp separation that remains of artistic architecture, from the intrusion of the mainstream. This is the form of the contemporary observation: art, and critically also the link between the student's involvement and how far students bring history and present experience, yet are individually defined and not all- encompassed but better controlled through leisure.

Art and the history of art are inextricably linked to the patronage of religious and secular authorities, to state propaganda and to law, places and families. They cannot be detached from rituals, literature and science, nor from historical phenomena. If one then includes such visuals as icons, weapons, furniture, manners, quotations, customs, dress, etc., the accumulation of items that can represent these matters in the lives of class is an advantage. To comprehend the history of art it is necessary to comprehend literary texts, the memory of political struggles and

1. It is generally accepted that schools today are failing to cater adequately for the students' needs.
2. Art history (when taught in today's universities) is unrelated to key educational models from earlier periods of time.
3. The history of art cannot be studied in isolation: one needs links to it in order to learn about world affairs.
4. To understand the history of art, students also need to have a reasonable knowledge of literary and historical events.
5. A higher number of female students prefer to study history of art than male students.
6. History of art students have demonstrated a higher rate of success in finding immediate employment than students of law and sciences.
7. Education today needs to cater for the future needs of young people when they enter employment.
8. Young people who study art history at school or college will live a richer and more enlightened working life as a result.
9. By studying the history of art, students can develop their mental faculties just as efficiently as by studying other, more conventional subjects.

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