

TEXTS

University of Public Service Language Testing Centre NATO STANAG 6001 LEVEL 1 READING PRACTICE TASKS	Number of tasks: 4 Time: 80 minutes Task 1 is worth 10 marks Task 2 is worth 5 marks Task 3 is worth 10 marks Task 4 is worth 10 marks Pass mark: 21
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Reading Task 1. Questions 1-10. Read the text **Healthy Eating Event** and choose the best word (A, B or C) for each gap (1-10). Question **0** is an example.

Write your final answers on the **ANSWER SHEET**.

HEALTHY EATING EVENT

A healthy eating day was held**0**.... Stow Primary School last Friday. During the whole day fresh fruit and tasty non-alcoholic cocktail drinks were on the menu.

Pupils from year five, together with**1**.... parents, participated in the event. The activities included a healthier eating quiz. From the quiz girls and boys learnt how the body**2**.... energy through calories from different foods. They could also discover which foods have the**3**.... calories and vitamins for the body.

The coordinator of the day was Rob Randall, an instructor from the Education Service, who has already organised a**4**.... similar events in the area.

A teacher, Rebecca Scutt, said: "Rob was a great hit with the children and the parents loved**5**.... too. They liked the quiz and enjoyed**6**.... cocktails. The smell of the cocktails**7**.... delicious. The children**8**.... different fruits and tastes and were proud of their final products. They learnt about healthy foods and the importance**9**.... regular exercise. On Friday**10**.... had a really good time."

TASKS

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Reading Task 1. Questions 1-10. Read the text **Healthy Eating Event** on your **Question Paper**. Choose the correct answer (A, B or C) for each gap (1-10). Question **0** is an example.

Write your final answers on the **ANSWER SHEET**.

Example:

0. A. by B. on C. at

- | | | | |
|-----|------------|------------|---------------|
| 1. | A. theirs | B. their | C. there |
| 2. | A. gets | B. getting | C. get |
| 3. | A. much | B. more | C. most |
| 4. | A. lots | B. many | C. lot of |
| 5. | A. them | B. his | C. him |
| 6. | A. making | B. to make | C. make |
| 7. | A. were | B. was | C. been |
| 8. | A. try | B. tried | C. was trying |
| 9. | A. in | B. for | C. of |
| 10. | A. anybody | B. nobody | C. everybody |

MARKING GUIDE AND KEY

University of Public Service Language Testing Centre STANAG 6001 LEVEL 1 READING PRACTICE TASKS	TASK 1 is worth <u>10 MARKS</u>
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Each correct answer is worth 1 MARK

Healthy Eating Event

1. B
2. A
3. C
4. C
5. C
6. A
7. B
8. B
9. C
10. C

TEXTS

Reading Task 2. Questions 11. Read the text **Taking a Ride in Nepal** and then for each question choose the best answer (**A, B or C**). Question **0** is an example.
Write your final answers on the **ANSWER SHEET**.

TAKING A RIDE IN NEPAL

Many of the people who live in Katmandu, in the capital city of Nepal, are sure that theirs is one of the most polluted cities in the world. They know the reason for that: the old, three-wheeled vehicles called tempos. Although not very spacious or comfortable, they are used by some local people as taxis. When seeing the diesel fumes emitted by tempos in the air, angry residents often shower the vehicles with stones.

Now the government has made a decision that will also be welcomed in other big Asian cities whose residents believe they are being poisoned by traffic fumes. The government has ordered that all the tempos must get off the streets of Katmandu by mid-August. They can be used elsewhere in Nepal, but not in cities which are as large as Katmandu.

The government knows that this decision will leave a lot of operators without any money, so it is offering them cheap bank loans to convert the vehicles to electric power. The other alternative is that the tempo operators can also import more modern, non-polluting tempos from India without paying the high import duty.

The tempo operators are naturally unhappy with the decision. They agree that the tempos cause pollution, but say that the government should offer other jobs to the drivers and also better conditions for converting the vehicles to electricity.

TEXTS

Reading Task 2. Questions 11-15. Read the text **Taking a Ride in Nepal** and then choose the best answer (**A, B or C**) for each question. Question **0** is an example. Write your final answers on the **ANSWER SHEET**.

Example:

0. What are the tempos?

- ☒ **A.** Taxis with three wheels.
- ☐ **B.** Modern taxis used in big cities.
- ☐ **C.** Vehicles made only in Nepal.

11. What is the people's reaction to the tempos?

- ☐ **A.** They throw stones at them.
- ☐ **B.** They block the streets of the capital.
- ☐ **C.** They pour water on them.

12. What plans does the government have?

- ☐ **A.** It will import old tempos for the operators from India.
- ☐ **B.** It plans to provide everybody with free electric tempos.
- ☐ **C.** It will help the owners to modernize their tempos.

13. What action has the government taken?

- ☐ **A.** Tempos cannot run anywhere in Nepal.
- ☐ **B.** Tempos can run only in the capital city
- ☐ **C.** Tempos mustn't run in big cities.

14. What is the tempo operators' reaction to the government's plan?

- ☐ **A.** They want to drive their old vehicles.
- ☐ **B.** They would like to get more support.
- ☐ **C.** They are very pleased with the plans.

15. What do people in Katmandu think about tempos?

- ☐ **A.** They are comfortable.
- ☐ **B.** They pollute the air.
- ☐ **C.** They use a lot of fuel.

MARKING GUIDE AND KEY

University of Public Service Language Testing Centre STANAG 6001 LEVEL 1 READING PRACTICE TASKS	TASK 2 is worth <u>5 MARKS</u>
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Each correct answer is worth 1 MARK

Taking a Ride in Nepal

11. **A** (1 mark)

12. **C** (1 mark)

13. **C** (1 mark)

14. **B** (1 mark)

15. **B** (1 mark)

TEXTS

Reading Task 3. Questions 16-20. Read the text **Kabul Suicide Attack**

Leaves 20 Dead, then answer the questions (16-20). Keep your answers as short as possible. Question **0** is an example.

Write your answer on the **ANSWER SHEET**.

KABUL SUICIDE ATTACK LEAVES 20 DEAD

Eight Taliban gunmen wearing suicide vests attacked three Afghan government buildings on Wednesday. The coordinated assaults killed 20 people in the heart of Kabul.

The terrorists sent a text message to the leader of their terror cell in Pakistan before launching Wednesday's assault, which proves that there are links between militants in the two countries, said Amrullah Saleh, chief of Afghanistan's intelligence agency.

According to the reports, five men armed with assault rifles attacked the Justice Ministry late in the morning, shooting at workers and temporarily trapping the minister and many others inside. The gunmen held the building for about two hours before Afghan security forces got it back under control at about midday.

At about the same time, two men in suicide vests blew themselves up at the ministry's correction department across town. A third terrorist in a suicide vest was shot as he tried to force his way into the Education Ministry.

Zabiullah Mujaheed, a spokesman for the Taliban, said the attacks were in protest against bad conditions for Taliban prisoners in jails.

Saleh, the intelligence chief, said that the Afghan police officials had intelligence data indicating that attacks were planned. The police also knew that the terrorists would use several suicide bombers, but they did not have enough information to arrest them before the attacks.

The Taliban fighters regularly use suicide bombings in their assaults on Afghan and foreign troops, but they rarely attack the barricaded and guarded government buildings in the capital.

TASKS

Reading Task 3. Questions 16-20. Read the text **Kabul Suicide Attack Leaves 20 Dead** and answer the questions below. Keep your answers as short as possible. **0** is an example.

Write your answer on the **ANSWER SHEET**.

Example:

0. How many people were killed by terrorists in Kabul on Wednesday?

_____Twenty._____

16. For how long did the terrorists control the building of the Justice Ministry?

17. Why couldn't the police prevent the attacks?

18. According to the Taliban, why did they launch the attacks?

19. What weapons did the terrorists use in the attacks?

20. What shows that the gunmen had connections with terrorists in Pakistan?

MARKING GUIDE AND KEY

University of Public Service Language Testing Centre STANAG 6001 LEVEL 1 READING PRACTICE TASKS	TASK 3 is worth <u>10 MARKS</u>
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NOTE TO THE MARKER:

Accept any other variant of the sample answer, provided that it is clear that the correct response was intended. Errors of grammar or spelling should not be penalised.

Each correct answer is worth 2 MARKS

Kabul suicide attack leaves 20 dead

16. (For about) two hours / From late in the morning until midday. (2 marks)
17. They did not have enough information. (2 marks)
18. In protest/to protest against bad conditions for Taliban prisoners in jails. (2 marks)
19. Suicide vests (1 mark) and assault rifles. (1 mark)
20. (Before the attack), they sent a text message to their cell leader in Pakistan. (2 marks)

TEXTS

Reading Task 4. Questions 21-30. Read the text **National Peacekeepers' Day**.

Use the information in the text to complete the sentences. Question 0 is an example.

Write your final answers on the **ANSWER SHEET**.

NATIONAL PEACEKEEPERS' DAY

Ottawa held a ceremony on Sunday to mark National Peacekeepers' Day. Personnel from each Canadian military division – from the RCMP (Royal Canadian Mounted Police) to peacekeepers, as well as family members and veterans – gathered at the National Peacekeeping Monument for the ceremony.

Marie Dubois also stood among the spectators with her children. Her husband, Sgt. Dubois, is a member of the RCMP and will be deployed to Haiti on August 19 for a year. Canadian peacekeepers will be joining a UN mission aimed at helping Haiti recover from the earthquake last year.

Another participant, Sgt. Tracey Maguire, has just returned from a year-long mission in South Sudan where her unit inspected jails and tried to protect human rights. Although the military didn't always have a good image in the eyes of Canadians, the Sergeant was pleased to see the high number of people at the ceremony.

National Peacekeepers' Day, established in 2009, is officially held on August 9 to mark the greatest single loss of Canadian peacekeepers. On August 9 1974, nine Canadian peacekeepers were killed while serving in the UN Emergency Force in Egypt. They were sent there to supervise the ceasefire between the Egyptian and Israeli forces and died when their plane was shot down by Syrian missiles.

National Peacekeepers' Day is usually held on the closest Sunday to August 9. It commemorates the 279 peacekeepers who have died in service and those currently on mission.

TASKS

Reading Task 4. Questions 21-30. Read the text **National Peacekeepers' Day**. Using the information in the text, complete the sentences. Question **0** is an example.

Write your final answers on the **ANSWER SHEET**.

Example:

0. In Canada the National Peacekeepers' Day is officially celebrated on **9th August** .

21. Sergeant Dubois serves in an organisation called .

22. Every Canadian military sent representatives to the celebration.

23. Canadians have celebrated National Peacekeeper's Day since .

24. Haiti needs international assistance to .

25. The death of the nine peacekeepers was the result of a attack.

26. So far Canada has lost personnel on peacekeeping missions.

27. Sgt. Tracey Maguire's tour of duty in South Sudan lasted for .

28. During her tour of duty abroad, Sgt. Tracey Maguire's task was to .

29. In 1974 Canadian peacekeepers were deployed to Egypt to .

30. In the past Canadian people did not have a very high opinion of the .

MARKING GUIDE AND KEY

University of Public Service Language Testing Centre NATO STANAG 6001 LEVEL 1 READING PRACTICE TASKS	TASK 4 is worth <u>10 MARKS</u>
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NOTE TO THE MARKER:

Accept any other variant of the sample answer, provided that it is clear that the correct response was intended. Errors of grammar or spelling should not be penalised.

Each correct answer is worth 1 MARK

National Peacekeepers' Day

- 21. RCMP/ Royal Canadian Mounted Police (1 mark)**
- 22. division (1 mark)**
- 23. 2009 (1 mark)**
- 24. recover from an / the earthquake (1 mark)**
- 25. (Syrian) missile (1 mark)**
- 26. 279 (1 mark)**
- 27. a year (1 mark)**
- 28. inspect jails / protect human rights (1 mark)**
- 29. to supervise the ceasefire (1 mark)**
- 30. military (1 mark)**