

## Take the Test

**TIME:01 HOUR**

### Unit 1.Macondo

*Dazzled by so many and such marvelous inventions, the people of Macondo did not know where their amazement began. They stayed up all night looking at the pale electric bulbs fed by the plant that Aureliano Triste had brought back when the train made its second trip, and it took time and effort for them to grow accustomed to its obsessive toom-toom. They became indignant over the living images that the prosperous merchant Don Bruno Crespi projected in the theatre with the lion-head ticket windows, for a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one. The audience, who paid two centavos apiece to share the difficulties of the actors, would not tolerate that outlandish fraud and they broke up the seats. The mayor, at the urging of Don Bruno Crespi, explained by means of a proclamation that the cinema was a machine of illusions that did not merit the emotional outburst of the audience. With that discouraging explanation many felt that they had been the victims of some new and showy gypsy business and they decided not to return to the movies, considering that they already had too many troubles of their own to weep over the acted-out misfortunes of imaginary beings.*

#### Question 1:

**What feature of the movies caused the people of Macondo to become angry?**

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#### FRAMEWORK

#### CHARACTERISTICS

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Infer a reason for characters' behaviour</i>
<i>Item format</i>	<i>Open constructed response</i>

**Question 2:**

At the end of the PASSAGE, why did the people of ftacondo decide not to return to the movies?

- A. They wanted amusement and distraction, but found that the movies were realistic and depressing.
- B. They could not afford the ticket prices.
- C. They wanted to save their emotions for real-life occasions.
- D. They were seeking emotional involvement, but found the movies boring, unconvincing and of poor quality

**FRAMEWORK CHARACTERISTICS**

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Form a broad understanding</i>
<i>Question intent</i>	<i>Infer motives for characters' actions</i>
<i>Item format</i>	<i>Multiple choice</i>

**Question 3:**

Who are the “imaginary beings” referred to in the last line of the PASSAGE?

- A. Ghosts.
- B. Fairground inventions.
- C. Characters in the movies.
- D. Actors.

**FRAMEWORK CHARACTERISTICS**

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Interpret a referent when the antecedent is implied rather than stated</i>
<i>Item format</i>	<i>Multiple choice</i>

#### Question 4:

**Do you agree with the final judgement of the people of ftacondo about the value of the movies? Explain your answer by comparing your attitude to the movies with theirs.**

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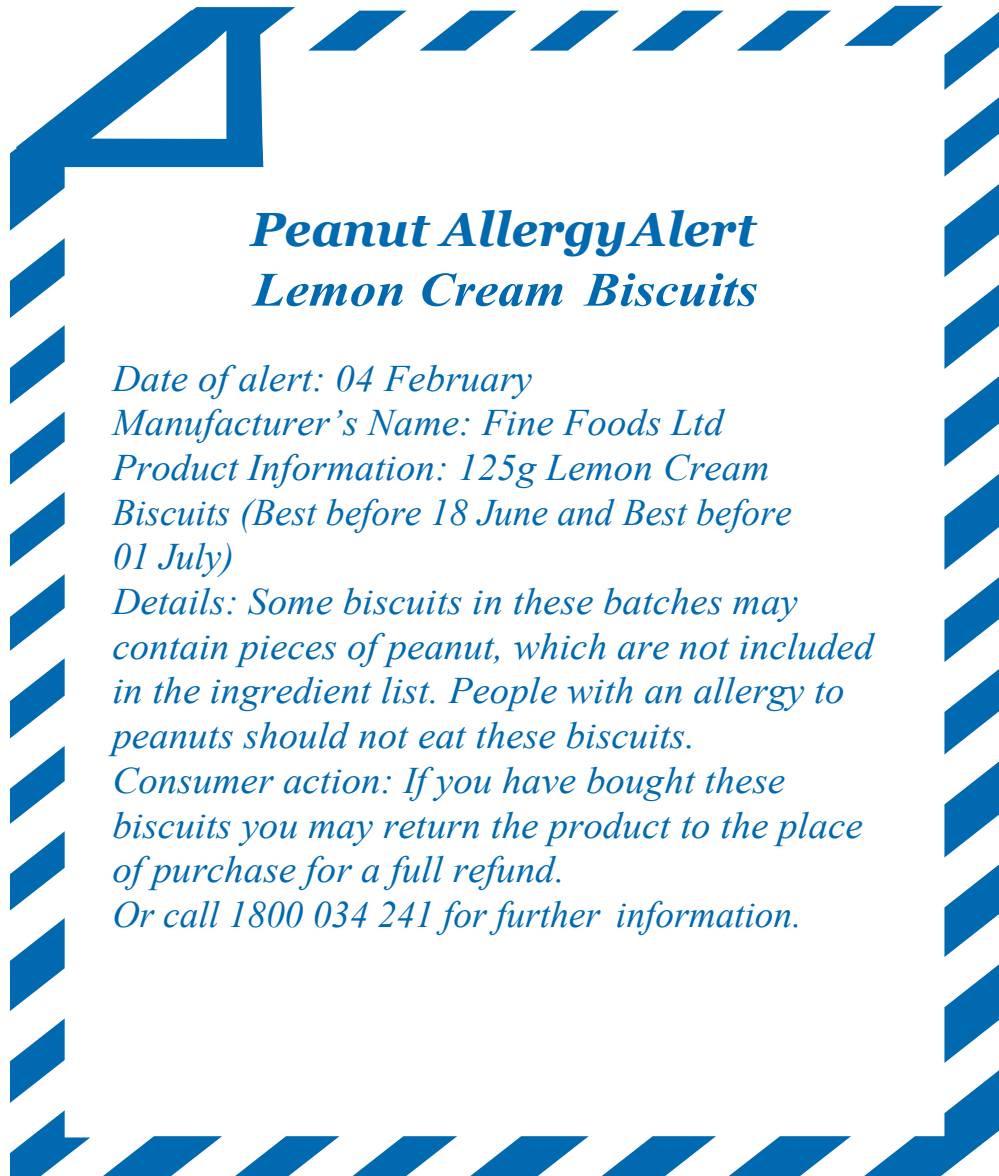
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#### FRAMEWORK CHARACTERISTICS

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Reflect and evaluate: Reflect on and evaluate the content of a text</i>
<i>Question intent</i>	<i>Compare characters' attitudes with personal knowledge and experience</i>
<i>Item format</i>	<i>Open constructed response</i>

**Supermarket Notice**



**Question 2:**

**What is the purpose of this notice?**

- A. To advertise Lemon Cream Biscuits.**
- B. To tell people when the biscuits were made.**
- C. To warn people about the biscuits.**
- D. To explain where to buy Lemon Cream Biscuits.**

### Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Recognise the main idea of a short text by combining adjacent pieces of information
Item format	Multiple choice

#### Question 3:

What is the name of the company that made the biscuits?

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### Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Access and retrieve: Retrieve information
Question intent	Locate a synonymous match in a short text
Item format	Closed constructed response

#### Question 5:

What would you do if you had bought these biscuits?

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Why would you do this?

Use information from the text to support your answer.

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### Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about a personal course of action in response to the information in a text
Item format	Open constructed response

**Question 6:**

Why does the notice include “Best before” dates?

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**Framework Characteristics**

<i>Situation</i>	<i>Public</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Instruction</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Item format</i>	<i>Open constructed response</i>

**PASSAGE 3*****The Motorcycle***

*Have you ever woken up feeling that something was wrong? It was a day like that for me.*

*I sat up in bed.*

*A little later I opened the curtains.*

*It was terrible weather – the rain was pouring down. Then I looked down into the yard.*

*Yes! There it was – the motorcycle. It was just as wrecked as last night. And my leg was starting to hurt.*

**Question 1:**

Something had happened to the person in the story the night before. What was it?

- A.** The bad weather had damaged the motorcycle.
- B.** The bad weather had stopped the person from going outside.
- C.** The person had bought a new motorcycle.
- D.** The person had been in a motorcycle accident.

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## Framework      Characteristics

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Infer prior events using information in a short story</i>
<i>Item format</i>	<i>Multiple choice</i>

### Question 2:

“It was a day like that for me.”

What kind of day did this turn out to be?

- A. A good day.
  - B. A bad day.
  - C. An exciting day.
  - D. A boring day.
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## Framework      Characteristics

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Relate a descriptive phrase to events implied in a very short story</i>
<i>Item format</i>	<i>Multiple choice</i>

### Question 3:

Why does the writer begin the story with a Question?

- A. Because the writer wants to know the answer.
  - B. To involve the reader in the story.
  - C. Because the Question is hard to answer.
  - D. To remind the reader that this kind of experience is rare.
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**Framework****Characteristics**

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Reflect and evaluate: Reflect on and evaluate the form of a text</i>
<i>Question intent</i>	<i>Recognise the purpose of beginning a story with a rhetorical Question</i>
<i>Item format</i>	<i>Multiple choice</i>



## Tall Buildings

“Tall buildings” is an article from a Norwegian magazine published in 2006.

Figure 1: Tall buildings of the world

Figure 1 shows the number of buildings of at least 30 storeys that have been built, or are under construction. This includes buildings that have been proposed since January 2001.

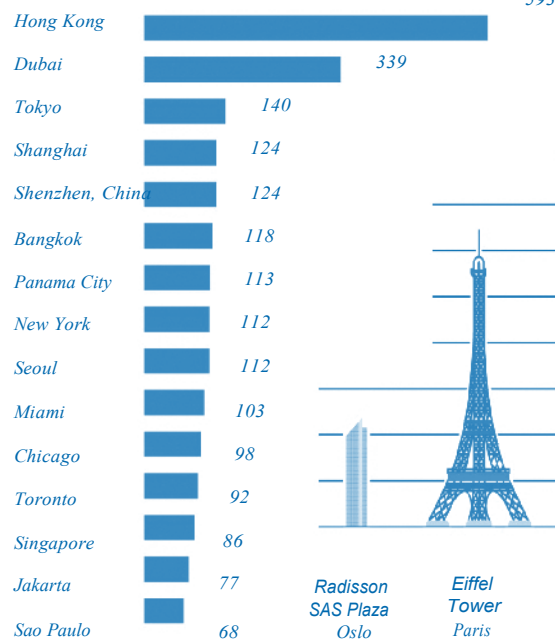
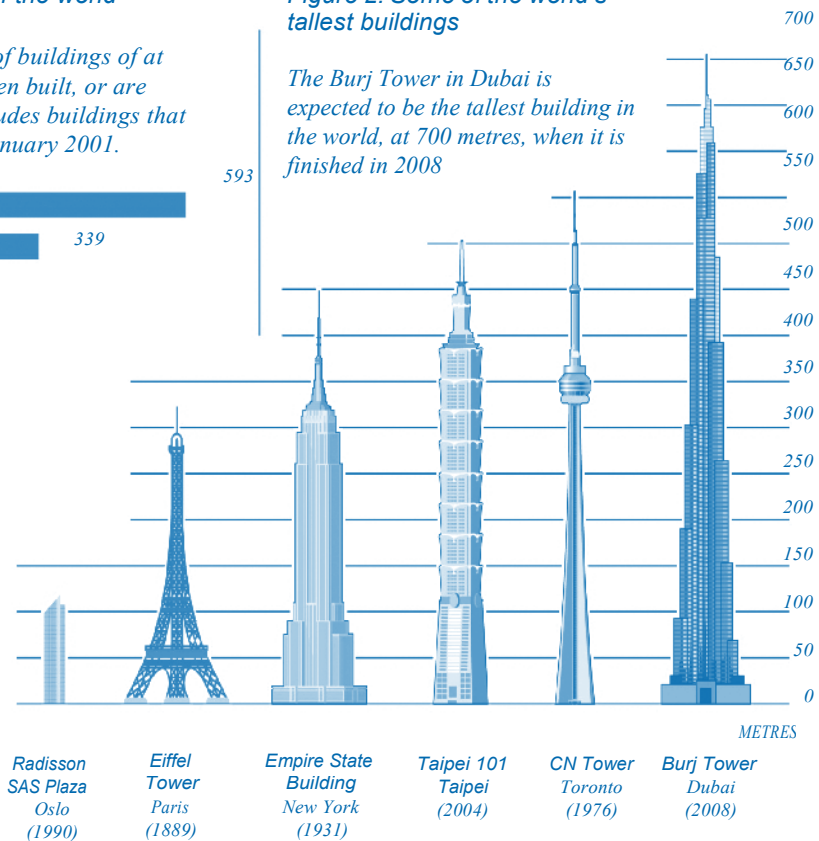


Figure 2: Some of the world's tallest buildings

The Burj Tower in Dubai is expected to be the tallest building in the world, at 700 metres, when it is finished in 2008.



### Question 1:

When the magazine article was published, which of the buildings in Figure 2 was the tallest completed building?

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### Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a graph
Item format	Closed constructed response

#### Question 4:

What kind of information does Figure 1 provide?

- A. A comparison of the heights of different buildings.
- B. The total number of buildings in different cities.
- C. The number of buildings above a certain height in various cities.
- D. Information about styles of buildings in different cities.

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#### Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Integrate and interpret: Form a broad understanding</i>
<i>Question intent</i>	<i>Generalise about the type of information presented in a graph</i>
<i>Item format</i>	<i>Multiple choice</i>

#### Question 5:

The Radisson SAS Plaza in Oslo, Norway is only 117 metres tall. Why has it been included in Figure 2?

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#### Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Reflect and evaluate: Reflect on and evaluate the content of a text</i>
<i>Question intent</i>	<i>Recognise the influence of reader's perspective on the way a text is constructed</i>
<i>Item format</i>	<i>Open constructed response</i>

### Question 6:

Suppose that information about tall buildings was presented again in an article like this in twenty years' time.

Listed below are two features of the original article. Show whether or not these features are likely to change in twenty years' time, by circling either "Yes" or "No" in the table below.

Feature of Article	Is it likely to change in twenty years?
The title of Figure 2.	Yes / No
The numbers of buildings shown in Figure 1.	Yes / No

### Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Distinguish between structural features and content of a set of graphs
Item format	Complex multiple choice

## PASSAGE 5

### Destination Buenos Aires

*And so the three mail planes from Patagonia, Chile and Paraguay were returning from the South, the West and the North to Buenos Aires. Their cargo was awaited there so that the plane for Europe could take off, around midnight.*

*Three pilots, each behind an engine casing heavy as a barge, lost in the night, were contemplating their flight and, approaching the immense city, would descend slowly out of their stormy or calm sky, like strange peasants descending from their mountain.*

*Rivière, who was responsible for the entire operation, was pacing up and down on the Buenos Aires landing-ground. He remained silent, for until the three planes had arrived, the day held a sense of foreboding for him. Minute by minute, as the telegrams reached him, Rivière was conscious that he was snatching something from fate, gradually reducing the unknown, hauling in his crews out of the night, towards the shore.*

One of the men came up to Rivière to give him a radioed message: Chile mail reports that he can see the lights of Buenos Aires.

Good.

Before long, Rivière would hear this plane; already the night was surrendering one of them, just as a sea, swollen with ebbing and flowing and mysteries, surrenders to the shore the treasure it has tossed around for such a long time. And later on, it would give back the other two.

Then this day's work would be over. Then the worn-out crews would go and sleep, to be replaced by fresh crews. But Rivière would have no rest: the mail from Europe, in its turn, would fill him with apprehension. And so it would always be. Always.

Antoine de Saint-Exupéry, *Vol de Nuit*, © Éditions Gallimard

### Question 1:

How does Rivière feel about his job? Use the text to give a reason to support your answer.

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#### Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Link information across a narrative to generalise about a character's state of mind, providing evidence to support the generalisation
Item format	Open constructed response

### Question 2:

“Destination Buenos Aires” was written in 1931. Do you think that nowadays Rivière’s concerns would be similar? Give a reason for your answer.

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#### Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about the effect on a character of a change in a narrative's context
Item format	Open constructed response

### Question 3

What happens to the main character in this text?

- A. He has an unpleasant surprise.
  - B. He decides to change his job.
  - C. He waits for something to happen.
  - D. He learns to listen to others.
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### Framework Characteristics

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Form a broad understanding</i>
<i>Question intent</i>	<i>Recognise the main action in a narrative text</i>
<i>Item format</i>	<i>Multiple choice</i>

### Question 4:

According to the second last paragraph (“Before long ...”), in what way are the night and a sea similar?

- A. Both hide what is in them.
  - B. Both are noisy.
  - C. Both have been tamed by humans.
  - D. Both are dangerous to humans.
  - E. Both are silent.
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### Framework Characteristics

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Understand the point of comparison in a metaphor</i>
<i>Item format</i>	<i>Multiple choice</i>

## Democracy in Athens

### **Part A**

Thucydides was a historian and military man who lived in the fifth century BC, during the Classical Greek period. He was born in Athens. During the Peloponnesian War (431 BC to 404 BC) between Athens and Sparta he was in command of a fleet whose mission was to protect the city of Amphipolis in Thrace. He failed to reach the city in time. It fell into the hands of Brasidas, the Spartan general, which forced Thucydides into a twenty-year exile. This granted him the opportunity of collecting detailed information from the two warring factions and the possibility of doing research for his work *History of the Peloponnesian War*.

Thucydides is regarded as one of the great historians of Ancient times. He focuses on natural causes and the behaviour of each individual rather than on fate or the intervention of divinities to explain the evolution of History. In his work, facts are not presented as mere anecdotes; rather, they are explained in an attempt to find out the reasons that led the main characters to act as they did. Thucydides' emphasis on the behaviour of individuals is why he sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters.

### **Part B**

Thucydides attributes to Pericles (fifth century BC), the Athenian ruler, the following speech in honour of the soldiers who fell in the first year of the Peloponnesian War.

Our system of government does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Our system is called democracy, since its administration depends on the many instead of the few. Our laws afford equal rights to all in their private affairs, whereas the prestige in public life depends on merit rather than on social class.

Social class does not prevent a person from holding any public position either (...). And, at the same time that we do not interfere in private affairs, we do not break the law as regards public matters. We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break.

Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry; while the many inhabitants of the city draw the produce of the world into Athens, *so that to the Athenian the fruits of other countries are as familiar as those of his own.*

### Question 1:

One purpose of the speech in Part B was to honour soldiers who fell in the first year of the Peloponnesian War.

What was ANOTHER purpose of this speech?

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### Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Multiple</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Integrate and interpret: Form a broad understanding</i>
<i>Question intent</i>	<i>Identify the purpose of an argumentative text by linking it to its context</i>
<i>Item format</i>	<i>Open constructed response</i>

### Question 2:

Why was Thucydides forced into exile?

- A. He was unable to achieve victory for the Athenians at Amphipolis.
- B. He took over a fleet in Amphipolis.
- C. He collected information from the two warring factions.
- D. He deserted the Athenians to fight with the Spartans.

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### Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Access and retrieve: Retrieve information</i>
<i>Question intent</i>	<i>Locate information that is explicitly stated in a dense text</i>
<i>Item format</i>	<i>Multiple choice</i>

### Question 3:

Who wrote the speech in Part B? Refer to the text to support your answer.

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### Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Multiple</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>

Question intent	Recognise the relationship between two texts by integrating information provided
Item format	Open constructed response

#### Question 4:

According to the text, what made Thucydides different from the other historians of his time?

- A. He wrote about everyday people, not heroes.
- B. He used anecdotes rather than mere facts.
- C. He explained historical events by referring to their supernatural causes.
- D. He focused on what made people act the way they did.

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#### Framework Characteristics

Situation	Educational
Medium	Print
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a dense text
Item format	Multiple choice

#### Question 5:

Look at this part of the text, from near the end of Part B:

“Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry.”

Which of these sentences best summarizes this part of the text?

- A. The system of government in Athens allows any person to create laws.
- B. Entertainment and beauty are part of the good life you can have in Athens.
- C. Athenians live in too much luxury and cannot take life seriously.
- D. Public and private life are seen as the same thing.

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#### Framework Characteristics

Situation	Educational
Medium	Print
Text format	Continuous
Text type	Argumentation
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Construe a sentence from an argumentative text
Item format	Multiple choice



