

SIMULATION READING TEST 5

Part 1: Questions 1-10

For each question, choose the correct answer.

1

Farm Shop Notice

Fresh strawberries are available daily, but customers wishing to buy more than five boxes should place an order 24 hours in advance.

- A. Customers can only buy strawberries if they order them earlier.
- B. Large purchases of strawberries require advance notice.
- C. Strawberries are sold only once a day.

2

Online Course Message

Participants who miss a live session can access the recording later, although they won't be able to take part in the discussion activities.

- A. People can watch the lesson later but cannot join the live discussions.
- B. Recordings are available only during the live session.
- C. Missing a session means leaving the course.

3

Community Garden Sign

Plots not cultivated for more than two months may be reassigned to people on the waiting list.

- A. Gardeners must grow vegetables for at least two months.
- B. Unused plots can be given to someone else.
- C. The waiting list closes after two months.

4

Subscribers who recommend a friend will receive one free month of membership, provided the friend remains a member for at least four weeks.

What must happen before the subscriber receives the reward?

- A. The friend must stay a member for a minimum period.
- B. The friend must pay for a year in advance.
- C. The subscriber must recommend more than one friend.

5

Leo! It's Mia. The tennis courts are fully booked this evening, so I've reserved a badminton court instead. Let me know if you'd rather choose another day.

What is Mia doing?

- A. Asking Leo to book a tennis court.
- B. Suggesting a different activity because the original plan isn't possible.
- C. Cancelling their plans completely.

6

Hi Nathan,
Thanks for returning my calculator. I found out later that I'd actually left it in my locker, so the one you gave back must belong to someone else. Could you bring it tomorrow?
Sophie

Why is Sophie writing?

- A. To thank Nathan for finding her calculator.
- B. To tell Nathan he returned the wrong calculator.
- C. To ask Nathan to lend her a calculator.

7

Ella, I've bought tickets for the afternoon performance because the evening one sold out before I got to the website. The seats aren't together, but they're only a few rows apart.
Tom

What does Tom want Ella to know?

- A. They will attend a different performance than planned.
- B. He couldn't buy any tickets.
- C. Their seats will be next to each other.

8

Dear Mr. Wilson,
I have completed the report and attached it to this email. However, I'm still waiting for the latest sales figures, so I've left that section unfinished and will update it once I receive them.
Kind regards,
Hannah

What does Hannah mean?

- A. The report is completely finished.
- B. She cannot start the report until the figures arrive.
- C. Part of the report still needs additional information.

9

Ava, the bus broke down halfway through the journey, so everyone had to wait for a replacement. We should arrive eventually, but probably not before the concert starts.

Ben

What can Ava understand from Ben's message?

- A. Ben is likely to miss at least part of the concert.
- B. The concert has been cancelled.
- C. Ben has decided not to continue the journey.

10

Hi Carla,

I spoke to the course tutor today. Although applications officially closed last week, they're still reviewing a few late submissions because some applicants experienced technical problems on the final day.

Daniel

- A. Everyone can continue applying to the course.
- B. The application deadline has been extended for all applicants.
- C. Some late applications may still be considered under special circumstances.

Part 2: Questions 11-15

For each question, choose the correct answer.

START A SCHOOL PODCAST

By Mr. Patel, Media Club Leader

Have you ever listened to a podcast on your way to school or while doing homework? Podcasts are a great way to learn new things, hear interesting stories and share ideas with other people. That's why we're starting a school podcast club this term.

You don't need expensive equipment or any experience. Many successful podcasters began by recording themselves with a simple phone. What matters most is having something interesting to say and being willing to practise.

During our first few meetings, we'll learn how to plan an episode and ask good interview questions. Later, you'll work in small groups to create your own podcast about a topic you enjoy. It could be sports, music, science or even school life. The choice is yours.

When I first started making podcasts, I spent too much time worrying about sounding perfect. Eventually, I realized that listeners enjoyed hearing real conversations more than carefully memorized speeches. That's one of the most important lessons I can share with you.

I believe everyone has experiences and ideas worth sharing. Some people prefer writing or drawing, and that's fine. But if you enjoy talking and working with others, this club could be for you. Join us in Room 12 every Thursday after school from 3:15 to 4:00.

11. Why does Mr. Patel think podcasting is a good activity?

- A. It allows people to share ideas and stories.
- B. It teaches people how to use expensive equipment.
- C. It helps students finish their homework.

12. What does Mr. Patel say students need to start podcasting?

- A. Professional recording equipment.
- B. Previous experience.
- C. Interesting ideas and practice.

13. What will students do later in the course?

- A. Listen to professional podcasts.
- B. Create their own podcast in groups.
- C. Interview Mr. Patel.

14. What did Mr. Patel learn from his own experience?

- A. Podcasts should always be carefully scripted.
- B. Listeners prefer perfect recordings.
- C. Natural conversations can be more enjoyable than memorized speech.

15. Why has Mr. Patel written this text?

- A. To advertise a new podcast club.
- B. To review some popular podcasts.
- C. To explain how podcasts became popular.

Part 3: Questions 16-20

For each question, choose the correct answer.

SARAH LIM: YOUNG WILDLIFE FILMMAKER

Sarah Lim is a wildlife filmmaker who creates short documentaries about animals and the natural world. Her films have been shown at several international youth film festivals and are often used by environmental groups to teach people about conservation.

Sarah is also a popular speaker at schools and community events. She enjoys sharing stories from her adventures and explaining how films can help people understand environmental problems. In addition, she regularly writes articles for nature magazines and runs a social media channel where she posts videos about wildlife from around the world. But how did Sarah become interested in filmmaking?

Sarah grew up in Singapore, where she often visited nature reserves with her family. When she was eight years old, she received a pair of binoculars as a birthday gift. At first, she used them simply to watch birds and other animals. A few years later, she borrowed a video camera from her uncle and started recording what she saw outdoors. She soon discovered that she enjoyed telling stories through film. She carried a notebook everywhere and filled it with observations about animal behavior. She spent hours learning which animals were active at different times of day and how weather conditions affected them. Although she was only a hobbyist, these experiences taught her patience and observation skills.

As a teenager, Sarah joined a local nature club and took part in weekend projects that involved monitoring wildlife. She also watched documentaries and read books about famous filmmakers. At university, she studied environmental science rather than film production because she wanted to understand the subjects she would later film. After graduating, Sarah worked for a conservation organisation. While there, she continued making films in her spare time. Eventually, her videos became so successful that filmmaking turned into her full-time career.

16. What does the writer say about Sarah's films?

- A. They mainly focus on environmental issues.
- B. They are shown only in schools.
- C. They have won many international awards.
- D. They are made for television channels.

17. What does the writer say about Sarah?

- A. She likes sharing her experiences with others.
- B. She prefers making films to speaking in public.
- C. She rarely writes about nature.
- D. She does not use social media.

18. What do we learn about Sarah's childhood?

- A. She wanted to become a scientist from an early age.
- B. She became interested in observing wildlife.
- C. She regularly entered filmmaking competitions.
- D. She learned filmmaking from her uncle.

19. What does the writer say about Sarah's education and early career?

- A. She studied filmmaking at university.
- B. She immediately became a professional filmmaker.
- C. She chose a course connected to the subjects she filmed.
- D. She stopped making videos while working.

20. What is the writer's main aim in writing the text?

- A. to explain how wildlife documentaries are made
- B. to describe the life and career of a filmmaker
- C. to encourage readers to study environmental science
- D. to compare different careers in conservation

Part 4: Questions 21-25

For each question, choose the correct answer.

MAYA KHAN: THE COMMUNITY GARDENER

People often think that gardening is a quiet hobby for people who enjoy spending time alone. For me, it has always been about bringing people together. As the coordinator of a community garden in my city, I spend as much time talking to people as I do vegetable planting. The garden produces food, of course, but it also creates friendships.

My interest in gardening began unexpectedly. When I was fourteen, my school asked students to help clean an abandoned piece of land behind the sports centre. I volunteered because some of my friends were taking part. At first, I wasn't interested in gardening at all. However, while we were clearing rubbish, one of the teachers explained how the area could be transformed into a place

where people could grow food and meet each other. The idea stayed with me long after the project ended.

At university, I studied business management, not agriculture. I imagined that I would work in an office. During my final year, however, I joined a volunteer group that managed local gardens. I quickly realised that successful gardens require much more organisation than most people expect. Someone has to plan activities, raise money and encourage volunteers to keep coming back.

After graduating, I worked for a large company for several years. The job was secure, but I found myself spending most weekends helping at community gardens. Eventually, I decided to turn that interest into a career. It wasn't an easy choice, and many people thought I was making a mistake. Looking back, though, I have never regretted it.

Today, I still enjoy seeing vegetables grow, but the most satisfying part of my work is watching people gain confidence and learn new skills. Some arrive knowing nothing about gardening and leave as experienced volunteers who help others. Seeing that change is what keeps me motivated.

21. What does Maya say about gardening?

- A. It is mainly a way of growing food.
- B. It allows her to spend time away from people.
- C. It can help create connections between people.
- D. It is often more difficult than running a business.

22. How did Maya first become interested in gardening?

- A. She joined a project for social reasons.
- B. Her family encouraged her to grow vegetables.
- C. She wanted to study agriculture at university.
- D. A teacher asked her to manage a garden.

23. What did Maya learn while volunteering at university?

- A. Most volunteers preferred working alone.
- B. Community gardens need strong organisation.
- C. Growing vegetables was more complicated than expected.
- D. Business skills are not useful in gardening projects.

24. What does Maya suggest about changing careers?

- A. She changed careers immediately after university.
- B. The decision was easy because everyone supported her.

- C. She sometimes wishes she had stayed in business.
- D. Other people doubted her decision, but she is happy with it.

25. What would be a good introduction to this article?

- A. Community garden leader Maya Khan explains how an unexpected school project led to a career she finds rewarding.
- B. Maya Khan argues that everyone should learn how to grow vegetables at home.
- C. In this article, Maya Khan describes why business management is the ideal qualification for gardeners.
- D. After retiring from a successful business career, Maya Khan decided to try gardening for the first time.

Part 5: Questions 26-31

For each question, choose the correct answer.

THE RISE OF CITIZEN SCIENCE

In recent years, citizen science projects have become increasingly popular. These projects allow ordinary people to contribute to scientific research, often by collecting information or reporting observations. Thanks to modern technology, thousands of volunteers can now work together on projects that would otherwise be impossible to carry (26) _____ on a large scale.

One well-known project asks participants to record bird sightings in their local area. The information is then analysed by researchers, who use it to identify changes in migration patterns (27) _____ time. Similar projects focus on insects, plants and even weather conditions.

Many scientists believe that citizen science does more than simply provide useful data. It also helps people develop a better understanding (28) _____ how scientific research works. Participants often report that they become more interested in environmental issues after taking part in such projects.

However, some experts have expressed concerns about the reliability of information collected by volunteers. To address this issue, organisers usually provide detailed instructions and training materials. As a result, the quality of the data has improved considerably (29) _____ recent years. Professor Helen Marsh, who has managed several international projects, believes that public involvement will continue to grow. She argues that scientific institutions should not only collect

information from volunteers but also encourage them to (30) _____ an active role in planning future research.

Although citizen science cannot replace professional researchers, it can certainly (31) _____ to important discoveries and strengthen links between science and society.

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|----|------------|------------|-----------|-----------|
| 26 | A. out | B. through | C. over | D. across |
| 27 | A. through | B. over | C. among | D. beyond |
| 28 | A. for | B. with | C. of | D. by |
| 29 | A. at | B. during | C. within | D. in |
| 30 | A. make | B. take | C. do | D. hold |
| 31 | A. lead | B. result | C. bring | D. create |

----THE END----