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 TOEFL Junior

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**PART 1**

 **Listening Comprehension**

 **Listening 1**

Now you will hear some information about Emma. Each listening is followed by five or more questions. Choose the best answer to each and mark the letter of the correct answer on your sheet. You will hear each listening only one time.

1. **When did Emma start school in the US?**
2. Last year
3. Last week
4. Very recently
5. **At her school Emma...**
6. Has to wear school uniform
7. Isn’t totally free to decide what to wear
8. Can wear what she likes
9. **At Emma’s school you can...**
10. Never wear T-shirts
11. Only wear T-shirts for one subject
12. Always wear T-shirts
13. **Emma...**
14. Has already bought some new clothes for school
15. Will buy new clothes on Saturday or Sunday
16. Is going to buy new jeans and T-shirts
17. **Why does Penny think school uniforms are OK?**
18. You don’t spend time deciding what to wear
19. It’s easy to wear.
20. She doesn’t like her weekend clothes

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**PART 1**

 **Listening 2**

Now you will hear some information about James. Each listening is followed by five or more questions. Choose the best answer to each and mark the letter of the correct answer on your sheet. You will hear each listening only one time.

1. **James hasn’t bought a computer because...**
2. He doesn’t really need one
3. He has had a lot of other things to do
4. He doesn’t like shopping at Browns Department Store
5. **The computer that James likes...**
6. Is going to be cheaper than usual
7. Is an SP47
8. Has 20% discount
9. **James is interested in buying the computer at Browns because...**
10. It only costs £ 650
11. It’s faster than the old models
12. He can save about £ 100
13. **The sale at Browns begins on the...**
14. 13th
15. 14th
16. 19th
17. **The department store is on ... Street.**
18. Windy
19. Win
20. Wynn
21. **James and Steve are going to...**
22. Meet at 10.30 am
23. Have lunch with James’s sister
24. Be with James’s father at the department store

**PART 1**

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**Listening 3**

Listen to Sam talking to his Mum about a birthday party for his Granddad. For each question choose the right answer A, B or C.

1. **On his birthday, Granddad will be**
2. 58
3. 59
4. 60
5. **How many guests will they invite**
6. 15
7. 25
8. 30
9. **Where will have the party?**
10. In the house
11. In a hotel
12. In the garden
13. **What food will Sam make for the party?**
14. Salads
15. A cake
16. Pizzas
17. **What present will Sam give his granddad?**
18. Some boots
19. Some maps
20. Some socks
21. **Which day will they have the party?**
22. Thursday
23. Friday
24. Saturday

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**PART 1**

**Listening 4**

Directions: You are going to hear conversations between two people. You will be asked to respond to three questions about what the speakers say. Choose the best answer to each question and mark the letter (A), (B), (C) or (D) on your answer sheet. The conversations will be spoken only once.

1. **Where is the man going this morning?**
2. To look at diamond rings
3. To a mine
4. To an office-supply store
5. To an Internet café
6. **Who is the woman?**
7. His boss
8. His wife
9. A salesclerk
10. His accountant
11. **What does the woman NOT want the man to do?**
12. Use a map
13. Get office supplies
14. Leave early
15. Get lost
16. **What kind of product do the speakers sell?**
17. Graphic T-shirts
18. Health food
19. Vitamins
20. Yogurt
21. **When did the woman see the advertisement?**
22. After work
23. On her way to work
24. Before leaving her house
25. After leaving the office
26. **What does the man like about the advertisement?**
27. The images
28. The location
29. The comparisons
30. The claims

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**PART 1**

1. **Where is the lecture taking place?**
2. At a hotel
3. At a movie theater
4. At Richter Auditorium
5. At their office
6. **What is the talk about this weekend?**
7. How to make friends
8. How to be honest
9. How to be successful
10. How to get promotions
11. **What reason does the man give for going to the lecture?**
12. They can go see a movie afterward
13. Many of their friends are going
14. It will lead to a promotion
15. The woman doesn’t have to pay for her ticket
16. **When do women have to start wearing skirts?**
17. From next Saturday
18. Next week
19. Today
20. This weekend
21. **What can be inferred about the woman?**
22. She doesn’t like her legs
23. She doesn’t like shopping
24. She likes the new rules
25. She likes wearing trousers
26. **How does the man feel about the new rules?**
27. Worried about the possible outcomes
28. Happy that they are fair
29. Excited about them
30. Relieved that he doesn’t have to change anything

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**PART 1**

**Listening 5**

You will hear people talking in eight different situations.

Each listening is followed by five or more questions. Choose the best answer to each and mark the letter of the correct answer on your sheet. You will hear each listening only one time.

1. **You hear two teenagers playing a computer game. How do they think the game could be improved?**
2. By making it more competitive
3. By making it easier to enter the castle
4. By giving the players more information
5. **You hear a woman talking about a trip to a funfair. How did she feel on the ride she describes?**
6. She enjoyed it more than her son
7. She was more scared than her son
8. She regretted taking her son on it
9. **You hear two people deciding what to do for the evening. What do they finally decide to do?**
10. Go to the cinema
11. Play pool
12. Stay at home
13. **You hear this woman talking on her mobile phone in a cafe. What probably happened to the person she is speaking to?**
14. She got stuck in traffic
15. She had an accident
16. She got held up at work
17. **You hear a man talking about camping. What does he say about it?**
18. The campers get on well with each other in campsite
19. It’s nice to live without electrical appliances for a few days
20. He takes the whole family camping every year

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**PART 1**

1. **You hear a telephone information service. What kind of show can you see at the theatre next Saturday?**
2. A musical
3. A comedy
4. A science fiction play
5. **You hear an announcement for a radio program. What is the program about?**
6. Ancient Greek buildings
7. The diet of the ancient Greeks
8. Social life in ancient Greece
9. **You hear a famous musician talk about her life. Who inspired her to become a professional musician?**
10. Her father
11. Her music teacher
12. Another famous musician

**Listening 6**

You will hear people talking in eight different situations.

Each listening is followed by five or more questions. Choose the best answer to each and mark the letter of the correct answer on your sheet. You will hear each listening only one time.

1. **You hear this conversation at the cinema. Which film does the couple decide to see?**
2. Long Goodbyes
3. Starburst
4. Floating voters
5. **You hear part of a documentary on the radio. What is the speaker’s job?**
6. Scientist
7. Journalist
8. Farmer

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**PART 1**

1. **You hear a woman talking to a friend on the phone. What does she want her friend to do?**
2. Invite someone to a party
3. Put someone up for the night
4. Give someone a gift from her
5. **You hear a man talking in a computer shop. What does he want to buy?**
6. A printer
7. A monitor
8. A mouse
9. **You hear a guide speaking in a Zoo. What does she say about this animal?**
10. It is unique
11. It is rare
12. It is dangerous
13. **You hear a man talking to a customer. What does he refuse to do?**
14. Take the item back
15. Return the customer’s money
16. Offer a discount
17. **You hear an announcement on a plane. What is the problem?**
18. The airport is closed
19. There is bad weather ahead
20. The plane will arrive late
21. **You hear a girl talking about a computer game. What does she dislike about it?**
22. The music
23. The characters
24. The graphics

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**PART 2**

 **Language Form and Meaning**

In this section of the test, you will answer 42 questions found in seven different texts and sentences. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer. on your answer sheet.

**Questions 1-8 refer to the following story.**

1. While the small plane was flying over the rainforest, John … of the window.

|  |
| --- |
| 1. Looked at
2. Looked for
3. Looked out
4. Looked through
 |

1. Below him colorful parrots … the tree.

|  |
| --- |
| 1. Are flying above
2. Was flying next to
3. Were flying above
4. Is flying below
 |

1. Monkeys … in the branches.

|  |
| --- |
| 1. Was swinging
2. Were swinging
3. Is swinging
4. Are swinging
 |

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**PART 2**

1. … was rising in the tropical heat.

|  |
| --- |
| 1. Stream
2. River
3. Brook
4. Waterfall
 |

1. As they were crossing a wide river, the plane … the North and John saw the mountains.

|  |
| --- |
| 1. Turned
2. Turned into
3. Turned round
4. Turned to
 |

1. Grey clouds were forming …

|  |
| --- |
| 1. Around its high peaks
2. Into their high peaks
3. Out its high peaks
4. Around their high peaks
 |

1. A flash of lightning … the sky.

|  |
| --- |
| 1. Lit on
2. Lit in
3. Lit up
4. Lit out
 |

1. Heavy rain … a tropical storm!

|  |
| --- |
| 1. Were flying in
2. Was flying through
3. Was flying to
4. Were flying through
 |

**-------------------------------------------------------------------------------------------------------------**

**PART 2**

 **Read the questions below and choose the correct answers.**

1. He was … the best instructor I’ve ever had.

|  |
| --- |
| 1. Simple
2. Simply
3. Certain
4. Certainly
 |

1. We … unpack the suitcases.

|  |
| --- |
| 1. Should
2. Must
3. Ought to
4. May
 |

1. Meals … here by the chef.

|  |
| --- |
| 1. Cooked
2. Are cooked
3. Made
4. Are made
 |

1. The experts tell us that the rocket … at 10 am.

|  |
| --- |
| 1. Taking of
2. Is taking off
3. Is taking of
4. Takes of
 |

1. World Watch … thirty years to make the world a better place.

|  |
| --- |
| 1. Has working for
2. Has being worked since
3. Has been working since
4. Has been working for
 |

**-------------------------------------------------------------------------------------------------------------**

**PART 2**

1. He told her … and then he showed her his fantastic machine.

|  |
| --- |
| 1. Sit down
2. To sit down
3. Sat down
4. To sat down
 |

1. Last week they … search for John Logie Baird, the inventor of television.

|  |
| --- |
| 1. Have to
2. Has to
3. Had to
4. Have got to
 |

1. They are not dangerous, …

|  |
| --- |
| 1. Do they?
2. Aren’t they?
3. Are they?
4. Does they?
 |

1. When I was small, I … in bed and listen to the sound of the wind blowing in the trees.

|  |
| --- |
| 1. Had to lye
2. Have to lie
3. Use to lie
4. Used to lie
 |

1. Mr. Smith got on the plane …

|  |
| --- |
| 1. Quick
2. Rapid
3. Fast
4. In a hurry
 |

**-------------------------------------------------------------------------------------------------------------**

**PART 2**

1. The plane took off …

|  |
| --- |
| 1. At the airport
2. From the airport
3. In the airport
4. For the airport
 |

**Questions 20-23 refer to the following story.**

1. Mrs. Kay is talking to her class …

|  |
| --- |
| 1. For tourism
2. Of tourism
3. Off tourism
4. About tourism
 |

1. … Abroad, children?

|  |
| --- |
| 1. Have you ever been
2. Have you been
3. Have you yet been
4. Have you already be
 |

1. I … to Greece and Italy.

|  |
| --- |
| 1. Was
2. Am
3. Have been
4. Have be
 |

1. When … to Greece?

|  |
| --- |
| 1. Do you go
2. Did you went
3. Does you go
4. Did you go
 |

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**PART 2**

 **Questions 24-27 refer to the following letter.**

1. I hope … the summer holiday!

|  |
| --- |
| 1. You are enjoying
2. Are you enjoying
3. Are enjoying you
4. Are enjoy you
 |

1. We’re here in New York! Yesterday, we went….

|  |
| --- |
| 1. At the statue for Liberty
2. At the Liberty statue of
3. To the statue Liberty
4. To the statue of Liberty
 |

1. This morning, we … the Empire State Building.

|  |
| --- |
| 1. Go to
2. See
3. Going to
4. Are going to
 |

1. I’ll call you … I get home!

|  |
| --- |
| 1. As soon
2. Soon as
3. As soon as
4. Soon when
 |

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**PART 2**

**Read the questions and choose the correct answers.**

1. My favorite buildings are the pyramids. They … the Egyptians.

|  |
| --- |
| 1. Build by
2. Were build by
3. Are built
4. Built
 |

1. I don’t like that restaurant …. It’s very expensive. Let’s go somewhere else.

|  |
| --- |
| 1. But
2. Or
3. Because
4. While
 |

1. We went to a great fast- food restaurant …. They have lots of fresh, healthy, tasty food.

|  |
| --- |
| 1. When
2. If
3. Where
4. However
 |

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**PART 2**

**Questions 31-34 refer to the following information.**

1. In February 1861, after an earthquake, fish fell from the sky in Singapore and local people …

|  |
| --- |
| 1. Catch them on baskets
2. Had caught them on baskets
3. Have caught them in baskets
4. Caught them in baskets
 |

1. … fish in Louisiana in the USA in 1947.

|  |
| --- |
| 1. It also rained
2. It was rained
3. It was raining
4. There was raining
 |

1. The people of Odzaci in Siberia watched … down during a storm.

|  |
| --- |
| 1. As thousands of frogs rained
2. Rained as thousands of frogs
3. Thousands as of frogs rained
4. Of frogs rained as
 |

1. The same thing … in Japan in 2009 and in Hungary in 2010.

|  |
| --- |
| 1. Had happened
2. Was done
3. Have been happened
4. Happened
 |

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**PART 2**

**Questions 35-42 refer to the following post.**

1. Well … a few days since I last posted.

|  |
| --- |
| 1. It is
2. It has been
3. There are
4. There were
 |

1. If you don’t write something every day, people … reading.

|  |
| --- |
| 1. Stops
2. Stop
3. Has stopped
4. Have stopped
 |

1. I had a fantastic weekend! My friend took part in a basketball match and he invited us … and see his play.

|  |
| --- |
| 1. To go through
2. To go over
3. To go for
4. To go along
 |

1. We got to the stadium early to get good …

|  |
| --- |
| 1. Chairs
2. Apartments
3. Benches
4. Seats
 |

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**PART 2**

1. The teams were playing … and this game was the final.

|  |
| --- |
| 1. In a emulation
2. In a contest
3. In a competition
4. In a compete
 |

1. So, people were very …

|  |
| --- |
| 1. Excited
2. Nervous
3. Delighted
4. Thrilled
 |

1. I … a sport

|  |
| --- |
| 1. Would take
2. Should take up
3. Should take out
4. Should take off
 |

1. At the moment, I don’t do any sport, and I … get fit.

|  |
| --- |
| 1. Would liked to
2. Would like
3. Would really like to
4. Would to like
 |

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**PART 3**

 **Reading Comprehension**

In this section of the test, you will read some texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

**Question 1-7 are about three prize winners.**

Annette

I won a gold medal for the long jump in an international competition last year. There was an article about me in our city newspaper – but no photo! Before the competition, my instructor told me just to enjoy myself. I did what he said and I am sure that’s why I did well. I had a great time and made lots of friends. But I won’t do any more competitions until I finish school in two years’ time.

Bella

I got a great prize for the best painting in a school competition – an art encyclopedia. I read it every day. There was a photo of my painting in my favorite magazine, and next month there’s a painting competition for teenagers from all over the world. I hope I do well in that too! My teacher says I should become a painter but I’m not sure. I prefer looking at paintings.

Charlotte

I won a prize in a short story competition and my story’s going to be in a book of stories. My prize was a laptop but my grandma had just given me one, so I let my best friend have it. There was a great article about me in the newspaper but the picture of me was terrible! I’m going on holiday to Spain soon and I hope l will get lots of ideas for good stories there. Perhaps I will win another competition!

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**PART 3**

1. **Who doesn’t really enjoy what she did for the competition?**
2. Annette
3. Bella
4. Charlotte
5. **Who is hoping to win another competition soon?**
6. Annette
7. Bella
8. Charlotte
9. **Who did better than people from other countries?**
10. Annette
11. Bella
12. Charlotte
13. **Who had her photograph in a newspaper?**
14. Annette
15. Bella
16. Charlotte
17. **Who gave her prize to a friend?**
18. Annette
19. Bella
20. Charlotte
21. **Who won a book as her prize?**
22. Annette
23. Bella
24. Charlotte
25. **Who says she was given good advice by a teacher?**
26. Annette
27. Bella
28. Charlotte

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**PART 3**

**Questions 8-12 – Buy a lunch, save a life**

A lot of school students probably don’t think very much about their lunch. Perhaps they bring some sandwiches from home or maybe they go to the school canteen. However, in many developing countries around the world, students do not get lunch at all. Every year, 15 million children die of hunger. This shocking statistic is why the Really Good School Dinner program started in 2009.

Many organizations ask people to donate some money for those in need. The idea behind the Really Good School Dinner program is different but simple. Students in the UK buy a healthy meal from their school canteen. They pay for their meal and donate ten pence extra. So, if their lunch costs 2, 50 Euros, they pay 2, 60 Euros. These ten pence are enough to buy a whole meal for child in another country.

This clever method of fundraising feeds poor children and also gives them an education. In some poor, remote areas, students have to work to earn enough money to buy food. If they receive a free meal, they do not have to work and can spend more time on studying. Students, that receive an education can then get a better job and help their families. It is amazing that a free lunch can pull whole communities out of poverty!

The Really Good School Dinner program runs every February for one week. Since its beginning in 2009, students in the UK have raised over 28,000 Euros, which has bought more than 450,000 meals in the developing world. At the moment, over 300 schools are involved and more are joining each year. So far, the program has helped children in Afghanistan and those affected by natural disasters such as the earthquake in Haiti in 2010 and the famine in East Africa in 2012.

1. **According to the text, students in poor countries**
2. Buy lunch at the canteen
3. Don’t usually eat
4. Bring something to eat from home
5. Don’t worry about lunch
6. **How do students in the UK help poor children?**
7. They donate nutritious meals
8. They collect money and sent it to poor countries
9. They pay for a small part of a meal
10. They give a small amount of money

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**PART 3**

1. **The program is an excellent idea because**
2. It is an easy way to make a better future
3. It feeds all the members of a community
4. It helps children get to know people in the UK
5. It gives work to poor students
6. **How successful has the program been?**
7. UK students only raised money in 2009
8. It has helped people in one area of the world
9. More schools are becoming involved
10. It raises over 28,000 Euros every year
11. **In the text the author**
12. Explains why some children die of hunger
13. Informs readers about a way to reduce hunger
14. Describes different places where there is hunger
15. Shows how he helps poor, hungry children

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**PART 3**

**Questions 13-18 are about the cycling holiday that went wrong.**

Picture the scene: it is twilight and my wife, my eight-year-old son and I are pushing our bicycles up a busy country road in Australia, when three supercharged motorbikes whip by like bats out of hell. Ahead, there’s an oncoming juggernaut so, without dropping below 50 kph, the motorbikes swerve within inches of us, leaving us frozen with fear. The roaring horn of another giant lorry charging up behind us sends us into the ditch. Except that there isn’t a ditch, just a dense forest, so we hold our breath at the edge of the tarmac as the monster machine rattles past. My wife and son burst into tears and I feel vulnerable – and very angry. Welcome to the first day of the Morris family cycling holiday.

It wasn’t meant to be like this. The idea had been to introduce my loved ones gently to the joys of exploring a country on two wheels, but after just 11 hours it was doubtful they would ever get back on a bike again. Before this, my son, Ben, hadn’t cycled much further than to his local school. My wife had given up pedal power after a nasty encounter with a van when she was a student. To win them over, I had to make sure our first family trip would be as stress- free, safe and pleasure-packed as possible.

I began my research by excluding any tours that included hills, heavy luggage and – most important of all – terrifying traffic. I came across a specialist travel company which suggested the River Danube Cycle Way in northern Australia as the best route for beginners. Ninety per cent of the journey would be on dedicated cycle paths – flattish and car-free. Better still, the seven-night package included cycle hire, maps, decent hotels, luggage transfers and a back-up team, all at a reasonable price. It sounded perfect for cycle-tour newcomers.

The first day’s ride was not only terrifying, but also too long for beginners: 26 miles not 19, as advised. As a result, we missed the last bike ferry across to our hotel for the night and were then redirected by our route map on to a busy road where we encountered the juggernauts. Grim first impressions are difficult to wipe out.

As for the problems of the rest of the trip, I mostly blame myself. I hadn’t taken on board that a week’s cycling does involve a lot of cycling. I remember reading the itinerary and thinking that 165 miles in seven days did seem a bit ambitious, but not impossible. In isolation, a full day’s cycling of about 22 miles was fine; it was the cumulative effect of several days on the bike that was the problem. So for my poor wife, tired legs, sore hands and the discomfort of being on a saddle for so long turned a potentially relaxing holiday into more of an endurance challenge.

My own difficulty lay with the luggage. The prospect of having our bags transported for us had seemed luxurious, but it soon became a daily chore. My 8.30 am, our luggage had to be ready for collection, **no mean feat** for a family with a totally disorganized approach to packing.

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**PART 3**

With our belongings on their way to the next hotel, we were tied into covering a certain distance just to catch up with a clean pair of underpants.

Admittedly, the journey wasn’t all traffic terror and damaged bottoms. The steep-sided Danube Ring was stunning and whizzing through the cornfields as high as a cyclist’s eye around Feldkirchen was well worth the detour. Nut the real discovery of the holiday was the Wachau district. Winding between medieval towns, the Wachau Valley is stuffed full of fairytale castles, monasteries, abbeys and rolling vineyards. It’s a rich landscape that is best savored from the saddle of a bicycle.

1. **In the first paragraph, the writer describes**
2. Someone that happened while they were riding their bicycles
3. Nearly being hit by more than one vehicle
4. A mistake they made while they were on a busy road
5. Getting lost while making journey
6. **The writer says in the second paragraph that the experience on the country road**
7. Was the same as something that had happened to his wife
8. Made him think that the cycling holiday might not continue
9. Was something that he had feared might happen
10. Was something that he could have prevented from happening
11. **What does the writer emphasize in the third paragraph?**
12. How much research he did before choosing a holiday
13. How suitable the holiday he chose seemed?
14. How much advice he got before booking the holiday
15. How hard it was to find a suitable holiday
16. **What does the writer say about the first day’s ride?**
17. It took them longer than necessary to cover the distance
18. They read their map incorrectly during it
19. It affected their attitude to the whole holiday
20. They had not noticed what the scheduled distance was

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**PART 3**

1. **What does the writer say about the other problems they had on the trip?**
2. His wife had warned him that they were likely to happen
3. After a while they weren’t quite so bad
4. He had expected the amount of cycling to be a serious problem
5. It was the luggage
6. **What does the writer mean by “no mean feat”?**
7. Something that didn’t happen
8. A big achievement
9. Something impossible
10. A waste of time

**Questions 19-24 – Colors and the consumer**

In today’s competitive market, shops need to pay attention to the colors they use to attract customers. All colors are associated with different emotions, so they have to choose them carefully. Here’s a brief outline of the effect of different colors on the typical consumer.

**Red** is the color of extremes and strong emotions: passion, danger and anger. It’s associated with speed and excitement, so it’s no surprise that red is the most popular color for sports cars. It is the most noticeable color in the spectrum, so it’s used for everything that wants to attract our attention in a hurry, such as warning signs on the road and fire engines. This is why you often see ‘SALE’ signs in red. The color red makes your heart beat faster and attracts people who buy things on impulse.

**Blue** is the color of security, loyalty and honesty. This is why it’s used by so many banks. If blue is used on a website, customers will trust the site with their credit card details. Blue is calm, relaxing color, often used to attract careful customers rather than impulse buyers. When blue lighting was installed on the streets of Glasgow, crime fell dramatically.

**Green** has always been the color of growth and nature. Now it has become the symbol of ecology and the environment. This is why it’s often used on food packaging. There are different shades of green and it’s a color that has to be chosen carefully. Light green is fresh and eco-friendly, while dark green may be associated with negative emotions such as jealousy and greed. In western cultures, green is a lucky color.

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**PART 3**

 Since roman times, **purple** has been associated with royalty. It suggests magic and mystery, wealth and luxury. Expensive anti-aging beauty products are often packaged in purple, especially to attract the older and wealthier customers. Shops must use purple with care – it can easily look old-fashioned.

**Yellow** is the color of youth, happiness and creativity. Bright and cheerful, yellow is a color that makes people feel energetic. If a shop window has yellow in it, customers will be attracted to the shop.

**Pink** is the color of pre-teen girls. For products that focus on this age group and gender, pink is the color that shops always choose. Pink suggests love, friendship and kindness. While red is passionate, pink is romantic and sweet.

Children love **orange**. It’s fruity and fun. In shops it may suggest that a product is economical or cheap. It’s no surprise that it’s the color of cheap airlines like easyJet and the online bookstore Amazon.

Red and yellow are used for logos by McDonald’s, Burger King and Kentucky Fried Chicken. It’s difficult to see this **combination** without thinking of fast food. However, black and white suggest elegance and was chosen by Chanel for their branding.

1. **Red is used for warning signs, because it is the most**
2. Dangerous
3. Exciting
4. Visible
5. Impulsive
6. **What is people’s attitude to the color blue?**
7. It makes them do things more carefully
8. It makes them feel safe
9. It makes them report crimes
10. It makes them decide to buy things quickly
11. **Which color is not associated with positive feelings?**
12. Light blue
13. Dark green
14. Purple
15. Bright yellow

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**PART 3**

1. **What do yellow, pink and orange have in common?**
2. They appeal to younger people
3. They have to be used carefully
4. They are rarely used in advertising
5. They are associated with happiness and fun
6. **An advert with red and yellow**
7. Makes you think of fast food
8. Can cause confusion
9. Is better than black and white
10. Helps customers understand your product
11. **This article is**
12. A report on which colors consumers prefer
13. One person’s subjective opinion
14. A summary of how colors can influence the customer
15. A guide for shops on how to improve their sales

**Questions 25-28 – Pink**

If you go shopping in any toy shop, you can see clearly the different games and toys for boys and girls: there are a lot of pink princesses and dolls on one side of the shop for girls; and dark-colored cars, guns and soldiers for boys. Some bigger shops with toys may even have a separate pink floor for girls and blue floor for boys. In fact, it is difficult to buy a toy for a girl that is not pink.

Some people think that a lot of pink is bad for girls. Also, Sue Palmer, author of Toxic Childhood, admits that she is very worried about this. She believes that most girls over the age of three are crazy about the color. According to some psychologists, this happens for two reasons. Firstly, because most companies offer too many products in pink. But parents can be blamed too; as many think their little daughter looks cute in a pink outfit. Sue Palmer says that girls at this age cannot make rational decisions, but the pink can affect the choices and the decisions they will make in the future.

Some parents are concerned too – for example, Vanessa Holburn, thirty-two, who has two girls under the age of four. Their bedrooms are a sea of pink and Vanessa is not happy. ‘Pink says that you are soft and gentle. Blue says that you are strong and powerful. I want my daughters to be strong and powerful. I’m worried that pink will not help them with that’ she says.

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**PART 3**

But not everyone thinks there’s something wrong with pink. Grayson Turner is a father of three girls and he isn’t worried at all. ‘People forget that things change all the time,’ he says. ‘My girls used to love pink when they were little, but as they get older, they change.’ Turner explains that his twelve-year-old daughter never wears pink clothes anymore. ‘This love of pink is just a fashion and all fashions change,’ he adds. ‘It’s only since the 1940s that people have started dressing girls in pink –before that it was a color for boys.’

1. **According to the text, toys for boys**
2. Are usually very similar to toys for girls
3. Cost about the same as toys for girls
4. Are as attractive as toys for girls
5. Are usually very different from toys for girls
6. **Vanessa Holburn thinks that boys’ toys**
7. Should be soft and gentle
8. Help boys become strong
9. Aren’t good for three-years-olds
10. Shouldn’t be blue
11. **According to Grayson Turner,**
12. Parents should not worry so much about pink toys
13. Not all little girls love the color pink
14. Pink has always been a popular color
15. His girls now prefer the color blue
16. **The writer wants to**
17. Recommend a book by Sue Palmer
18. Make girls stop playing with pink toys
19. Present different opinions about the color
20. Explain why parents should worry about the color

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**PART 3**

**Questions 29-34 – ‘Houston, We have a problem’**

It was 13 April 1970, two days after the launch of Apollo 13. BBC journalist, Reg Turnill was reporting on the mission from the space centre in Houston. He describes the moment he realized there was a problem with Apollo 13:

‘I looked into mission control just before going to bed. I was going through the door when I heard Jim Lovell say, “Houston, we have a problem”.’

Instead of going to bed, the journalist went back to his desk and stayed there for the next three days.

Apollo 13’s commander, Jim Lovell, together with his colleagues Fred Haise and Jack Swingert, were carrying out NASA’s third mission to the moon. Lovell and Haise were planning to walk on the moon. But this never happened.

Nearly two days into the flight, things were going so smoothly that Joe Kerwin, on duty at mission control, told the crew, “The spacecraft is in real good shape (…). We’re bored to tears down here.

Several hours later, the crew heard a loud explosion. On board the spacecraft, warning lights were flashing. One of the fuel tanks was empty and one of them was close to zero. Thirteen minutes after the explosion, Jim Lovell looked out of the hatch. Gas was escaping into space.

NASA reacted quickly. They called in all the most experienced astronauts, including Neil Armstrong and Buzz Aldrin. They worked day and night with the NASA engineers and the crew of Apollo 13 to find a solution.

Both mission control and the astronauts remained very calm, but by breakfast time, the media were going crazy. Millions of people were following the events on television. The newspapers reported that the astronauts only had a ten-percent chance of getting home safety.

Meanwhile, on board, the astronauts did not discuss the possibility of not returning home. They were trying to figure out what was happening and how to fix it. Supplies of oxygen and water were running out, but with the help of the engineers at mission control, they came up with a plan.

The spacecraft orbited the moon, using its gravity to return to earth. As the spacecraft left outer space and re-entered into the earth’s atmosphere, nobody knew whether the astronauts would live or die.

Under parachutes, the spacecraft appeared through the clouds and exhausted workers at mission control were finally able to breathe a sigh of relief, raise their hands and cheer.

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The capsule successfully returned to earth on Friday 17 April 1970. It splashed down in the Pacific Ocean, near Tonga, where a rescue boat was waiting to recover the three astronauts.

1. **Reg Turnill found out there was a problem with Apolo 13 when he was**
2. Sitting at his desk
3. Getting ready for bed
4. Entering mission control
5. Talking to Jim Lovell
6. **The workers at mission control were**
7. Planning to walk on the moon
8. Not expecting any problems
9. Working hard when the explosion took place
10. Concerned about the spacecraft
11. **The spacecraft lost most of its fuel**
12. Through the hatch
13. Because of the explosion
14. Several hours after the explosion
15. Very slowly
16. **NASA engineers**
17. Did not expect the astronauts to return
18. Were not interested in help from outside
19. Immediately formed a dig team to fix the problem
20. Continued working as usual
21. **The main problem on board was**
22. Very little oxygen and water
23. Very little light
24. A lot of gas
25. A lot of oxygen and water
26. **Where do you think this text is from?**
27. A scientific report
28. A science fiction story
29. A magazine article
30. A newspaper report on 17 April 1970

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**PART 3**

**Questions are 35-42 about Lucy the cat.**

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Selina Jackson was thirteen. She lived with her parents next door to her grandfather. She had no brothers or sisters but she had a little cat called Lucy. She loved Lucy as much as she loved her best friend Emma. Lucy was always waiting to say hello when Selina came home from school. She sat on her desk while Selina did her homework and sometimes followed Selina when she met Emma in the park.

Then Selina’s father got a job in another city one hundred kilometers away. Selina was sad because it meant leaving Emma and her grandfather. She didn’t want to go but she had no choice and at least Lucy would be going with her.

Everything was fine for the first few days in the new city. Selina started school and made friends. But on the first Friday, Lucy didn’t come to meet her after school. Her parents helped her look in all the streets round the house but they couldn’t find her little cat anywhere. Selina cried herself to sleep that night.

But the next day Selina got a text from Emma saying, “I’m in the park and have seen a cat that looks just like Lucy!” Selina told Emma to take the cat home and asked her mum to drive her to Emma’s house. When they got there three hours later, they found the cat was Lucy! Selina and Lucy were very pleased to be together again.

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**PART 3**

1. **Selina loved her cat**
2. More than she loved her best friend
3. The same as she loved her best friend
4. Less than she loved her best friend
5. **Selina’s cat liked to**
6. Play in the park with her
7. Meet her when she returned from school
8. Sit on Selina’s feet when she was working
9. **Who had to work in a different place?**
10. Selina’s grandfather
11. Selina’s mother
12. Selina’s father
13. **How did Selina feel about moving to a different town?**
14. She felt better about it because Lucy would go too
15. She wanted Emma and her grandfather to move too
16. She wanted to go to a different city
17. **How was Selina’s first week in the new city?**
18. It was difficult from the start
19. It slowly got harder and harder
20. It was fine until Lucy got lost
21. **Emma found Lucy**
22. In the park
23. At her house
24. On the road
25. **How did Selina feel at the end of the story?**
26. Angry
27. Surprised
28. Happy
29. **Selina lived with her…**
30. Mother
31. Parents
32. Grandparents