

TEST 2
READING

VIOLET

PART 1

You are going to read a newspaper article about sport. Choose the most suitable heading from the list A-I for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A A healthy option.
- B Government funding for the future?
- C Always play to win.
- D On the other hand....
- E Experiments in the past.
- F A useful way to control violence.
- G Too many expectations can lead to problems.
- H A question of sport.
- I Key question remains unanswered.

Sporting excellence: a worthwhile goal?

- 0 H
- 3
- 6
- 1
- 4
- 7

What is the point of sport? Whenever certain sporting stories are brought to our attention, we talk about them for days. Should we force children to do sport at school? Should the government spend more on sport? Is a famous football player's broken leg a matter of importance?

Others have argued that sport encourages aggression and does nothing to control it. Children, therefore, should be taught to co-operate rather than compete. They should not have to compare themselves to others at school or on the sports field.

But this still doesn't answer the opening question. Is sport valuable to a child's development? Is it a good way to relax or is it just a way of getting fit?

The answer to the initial question is not easy to find. First we have to decide why we do sport. Fitness is the one benefit on which most people agree. Healthy people are happier and more capable of looking after themselves. Children who take plenty of exercise are more likely to become healthy adults.

Many of these beliefs, popular in the 1960s, were put into practice with little success. Many countries that wanted to discourage children playing against each other did the opposite. Others produced "super athletes" with the help of drugs and money. They tried to create sportsmen who were unbeatable.

General agreement on these questions is unlikely because everyone's experience of sports at school is different. Some feel their schooldays were ruined by sports lessons. Others feel they could not have survived without them. The government should perhaps concentrate on providing better opportunities for those who want them. Maybe this will prevent the sporting failures Britain is familiar with.

Traditionally, sport is considered a useful way of teaching people to contain aggressive feelings. In team sports, it also teaches people to work together. Sport helps to make society safer by teaching people to obey rules. It also prepares them for success at work, where it is necessary to compete.

There are lessons to be learnt from this. Many of these "super athletes" faced problems. Too much pressure led to ruined health. So, doing well at sport isn't to do with how much effort an individual country puts in. A country should support its athletes, but achievement should not always be expected.

PART 2

You are going to read an extract from a novel. For questions 8-15, choose the answer (A, B, C or D) which you think fits best according to the text.

Clym Yeobright decided he couldn't let another day pass without speaking to his mother about her differences with him and Eustacia. He left after sunset, as the summer sun was too hot for the long walk to Blooms-End.

Three miles into the journey he came to a spot where a soft perfume wafted across his path, and he stood still for a moment to inhale the familiar scent. While he stood, a sound between quiet breathing and a moan suddenly reached his ears.

He looked to where the sound came from; but nothing appeared except the outline of some nearby shrubs. He moved a few steps in that direction, and now he perceived a figure by his feet.

It never occurred to Yeobright that it might be one of his own family. Field workers had been known to sleep outdoors at these times, to save a long journey homeward and back again. Clym looked closer and saw that the form was feminine; and a feeling of distress came over him like cold air from a cave. He was not certain the woman was his mother until he stooped and beheld her face, pallid, and with closed eyes.

Clym held her, asked her what had happened, but she couldn't speak. The divide in their lives, which his love for Eustacia had caused, was not remembered by Yeobright. He thought only of the friendly past they had experienced together before the division.

Clym took his mother in his arms and tried to carry her to Blooms-End. A mile from the house, his mother became restless. Fifty yards off stood an unused hut. He took his mother there, where he laid her inside on some dry ferns he had cut with his pocket-knife. Assured she would be safe for a short while, he ran with all his might towards Blooms-End for help.

Clym returned with Susan Nunsuch and Sam. They revived Clym's mother with brandy, and she motioned that something was wrong with her foot. It was red and swollen. The colour was livid near the ankle with a small scarlet speck, smaller than a pea, in the centre. It was an adder snake bite. The only cure was to rub the wound with the fat of other adders which had to be fried from their bodies.

Sam went out into the heath to look for adder snakes, Clym built a fire, and Susan Nunsuch returned home for a frying-pan.

Before Susan returned, Sam arrived with three adders, two dead and one still coiling around the stick it was stuck on. The live adder stared at Mrs Yeobright with a sinister look in its small black eye. Mrs Yeobright trembled throughout and averted her eyes.

Susan returned with the frying-pan, when the live adder was killed and the heads of the three taken off. The bodies were cooked until they produced a rill of clear oil. Clym dipped his handkerchief into the liquid and anointed the wound.

- 8 Why did he leave his home at the time he did?
A It had been two months since he spoke to his mother.
B It was too hot to leave earlier.
C He needed all day for the long journey.
D Eustacia prevented him from leaving.
- 9 What first made Clym stop on his way to Blooms-End?
A He heard a sound.
B He smelled a perfume.
C He saw a figure.
D He wanted to rest.
- 10 Why wasn't Clym upset when he first saw the figure?
A He thought it was an injured field worker.
B He thought his mother was sleeping.
C He thought it was a sleeping fieldworker.
D He realised that his mother would be safe now.
- 11 Why had Clym and his mother parted angrily?
A Because he lived so far away from her.
B Because of his relationship with Eustacia.
C Because Clym had never had a good relationship with his mother.
D Because she was bitten by a snake.
- 12 How far did Clym manage to carry his mother?
A One mile.
B Fifty yards.
C Three miles.
D We do not know.
- 13 How did they realise what was wrong with Mrs Yeobright?
A She made a gesture.
B Sam noticed that her foot was red.
C The bite was obvious.
D She managed to say a few words.
- 14 The fact that the wound was from an adder snake meant that
A it was poisonous and she would die.
B the wound wasn't serious.
C Clym had found his mother just in time.
D there was only one cure.
- 15 How did Mrs Yeobright react to the sight of the snake?
A She fainted.
B She couldn't stop looking at it.
C She shook with fear.
D She remained calm.