



READING ITEMS

Guide to the Content and Layout of This Book

The *Reading Items* book contains, in a ready-to-use form, the 45 reading assessment items that appeared in Book 3, *Reading Concepts and Reading Items*. Each item is presented on a separate page to facilitate photocopying.

The two books are designed to be used in tandem. The *Reading Items* book is designed to facilitate the construction of sets of items tailored to the purpose of the user—most likely a classroom teacher. Users can select items for their own purpose based on their reading of the *Reading Concepts and Reading Items* book, photocopy these and administer them to students. Student responses can be scored using the scoring instructions presented in the *Reading Concepts and Reading Items* book, and may be compared to the international benchmarks presented there.

To assist in the recording and scoring of items, Scoring Worksheets can be generated by photocopying the master copy included in this book.

READING UNIT 1
Lake Chad

Figure A shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

Figure A
Lake Chad: changing levels

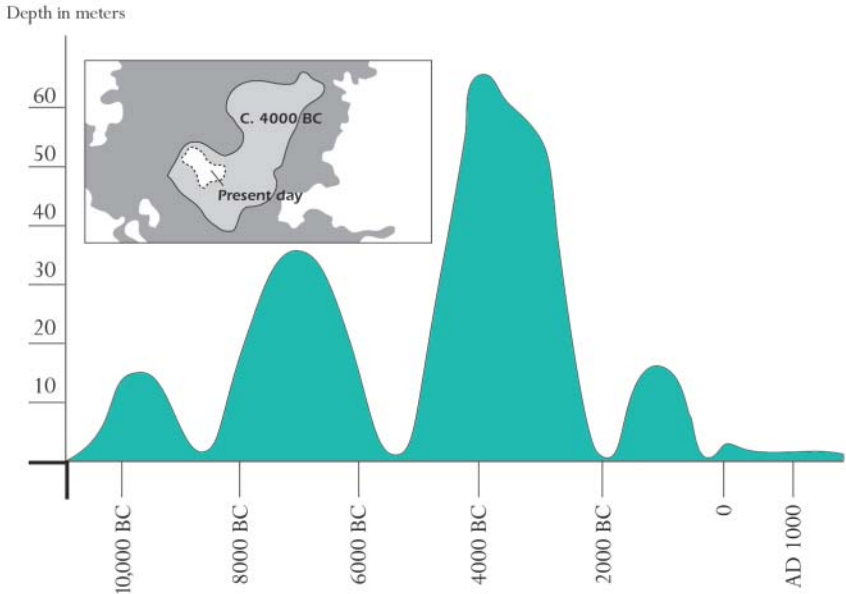
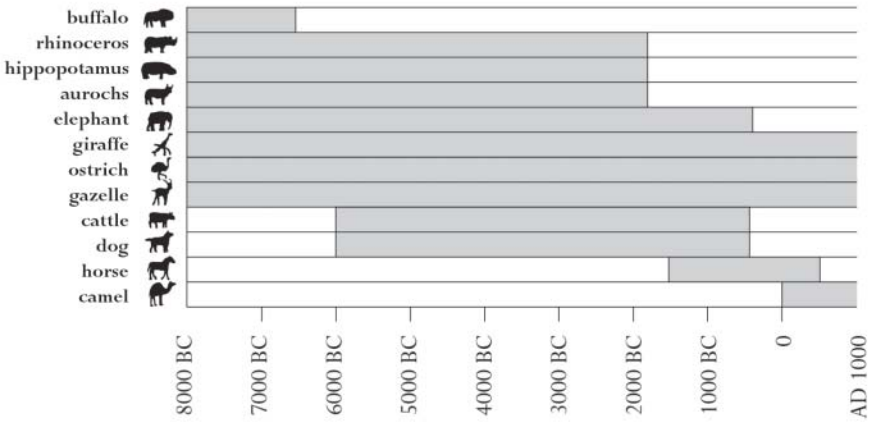


Figure B shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

Figure B
Saharan rock art and changing patterns of wildlife



Source: Copyright Bartholomew Ltd, 1988. Extracted from *The Times Atlas of Archaeology* and reproduced by permission of Harper Collins Publishers.



Question 1: LAKE CHAD

What is the depth of Lake Chad today?

- A About two meters.
- B About fifteen meters.
- C About fifty meters.
- D It has disappeared completely.
- E The information is not provided.

Question 2: LAKE CHAD

In about which year does the graph in Figure A start?



Question 3: LAKE CHAD

Why has the author chosen to start the graph at this point?

Question 4: LAKE CHAD

Figure B is based on the assumption that

- A the animals in the rock art were present in the area at the time they were drawn.
- B the artists who drew the animals were highly skilled.
- C the artists who drew the animals were able to travel widely.
- D there was no attempt to domesticate the animals which were depicted in the rock art.

Question 5: LAKE CHAD

For this question you need to draw together information from Figure A and Figure B.

The disappearance of the rhinoceros, hippopotamus and aurochs from Saharan rock art happened

- A at the beginning of the most recent Ice Age.
- B in the middle of the period when Lake Chad was at its highest level.
- C after the level of Lake Chad had been falling for over a thousand years.
- D at the beginning of an uninterrupted dry period.

READING UNIT 2

Flu

ACOL Voluntary Flu Immunization Program

As you are no doubt aware, the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks.

The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.

ACOL has decided to offer staff the opportunity to be immunized against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunizations at ACOL, during a half-day session in work hours in the week of May 17. This program is free and available to all members of staff.



Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects.

Medical advice indicates that the immunization does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.

Who Should Be Immunized?

Anyone interested in being protected against the virus.

The immunization is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions.

In an office environment ALL staff are at risk of catching the flu.



Who Should Not Be Immunized?

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women.

Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection.

If you would like to be immunized in the week of May 17 please advise the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunized for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers.

For further information please contact Fiona on ext. 5577.

Enjoy
Good Health

Fiona McSweeney, the personnel officer at a company called ACOL, prepared the information sheet above for ACOL staff. Refer to the information sheet to answer the questions which follow.



Question 1: FLU

Which one of the following describes a feature of the ACOL flu immunization program?

- A Daily exercise classes will be run during the winter.
- B Immunizations will be given during working hours.
- C A small bonus will be offered to participants.
- D A doctor will give the injections.

Question 2: FLU

We can talk about the content of a piece of writing (what it says).

We can talk about its style (the way it is presented).

Fiona wanted the style of this information sheet to be friendly and encouraging.

Do you think she succeeded?

Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics.



Question 3: FLU

This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

- A more effective than exercise and a healthy diet, but more risky.
- B a good idea, but not a substitute for exercise and a healthy diet.
- C as effective as exercise and a healthy diet, and less troublesome.
- D not worth considering if you have plenty of exercise and a healthy diet.

Question 4: FLU

Part of the information sheet says:

Who Should Be Immunized?

Anyone interested in being protected against the virus.

After Fiona had circulated the information sheet, a colleague told her that she should have left out the words “Anyone interested in being protected against the virus” because they were misleading.

Do you agree that these words are misleading and should have been left out?

Explain your answer.



Question 5: FLU

According to the information sheet, which one of these staff members should contact Fiona?

- A Steve from the store, who does not want to be immunized because he would rather rely on his natural immunity.
- B Julie from sales, who wants to know if the immunization program is compulsory.
- C Alice from the mailroom, who would like to be immunized this winter but is having a baby in two months.
- D Michael from accounts, who would like to be immunized but will be on leave in the week of May 17.

READING UNIT 3

Graffiti

The two letters below come from the internet and are about graffiti. Graffiti is illegal painting and writing on walls and elsewhere. Refer to the letters to answer the questions below.

I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.

Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they? Instead they seek funding and gain fame through legal exhibitions.

In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and, what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Helga

Source: Mari Hankala.

There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no.

Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer.

Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn't it all just a question of communication – your own name, the names of gangs and large works of art in the street?

Think about the striped and chequered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colours were stolen directly from the flowery concrete walls. It's quite amusing that these patterns and colours are accepted and admired but that graffiti in the same style is considered dreadful.

Times are hard for art.

Sophia



Question 1: GRAFFITI

The purpose of each of these letters is to

- A explain what graffiti is.
- B present an opinion about graffiti.
- C demonstrate the popularity of graffiti.
- D tell people how much is spent removing graffiti.

Question 2: GRAFFITI

Why does Sophia refer to advertising?

Question 3: GRAFFITI

Which of the two letter writers do you agree with? Explain your answer by using your own words to refer to what is said in one or both of the letters.

Question 4: GRAFFITI

We can talk about what a letter says (its content).

We can talk about the way a letter is written (its style).

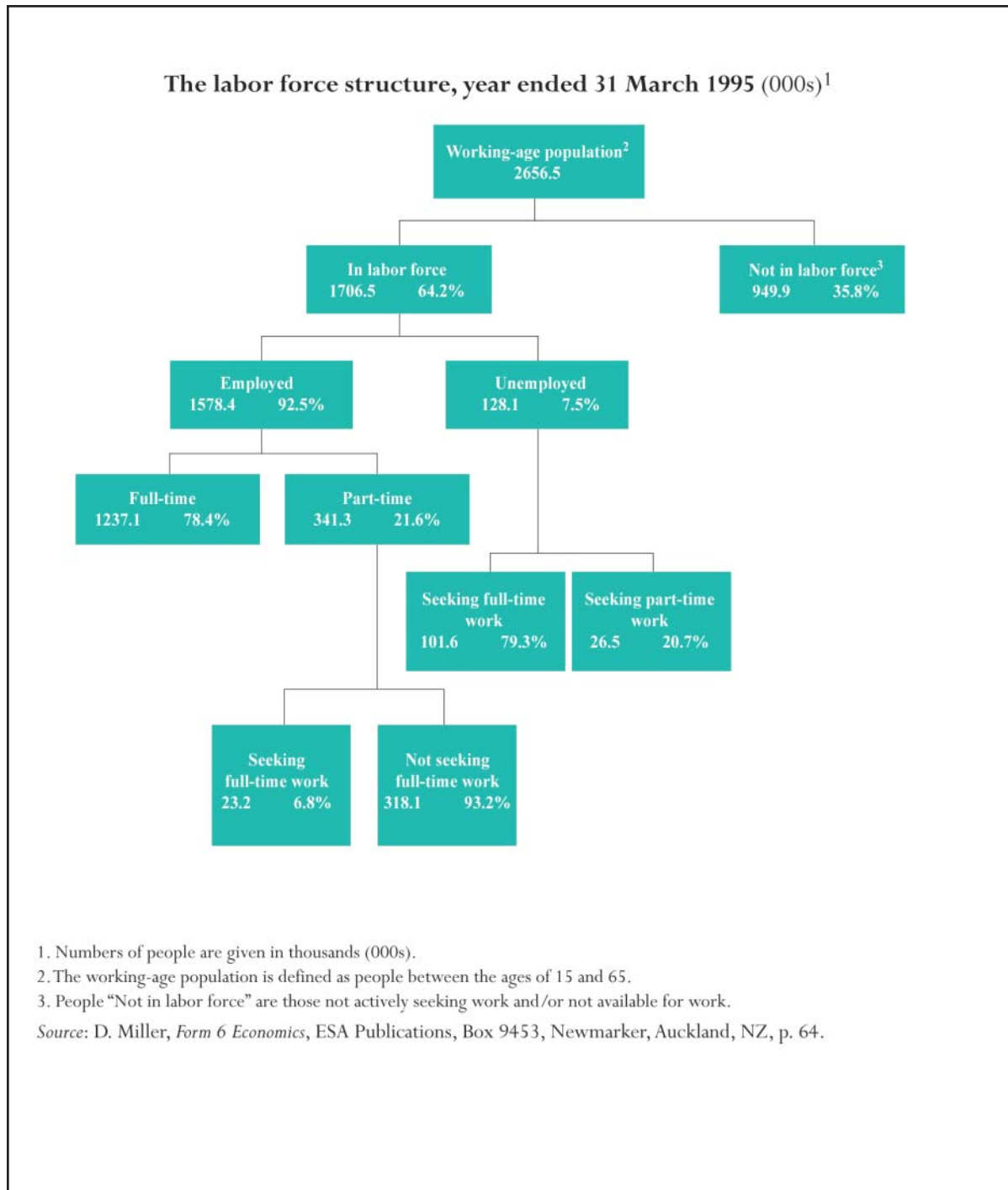
Regardless of which letter you agree with, in your opinion, which do you think is the better letter?

Explain your answer by referring to the way one or both letters are written.

READING UNIT 4

Labor

The tree diagram below shows the structure of a country's labor force or "working-age population". The total population of the country in 1995 was about 3.4 million.



Use the above information about a country's labor force to answer the following questions.

Question 1: LABOR

What are the two main groups into which the working-age population is divided?

- A Employed and unemployed.
- B Of working age and not of working age.
- C Full-time workers and part-time workers.
- D In the labor force and not in the labor force.



Question 2: LABOR

How many people of working age were not in the labor force? (Write the number of people, not the percentage.)

Question 3: LABOR

In which part of the tree diagram, if any, would each of the people listed in the table below be included? The first one has been done for you.

	“In labor force: employed”	“In labor force: unemployed”	“Not in labor force”	Not included in any category
A part-time waiter, aged 35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A business woman, aged 43, who works a sixty-hour week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A full-time student, aged 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A man, aged 28, who recently sold his shop and is looking for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A woman, aged 55, who has never worked or wanted to work outside the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A grandmother, aged 80, who still works a few hours a day at the family’s market stall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 4: LABOR

Suppose that information about the labor force was presented in a tree diagram like this every year.

Listed below are four features of the tree diagram. Show whether or not you would expect these features to change from year to year, by circling either “Change” or “No change”. The first one has been done for you.

Features of Tree Diagram	Answer
The labels in each box (e.g. “In labor force”)	Change/ No change
The percentages (e.g. “64.2%”)	Change/No change
The numbers (e.g. “2656.5”)	Change/No change
The footnotes under the tree diagram	Change/No change

Question 5: LABOR

The information about the labor force structure is presented as a tree diagram, but it could have been presented in a number of other ways, such as a written description, a pie chart, a graph or a table. The tree diagram was probably chosen because it is especially useful for showing

- A changes over time.
- B the size of the country's total population.
- C categories within each group.
- D the size of each group.

READING UNIT 5

PLAN International

PLAN International Program Results Financial Year 1996

Region of Eastern and Southern Africa

RESA



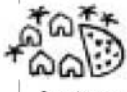
Growing up healthy

	Egypt	Ethiopia	Kenya	Malawi	Sudan	Tanzania	Uganda	Zambia	Zimbabwe	Totals
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	26
Health workers trained for 1 day	1,053	0	719	0	425	1,003	20	80	1,085	4,385
Children given nutrition supplements > 1 week	10,195	0	2,240	2,400	0	0	0	0	251,402	266,237
Children given financial help with health/dental treatment	984	0	396	0	305	0	581	0	17	2,283



Learning

Teachers trained for 1 week	0	0	367	0	970	115	565	0	303	2,320
School exercise books bought/donated	667	0	0	41,200	0	69,106	0	150	0	111,123
School textbooks bought/donated	0	0	45,650	9,600	1,182	8,769	7,285	150	58,387	131,023
Uniforms bought/made/donated	8,897	0	5,761	0	2,000	6,040	0	0	434	23,132
Children helped with school fees/a scholarship	12,321	0	1,598	0	154	0	0	0	2,014	16,087
School desks built/bought/donated	3,200	0	3,689	250	1,564	1,725	1,794	0	4,109	16,331
Permanent classrooms built	44	0	50	8	93	31	45	0	82	353
Classrooms repaired	0	0	34	0	0	14	0	0	33	81
Adults receiving training in literacy this financial year	1,160	0	3,000	568	3,617	0	0	0	350	8,695



Habitat

Latrines or toilets dug/built	50	0	2,403	0	57	162	23	96	4,311	7,102
Houses connected to a new sewage system	143	0	0	0	0	0	0	0	0	143
Wells dug/improved (or springs capped)	0	0	15	0	7	13	0	0	159	194
New positive boreholes drilled	0	0	8	93	14	0	27	0	220	362
Gravity feed drinking water systems built	0	0	28	0	1	0	0	0	0	29
Drinking water systems repaired/improved	0	0	392	0	2	0	0	0	31	425
Houses improved with PLAN project	265	0	520	0	0	0	1	0	2	788
New houses built for beneficiaries	225	0	596	0	0	2	6	0	313	1,142
Community halls built or improved	2	0	2	0	3	0	3	0	2	12
Community leaders trained for 1 day or more	2,214	95	3,522	232	200	3,575	814	20	2,693	13,365
Kilometers of roadway improved	1.2	0	26	0	0	0	0	0	5.34	80.6
Bridges built	0	0	4	2	11	0	0	0	1	18
Families benefited directly from erosion control	0	0	1,092	0	1,500	0	0	0	18,405	20,997
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	494

Source: Adapted from PLAN International Program Output Chart financial year 1996, appendix to Quarterly Report to the International Board first quarter 1997.

The table above is part of a report published by PLAN International, an international aid organization. It gives some information about PLAN's work in one of its regions of operation (Eastern and Southern Africa). Refer to the table to answer the following questions.

Question 1: PLAN INTERNATIONAL

What does the table indicate about the level of PLAN International's activity in Ethiopia in 1996, compared with other countries in the region?

- A The level of activity was comparatively high in Ethiopia.
- B The level of activity was comparatively low in Ethiopia.
- C It was about the same as in other countries in the region.
- D It was comparatively high in the Habitat category, and low in the other categories.



Question 2: PLAN INTERNATIONAL

In 1996 Ethiopia was one of the poorest countries in the world. Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International's activities in Ethiopia compared with its activities in other countries?

Police

Scientific Police Weapons

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him... The police and the judge are convinced that he is not telling the truth. But how to prove it?

At the crime scene, investigators have gathered every possible shred of evidence imaginable: fibers from fabrics, hairs, finger marks, cigarette ends... The few hairs found on the victim's jacket are red. And they look strangely like the suspect's. If it could be proved that these hairs are indeed his, this would be evidence that he had in fact met the victim.

Every individual is unique
Specialists set to work. They examine some cells at the root

of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings of pearls. Imagine that these pearls come in four different colors and that thousands of colored pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body: those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card.

Geneticists are therefore able to compare the suspect's genetic identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the

suspect did in fact go near the victim he said he'd never met.

Just one piece of evidence
More and more often in cases of sexual assault, murder, theft or other crimes, the police are having genetic analyses done. Why? To try to find evidence of contact between two people, two objects or a person and an object. Proving such contact is often very useful to the investigation. But it does not necessarily provide proof of a crime. It is just one piece of evidence amongst many others.

Anne Versailles

We are made up of billions of cells

Every living thing is made up of lots of cells. A cell is very small indeed. It can also be said to be microscopic because it can only be seen using a microscope which magnifies it many times. Each cell has an outer membrane and a nucleus in which the DNA is found.

Genetic what?

DNA is made up of a number of genes, each consisting of thousands of "pearls". Together these genes form the genetic identity card of a person.

How is the genetic identity card revealed?

The geneticist takes the few cells from the base of the hairs found on the victim, or from the saliva left on a cigarette end. He puts them into a product which destroys everything around the DNA of the cells. He then does the same thing with some cells from the suspect's blood. The DNA is then specially prepared for analysis. After this, it is placed in a special gel and an electric current is passed through the gel. After a few hours, this produces stripes similar to a bar code (like the ones on things we buy) which are visible under a special lamp. The bar code of the suspect's DNA is then compared with that of the hairs found on the victim.

Microscope in a police laboratory



Source: *Le Liqueur*, 27 may 1998.

Refer to the magazine article above to answer the following questions.

Question 1: POLICE

To explain the structure of DNA, the author talks about a pearl necklace. How do these pearl necklaces vary from one individual to another?

- A They vary in length.
- B The order of the pearls is different.
- C The number of necklaces is different.
- D The color of the pearls is different.

Question 2: POLICE

What is the purpose of the box headed “How is the genetic identity card revealed”?

To explain

- A what DNA is.
- B what a bar code is.
- C how cells are analyzed to find the pattern of DNA.
- D how it can be proved that a crime has been committed.



Question 3: POLICE

What is the author's main aim?

- A To warn.
- B To amuse.
- C To inform.
- D To convince.

Question 4: POLICE

The end of the introduction (the first shaded section) says: “But how to prove it?” According to the passage, investigators try to find an answer to this question by

- A interrogating witnesses.
- B carrying out genetic analyses.
- C interrogating the suspect thoroughly.
- D going over all the results of the investigation again.