Reading Question Paper

Time: 35 minutes

- Answer all the questions.
- Write all your answers on the separate answer sheet.
- You must not speak to the other candidates.
- You may use your dictionary throughout this test.
Task One: Paragraph Headings (10 minutes) – Questions 1-6

You will read a text about a chef.

• Match each paragraph to the correct heading.
• Place a X in the appropriate box on your Answer Sheet.
• The first one has been done for you.
• There are two extra paragraph headings that you DO NOT need.

Paragraph Headings

A  FIIRST PUBLIC APPEARANCES
B  SUCCESS AS A WRITER
C  JAMIE’S PRIVATE LIFE
D  AVOIDING FOREIGN CUISINE
E  WHO IS JAMIE OLIVER? - EXAMPLE
F  AN INTEREST BEGINS
G  HIS EDUCATION AT HOME AND ABROAD
H  THE PRICE OF SUCCESS
I  COOKING FOR PUBLIC FIGURES
James Trevor "Jamie" Oliver, born 27 May 1975, is a British celebrity, chef, restaurateur, media personality, known for his food-focused television shows, cookbooks and his global campaign for better food education. He has attracted all generations of food lovers with his ultra-tasty receipts shown on television.

Restaurants and cooking are in his blood because his parents own and operate a successful pub and restaurant in Cambridge, where he grew up. At the age of eight he started cooking and helping the chefs prepare lunch for the pub’s customers.

After uninteresting school years, he decided he wanted to cook and went on to study at Westminster catering college, where he completed his formal training. After college, he travelled to France to find out more about cooking and famous French cuisine. He also wanted to find his own style.

Then, one day a producer saw him while he was working in the River Café and his life changed. He appeared in a documentary on the café, and later he was contacted by the top production companies in England and the first series of films on his cooking were made. Soon he was well-known by the public because he often featured in magazine articles.

To accompany the television series, Jamie’s first book came out, and it was number one on the best-seller list for more than ten weeks. Then at the age of twenty-six, he became food editor for a magazine.

Jamie is even more popular with the British government. On one occasion he was invited to 10 Downing Street to prepare a lunch for the British Prime Minister, who was entertaining the Italian Prime Minister.

Jamie’s passions are pasta and making bread. He also plays the drums with old school friends in a band. He lives in London, where he travels around by motorbike. In July 2000, Oliver married Juliette Norton. The couple met in 1993 and have four children.
Task Two: Scan Reading (10 minutes) – Questions 7-13

You will read four texts about films.

• Read the texts and decide if the information is in text A, B, C or D.
• Place a X in the appropriate box on your Answer Sheet.

Example:
This film won a prize.
The correct answer is: A.

Information to Find

This film...
7  is based on real events.
8  features people travelling with animals.
9  is based on a book.
10  features a well-known TV actor.
11  features an intelligent leader.
12  is reviewed by someone who recognises characters similar to those he knew as a child.
13  features someone who tries to murder someone else.

Film A: Runaway

This award-winning film is one of the best comedies I have ever seen. The story was taken from the book Run, Run, Run, but is actually nothing like the original. The story is about four London bank robbers, one of whom has been captured after a daring robbery from a high-security national bank. Annie Hunter is wonderful as the female brains behind the gang and Johnny Jonson’s performance as the British-hating American of the group, is hysterically funny. Lastly, Martin Peters plays a stuttering coward who spends most of the film attempting to kill the only person to have seen the robbery, but with chaotic results. A truly black comedy with plenty of moments that will have you crying with laughter, Runaway is a film I’d recommend to anyone.
**Film B: The Boss**

A really beautifully made Western, adapted from the long running television show, the film is about two main characters: The boss (John Whitaker) and his ex-army hired help, Charley (Dan Cole). They live a simple life, moving from place to place with a herd of cattle. When someone tries to take over their business, they confront him and the film is mostly about solving this problem. There is also a weak attempt at romance between Charley and Sue (Helen Adams), the local doctor’s sister, but it doesn’t fit well into the rest of the film. The best part, surprisingly, is the gunfight. The whole scene is masterful, exploring Charley’s understanding of how men react under pressure. This film is a welcome change from so many childish, special effects, action-films which are so popular.

**Film C: Long Time Coming**

A film that I have always loved; this is one of the few good adaptations of a Simon Strong novel. It is faithful to the original and is just as interesting. Jerry McNeil, now famous in the television show *Sirens*, George Nix, Davy Spelman and Will Rivers play youngsters growing up in the late 1950’s. With excellent performances by the young actors, the film has an air of nostalgia about it, leading up to the final tragic moments involving a train accident. It is a great story about growing up in a world of mysteries. This is one of those films that moves me emotionally no matter how often I see it. I really enjoy the nostalgic atmosphere of the film, especially as I remember kids like these from when I was growing up.

**Film D: Flyboys**

The film is inspired by the true story of American aircraft fighting against the Germans in World War I. A group of Americans arrives for training, each with something to prove. One of them meets a pretty girl, and even though they don’t speak the same language they fall in love. This film has a great deal of battle violence. Many characters are killed. Soldiers and civilians, including women and children, are shown in desperate situations. Characters drink, smoke and use strong language. There are also references to the racism of those days. People who see this film should talk about what led these men to fight for another country. They should also talk about the origins of the First World War and why the hopes that it would be the ‘war to end all wars’ were not realised.
Task Three: Multiple-Choice Reading (15 minutes) – Questions 14-20

You will read a text about computer games.

• Read the following text.
• Answer the multiple-choice questions about it and choose the correct answer: A, B, C or D.
• Place a X in the appropriate box on your Answer Sheet.

Computer Games and Children

by V. S. Patel

Scientists have looked at the relationship between violent films and children’s behaviour for years. They are now studying the effect of computer games on children. Lyn Hender, senior lecturer in educational psychology, focuses on how these games influence the way teenagers think. She looked at thirteen and fourteen-year-old students playing fantasy games on computers.

She found that both weak and strong students clearly used complex thinking skills. “I think we never really see the advantages of such games in education. Parents and teachers do not think of these as being educationally useful,” Dr Hender said.

“I think we only see the aggression and violence in them. Of course, some games are like that. But the majority are non-violent games that are good for developing the mind.” The students played a game called “Get The Money,” in which a group have to make money in various ways. For this game you need to think in almost the same way that you would in a sports game. “This is not an easy game, … actually, you have to use logic as well as changing how you think.” Dr Hender stated.

Teachers were surprised to see that teenagers whom they thought were weak students were as successful as their stronger classmates. Sometimes they were even better. “One weaker student completed a complex card game in which you had about nine different things to remember,” Dr Hender said. “I discovered she did it very easily, but some of the students I thought were strong had problems. I found that none of the students had any problems concentrating for a long time. They were determined to understand the game and get it right.

Dr Hender concluded that the games used the same sort of strategies that were very valuable in classrooms. Teachers could try to make use of these games and design tasks based on them for students in class. ‘Computers are not just a home leisure thing,’ she said.
Questions for Task Three:

14. Dr Lyn Hender is mainly interested in how...
   A films cause children to be violent.
   B computer games affect the minds of the young.
   C little research exists on computer games.
   D to compare computer games and films

15. According to Dr Hender, parents believe computer games...
   A are too difficult for many children.
   B are often made in order to educate children.
   C are not a proper part of education.
   D don’t involve thinking.

16. Dr Hender says most computer games...
   A are violent and aggressive.
   B are for children, not adults.
   C improve the thinking skills of their users.
   D are bad for children.

17. Dr Hender says “Get The Money”...
   A is sold as a sports game.
   B tells children that earning money is good.
   C helps children understand the value of money.
   D helps children think in different ways.

18. According to Dr Hender weaker students are...
   A just as good at the game.
   B able to concentrate better.
   C good at card games.
   D able to keep in mind nine things at once.

19. Dr Hender says that teachers should...
   A make their own computer programs.
   B plan activities based on computer games.
   C give homework which needs a computer.
   D make sure every student has a computer in class

20. Overall, this article is about,...
   A the educational value of computer games.
   B the effect children have on the computer industry.
   C what parents and teachers think of violent computer games.
   D how computer games help stronger students.