

Reading 1.

She knew the street backwards, of course. How many times had she been dragged up it as a child by the wrist, whining and snivelling, always wishing she were somewhere else? Now she had no desire to be anywhere but here. This bustling traffic, these fuming buses, these chipped paving stones and boarded-up shop fronts, they were *hers*. Here, she would grow from defiant teenager to independent woman. When she was an old woman, she would gaze out over the lawns and say 'Ah, Knox Road, that's where I really came into my own'. Number 126 was only a short walk from the bus stop, and she heaved her multiple bags onto her shoulders and trudged off, trying to maintain the elation as the straps dug into the flesh of her neck and fingers. Number 126 was set back slightly from the main road, with a concrete path and weed-patch at the front. The window frames were rotten and the paint chipped. Holly tried not to mind. It was what was *inside* that counted, after all. The coming-together of six individuals from diverse backgrounds, discussing politics, culture and art late into the night, sharing ideas, recipes, milk, shower gel and lovers – that would be what she'd look back on of course, not the paintwork. In the absence of either a bell or knocker, she rapped firmly on the door.

There was no reply. Holly peered through gap in curtains in the downstairs window, but there was nothing but gloom within. She could hear a faint thudding of a bass beat, but was not sure which house it belonged to. She rapped more firmly, and was searching for a pebble to throw to the upstairs window when the door opened. A shirtless, overweight twenty-something, with bleary eyes and greasy hair stood in the doorway wearing boxer shorts and mismatched socks.

"I've come for the upstairs room, I'm the new tenant," said Holly brightly. The man grunted slightly and moved aside. He gestured up the dim, uncarpeted stairway and began to shuffle along the dark hallway to the rear of the house. "Top floor, is that right? I guess I just follow my nose!" Holly gave a high laugh, and received another grunt in reply. Then the man was gone. Not to worry, he must be the quiet moody type, thought Holly, too caught up in his own profound thoughts for inane chit-chat. One day she would penetrate his hard outer shell and release the free spirit inside. Anyway, now for the stairs. The four flights of stairs would be worth it, she'd decided when she picked out the flat, even if it did mean her going downstairs to get to the bathroom, because the room faced the front, and she could watch the world scurry by as she sipped her morning coffee. Kicking one bag in front and dragging the others behind, she finally made it up the four flights and flung open the door to her new room, her new haven, her new adult life. Peeling beige wallpaper, a lumpy mattress on a chipboard bedframe, a bare light bulb, a flat-pack wardrobe inexpertly put together. All this, Holly could just about put up with, but when she saw the view from her window – a dull patch of grey sky, invariable whatever the angle, she finally had to admit to herself that her adult life was not getting off to a great start.

1 What can be inferred from the text?

- ☒ a. This is Holly's first time living away from home.
- ☐ b. Holly visited the house before deciding to move in.
- ☐ c. Holly is new to this part of the town.
- ☐ d. Holly already knows someone who lives in this house.

2 Where is Knox Road?

- ☐ a. in a town centre
- ☐ b. in a suburb
- ☐ c. in a village
- ☐ d. on a housing estate

3 Which word best describes 126 Knox Road?

- ☐ a. austere
- ☐ b. run-down
- ☐ c. quaint
- ☐ d. pristine

4 What can be inferred about the character of Holly?

- ☐ a. She is a daydreamer.
- ☐ b. She is ambitious.
- ☐ c. She is prejudiced.
- ☐ d. She is reckless.

5 Which one is NOT true of 126 Knox Road?

- ☐ a. There isn't a front garden.
- ☐ b. The window frames need painting.
- ☐ c. There isn't a doorbell or a door knocker.
- ☐ d. The downstairs curtains are drawn.

6 What can be inferred about the man who opened the door?

- ☐ a. He owns the property.
- ☐ b. He had not expected Holly.
- ☐ c. He lives in the front, ground floor room.
- ☐ d. He had been asleep.

7 Which one is NOT true of Holly's room?

- ☐ a. It is on the fourth floor.
- ☐ b. It is furnished.
- ☐ c. It has an en suite bathroom.
- ☐ d. It is at the front of the house.

8 Which best describes the change in Holly's emotions?

- ☐ a. nervous → optimistic
- ☐ b. optimistic → disillusioned
- ☐ c. disappointed → resigned
- ☐ d. eager → nervous

Reading 2.

A

Grandville Music Center

Guitar Lessons

Study rock, blues, or classical guitar.

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Your teacher will design a lesson plan with you based on your goals and interests. Beginner, intermediate, and advanced level instruction is available.

Recitals are held in the spring and are a great opportunity for students to play in front of an audience. Participation is optional but is highly recommended.

We will schedule your introductory lesson with a teacher who matches your interests and needs!

Visit the Center today to sign up!



Music's Effects

Psychologists have known for a long time that music affects people's feelings. James Kellaris, a psychology professor, has studied ways that music affects shopping. He says that playing the right kind of music can have positive effects for a business.

Kellaris has identified several effects that might help businesses decide what kind of background music to play as their customers shop. Kellaris found that fast music makes a crowded store feel more crowded, and slow music makes an empty store feel lonely. Also, music with a faster tempo makes the time that customers are in the store seem shorter. This might help store owners because the more time customers are in a store, the more likely they are to buy something. A related effect happens when background music is played to customers "on hold" on telephone lines. If people hear fast music, they think their wait time is shorter than if they listen to slower music.

Kellaris also investigated what styles of music customers prefer while they are shopping or on hold, and he found there are differences between men and women. Women had the highest positive reactions to jazz, followed by classical, while men most preferred classical, followed by jazz. Rock music was least preferred by both groups. Many store owners say they pay close attention to their customers and choose their music accordingly.

B

Did you know?

Research studies have shown that music has a positive effect on children's academic performance. One study found that high school students who played musical instruments scored higher on a test than their peers who did not participate in band.



Other researchers have noted that young children who studied music have an easier time understanding some mathematical ideas. In one study, second grade students who were given four months of piano lessons did better on a fractions test than the students who did not study piano. This could be because their musical instruction taught them the relationship between eighth, quarter, half, and whole notes, and they were able to transfer that understanding to the use of fractions in other situations.



Studies such as these surely prove that musical education should be provided in all schools, despite the cost of hiring teachers and buying instruments.

The following questions refer to section A.

81. What can be inferred about the guitar teachers?
- A. They can play other instruments.
 - B. They have taught before.
 - C. They prefer to teach beginners.
 - D. They use the same lesson plans.
82. What should someone do who wants to take guitar lessons?
- A. make an appointment with a teacher
 - B. prepare a lesson plan
 - C. go to the Grandville Music Center
 - D. send in a registration form

The following questions refer to section B.

83. Why did piano students do well on a fractions test?
- A. They listened to music while they studied.
 - B. The test used fractions in musical situations.
 - C. They had studied the concept of fractions in music.
 - D. They were also enrolled in a special math class.
84. How does the author feel about musical education?
- A. It is too expensive for schools.
 - B. It is an area that should be researched further.
 - C. It is most important for young children.
 - D. It should be offered in all schools.

The following questions refer to section C.

85. What is the main idea of the passage?
- A. Most customers like to listen to music while shopping.
 - B. Businesses can use music to influence their customers.
 - C. Men and women prefer different types of music.
 - D. Music has a positive effect on salespeople.

86. According to the passage, what is the purpose of using background music?

- A. to entertain customers
- B. to make stores feel more inviting
- C. to make customers stay longer
- D. to make customers feel less lonely

87. According to the passage, what should store owners consider when deciding which type of music to play?

- A. the type of products sold
- B. the number of phone calls received
- C. the gender of the customers
- D. the size of the store

88. According to the passage, how do people feel when they hear slow music on the telephone?

- A. They are more likely to buy something.
- B. They think time is passing slowly.
- C. They feel lonely.
- D. They think time is passing quickly.

89. What kind of music would be best to play in an uncrowded women's clothing store?

- A. classical music
- B. rock music
- C. fast music
- D. slow music

The following question refers to two or more sections.

90. How could taking guitar lessons benefit children?

- A. It could make them feel better.
- B. It could help them make friends.
- C. It could teach them which kind of music is most popular.
- D. It could help them get better grades.

Grammar

1 _____ her my message, please?

- a. Do you give
- b. Are you going to give
- c. Will you give
- d. Are you giving

2 He _____ me every day since we broke up. He _____ me thousands of times.

- a. 's been calling / 's called
- b. 's called / 's been calling
- c. 's been calling / 's been calling
- d. 's been called / 's been calling

3 He suffered an injury _____ his holiday in France.

- a. during
- b. for
- c. while
- d. when

4 They have been to Paris, Rome, and many _____ big European cities.

- a. others
- b. other
- c. another
- d. the other

5 You're going to have to do it _____.

- a. you
- b. your own
- c. your
- d. yourself

6 I'm very _____. The present I got was very _____.

- a. disappointing / disappointed
- b. disappointed / disappointing
- c. disappointed / disappointed
- d. disappointing / disappointing

7 All the payments _____ out in September.

- a. will send
- b. are going to send
- c. will be sending
- d. will be sent

8 That _____ true. It's impossible!

- a. shouldn't
- b. might not
- c. can't
- d. must not

9 When I _____ older, I'll study medicine.

- a. 'm
- b. will be
- c. 'm going to be
- d. was

10 If my boss _____ me work weekends, I'd quit my job.

- a. would make
- b. would have made
- c. made
- d. will make

11 Your grandad and I are very proud of you. ____ come to your graduation party.

- a. We both will
- b. Both we will
- c. We will both
- d. Will both we

12 There aren't ____ secrets to success. It's all about working hard.

- a. no
- b. none
- c. any
- d. some

13 There was ____ bad traffic that we missed our flight.

- a. such
- b. such a
- c. so
- d. so many

14 ____ his good intentions, he failed to achieve his goal.

- a. However
- b. Although
- c. Despite
- d. So

15 You ____ be here when we get back.

- a. would better
- b. had better
- c. should better
- d. better