

Reading and Use of English – Part 5

You are going to read an extract from a novel about Lucy, a teenager struggling with her feelings during “Crush Day,” an annual high school tradition where students reveal their hidden affections. For questions 31–36, choose the answer (A, B, C, or D) that you think fits best according to the text.

Lucy crumpled the pink note in her trembling hand and shoved it hastily into her backpack. “I’m definitely not doing this,” she whispered under her breath as she navigated the bustling hallway. The atmosphere buzzed with an almost electric excitement, typical of the second Friday in February—a day that had evolved into her school’s most notorious tradition. Dubbed “Crush Day,” it was a bizarre mix of excitement and dread, where roses exchanged hands, anonymous confessions were delivered, and hearts—both hopeful and shattered—were put on full display.

For weeks, rumours had spiralled: whispered speculations about who might declare their secret crush and who might receive multiple confessions. Lucy had avoided the chatter as much as she could, unwilling to feed her own growing nerves. Her best friend, Alicia, however, thought “Crush Day” was a golden opportunity. “This is your moment,” Alicia had said the night before, her tone bright with encouragement. She’d even taken the liberty of writing Lucy a note, neatly folding it into a small pink envelope and slipping it into Lucy’s locker. Inside, the message was simple yet daunting: *Take a risk for once. Be brave.*

Lucy wasn’t convinced. She glanced down at the cafeteria doors, remembering the disaster of last year. With a trembling resolve, she’d baked Josh—her long-time crush—a batch of heart-shaped cookies, determined to give them to him during study hall. But as she crossed the classroom, she was overcome with panic. Her feet had veered off-course, and she’d awkwardly presented the cookies to her math teacher instead. The memory still made her stomach churn.

As she hesitated outside the cafeteria, her eyes caught a familiar figure seated by the window: Josh, surrounded by his friends. The scene would have been perfectly ordinary if not for the envelope resting on the table in front of him. Even from a distance, Lucy recognized Alicia’s unmistakable handwriting on the envelope. Her heart sank. Alicia, confident and always one step ahead, must have beaten her to it—again.

But as Lucy edged closer, something shifted. She saw Josh unfold the letter, his expression softening as he read. And in that fleeting moment, Lucy realized something unexpected: she wasn’t too late. The story wasn’t over—not yet.

Questions

- 31. What does the first paragraph primarily convey about “Crush Day”?**
- A. It fosters a sense of unity among students
 - B. It creates an atmosphere of mixed emotions
 - C. It encourages students to express themselves freely
 - D. It reveals how traditions can influence school culture
- 32. How does Lucy feel about Alicia’s encouragement?**
- A. Inspired by her support
 - B. Determined to follow her advice
 - C. Annoyed by her persistence
 - D. Confident because of her example
- 33. What does the reference to last year’s event reveal about Lucy?**
- A. She often acts on impulse when under pressure.
 - B. She struggles to maintain self-confidence in challenging moments.
 - C. She deliberately avoids Josh because she fears embarrassing herself.
 - D. She relies on Alicia to make difficult decisions for her.
- 34. The phrase “the memory still made her stomach churn” suggests that Lucy...**
- A. regrets her lack of preparation
 - B. is still embarrassed by her actions
 - C. feels angry at herself for being distracted
 - D. wishes she had taken a different approach
- 35. When Lucy sees the envelope in front of Josh, she...**
- A. Feels disappointed and assumes Alicia has taken her place
 - B. Believes she still has a chance to express her feelings
 - C. Decides to leave and avoid the situation altogether
 - D. Doubts that Josh will even notice her presence
- 36. By the end of the text, Lucy appears to...**
- A. feel betrayed by Alicia’s interference
 - B. decide she will write a note of her own to Josh
 - C. believe that her story with Josh is far from finished
 - D. accept that her feelings for Josh may never be reciprocated

Post-Reading Exercise

Write a continuation of the story, imagining what Lucy does next. Does she finally confess her feelings to Josh, or does she decide to wait? Use at least 150 words, and include dialogue or inner thoughts to show Lucy’s emotions.

Reading and Use of English – Part 6

You are going to read an article about a teenager who revamped his town's Groundhog Day celebrations. Six sentences have been removed from the article. Choose from the sentences A–G the one which best fits each gap. There is one extra sentence which you do not need to use.

Innovator of Tradition

When Tom Palmer first suggested breathing new life into his small town's Groundhog Day festivities, not everyone took him seriously. He was only twelve at the time, armed with little more than enthusiasm and a sketchbook. But Tom firmly believed that with the right blend of creativity and effort, the outdated event could transform into a state-wide attraction. Five years later, his vision came to life in a way few had expected.

Tom's idea started to take shape after attending a weekend seminar about event planning. He envisioned a festival that was not only fun but also pedagogical. **(37)** This new vision aimed to turn the day into an immersive experience rather than just a brief ceremony centred on a groundhog.

Determined to ensure the festival appealed to all age groups, Tom crafted a bold plan for a "Groundhog Discovery Trail." Visitors would meander through an engaging outdoor exhibit that highlighted the fascinating lives of groundhogs and their role in folklore. **(38)** In addition, he suggested games and challenges that families could enjoy together while waiting for the great revelation.

Of course, ambitious dreams come with challenges. Tom quickly realized that organizing such an event required more than creative ideas; he needed financial and logistical support. **(39)** By combining this funding with small donations from local businesses, he gradually built the foundation for his grand project.

To ensure the festival was a success, Tom set up mock displays and tested them with classmates. **(40)** This process not only helped him refine the flow of the event but also gave him valuable insights into what visitors might find most engaging. With his concept steadily improving, Tom's efforts began to attract attention.

By the time he turned seventeen, Tom had assembled a team of young volunteers who shared his passion for the project. **(41)** From designing promotional materials to organising live entertainment for the event, the response was overwhelmingly generous. Before long, even sceptical members of the town council were on board, and Tom's plans began gaining regional attention.

When the long-awaited day arrived, the town was alive with excitement. Families strolled along the decorated trail, children enjoyed interactive games, and local vendors benefited from the influx of visitors. **(42)** In the end, Tom's determination and fresh approach not only revitalized a cherished tradition but also ensured its relevance for future generations.

A–G

- A. This allowed him to gather practical feedback before committing to a final design.
 - B. At first, few people had believed he could organize such a large-scale event.
 - C. He even interviewed local experts to find out which activities would attract bigger crowds.
 - D. As a result, he started writing letters to the regional council, asking for sponsorship.
 - E. It included colourful posters, interactive quizzes, and a temporary exhibit on how animals adapt to winter.
 - F. Their enthusiasm inspired local businesses to offer sponsorship and provide some essential equipment.
 - G. This approach aimed to combine fun and education, creating an engaging experience for both children and adults.
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Creative Follow-Up Activity: Design Your Own Community Event

Objective: Students will brainstorm and plan a unique community event inspired by Tom's efforts to revitalize Groundhog Day. This activity encourages creativity, organization, and collaboration.

Instructions:**1. Brainstorming (10 minutes):**

In small groups, students discuss ideas for a new or reimagined local event. The event should have a specific theme (e.g., cultural heritage, an environmental cause, or a fun seasonal celebration). Encourage them to think about activities, decorations, and how to make it interactive.

2. Event Plan Outline (20 minutes):

Groups create a detailed plan for their event. The plan should include:

- **Name of the Event:** Something catchy and engaging.
- **Theme and Purpose:** What is the focus of the event? Why is it important for the community?
- **Activities:** At least three creative and interactive activities for attendees.
- **Logistics:** Where will it take place? What resources are needed?
- **Promotion:** How will you attract people to the event?

Reflection Questions:

After the activity, discuss as a class:

- **What challenges did you face while planning your event?**
- **How did you make your event engaging and meaningful for the community?**
- **What did you learn about organizing and working as a team?**

Reading and Use of English – Part 7

You are going to read an article about four exceptional female scientists who have left an indelible mark on their fields of study. For questions 43–52, choose from the scientists (A–D). Each scientist may be chosen more than once.

A: Jane Goodall

Driven by a passion for understanding the animal kingdom, Jane Goodall embarked on her groundbreaking research into wild chimpanzee behaviour in Tanzania. Unlike many of her contemporaries, who favoured an impersonal approach, Goodall anthropomorphized her subjects, assigning them names and documenting their individual personalities. Her observations, including the revelation that chimpanzees fashioned and utilized tools, challenged long-standing assumptions about what separated humans from other animals. Goodall's influence extends far beyond her fieldwork; she is now a prominent advocate for environmental conservation, focusing on youth education and sustainable practices to preserve biodiversity for future generations.

B: Rosalind Franklin

A pioneer in molecular biology, Rosalind Franklin's meticulous X-ray diffraction work provided a window into the structure of DNA, the molecule central to heredity. Her skilful production of "Photo 51" was instrumental in deducing the double-helix structure, though recognition of her role was overshadowed by her male peers. Franklin's later work on RNA viruses further solidified her scientific legacy, expanding the understanding of infectious diseases. Known for her rigorous methodology, she exemplified the importance of precision and collaboration in advancing science, even if her contributions were not fully acknowledged during her lifetime.

C: Ada Lovelace

As an early visionary in computer science, Ada Lovelace foresaw possibilities for machines that extended far beyond arithmetic calculations. Collaborating with Charles Babbage on his Analytical Engine, she theorized that such a machine could process algorithms to perform tasks like composing music or analysing data. Her writings laid the theoretical groundwork for programming, earning her the distinction of being the first computer programmer. Though underappreciated in her era, Lovelace's ability to blend mathematical expertise with imaginative foresight has secured her place as a foundational figure in modern computing.

D: Katherine Johnson

With a prodigious aptitude for mathematics, Katherine Johnson overcame systemic barriers in a segregated society to become a central figure in NASA's early space missions. Her precise calculations of orbital trajectories for missions such as Apollo 11 and Project Mercury were critical to their success, earning her widespread respect in an era of significant racial and gender discrimination. Johnson's achievements not only advanced the space program but also inspired greater inclusivity in STEM fields, setting a benchmark for excellence and determination in high-stakes scientific environments.

Questions

Which scientist...

43. adopted an approach that set her apart from her peers?
 44. envisioned practical uses for theoretical concepts, expanding the potential of their discipline?
 45. dismantled long-held assumptions about humanity's uniqueness?
 46. offered a breakthrough that reshaped their field?
 47. showcased an exceptional capacity to connect logical precision with innovative creativity?
 48. demonstrated exceptional talent in overcoming societal barriers to excel in their field?
 49. played an essential role in the reliability and execution of groundbreaking technological missions?
 50. advanced the understanding of biological processes at a microscopic scale?
 51. earned acclaim for their contributions in an environment reserved for the intellectual elite?
 52. extended her influence beyond their fieldwork to drive advocacy for societal and environmental change?
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Post-Reading Creative Activity: Write a Scientific Legacy Speech

Objective: Students will deepen their understanding of the scientists by writing and presenting a speech honouring one of the figures.

Instructions:

1. **Choose a Scientist:**
Each student selects one scientist from the text.
2. **Research & Draft (20 minutes):**
Students expand on the article's information, incorporating additional details about their chosen scientist's life, challenges, and contributions.
3. **Speech Presentation (5 minutes each):**
Students deliver their speech as if they were presenting at an awards ceremony, celebrating the scientist's legacy and emphasizing their lasting impact.
4. **Reflection Discussion:**
After all presentations, the class reflects on the common traits shared by these trailblazing figures (e.g., perseverance, innovation) and discusses how their stories inspire future scientific endeavours.

ANSWER KEY**Reading Part 5**

31. **B** – The paragraph describes the emotional tension surrounding “Crush Day,” highlighting Lucy’s anxiety and the charged atmosphere.
32. **A** – Lucy appreciates Alicia’s encouragement but remains hesitant, as seen in her reluctance to follow through.
33. **B** – The description of last year’s event emphasizes Lucy’s lack of confidence and the embarrassment it caused.
34. **B** – The phrase reflects lingering shame over her awkward decision to give the cookies to her teacher instead of Josh.
35. **B** – Lucy notices Josh reading the letter and realizes there may still be hope for her to act.
36. **C** – The final lines suggest Lucy believes the situation is still unfolding, leaving room for her to take action.

Reading Part 6**37: G**

The text mentions that Tom wanted the festival to be "educational" and "immersive," which aligns with the idea in G of encouraging visitors to learn while having fun. The pronoun "this" connects back to Tom’s vision described in the previous sentence.

38: E

The sentence before describes the “Groundhog Discovery Trail,” and E expands on this with details about the activities included, such as quizzes and an exhibit. The transition is smooth and builds on the specifics of the trail.

39: D

The previous sentence highlights Tom’s need for financial support. D directly follows this idea, describing how Tom started reaching out to the council for funding. The connector "as a result" logically follows Tom’s realization of this need.

40: A

The text describes Tom testing his displays with classmates. A continues this idea by explaining how testing allowed Tom to gather feedback and refine his design. The phrase "this process" connects to the mock displays.

41: F

The paragraph explains how Tom’s team contributed to the project. F fits here because it highlights how their enthusiasm led to additional support from local businesses, which strengthens the overall effort.

42: B

The paragraph describes the excitement of the event day. While B initially seems unrelated, it creates a reflective contrast to earlier doubts about Tom’s ability to organize the event, emphasizing the success of his efforts.

Reading Part 7

43. A (Jane Goodall) Evidence: "Unlike many of her contemporaries, who favoured an impersonal approach, Goodall anthropomorphized her subjects, assigning them names and documenting their individual personalities."

44. C (Ada Lovelace) Evidence: "She theorized that such a machine could process algorithms to perform tasks like composing music or analysing data."

45. A (Jane Goodall) Evidence: "Her observations, including the revelation that chimpanzees fashioned and utilized tools, challenged long-standing assumptions about what separated humans from other animals."

46. B (Rosalind Franklin) Evidence: "Her skilful production of 'Photo 51' was instrumental in deducing the double-helix structure."

47. C (Ada Lovelace) Evidence: "Her writings laid the theoretical groundwork for programming, earning her the distinction of being the first computer programmer."

48. D (Katherine Johnson) Evidence: "With a prodigious aptitude for mathematics, Katherine Johnson overcame systemic barriers in a segregated society to become a central figure in NASA’s early space missions."

49. D (Katherine Johnson) Evidence: "Her precise calculations of orbital trajectories for missions such as Apollo 11 and Project Mercury were critical to their success."

50. B (Rosalind Franklin) Evidence: "Franklin’s later work on RNA viruses further solidified her scientific legacy, expanding the understanding of infectious diseases."

51. D (Katherine Johnson) Evidence: "Johnson’s achievements not only advanced the space program but also inspired greater inclusivity in STEM fields, setting a benchmark for excellence in high-stakes scientific environments."

52. A (Jane Goodall) Evidence: "Goodall’s influence extends far beyond her fieldwork; she is now a prominent advocate for environmental conservation, focusing on youth education and sustainable practices to preserve biodiversity."