

## From PET – Examination Papers. Book 1. Reading Test 4.

### Part 1 - Questions 1-5

Look at the test in each question. What does it say? Write the correct letter A, B or C on the answer sheet.

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| <p>1 <b>Melissa,</b><br/><b><i>the travel agency has called. Your flight to Jordan has been anticipated. Call them back to confirm you have received the message.</i></b><br/><b>Rebecca</b></p>                           | <p>A There has been a change in the date of the flight.<br/>B The trip to Jordan has been anticipated.<br/>C The agency confirmed the trip to Jordan.</p>                                      |
| <p>2 We inform the public that from July to early September, the upper buildings of Trajan's markets are closed for major restoration works. We apologise for the inconvenience.</p>                                       | <p>A The monument has been closed for restoration.<br/>B A part of the building cannot be visited for some months.<br/>C The public is not allowed into the building for the whole summer.</p> |
| <p>3 Individuals assume the risk for any injuries sustained while using the pool.<br/>The management.</p>  | <p>A If anybody gets hurt the responsibility is his /her own.<br/>B The management is not responsible for what happens in the pool.<br/>C Risks should be avoided when using the pool.</p>     |
| <p>4 <b>DO NOT STEP INSIDE THE CHAIN SURROUNDING THE MOSAICS.</b></p>  | <p>A People must not walk on the mosaics.<br/>B It is forbidden to remove the chain.<br/>C There is somebody guarding the mosaics.</p>   |
| <p>5 Susanna,<br/>I'll be away until Sunday. Don't forget to give the cat the pill for her stomach: one on Tuesday and one on Saturday evening. If she doesn't want them, put them in her food. Thanks a lot.<br/>Emma</p> | <p>A The pills should be given the cat in the morning.<br/>B The cat has to take the pills in her food.<br/>C The cat needs her pills twice a week.</p>  |

## PART 2. Questions 6-10

**The people below are looking for accommodation. Read the eight advertisements and match each person, or group of people, (letters A-H) with the corresponding house of flat (numbers 6-10). There are three extra letters which you do not need to use. Write the letters on the answer sheet.**

**6 Paula** is a senior clerk in a London bank. She is looking for a flat to be shared with a friend. She does not stay at home much and she wants to be near an underground station because she hates getting up early. She does not care much about cooking.

**7 Mr and Mrs Russell** have three young children. At present they live in a small flat and they would like to find a house where their children can play without danger. They are not very rich and they hope they will not have to spend too much on new furniture when moving to a new house.

**8 Jan van Delft and his wife** are Dutch. They have always dreamed of spending some time in London but they hate hotels. They prefer living the same life as the Londoners do, therefore they would like to rent a flat. They do not have particular economic problems.

**9 Dwight** has a big family. In fact he has two: his own family, formed by his wife and three children; and his parents who are old and need help. He is looking for a house where he can look after his parents without having to live together all the time.

**10 Matthew and Doris** hate living in town. They have one young daughter of eight and a two-year-old son. They like inviting friends or relatives at weekends and are not worried about having to drive a few miles when they need to go to the nearest town.

### LOOKING FOR A PLACE TO LIVE

**A** Set in a quiet part of the city, this unusual flat on the ground floor of an elegant block of flats benefits from direct access to the garden. It comprises a kitchen, an ample living room, two bedrooms and two bathrooms.

**B** An outstanding town house in a popular modern developed area. The house is arranged over two floors and is ideal for two families waiting to live close by. Both flats have three bedrooms and two bathrooms, besides kitchen and dining room. A private garage gives direct access to the flats.

**C** Bright one-bedroom apartment within walking distance to local amenities to be rented. It is fit for tourists interested in spending at least two weeks in London in an ideal environment of nature and art.

**D** Owing to moving away from London, we sell a semidetached house. On the ground floor the kitchen and an ample living-room overlooking a small garden. Upstairs three bedrooms and two bathrooms. Garage and a back garden with fruit trees, too. Partly furnished (kitchen and wardrobes). Very convenient price.

**E** This three-storey contemporary home is located just off the local park. The house comprises a spacious bedroom, a second bedroom and a shower room. The living room opens onto a small balcony. The house benefits from a garage.

**F** Third floor apartment, in a central area of the city, comprises two bedrooms, two bathrooms (one en suite), reception room opening onto kitchen. Lift and garage. Within range of underground station.

**G** We sell an end-of-the-century but very comfortable house in the countryside, thirty miles from city centre. On two floors there are four bedrooms and two bathrooms. Downstairs living room, kitchen and a room for children to play and study. School and kindergarten are very close.

**H** Nice detached house in the suburbs of London in a vast commercial area. The ideal place for people engaged in commercial activities and wanting to live in a quiet house. Situated on two floors there are three bedrooms, kitchen and living room, one bathroom. Backyard garden and a parking lot available.

## PART 3 - Questions 11-20

**Look at the statements below about ways of preserving the memory of tragic historical events. Read the text and decide if each statement is correct or incorrect. If it is correct, write A and if it is incorrect, write B on the answer sheet.**

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|----|---|-------|
| 11 | Film makers are not interested in historical films.   | A / B |
| 12 | A documentary film can present a perfectly authentic reconstruction of a historical event.        | A / B |
| 13 | The Nazi dictatorship killed millions of Jews all over Europe.                                    | A / B |
| 14 | Words and images cannot reproduce reality as it occurred.   | A / B |
| 15 | Films can show events of historical importance and can explain their causes.                      | A / B |
| 16 | It is possible to represent the Holocaust faithfully.   | A / B |
| 17 | Six million people were killed in the Holocaust because of their race.                            | A / B |
| 18 | The Museum in Jerusalem can illustrate the horror of the Holocaust better than a film.            | A / B |
| 19 | Portraits and documents of Jewish victims can be seen in the museum of Yad Vashem.                | A / B |
| 20 | A big dome in the Jewish Museum is the symbol for the massacre of thousands of Jews in Lithuania. | A / B |

## HOW TO PRESERVE THE MEMORY OF THE PAST

Historical films have always attracted film makers, yet producing historical films poses certain problems for the film maker. Similarly, films pose problems for the historian.

Even documentary films have to be treated carefully. Think about the subject of the Holocaust, the killing of millions of Jews during the Nazi invasion of many European countries. The enormity of the events of the Holocaust raises a number of issues. How can words and images depict what really happened? Who has the right to present Holocaust stories? Under what obligation is the eyewitness/historian both to those who perished and to the survivors? What ways can be used to tell the story of these events?

When looking at historical films, one point to bear in mind is to look at the ways in which films are constructed. We expect them to tell us a story and to conclude that story, tying up all of those loose threads which have come up in the narrative. But this can be only a part of its making. Films are very good at showing “how” events happened but often fail to explain “why”. With an issue such as the Holocaust, even from such a distance of time, can we ever truly understand why the Holocaust took place?

Finally how can any medium come to terms with the very enormity of six million people being killed because of the religion that they were born into? Six million people who can never tell their stories.

Perhaps the tragedy of the Holocaust is better reconstructed in the Yad Vashem, the museum in Jerusalem. The centrepiece is a majestic dome known as the Hall of Names; thousands of documents line the walls, and hundreds of individual portraits of the dead are displayed along the dome.

One chilling exhibit commemorates the slaughter in Ponary, Lithuania, where over a period of four years more than 70,000 Jews were lined up and shot dead, their bodies falling into pits. Their only crime was being Jews. A deep cavity in the museum floor has been carved to symbolize the mass grave, lit only by a frail ray of sunlight.

## PART 4 - Questions 21-25

Read the text and the questions below it. For each question write A, B, C or D on the answer sheet.

### ENGLISH OR ENGLISHES?

It is now becoming reality: non-native speakers of English outnumber native ones 3 to 1. In Asia alone, the number of English users has risen to 350 million - more or less the combined populations of Britain, the United States and Canada. There are more Chinese children studying English - about 100 million - than there are Britons.

And the way English speakers communicate is changing, too. The new English speakers aren't just passively absorbing the language - they're changing it. New Englishes are born the globe over, from Japlish spoken in Japan to Hinglish, the combination of Hindi and English that is widespread everywhere in South Asia, to post-apartheid South African English that many blacks have adopted as a sign of freedom in contrast with Afrikaans, the language of oppression.

All languages are work in progress. But English globalisation which has no precedents in modern history, will revolutionise it in ways that we can only begin to imagine. In the future students might not try to imitate Oxford or Boston English but simply follow their own local versions of English. Linguists suggest, for example, that for some Asians it should not be so important to spend hours to learn pronouncing the "th" sound when they could say "sing" or "ting" instead of "thing".

English has become a common denominator. Whether you are a Korean executive on business in Shanghai, a German politician in Brussels or a Brazilian biochemist at a conference in Sweden, you're probably speaking English. In China the Beijing Organizing Committee for the 2008 Olympics promoted the study of English among staff, taxi-drivers and ordinary citizens.

Technology also plays a huge role in English's global triumph. 80% of the electronically stored information in the world is in English; 66% of the world's scientists can read in it. Finally, in countries like Germany beginners' English classes are no longer attended by German children but are filled with immigrants from places like Turkey and Russia who want to catch up with the natives. As with migrants all over the world, they're finding that their newfound land is an English-speaking one.

#### 21 What is the writer trying to do in the text?

- A To illustrate the widespread use of English in the world.
- C To encourage people to speak English even badly.

- B To convince people that learning English is useful.
- D To help people to learn British English.

#### 22 In what way is English changing?

- A English is adopted as a second language in many countries.
- C Non-native speakers combine it with their own languages.
- B Because many people cannot pronounce it correctly.
- D There are different versions of English in Europe.

#### 23 Why is it necessary to speak English?

- A Because taxi-drivers and policemen need it.
- B Because it is the language of science, technology and business.
- C Because it is the language of the Olympics.
- D Because it is spoken in China, South Africa and Brazil.

#### 24 Who is attending courses of English in Europe?

- A Students who need electronically stored information.
- B Scientists and technicians for their jobs.
- C Both European children and immigrants from other countries.
- D Immigrants who live in Germany.

#### 25 Which slogan shows the main idea of the text?

- A Speaking English is the key to the world of business.
- B English is the most widely spoken language in China.
- C New Englishes are spoken by scientists all over the world.
- D English is the language for communicating in a multicultural and highly developed world.

## PART 5 - Questions 26-35

**Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D on your answer sheet.**

### Hurricanes

Hurricanes are the only natural disasters with their own (26) ..... Hugo, Camille, Hazel, Gilbert - each evokes its particular image of disaster. Hurricanes are the same in vital ways; yet like (27) ....., each has its own personality.

Names seem appropriate because we come to know hurricanes before they strike, (28) ..... earthquakes, which hit without warning, or tornadoes, which come and (29) ..... quickly with at best a few minutes' warning.

Hurricanes are special. You can surely state that they are the Earth's most frightening (30) ..... A tornado is much more concentrated (31) ..... even the smallest hurricane: a mile-wide tornado is huge, a 100-mile-wide (32) ..... is small.

Hurricanes can (33) ..... more than a week and can devastate islands around the Caribbean days before slamming into the United States.

We are so used to watching satellite (34) ..... of hurricanes that it is difficult to imagine a time when people did not understand that such storms are huge masses of wind circling (35) ..... a centre. The centre is the eye we see so clearly on most satellite photos of hurricanes.

- |    |                   |               |            |                 |
|----|-------------------|---------------|------------|-----------------|
| 26 | A characteristics | B activity    | C names    | D human         |
| 27 | A men             | B people      | C women    | D human         |
| 28 | A unlike          | B as          | C like     | D instead       |
| 29 | A leave           | B go          | C return   | D blow          |
| 30 | A events          | B performance | C storm    | D wind          |
| 31 | A than            | B like        | C as       | D of            |
| 32 | A wind            | B hurricane   | C storm    | D typhoon       |
| 33 | A last            | B continue    | C end      | D strike        |
| 34 | A film            | B photos      | C drawings | D reproductions |
| 35 | A behind          | B on          | C in       | D around        |