

Reading Part 1

Short texts

In questa parte devi leggere cinque brevi testi. Per ogni testo c'è una domanda a scelta multipla con tre opzioni: A, B e C.

Look at this example. Do you know the answer?

SHORT STORY COMPETITION

Only students
who are at least fourteen
can submit an entry.

- A Only fourteen-year-olds can enter the competition.
- B The competition is open to students of all ages.
- C Students over the age of fourteen can enter the competition.

What helped you decide?

1 TEXT TYPES Read the texts and write what type of text they are.

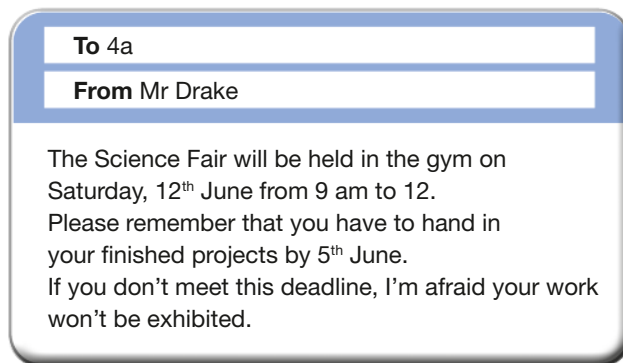
text message • note • road sign • email • notice • label • advertisement



A



B



C



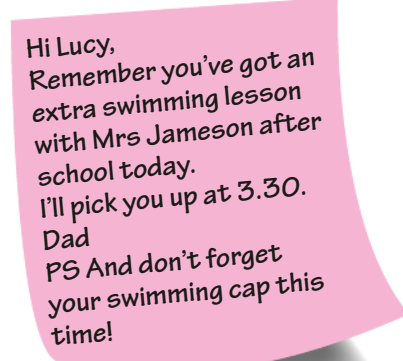
D



E



F



G

2 PURPOSE Match each text in Ex. 1 with its purpose.

0. to advertise something

1. to respond to an invitation

2. to give a time limit

3. to remind someone of something
4. to give washing instructions

5. to tell you where you aren't allowed to go

6. to establish a rule

3 CONTENT Read the text and complete the labels with the words from the list.

who • what • when • where • why

1.

2.

New | Send | Attachment | Answer | Delete

To Simon

From Lucy

Object History Books

Hi Simon,
Can you bring me back the books I lent you for our History project when you come round to my house on Saturday?
My sister needs them for her homework.
Thanks a lot!
Lucy

3.

4.

5.

4 CONTENT Copy the chart in your exercise book. Then complete it with information about texts 1-3.

| | who | what | when | where | why |
|----|-----|------|------|-------|-----|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

1.

< | Profile

Hi Alex,
You must be back from your holiday by now!
I can't wait to hear all your news! Shall we meet at the café on Saturday for a chat?
What time are you free?
Chris

SMS | Send

2.

Amy,
I won't be able to pick you up from the gym this evening as I'm going to be working late.
Love,
Mum

3.

ALL STUDENTS
Please refrain from bringing food and drink into the Science Lab at all times!
All meals should be eaten in the school canteen.
The Headmaster

Missing words

Nei testi brevi vengono **utilizzate spesso solo le parole chiave**, cioè quelle che contengono le informazioni principali. Altre parole, ad esempio articoli e preposizioni, vengono omesse, perché non sono indispensabili per fare capire il messaggio.

5 MISSING WORDS What words are missing? Use the words in the list to write the short texts as full sentences.

next • was • must be • at • ~~your~~ • my • are (x2) • on • the (x3) •
is (x2) • I • How about • has got the • you • ~~the~~

0. Wash ^{your} hands before touching ^{the} food!
1. Sunday Party cancelled. Tom flu.
2. No talking or texting while driving.
3. All phones switched off during exam.
4. Bus late! Sorry!
5. Summer sale! Doors open 9 am Saturday!
6. Can't make it Tuesday. Thursday?
7. No food or drink allowed in library.
8. Face masks required.

Wash your hands before touching the food!

Choosing the correct option

Le opzioni A, B e C del task Reading Part 1 contengono alcune **parole che hanno un significato simile** a quello delle parole usate nel testo.

- Quando leggi le tre opzioni, devi cercare di individuare queste parole.
- Poi devi leggere bene le parole che vengono prima e dopo per capire il senso dell'intera frase.
- Quando individui la frase che corrisponde al testo, avrai trovato l'opzione corretta.

6 PARAPHRASING / SYNONYMS Match the sentences in A with the sentences in B with the same meaning.

A

1. If the bus isn't running, you can take the train.
2. Handbags and bags are not permitted in the museum.
3. Out of order. Please use stairs.
4. Library no longer open during lunch hour.
5. Buy one, get one free.

B

- a. You can't enter whenever you like anymore.
- b. The lift is broken so you have to walk up.
- c. You can buy two items for the price of one.
- d. There is an alternative form of transport available.
- e. This place is never closed.
- f. There's only one way to get there.
- g. You aren't allowed to take personal items inside.
- h. When you buy two items, the second has a discount.
- i. You can take your personal belongings in here.
- j. The lift is working so you needn't walk up.

7 SYNONYMS In Ex. 6, underline the words in A and B that helped you choose. Did you find any synonyms (words with a similar meaning)?




.....

.....

.....

.....

8 (COMMON) MISTAKES These notices all contain mistakes. Find them and correct them in your exercise book.

1.  To be taken no fewer than three times a day.
2. 
NO ENTRY!
Please use this door.
3. 
WASH THOROUGHLY AFTER EATING.
4. 
PLEASE REFRAIN FROM THROWING LITTER IN THE BIN.
5. 
ONCE OPENED
KEEP IN FRIDGE
AND EAT WITHOUT TWO DAYS.
6. 
KEEP ON THE GRASS!

9 USE THE TIP Read the texts and choose the correct option (A, B or C).

1. No audio or video recording, camera or photography allowed during the performance.
A It isn't permitted to film or take pictures while watching the show.
B You can film the dancers and singers, but you can't take pictures.
C You have to refrain from using mobile phones during the show.
2. We are cashless! All major credit cards welcomed.
A The shop is open to all types of payment.
B The shop has a preference for certain types of credit cards.
C The shop doesn't accept notes or coins.
3. Use by 10th June. Keep refrigerated.
A You needn't store the food in the fridge.
B You should avoid eating this food after its expiry date.
C Not to be opened before the date on the label.
4. Exam in progress! No entry unless authorised!
A The candidates have to get authorisation before they can sit the exam.
B Under no circumstance is anybody allowed into the room.
C You can only go inside the room if you have been given permission.

10 USE THE TIP Underline the words in the questions and in the answers in Ex. 9 that helped you choose.



Checklist Reading Part 1

On the next two pages you will find a **PRACTICE TEST** for **Reading Part 1**. Use the following checklist to help you while you are doing the test.

1. ☐ Leggi i testi e per ciascuno decidi che tipo di messaggio è e dove potrebbe trovarsi. Aiutati con gli indizi visivi.
2. ☐ Leggi le tre opzioni A, B e C.
3. ☐ Confronta ciascuna opzione con il testo.
4. ☐ Scegli l'opzione corretta.
5. ☐ **IMPORTANTE:** verifica che il testo e l'opzione corrispondano!
6. ☐ Scrivi a matita la tua risposta sul foglio delle risposte (*Answer sheet*, p. 154).

Reading Part 1

Questions 1 – 5

For each question, choose the correct answer.

1



- A Jenny has to help her dad with the cooking this evening.
- B Jenny forgot to get some milk on her way to school.
- C Jenny has to buy some milk on her way back.

2

Fiona's Fashions

END OF SEASON SALE

50% off all goods!
(except for shoes)

**Don't miss out on these
high quality clothes & handbags!**

Hurry! Sale ends this Saturday!

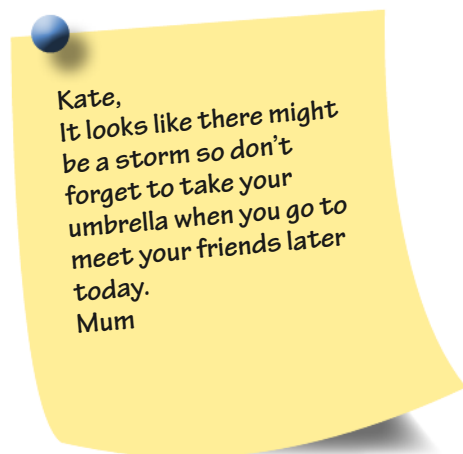
- A The goods will no longer be available at a reduced price next week.
- B You can get a discount on all goods at Fiona's Fashions until Saturday.
- C Shoes are half price in the End of Season Sale

3



- A You can stay in this place for as long as you like.
- B You are not allowed to put a tent up and sleep there.
- C You can drive up to the area and leave your car nearby.

4



- A Kate's mum is reminding her to take an umbrella with her because of the weather.
- B Kate's mum is telling her to borrow an umbrella from her friends later today.
- C Kate's mum doesn't want her to meet her friends as there is going to be a storm.

5

| |
|--------------------------------|
| To Students in play |
| From Mrs Sparks |
| Object End of Term Play |

Calling all actors and actresses!

Rehearsals will be taking place this coming **Saturday at 2 pm.**

Please note:
Latecomers will **not** be admitted to the rehearsals or permitted to remain in the play.

- A Mrs Sparks doesn't mind if people are late to the rehearsals.
- B Those who aren't punctual will lose their place in the play.
- C The students will be receiving a call from Mrs Sparks on Saturday.

Reading Part 2

Matching descriptions & short texts

In questa parte devi leggere cinque descrizioni di persone e otto brevi testi su un argomento specifico. Devi associare ogni persona al testo più appropriato. Ci sono tre testi in più che non ti serviranno.

Look at this example. Do you know the answer?

Karl wants to watch a film. Below are two descriptions of films he could see. Decide which film would be most suitable.



Karl loves science-fiction films, especially if they have been made by famous directors with well-known actors. He prefers modern productions to older ones because the special effects nowadays are so much better than in the past. They also have to have an exciting story and be packed full of action.

A

The Space Travellers

Don't miss this thrilling new film starring Oscar winners Jonan Darrey and Kim Wayne. Their performance in this remake of the 1990s classic, *Star Gazers*, is truly phenomenal. The high quality 3D technology employed by talented director Gary Gainsberg really does give you the impression that you're actually on board the ship, darting through space with the astronauts.

B

Time's Up

Director Brandon Woodsman's debut film is the story of a teenager who wakes up to find a time capsule has crashed in his back garden. He's got 24 hours to repair it before it self-destructs! Will he manage in time or will it explode and take the boy's dreams of time travel with it? The film is rather slow-moving at first but gradually starts to pick up towards the middle and the acting could be a bit more realistic.

What helped you decide?

Scanning

Nel task Reading Part 2, nelle cinque brevi descrizioni delle persone, è necessario identificare le cose che sono importanti per ciascuna persona.

- Applica la tecnica di lettura dello **scanning**: leggi tutti i testi velocemente **cercando le informazioni specifiche** che servono per fare gli abbinamenti fra le persone e le attività.

1 SCANNING Read the descriptions about two people who want to find something to do in their free time. Underline the keywords about what they would like to do.

- A** Jacques works long hours behind a desk, staring at a computer screen, and usually feels exhausted by the end of the day. He is interested in travel, meeting people and learning about different cultures.
- B** Sally moved to New York on 15th September to start a university course as she is interested in becoming an interpreter. She's got a passion for foreign cuisine and loves experimenting with different foods and flavours. She would like an opportunity to meet people with similar interests.

2 SCANNING Read the texts (1-3) and underline the keywords. Then answer the questions (A-C).

1. Are you interested in learning a new language? Then evening classes might be just what you're looking for! We offer online beginner courses in Chinese, Japanese, Spanish and German to people of all ages.

2. Would you like to wow your family and friends with tasty dishes from all over the world? Join us on Saturday afternoons for cookery classes with our top chef, Alex. This Saturday we'll be learning how to prepare that wonderful Spanish dish, paella.

3. If you've got a passion for music and dance, then why not sign up for Katia and Francesco's Latin American dance classes? There are classes for beginners as well as more experienced dancers and they're held twice a week on Tuesdays and Thursdays from 7.30 pm to 10 pm.

- A Does one of the people in Ex. 1 match Text 1? Yes ☐ No ☐
Why? / Why not?
- B Does one of the people in Ex. 1 match Text 2? Yes ☐ No ☐
Why? / Why not?
- C Does one of the people in Ex. 1 match Text 3? Yes ☐ No ☐
Why? / Why not?

Paraphrasing

Nel task Reading Part 2 bisogna sapere identificare **frasi o espressioni che hanno significati simili** per poter abbinare la descrizione della persona all'attività giusta.

3 PARAPHRASING Match the phrases in A with the phrases in B.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1. at the weekend 2. late at night 3. early in the morning 4. doesn't like 5. has a passion for 6. doesn't care about | <p>B</p> <ol style="list-style-type: none"> a. at sunrise b. can't stand c. isn't interested in d. on Saturdays and Sundays e. is keen on f. after dark |
|--|--|

✓ Checklist Reading Part 2

On the next two pages you will find a **PRACTICE TEST** for **Reading Part 2**. Use the following checklist to help you while you are doing the test.

1. ☐ Leggi le cinque descrizioni delle persone e sottolinea le parole chiave.
2. ☐ Leggi gli otto testi sulle attività da abbinare e sottolinea le parole chiave.
3. ☐ Confronta le informazioni che hai sottolineato nelle descrizioni e nei testi.
4. ☐ Barra i testi che non corrispondono. Ricordati che ce ne sono tre in più!
5. ☐ Abbina le descrizioni delle persone ai testi sulle attività.
6. ☐ **IMPORTANTE:** verifica che l'abbinamento corrisponda!
7. ☐ Scrivi a matita la tua risposta sul foglio delle risposte (*Answer sheet*, p. 154).

Reading Part 2

Questions 6 – 10

For each question, choose the correct answer.

The young people below all want to find a book to read.

On the opposite page there are descriptions of eight different types of books.

Decide which one would be the most suitable for the people below.

6



Luke has a strong passion for history and particularly likes stories set in the eighteenth century. He has a keen interest in the struggles of war and people's fight for independence. He likes reading books that are made into films so he can see the story brought to life on the big screen.

7



Julie's absolute favourites are exciting fantasy or mystery stories. She particularly likes the ones she can relate to, where everyday, ordinary characters her own age turn out to be the hero or heroine and end up saving the day.

8



Mina spends hours surfing the net for lesser-known authors and their first publications. She is attracted to stories linked to traditional folk tales or legends from the past. It's vital that they feature strong female characters who unexpectedly find themselves in some sort of peril.

9

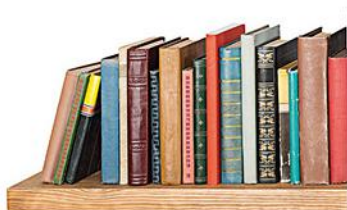


Daniel enjoys a wide range of genres from sci-fi to historical novels, and he prefers reading an illustrated story to a book without images. He says these kinds of books bring the story to life and the characters jump right off the page! He especially likes stories with teenage characters that he can picture himself in.

10



Lin loves thrillers and murder mysteries but she draws the line at horror stories as she's afraid they'll give her nightmares. She's recently started reading a new genre, science-fiction, and she's totally hooked. She hates it when the book she is reading comes to an end, so she'd rather go for a series than a one-off.



Great reads!



A X-Boy

If you like thrilling, action-packed spy stories, then you'll love this one. It's about a secret organisation that recruits a young boy called Dillon who has absolutely no experience but who seems quite promising. They start him on an extremely complex training programme, just as a mad tech genius launches a global threat in his desire to take over the world.

B When the Sea Calls

A remarkable fantasy debut inspired by Greek mythology. Lily is a mermaid who goes against the rules of her kingdom and saves an elderly fisherman and his grandson, Marcus, after their vessel gets wrecked in a storm. Danger lurks around every corner as Lily tries to bring them to safety but she fears she may have fallen into a trap.

C Images of America – Death, Hope, Justice

This moving series is an absolute must for anyone with a passion for history. Set in 1780 during the American Revolution, a wealthy plantation owner is killed and leaves a will granting his slaves, twin brothers, freedom. However, the will mysteriously disappears and the two men are bought by a cruel upcoming politician from Washington DC. During an attempt to escape they get split up and spend the rest of their lives trying to reunite. Soon to be made into a film!

D It Wasn't the Butler!

James Gordon's latest play will have you in tears... but not from sadness, from sheer joy! This hilarious comedy will make you laugh until your sides ache. It's a comical murder mystery set in Paris in the 1930s. It was recently adapted for the big screen and will be appearing in cinemas across the country this coming spring.

E The Hidden Galaxy

If unidentified flying objects, weird-looking little people and time-travelling rebels are your thing, you'll love Alan Douglas's exciting new trilogy with its mind-bending futuristic scenarios. The super-intense plot, full of sharp twists and turns, will keep you on your toes right from the very beginning!

F Princess in a Day

Fifteen-year-old Lia is quite happy in her role of Tomboy but her world is suddenly turned upside down when she discovers her father is the King of Zavanian and she is the heir to the throne! She has less than 24 hours to transform herself into a princess and no one to help her. How on earth will she manage it?

G Winners & Losers

In this graphic novel, packed full of hand-drawn illustrations, rich kid Rory suddenly ends up at boarding school and sharing a room with the captain of the cricket team, super bully, Harry Mackinney. While struggling to make friends and finding it almost impossible to fit in (as well as being totally useless at cricket), he falls head over heels in love with the headmaster's daughter who doesn't even know he exists. What could be worse? This book will have you both laughing and crying at the same time!

H Hidden Words

This inspiring story is set in 20th century Nazi Germany during the book-burning campaign. Alex, a fifteen-year-old boy, lives in the countryside with his parents and three younger siblings. One day, some German soldiers arrive at the door and drag his father away. As soon as they are out of sight, Alex's mother thrusts a package at him and tells him to deliver it as fast as he can. Alex suddenly finds himself at the centre of a book smuggling network.

Reading Part 3

Longer texts with multiple choice

In questa parte devi leggere un testo di circa 350 parole. Poi devi rispondere a cinque domande a scelta multipla con quattro opzioni: A, B, C e D.

Look at this example. Do you know the answer?

My mother introduced me to my first pony at the age of three and it was love at first sight! I spent most of my childhood at the stables feeding, grooming and exercising the horses and as soon as I had finished high school I started training as a riding instructor.

What does the woman say about growing up?

- A** Her mother left her at the stables while she was working.
- B** She had to work very hard when she was younger.
- C** She learnt to become an instructor during high school.
- D** Her passion for horses and riding started at an early age.

What helped you decide?

Purpose

Identificare **lo scopo di un testo e per chi è stato scritto** ti aiuterà a capirlo meglio.

1 PURPOSE Read the texts and match them to the writer's purpose.

to congratulate someone • to offer advice • to apologise for something • to give a description

- | | | |
|----------|---|-------|
| A | If you are thinking of joining a gym, I'd certainly recommend The Alpine. The staff are extremely professional and everything is spotlessly clean... | |
| B | I used to share a flat with some students in the centre of London. We each had our own room and there was a tiny bathroom at the end of the hall. It was on the top floor of a really tall building and the views were wonderful. | |
| C | ... and after what must have been hundreds of auditions, Tom finally got a small part in Justin Wakeman's debut film <i>The Stars Do Shine</i> . Well done! | |
| D | We're terribly sorry but we can't accept any more bookings for tomorrow's show. All the tickets were sold out within 24 hours. | |

Feelings, attitudes and opinions

Il task Reading Part 3 riguarda sempre una persona. Di solito è scritto in prima persona ma a volte in terza persona singolare. Il testo esprime sempre **sentimenti, atteggiamenti o opinioni**. Identificarli può aiutarti a scegliere l'opzione corretta.

2 FEELINGS, ATTITUDES AND OPINIONS Read the sentences and underline the adjectives that express feelings, attitudes and opinions.

- 1. I walked onto the stage and spoke with a loud, confident voice into the microphone. I was surprised at how calm and relaxed I felt.
- 2. I could feel the whole class staring at me. I felt so embarrassed and confused. I didn't understand why they had to be so cruel and unkind.
- 3. The lights went out, leaving me alone and afraid in the dark. A few moments later I heard a dog bark and I was relieved to see Toby's excited little face appear round the corner.
- 4. The History teacher got extremely angry when he realised that some of his students had cheated in the exam. He said they were dishonest and should be ashamed of themselves.
- 5. I had an unusual holiday last year. I worked in a busy summer camp in the south of France. It was an excellent experience and I met some very interesting people.

3 FEELINGS, ATTITUDES AND OPINIONS Write the words that you underlined in Ex. 2 in the correct columns in the table.

| Positive | Negative | Both |
|----------|----------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4 ATTITUDES AND OPINIONS Choose the correct option.

- 1. I didn't agree with / In my opinion we should just stop worrying about it.
- 2. If it were up to me / In my view I would throw everything in the bin.
- 3. I don't think / I believe you can generalise on such an important issue.
- 4. I didn't agree with / In my view it's not too late to make a change.
- 5. I don't think / I didn't agree with the reporter's last comment.
- 6. I believe / If it were up to me that everybody has the right to an education.

5 ATTITUDES AND OPINIONS Now write your own endings to sentences 1-6 from Ex. 4.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Skimming

Nel task Reading Part 3 è utile applicare la tecnica di lettura dello **skimming**:

- **Leggi** il testo velocemente **per cogliere il senso generale e identificare le idee principali**.
- Non è necessario leggere ogni singola parola con attenzione; guarda il titolo e l'immagine, se presente, e lascia che i tuoi occhi scorrano sul testo.

6 SKIMMING Look at the photo, read the title and skim the text. Then answer questions 1-5.

1. Who is the writer?
2. Where is she?
3. Who is she with?
4. Why is she there?
5. What is she doing?

A wonderful week by Lucy Drake

I was really happy when Mr Humphries asked me to write this post about my half-term holiday. I had never been skiing before and was really looking forward to our family holiday in the mountains. We put the suitcases in the boot of the car the night before so that the next morning we were up and ready to leave just before sunrise. I didn't sleep much though, as I was far too excited!

There wasn't too much traffic on the road at that time so it only took us about six hours to reach the Austrian border. We drove on for a few more hours and got to Alpbach just in time for lunch. Alpbach is a beautiful village set in the heart of the magnificent Austrian Alps.

After we had unpacked, we went for a walk around the village and found out where we could hire our skiing equipment and book some lessons for me and my brother.

The next morning we all went to the slopes to meet our instructor, Vincent. My parents are both excellent skiers so they left us with him and went off skiing on their own. He was a brilliant teacher and by the end of the morning we were actually skiing!

We all had a great time and it was well worth the long drive to get here. I really hope we can go back again next year now that I've learnt to ski.



7 SKIMMING Now read the text in Ex. 6 again and choose the correct answer for questions 1 and 2.

1. Where would you find this type of text?
A In a travel magazine.
B In a newspaper.
C In a school blog.
2. What is the global meaning of the text?
A Lucy went on a school trip to Austria.
B Lucy taught her brother how to ski.
C Lucy learnt to ski while on a family holiday.

8 SCANNING Now scan the text and choose the correct answer for questions 1-3.

1. What is the writer's purpose?
A To explain how she learnt to ski.
B To describe her holiday experience.
C To offer advice on skiing.
2. What kind of feelings does the writer express?
A She was surprised that she learnt to ski so quickly.
B She was relieved that she didn't break anything.
C She thought the slopes were excellent.
3. What is the writer's opinion?
A She thought it took too long to get there.
B She'd like to repeat this holiday experience.
C She would have liked to ski more.

9 SCANNING Read questions and unfinished statements 1-6 and choose the correct option.

- | | |
|---|-----------------------------------|
| 1. How did Zac react when he opened the door? | feelings / opinion |
| 2. The writer thought the show... | purpose / opinion |
| 3. Why did Vanessa travel to Edinburgh? | purpose / specific detail |
| 4. Wendy's behaviour is hard to understand because... | attitude / global meaning |
| 5. What time was Neil's plane due to take off? | specific detail / feelings |
| 6. How would Oliver's friends describe him? | global meaning / attitude |

10 SCANNING Underline the keywords in Ex. 9 that helped you choose your answers.



Checklist Reading Part 3

On the next two pages you will find a **PRACTICE TEST** for **Reading Part 3**. Use the following checklist to help you while you are doing the test.

1. ☐ Leggi il testo e il titolo velocemente per capire il senso globale.
2. ☐ Rileggi il testo e sottolinea le informazioni specifiche.
3. ☐ Leggi con attenzione le domande, una alla volta, sottolineando le parole chiave.
4. ☐ Confronta le quattro opzioni (A, B, C e D) con il testo.
5. ☐ Scegli l'opzione corretta.
6. ☐ **IMPORTANTE:** verifica che il testo e l'opzione che hai scelto corrispondano.
7. ☐ Scrivi a matita la tua risposta sul foglio delle risposte (*Answer sheet*, p. 154).

Reading Part 3

Questions 11 – 15

For each question, choose the correct answer.

JAMES GOODWELL – WILDLIFE VET

I have always loved animals and that's why I decided to become a vet.

When I was younger I used to spend most of my weekends helping out on my grandparents' farm. I remember getting up really early in the morning and going off with my grandfather to feed the animals. The bit I enjoyed the most was giving the baby goats their milk out of bottles. They were so funny.

As soon as I left school, I enrolled at the Royal Veterinary College in Cambridge where I studied animal science for six years. It was really hard at first and I sometimes had a few doubts and wondered if I had made the right choice, but I'm happy to say that I got there in the end.

During those six years, I worked as a volunteer at a local animal shelter which took in abandoned cats, dogs and other small pets. At first it was my job to register the animals which were brought into the centre and then, as I gained more experience, I was given more challenging things to do such as assisting the surgeons during operations. Today I am a proud member of their surgical team and I spend most of my free time working there.

I had always wanted to work with wild animals so shortly after I got my degree, I applied for a job at a Safari Park and I have worked there ever since. It gives me immense satisfaction but it isn't easy. I'm constantly having to remind myself that the stunning lioness I adore is, in fact, an extremely powerful wild animal that could become very dangerous at any given moment, especially when she is surrounded by her cubs!

I think the hardest operation I have ever had to do was when one of the tigers in the park had a toothache. The poor animal wasn't eating her food and had been miserable for several days. We decided to give her a sedative so that I could look inside her mouth. I discovered a bad tooth and I had to extract it there and then. I was so nervous that my hands shook the whole time. I knew she was asleep of course, but that didn't stop me from feeling terrified that she might open her beautiful yellow eyes at any moment and bite my hand off!



11 What does James say about his childhood?

- A He couldn't stand spending every weekend on a farm.
- B He didn't remember much about staying at the farm.
- C He hated having to get up so early.
- D He enjoyed helping his grandfather feed the animals.

12 James said that while he was studying to become a vet,

- A he worked as a surgeon in an animal shelter.
- B he found it quite difficult at times.
- C he didn't manage to learn much at the shelter.
- D he knew from the start he'd made the right choice.

13 What does James say about working at the Safari Park?

- A He finds his job rewarding.
- B He feels safe at all times.
- C He worries about being in constant danger.
- D He adores being around the cubs.

14 How did he feel while treating the tiger?

- A He was worried that she was losing weight.
- B He didn't think he could pull the tooth out.
- C He was afraid she might suddenly wake up.
- D He thought the operation was too difficult to do.

15 Which of the following is the best description of James?

A

A man who loves his profession and dedicates all his time to animals.

B

A young man who loves his job but who would like to have more free time.

C

A dedicated professional who has spent his life working on safaris across the world.

D

A man who will never be entirely satisfied with his career choice.

Reading Part 4

Gapped text with missing sentences

In questa parte devi leggere un testo, lungo circa 270 parole, dal quale sono state tolte cinque frasi. Devi scegliere le cinque frasi mancanti tra otto opzioni (A-H) e reinserirle nel testo.

Look at this example. Do you know the answers?

At the age of 18 Lucy Westlake is the youngest American woman to have ever climbed Mount Everest. When Lucy reached base camp and saw the mountain she had to climb, she thought it would be impossible. She started her climb at 9 o'clock in the evening and, by 5.30 the following morning, she had reached the top. When she got back down to base camp, Lucy said to reporter, 'I couldn't believe I was actually standing on top of the world!' **16**

Lucy needed to raise money to cover the costs of her expedition. **17** On the day before she was due to leave, she managed to reach an incredible \$24,000!

- A So, she started an online fundraiser several months before the climb.
- B A total of eight and a half hours.
- C They were physically and mentally exhausted.
- D In fact, I looked all around but there was nothing higher than me!

What helped you decide?

1 SKIMMING Read the text quickly and answer questions 1-3.

1. What is the story about?
2. Where does it take place?
3. What happened?

One place I have always dreamed of visiting is Machu Picchu. **1** They invited me to go with them to see this ancient site!

So we went online and booked our trip with a travel agency that specialises in adventure tours. **2**

This is a fascinating route that guides you through the Andes mountains. However, they forgot to tell us that it takes four days and three nights! By the time we got to our destination we were exhausted.

Then disaster really struck! We weren't allowed onto the site! Why? **3** This is requested by the Peruvian Ministry of Culture. The agency had forgotten that, too!

2 PREDICTING MISSING INFORMATION Look at the gaps (1-3) in Ex. 1. What type of information is missing (a, b or c)?

1. a. the name of route
2. b. information to answer a question
3. c. information about who went on the trip

3 PRACTICE Match the missing sentences to the information in Ex. 2 and the gaps (1-3) in Ex. 1.

- A Because we didn't have the visitor's permit!
- B They advised us to follow the *Classic Inca Trail*.
- C Well, my dream finally came true thanks to some colleagues at work.

Context

Capire il contesto del brano aiuta nella scelta corretta delle frasi da abbinare agli spazi vuoti.

- Leggi prima l'intero brano ignorando gli spazi vuoti; cerca di farti un'idea del contesto.
- Quando leggi le opzioni da inserire controlla che siano adatte al contesto.
- Infine, scegli per ogni spazio vuoto la frase mancante da inserire e rileggi tutto il paragrafo per controllare che abbia un senso compiuto.

4 CONTEXT Match the sentences (1-3) with the contexts (a-c).

- | | |
|---|---------------------------|
| 1. John look at Simona and say your lines. Don't read them! Simona make sure you look at John while he is speaking, then turn to the camera and scream as loud as you can. Ready? | a. a History lesson |
| 2. The English archaeologist Howard Carter entered the chamber of the ancient Egyptian ruler King Tutankhamen, on 16 th February, 1923. King Tut, as he was also known, died when he was just a teenager. | b. a beach clean-up |
| 3. Use these large plastic bags and fill them up with as much litter as you can possibly find. Don't forget to wear a pair of gloves. You need to protect your hands from broken glass and rusty drink cans. | c. a film director on set |

Linking expressions and reference words

- Cerca **collegamenti tra le frasi** attorno allo spazio vuoto e **le informazioni nelle frasi da inserire**.
- Può essere molto utile individuare congiunzioni, connettori e altre espressioni di collegamento (*linking expressions*) o pronomi e altre espressioni pronominali (*reference words*).

5 LINKING EXPRESSIONS Link the two sentences by choosing the correct linking expression.

1. The special effects were remarkable. **However** / **Therefore** the acting was awful.
2. When Lucy finished work she realised her car was missing. **Because** / **Therefore** she called the police.
3. You should take an umbrella. **Otherwise** / **So** you are going to get wet.
4. It was a lovely sunny day. **However** / **So** we decided to go to the beach.
5. We don't have any dietary requirements. **Otherwise** / **In fact**, we eat everything.
6. Why didn't you answer the phone? **Therefore** / **Because** I was in the shower.

6 REFERENCE WORDS Circle the words that refer to the underlined information.

1. Flight RAF378 will shortly be departing from Gate 32. It is scheduled to take off at 6:35 am.
2. A tourist stopped me to ask for directions. He wanted to know where the nearest bank was.
3. I couldn't make up my mind which pair of shoes to buy. In the end, I bought both of them!
4. Who has been invited to Nick's party? Sally and Debbie have.
5. The actor didn't want to be interviewed by the press. He got away before they could speak to him.



Checklist Reading Part 4

On the next two pages you will find a **PRACTICE TEST** for **Reading Part 4**. Use the following checklist to help you while you are doing the test.

1. ☐ Leggi il testo velocemente ignorando gli spazi vuoti e sottolinea le parole chiave.
2. ☐ Leggi le otto opzioni A-H.
3. ☐ Rileggi il testo attentamente facendo attenzione alle *linking expressions* e alle *reference words*; cerca di capire quale informazione manca.
4. ☐ Scegli l'opzione corretta.
5. ☐ **IMPORTANTE:** verifica che l'opzione abbia un senso compiuto una volta inserita nel testo.
6. ☐ Scrivi a matita la tua risposta sul foglio delle risposte (*Answer sheet*, p. 154).