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Волинський національний університет імені Лесі Українки

**АНГЛІЙСЬКА МОВА.
ПІДГОТОВКА ДО СКЛАДАННЯ ЄВІ:
TRAINING & PRACTICE**

*Навчально-практичний посібник
для студентів гуманітарних спеціальностей*

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А – 64 Англійська мова. Підготовка до складання ЄВІ : TRAINING & PRACTICE : навчально-практичний посібник для студентів гуманітарних спеціальностей : 081 Право, 082 Міжнародне право ; 011 Науки про освіту, 012 Дошкільна освіта, 013 Початкова освіта, 014 Середня освіта (за предметними спеціалізаціями), 015 Професійна освіта (за спеціалізаціями), 016 Спеціальна освіта; 022 Дизайн, 023 Образотворче мистецтво, декоративне мистецтво, реставрація, 024 Хореографія, 025 Музичне мистецтво, 027 Музеєзнавство, пам'яткознавство; 031 Релігієзнавство, 032 Історія та археологія, 033 Філософія, 034 Культурологія, 035 Філологія; 053 Психологія, 054 Соціологія; 125 Кібербезпека; 231 Соціальна робота; 251 Державна безпека; 262 Правоохоронна діяльність / Укладачі : Н. П. Яцишин, І. П. Біскуб, Л. Є. Гусак, Ю. А. Гордієнко, С. І. Лобанова, О. В. Мельничук, М. В. Супрун, Л. Є. Сорокіна] ; за ред. А. М. Демчука. – Луцьк : Вежа-Друк, 2021. – 242 с.

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Посібник містить практичний матеріал для підготовки до Єдиного вступного іспиту з англійської мови до магістратури: тести у форматі ЄВІ різних типів, лексичні та граматичні завдання, у додатках зібрано матеріал, потрібний для виконання тестових завдань на знання виразів з прийменниками, неправильних дієслів, вставних слів та з'єднувальних елементів у реченні.

Формат, тематика та послідовність матеріалу сприяють формуванню вмій та навичок, які необхідні для успішного виконання екзаменаційних завдань.

Посібник складається з передмови, комплексу тестових завдань, тренувальних прав, додатків та списку рекомендованої літератури.

Для студентів закладів вищої освіти, викладачів та широкого читацького загалу.

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ПЕРЕДМОВА

Єдиний вступний іспит (ЄВІ) – форма вступного випробування з іноземної (англійської) мови для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти бакалавра, магістра (освітньо-кваліфікаційного рівня спеціаліста), яка передбачає використання організаційно-технологічних процесів здійснення ЗНО.

Навчально-практичний посібник призначений для студентів гуманітарних спеціальностей: 081 Право, 082 Міжнародне право ; 011 Науки про освіту, 012 Дошкільна освіта, 013 Початкова освіта, 014 Середня освіта (за предметними спеціалізаціями), 015 Професійна освіта (за спеціалізаціями), 016 Спеціальна освіта; 022 Дизайн, 023 Образотворче мистецтво, декоративне мистецтво, реставрація, 024 Хореографія, 025 Музичне мистецтво, 027 Музезнавство, пам'яткознавство; 031 Релігієзнавство, 032 Історія та археологія, 033 Філософія, 034 Культурологія, 035 Філологія; 053 Психологія, 054 Соціологія; 125 Кібербезпека; 231 Соціальна робота; 251 Державна безпека; 262 Правоохоронна діяльність.

Метою навчального посібника є допомогти студентові підготуватися до складання ЄВІ з англійської мови. Представлені у посібнику тренувальні вправи і тести повністю відповідають програмі ЄВІ та дають можливість якісно підготуватися до його складання.

Запропоновані методичні рекомендації щодо виконання кожного типу завдань допомагають сконцентрувати увагу на специфічних особливостях тестів, визначитися зі стратегіями роботи з ними та відтренувати уміння й навички, що полегшать розуміння змісту завдань і забезпечать правильність їх виконання.

Перший розділ посібника утворюють тексти та тестові завдання до них, основною метою яких є перевірити уміння читати англійськомовний матеріал у різних режимах, а саме: 1) на розуміння основної думки висловлювання, детальне розуміння тексту, пошук специфічної інформації, аналіз структури тексту та логічних зв'язків між його частинами (Tasks 1 – 4) та 2) на виявлення рівня сформованості мовленнєвих і мовних граматичних і лексичних компетентностей (Tasks 5 – 6). Підібраний автентичний текстовий матеріал відображає особистісну, публічну та освітню сфери спілкування, містить різноманітні граматичні структури, лексичний інвентар рівнів B1+, B2 та C1. Використані завдання повністю відповідають вимогам ЄВІ з англійської мови. Крім того, щоб надати можливість кандидатам якомога краще відтренувати навички роботи з текстом і пошуку правильних відповідей до тестів та довести їх до автоматизму, авторським колективом було збільшено кількість тестів до окремих завдань на читання.

Другий розділ посібника складається з прикладів англійського словотвору та відповідних тренувальних вправ до них. Актуальність виділення такого типу завдань у посібнику полягає в тому, що кандидати повинні вміти визначати частину мови слова у завданнях на заповнення пропусків з розділу ЄВІ «Використання мови». Такий вид роботи дає можливість як підвищити словниковий запас кандидатів, так і удосконалити уміння розрізняти способи утворення спільнокореневих слів, узагальнити значення застосованих у процесі словотворення префіксів та суфіксів.

У третьому розділі підібрано найбільш вживані фразові дієслова, подано їх тлумачення англійською мовою та вправи для використання цих фразових дієслів у контексті.

У четвертому розділі запропоновано огляд основних аспектів автоматичної тренінгової системи, присвячених удосконаленню таких тем, як часи дієслова, умовні способи, артиклі, модальні дієслова, прийменники. Студенти зможуть виконати згенеровані системою вправи, автоматично їх перевірити та отримати коментарі із граматичних та лексичних довідників у разі виявлення помилок. Особливістю автоматичної тренінгової системи є оглядові блоки граматичних та лексичних правил, необхідних для виконання вправ. Використання цієї системи при підготовці до ЄВІ дає змогу підібрати індивідуальний для кожного студента набір вправ та контролювати успішність при переході на новий рівень володіння англійською мовою.

У додатках зібрано матеріал, потрібний для виконання тестових завдань на знання виразів з прийменниками, неправильних дієслів, вставних слів та з'єднувальних елементів у реченні.

Посібник складається з передмови, комплексу тестових завдань, додатків та списку рекомендованої літератури.

Для студентів закладів вищої освіти, викладачів та широкого читацького загалу.

РОЗДІЛ 1. ТЕСТОВІ ЗАВДАННЯ

PART 1. READING COMPREHENSION

TASK 1

Reading for the main idea in the text (Matching headings to the paragraphs)

Exam Tips:

1. Carefully read the instructions to the test to understand what should be done in this type of a test.
2. Read the heading and guess the content.
3. Read the choices A-H to see what main ideas to look for in the texts. Determine the key words in the choices.
4. Work with the texts:
 - Read the first line of text 1.
 - Look for a similar idea in the choices.
 - Skim the rest of the text to check that you have correctly identified the main idea.
 - If you see new vocabulary in the text, work out what it means from the context.
 - Go back to the choices to choose the best option.
 - Do the same with the other texts.
5. Remember that three options are extra.
6. Beware of distractors. The words used in the options will differ from those used in the text to express the same idea or fact.

Text 1



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

How to Get Motivated to Study

1.

This could be a library, a cafe, a room in your house, or anywhere else that is free from excess noise and interruptions. Avoid places where you're likely to run into your friends.

2.

Make sure you have all the pens, pencils, paper, and highlighters you need. You don't want to interrupt your study time to get more. People are more productive when they're hydrated. Small snacks like peanuts or fruit will help keep you energized.

3.

Little things like having to pull up your trousers can eat away at your concentration. Wear clothes that are familiar, fit loosely, and don't constrict you. If you have long hair, tie it back so that it doesn't fall into your eyes.

4.

You do not want to be taking calls from friends and family members when you're trying to study. Let them know in advance that you need time to study, if you think they'll be concerned. Better yet, just keep it somewhere out of view so you won't be tempted to use it

5.

Think in specific, achievable goals instead of vague generalities. Instead of telling yourself, “I have to get good at maths,” think of a specific goal such as, “I will learn how to graph a quadratic equation.” Achieving this goal will make you feel accomplished at the end of your study session.

- A Put your cell phone on silent
- B Make a study schedule
- C Find a quiet space with few distractions
- D Switch off the music
- E Dress comfortably
- F Think of rewarding yourself
- G Set yourself concrete aims
- H Stock up on study and food supplies

Text 2



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Some Tips for Teens to Succeed in an Interview

1.

Don't just show up for the interview. The more information you have learnt in advance, the better impression you will make on the interviewer. Take the time to get working papers (if you need them) and references, before you start looking for a job.

2.

It's essential to have good manners being interviewed. Shake your interviewer's hand. Don't sit until you are invited to. Don't slouch in your chair. Doesn't use slang or swear. Be positive, and professional throughout the interview.

3.

Know what days and hours you are available to work. The employer will ask. Flexibility is definitely an asset, because the more time you are available, the easier it is for the employer to organize your work. Also know how you are going to get to and from work, if you don't drive.

4.

Arrive at the interview site a few minutes early. If you're not sure where to go, get directions ahead of time. If you don't have a driver's license, make sure you have a ride.

5.

If your mom or dad brings you for an interview, don't bring them into the interview room with you. Go by yourself. It's important that you speak for yourself and connect with the interviewer, without someone else's assistance.

- A Be Polite
- B Be Punctual
- C Be Prepared

- D Go on Your Own
- E Dress Appropriately
- F Know Your Schedule
- G Prepare Your Questions
- H Consult Your Parents

Text 3



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Top Five Study Tips

1.

Make sure you have all the materials you need at hand before you start studying. Getting up to look for a pencil sharpener or ruler will break your concentration and waste your time.

2.

Think about what it will mean for you if you do well in your studies. How will it make you feel? If you keep the end result in mind it will help you succeed in studying. You might like to find an image or something that represents success for you and put it somewhere you can see it while you're studying.

3.

Use a calendar or a list of dates or a wall planner to keep track of exam dates and assignment due dates. Space out your study time each week for the whole term/semester – don't try to cram it all in the night before! Do the hardest work when you're feeling your best. Save the easy stuff for when you're tired. Set yourself a time limit for each task and follow it.

4.

You study better when you're feeling good. So make sure you eat well and get enough sleep. Exercise is great but don't overdo it. It's also a good idea to schedule regular breaks when you're studying and keep hydrated. If you follow these steps you will study better.

5.

Taking detailed notes in class or at home will save you a lot of time later. Re-writing and adding to your notes is a great way to revise what you've learned.

- A Take care of yourself
- B Organize your working space
- C Get creative
- D Clear your mind
- E Write down and review
- F Plan your time
- G Socialize and relax
- H Get motivated

Text 4



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Body Language

1.

Shaking hands is a polite gesture indicating friendship and acceptance. At one time, however, meeting with a stranger aroused suspicion and fear. To prevent each other from suddenly attacking, strangers joined right hands as a pledge of non-aggression, thus demonstrating that neither party was about to use a weapon. Handshaking is now the activity practised by both men and women not only to greet one another, but to seal a contract as well.

2.

The American “OK” sign, the joining of the thumb and forefinger in a circle, indicates that all is well or perfect. The “OK” sign acquired its modern connotation from the ancient world, wherein the circle itself was one of the oldest and most common symbols for perfection. The verbal expression “OK” is native to the United States and was formed in support of the letter “O” indicating that something was as perfect as a circle.

3.

When not used in hitchhiking, the thumbs-up gesture in American culture typically indicates “I like that”, while the thumbs-down gesture indicates your negative feelings towards something. The gesture has been linked to the time of the Roman arena, where the emperor supposedly ordered life or death for a gladiator by turning thumbs up or thumbs down.

4.

Crossing one’s fingers serves as protection from bad luck or from the penalties associated with lying. Thus, when people wish for good luck, they cross their fingers, and when they wish not to be held accountable for a lie, they cross their fingers and hide their arms behind their backs to not let on that they are lying.

5.

By sticking out their tongues, people react to situations that may be unpleasant for them. Such displays indicate laughing or rejection. For example, children often stick out their tongues to tease each other. Or, they may also stick out their tongues in reaction to activities requiring close concentration; hence, the tongue-showing of children focused on their homework.

- A Cover bad breath
- B Show that you are wrong
- C Show that everything is fine
- D Indicate approval or disapproval
- E Making fun or just being focused
- F Indicating a feeling of helplessness
- G Guard against negative consequences
- H Demonstrate your peaceful intentions

Text 5



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Central European University

1.

Central European University (CEU) is looking to attract students with a sense of social responsibility who are dedicated to contributing to the public good, who are transnationally-inclined, and who have the potential to work for open and democratic societies. They must in addition possess the highest academic achievements and have the potential for intellectual development. Another of the main characteristics of CEU student body is the lack of a dominant national culture. Students are admitted on the basis of merit, without any specific country quotas or preferences.

2.

CEU encourages and supports a lively university atmosphere and a sense of community that extends beyond the classroom. As the majority of students come to CEU as international students, the university seeks to build upon the multicultural diversity of its constituents and to enrich the overall student experience. Student activities at CEU are organized directly by the students, by their academic departments or by the Student Life Office of Student Services. Some activities support specific interests, talents and academic pursuits, while others are open to the entire university community and bring together students, faculty and staff.

3.

The CEU Residence and Conference Centre is a modern residence complex located in District of Budapest. It provides air-conditioned single rooms for up to 180 students; each room is equipped with a personal computer and a private bathroom. The dormitory is run as a hotel type service and students can find many other services such as a small shop for various personal articles, a cafeteria, a restaurant and a pub. There is a sports centre with a swimming pool and a fitness room, basketball and tennis courts. On every floor there is a quiet lounge with a coffee machine, a microwave oven and a refrigerator. Cooking or keeping food in rooms is not permitted.

4.

With over 250000 documents in various formats, the CEU Library holds the largest collection of English-language materials in the social sciences and the humanities in Central and Eastern Europe. New materials are constantly acquired, particularly within disciplines of CEU academic departments and programs. Recently published English language monographs and serials in economics, environmental policy and sciences, history, international relations and European studies, law, and political science can be found in the collection: many are unique to the region. The basic literature of specialized fields such as gender studies or nationalism is also richly represented.

5.

CEU maintains an internal academic data network. Course registration and grading are computerized, and students are responsible for conducting all necessary procedures in connection with registration. This continually developing service integrates most of the administrative functions students have to deal with during their stay at CEU.

- A Information System
- B Food Services
- C Student Profile
- D Admission Instructions
- E Information Resources
- F Housing and Facilities
- G Extracurricular Activities
- H Student Orientation

Text 6



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

You're Amazing, So Make Sure People Know It

When it comes to telling the world how wonderful you are, there's a fine line between having other people think, "Wow! She's got so much more about her than I thought". It's easy enough to let everyone around you know you're something special-the trick is doing it without trying too hard or looking like an attention seeker. So here's how to get the attention you deserve without screaming "Look at me".

1.

Being loud isn't a good way to get noticed. Quietness and a smile can be more interesting than someone who blurts everything out constantly. Be cool instead, and show people what you're really about, rather than shouting it in their faces.

2.

It may be tempting to try to bluff your way through a conversation. But if you don't know much about the subject being discussed, you will get more kudos if you shut up and listen. You cannot lose – get your facts right and people will respect your wisdom, or stay quiet if you're unsure and people will appreciate your honesty.

3.

Toning down your gossip factor will show there's much more to you than people may think. Your mates will trust you and your reputation will sky-rocket. Gossiping gives negative vibes to other people.

4.

Choose things to do that you love doing and not because everyone else is doing them. If you are passionate about something, and enjoying it, you'll have more energy and people will be attracted to you, and you might even be the person who starts a new trend.

5.

We may not be superhuman beings, but remember, each and every one of us has something going on that's worth shouting about. It's a fact – everyone is an individual and that's what makes you who you are. Be proud of why you're different. If you love who you are, people are more likely to love you too.

- A We are talented!
- B Accept yourself for what you are.
- C Don't pretend you know everything.
- D Idle talk is a bad habit.
- E Try to act in good faith.
- F Don't talk behind people's back.
- G Keep your voice down.
- H Be original.

Text 7



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Some Psychological Tricks to Make People like You Immediately

Most friendships develop so naturally that you don't even realize how or when they started. Sometimes, though, you want to make an effort to befriend a new acquaintance or become a better friend to existing pals. Read on to find out how to develop better relationships faster.

1.

This strategy is called mirroring, and involves mimicking the other person's behaviour. In 1999, New York University researchers documented the "chameleon effect", which occurs when people unconsciously mimic each other's behaviour, and this facilitates liking. The psychological experiments showed that the participants were more likely to say that they liked their partner when their partner had mimicked their behaviour.

2.

People tend to like things that are familiar to them. It was discovered that college students who lived closer together were more likely to be friends than students who lived farther apart. This could be because students who live close by can experience more day-to-day interactions with each other. Under certain circumstances, those interactions can develop into friendships. Even if you don't live near your friends, try sticking to a steady routine with them, such as going out for coffee every week or taking a class together.

3.

People will associate the adjectives you use to describe other people with your personality. According to Gretchen Rubin, "whatever you say about other people influences how people see you." If you describe someone else as genuine and kind, people will also associate you with those qualities. The reverse is also true: if you are constantly trashing people behind their backs, your friends will start to associate the negative qualities with you as well.

4.

People are more attracted to those who are similar to them. This is known as the similarity-attraction effect. In his experiment, Theodore Newcomb measured his subject attitudes on controversial topics and then put them in a university-owned house to live together. By the end of their stay, the subjects liked their housemates more when they had similar attitudes about the topics that were measured. If you hope to get friendly with someone, try to find a point of similarity between you two and highlight it.

5.

Self-disclosure may be one of the best relationship-building techniques. You can try this technique on your own as you're getting to know someone. For example, you can build up from asking them about their last trip to the movies to learning about the people who mean the most to them in life. When you learn personal information about another person, they are likely to feel closer to you and want to confide in you in the future.

- A Expect good things from people
- B Encourage people to talk about themselves
- C Spend more time together with others
- D Emphasize the shared values
- E Compliment other people
- F Always be in a good mood
- G Tell people your secrets
- H Imitate other people

Text 8



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Some Rules for Learning at Any Age

1.

No matter how good you think you are at doing several tasks at the same time, you aren't. Enough studies have shown that if you're doing more than one thing at a time, especially when it comes to learning, your speed and attention drops off. It's better to spend 20 uninterrupted minutes a day on the topic you've decided to master than an hour of distracted learning.

2.

If you're picking up a new language, learning or relearning to play an instrument, or starting to paint, you probably already realise that you will have to put in the time. There is just no way around it; those who are the best at a given subject are those who work on it most. You may have heard of the 10,000 hours theory from Malcolm Gladwell's book *Outliers* that it takes that much time to become expert at anything.

3.

If it's difficult to do something (even maddening at times), you're more likely to really remember it. Learning what's easy is like writing in sand, here today and gone tomorrow. When you're stuck on a difficult passage that doesn't seem to make sense, or when you keep making mistakes solving a problem – this is when the most valuable learning is happening.

4.

Most people think that learning in their preferred way is better. Some like to read things, auditory learners like to hear information aloud, while visual learners like images, graphs and live-action descriptions. But just because it's easier to learn in a certain style doesn't mean it's really better. You learn better when you don't limit instruction or experience to the style you're used to.

5.

Failures occur in any business, learning attempt or project. Every successful person has gone through this part of the process, sometimes multiple times. When you don't feel like you're getting anywhere, you often feel depressed. Many people give up at this stage. You must keep going to achieve your goals. Just keep going and you're sure to succeed.

- A Don't get discouraged
- B Don't multitask
- C Keep regular hours for learning
- D Don't be afraid to ask for help
- E Don't delay doing your work
- F Be ready to practice a lot
- G Choose hard things to learn
- H Try various learning methods

Text 9



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Time is on Your Side

Ask any high school student what the biggest challenge is, and chances are it'll have something to do with time management. Here are some ways to help you build time management into your work habits.

1.

Look ahead and set a schedule for yourself so that you always have time to be productive. Planners are the best things for any student. If you stay up-to-date with your homework, clubs, organizations, sports and jobs, there's no way you'll miss out an activity or forget an assignment. It's a good idea to update your planner after every class or meeting so you'll be 100 % sure of deadlines, projects and meetings that are approaching in the future.

2.

For many students, checking social media favourites like Facebook and Twitter has become a reflexive habit. Just keep reminding yourself that you don't need to check these sites every time you use the computer for school or work. It may seem harmless to go through your networks quickly just to get that feeling of obligation out of the way, but it's easy to get sucked into a time warp this way. Remember Facebook isn't conducive to getting work done, as much as we all wish it were.

3.

You have to be really sure of what it is that you want to get done. If you have homework in several classes, various ongoing projects already assigned, and tests to study for, you're likely to stay more overwhelmed than focused. This is why it's important to know what thing you need to do right now. You can only really focus on one thing at a time, so decide on some realistic tasks before setting out to tackle any business.

4.

Make sure your schedule includes short periods to recharge and have some fun with friends. You might decide to gift yourself a tasty treat or to give yourself a break after making good progress. If you're a social media junkie, you could even allow yourself to explore Facebook guilt-free after getting some work done. You'll feel less overwhelmed if you have incentives to keep you going bit by bit.

5.

If you're having trouble keeping up, don't be afraid to discuss it with your parents or friends. If you feel yourself floundering in a sea of information, talk to your teachers. They will answer your questions and recommend resources available to you. Don't necessarily expect any special treatment, but if you show that you're making an effort, they might just be willing to help.

- A Don't burn daylight
- B Don't keep late hours
- C Set achievable goals
- D Limit your social networking
- E Reward yourself to keep motivated
- F Keep your living space organized
- G Ask for assistance
- H Write everything down

Text 10



Read the following text about summer jobs. Match the headings (A-H) with the paragraphs (1-6). There are two extra headings that you do not need to use. Write your answers on the separate answer sheet.

SUMMER JOBS

If you want a job this summer, it isn't hard to find one. There are plenty of employers willing to pay a decent salary to young people who are not afraid of a hard day's work.

1.

For example, *Star Summer Camps*, based in the South-West of England, are looking for the activity instructors to work with children aged 5-15. "The money is not bad – from \$220 to \$260 per week." It's ideal for outgoing, reliable people who enjoy working with children. Candidates with musical or sports ability are preferred, but all applications are welcome.

2.

Can you see yourself as Mary Poppins? Want to work as a nanny? Well, there is a vacancy for a child carer with a prestigious family in the Channel Islands from May to September. The work involves looking after three pre-school children. Suitable qualifications, experience and good references are essential. It pays \$180 per week plus full board and travel expenses.

3.

Have you ever given money to a charity? Of course you have. Well, *Time 2 Give* need highly motivated, energetic, professional people to raise money for good causes. There are both permanent and short term vacancies available all over the country, and good workers can earn over \$400 a week! After a paid training period you would be responsible for working in a term to persuade people to give to charities.

4.

If you prefer physical work, *Gowrie Farms* in the North-East of Scotland require hard-working fruit pickers for the summer. They provide medical insurance, holiday pay and accommodation and the wages range from \$5 to \$8 per hour.

5.

Edinburgh has thousands of visitors every summer, and *Travotel Hotels* are offering \$535 per month plus full board for a Hotel Reception Assistant. It's a temporary summer contract, ideal for a student. The duties include answering the phone, helping customers, assisting the senior receptionist and any other odd jobs. The hotel is open 24 hours, so you may be asked to work shifts and overtime is also available.

6.

How about working in a restaurant? *Eatwell Restaurants* are recruiting part-time staff to serve and clear tables in its central London branches. Applicants must be at least 18 years of age and a neat and tidy appearance is essential. The posts are all in Central London and the pay is \$7.25 per hour.

To apply any of the jobs above visit our website.

- A A bit of everything
- B Capital job
- C Entertain us
- D For artistic people
- E Get people to help
- F Mummy wanted
- G Strawberry fields
- H Work in sales

Text 11



Read the following text about memorable moments in sport. Match the headings (A-H) with the paragraphs (1-6). There are two extra headings that you do not need to use. Write your answers on the separate answer sheet.

HEARTBREAKING MOMENTS IN SPORT

1.

Nigel Mansell was leading the 1986 formula One drivers' championship by six points from Alain Prost. Only nineteen laps before the end of the final race of the season, Mansell was in third position. If he stayed in third, he would win the title for the first time. Just then, one of the tyres of his Williams car exploded. Prost won the race and the title by one point.

2.

As she entered the athletics stadium in the final of the women's 20 km walk at the 2000 Sydney Olympics, Australian Jane Saville was in the lead. She was sure to win the gold medal. But then an official stepped forward to disqualify her for having both feet off the ground at one point in the race. Saville began screaming: "No, not me!" When asked what she wanted, she replied: "A gun to shoot myself."

3.

May 2000, Calais, an amateur football team from the fourth division, played first division Nantes in the final of the French Cup. Apart from the Nantes fans, everyone in France was supporting

Calais. Just before half-time Calais scored a goal. Early in the second half Nantes equalized. Then, in the final minute of the match, the referee gave Nantes a soft penalty. The ball hit the goalkeeper's knee and bounced into the net. Calais had lost.

4.

1992. The Olympic 400m semi-final in Barcelona. Derek Redmond felt good. He had helped the British 4x400m relay team to victory at the world championships. Now, after years of suffering from injuries, he was in great physical condition and felt he had good chance of winning Olympic gold. The race started, but Derek pulled a muscle. Desperately, he tried to continue running. "I told myself I had to finish. Then, I felt a hand on my shoulder". It was his father, Jim. 70,000 people stood and cheered and Derek cried as his father helped him finish the race.

5.

The 1991 World Cup semi-final against England was the hardest game. Scotland's rugby captain Gavin Hastings ever played in. Late in the second half, with the score 6-6, Scotland had a penalty in front of the posts. Hastings had already scored two more difficult penalties. If he succeeded, Scotland would go three points ahead. Surprisingly he missed it. Nobody in the ground could believe it. A few minutes later England scored and won the game.

6.

At the 1954 Vancouver marathon Englishman Jim Peters ran into the stadium an amazing seventeen minutes ahead of his nearest rival. After twenty-six miles in the heat, he was certain to win. But the crowd's cheers died as the exhausted athlete fell onto the track. For eleven dramatic minutes, Peters tried to finish the race, but 200 metres from the end he fell for the last time. When he woke up in hospital, he thought he'd won.

- A A memorable triumph
- B Couldn't cross the line
- C Difficult penalty
- D Last minute loss
- E Mechanical failure
- F Thanks, Dad
- G Too easy to score
- H Walk, don't run!

Text 12



Read the text below. Match the headings (A-H) with the paragraphs (1-6). There are two extra headings that you do not need to use. Write your answers on the separate answer sheet.

NEW SCIENCE INVESTIGATIONS

1.

A short nap after lunch may reduce your chances of suffering a heart attack in a medical study in Greece, people who took a half-hour siesta at least three times a week were thirty-seven per cent less likely to die from heart-related illnesses. For working men, the result was even more dramatic: a sixty-four per cent reduction. The explanation could be that siestas reduce stress, one of the most common causes of heart disease.

2.

There is a new treatment for skin conditions: a hot bath with hundreds of tiny toothless fish. "Doctor Fish" from Turkey eats dead and diseased cells, treating the symptoms of various illnesses of the skin. It does not hurt and the only side-effects may be some slight bleeding. Unfortunately, it is not a permanent cure. The results last only a few months.

3.

A study into the effects of hugging has shown that hugs lower blood pressure, reduce the risk of heart disease, and generally improve your health. People in loving relationships benefit more from hugs. And women benefit more than men. During the study, thirty-eight American couples had to talk about a happy time, watch a romantic movie, and hug for twenty seconds.

4.

Childhood obesity is a growing problem in the UK. In response to this, the British Government is to give 45,000 free pedometers to thousands of overweight children to help them become fitter. It is hoped the pedometers, which count the steps you take, will encourage the children to take more exercise and lose weight. In trials, the average number of steps taken by children rose from 8,355 to 13,939 per day.

5.

A new drug that turns on a gene which burns body fat could lead to a new medicine that imitates physical exercise, allowing you to become thinner without effort. Mice on the drug lost weight even though they did no exercise and ate a high-fat diet. The aim is to create a medicine for people suffering from obesity rather than a pill which lets you eat too much while staying thin.

6.

Millions of blind people could regain their sight thanks to a new invention being tested in the USA. A tiny camera which sits on a pair of glasses sends optical information to electrodes in the eye. This happens in real time, allowing patients to distinguish lights, shapes and movement. It could be available within two years.

- A Bionic Eyes
- B Close your eyes and live longer
- C Eat me, cure me
- D Eat more fish
- E Gym Pill
- F How far can you walk?
- G Love can help your heart
- H New cure for sleeplessness

Text 13



Read the following interview with Jason Evans from Liverpool. The reporter's questions have been removed. Match the reporter's questions (A-H) with each paragraph (1-6) that should follow them. There are two questions that you won't need to use. Write your answers on the separate answer sheet.

Good times, bad times Jason Evans, 28, has been a fan of Liverpool Football Club since he was five. He told us about his experiences.

1.

Well, it wasn't really an automatic choice. There's always a lot of tension between us in the family when the two local teams play each other. My father and my older brother support Everton, but I support Liverpool.

2.

I remember watching Everton play Liverpool with my dad on TV at my uncle's house a few weeks after my fifth birthday. They were both wearing their Everton team shirts – and were getting more and more depressed as the game went on because Liverpool were two goals up by half-time. And I just loved the way the Reds played that day. I remember jumping up and down with joy when they scored the first goal. Then my dad told me that I was actually cheering for 'the wrong team' ... But I swore to myself that one day I would become a Liverpool player myself.

3.

I played in the school team for a few years. I was only the reserve goalkeeper, so I didn't often get a chance to play in the competitive matches. But I've never played for a serious team, no. Then, when I was about twelve, I won a swimming competition, and I've been concentrating more on my swimming ever since.

4.

I buy a season ticket every year, and I go along to all the home games. Not just the Premiership matches, but the cup games and friendlies, too. And whenever I can, I travel when we play away from home. I read the team's website regularly, and occasionally contribute to a fans' newsletter, too. Oh, and I wear red every Saturday, of course!

5.

When we won the Champions' League in 2005 that was amazing! I watched the game on TV with my mates Three-nil down at half time, and then we equalised, and ended up winning it all on penalties. I was sitting on the edge of my seat all evening. And I have to admit, I was in tears when the game ended. I still can't believe it!

6.

I was going to go with my friend, Nick to Cardiff for the FA Cup Final against West Ham. Our car broke down on the motorway and had to be towed away for repairs. I didn't manage to get to Cardiff, and there wasn't even a TV I could watch the game on. Luckily, my girlfriend taped the game for me, so I could see it when I got home in the evening.

A Have you ever played football yourself professionally?

B What's your first memory of being a Liverpool supporter?

C What was your best experience of being a fan?

D How do you support your team? What do you do in a typical week?

E When did you first go to watch a live game at Liverpool?

F What was your main reason for choosing Liverpool FC to support? Do you support the same team as your family?

G What was your biggest disappointment?

H Have you ever been to Liverpool?

Text 14



Read the text below. Match choices (A-H) to (1-5). There are three choices you don't need to use. Write your answers on the separate answer sheet.

WAYS OF HOW NOT TO ARGUE

1.

It will make you less defensive and allow you to analyse statements of other people deeply. You should attend to others with patience and give a logical approach to the talk. Let another person complete what he/she wants to say. Once he/she has finished, give your feedback. This would allow both of you to lay forward your view point.

2.

If people have been correcting you time and again, know that there is some problem which lies inside you. Accept that you may be wrong or have a problem of arguing on small issues. Accepting your weakness will strengthen your relationship. Also, ask people to help you cope with the problem.

3.

Instead of thinking about your own issues, try to see another person's views, feelings, state of mind, etc. This will help you to talk calmly and make your relationship a strong one. After getting a message from another person, your approach will not be aggressive or offensive.

4.

Be aware of the place and people around before heading towards an argument. A couple must never involve in the argument in front of their children. It may have a bad impact on them. Similarly, indulging in a heated argument in a public place such as a mall or cinema hall would make people think of you as uncivilized.

5.

It will exclude negativity from inside and you will have a healthy approach towards any issue. If you are positive by nature, you will never get involved in any kind of argument. Do not make excuses and be truthful. Improve yourself rather than giving explanations all the time.

Now you know how not to get involved in any argument. Grab these ways of how not to argue to experience a healthy, happy and loving relationship with each one in your life.

- A Analyse the situation you are in
- B Never think you are always right
- C Don't be the first to argue
- D Don't think of the bad
- E Improve your listening skills
- F Never hurry to call people names
- G Develop understanding in yourself
- H Don't hesitate to speak up your mind

Text 15



Read the text below. Match choices (A-H) to (1-5). There are three choices you don't need to use. Write your answers on the separate answer sheet.

WAYS TO FIGHT DEPRESSION

If you feel depressed, it's best to do something about it – depression doesn't just go away on its own. In addition to getting help from a doctor or therapist, here are 5 things you can do to feel better.

1.

Take a 15- to 30-minute brisk walk every day – or dance, jog or bike if you prefer. People who are depressed may not feel much like being active. But make yourself do it anyway (ask a friend to exercise with you if you need to be motivated). Once you get in the exercise habit, it won't take long to notice a difference in your mood.

2.

Depression can affect appetite. One person may not feel like eating at all, but another might overeat. If depression has affected your eating, you'll need to be extra mindful of getting the right nourishment. Proper nutrition can influence a person's mood and energy. So eat plenty of fruits and vegetables and get regular meals (even if you don't feel hungry, try to eat something light, like a piece of fruit, to keep you going).

3.

Try to identify any situations that have contributed to your depression. When you know what's got you feeling blue and why, talk about it with a caring friend. Talking is a way to release the feelings and to receive some understanding. If there's no one to tell, pouring your heart out to a journal works just as well. Once you air out these thoughts and feelings, turn your attention to something positive.

4.

With depression, a person's creativity and sense of fun may seem blocked. Take time to play with a friend or a pet, or do something funny for yourself. Find something to laugh about – a funny movie, perhaps. Laughter helps lighten your mood.

5.

Depression affects a person's thoughts, making everything seem dismal, negative, and hopeless. If depression has you noticing only the negative, make an effort to notice the good things in life. Try to notice one thing, then try to think of one more. Consider your strengths, gifts, or blessings. Most of all, don't forget to be patient with yourself. Depression takes time to heal.

To fight depression one should _____.

A be highly motivated

B consult a good psychiatrist

C remember to eat healthily

D try different kinds of physical activities

E look on the bright side

F try to make as many friends as possible

G not forget to humour oneself

H try to find someone to share his/her problems with

Text 16



Read the text below. Match choices (A-H) to (1-5). There are three choices you don't need to use. Write your answers on the separate answer sheet.

TIPS ON BEING HAPPY

1.

Free yourself from negative emotions such as, guilt, anger, doubt, fear, resentment, and worry. Your goal in this area should be constantly to examine, and then eliminate the negative emotions you find in your own life. This is, quite possibly, the largest part of finding true happiness.

2.

Imagine yourself as perfectly healthy. Good health is another huge key to achieving true happiness. You become what you think and imagine. Imagine yourself eating the right things, exercising, and being happy when you look in the mirror.

3.

You need to take the time to examine your past experiences in order to fully understand your current thoughts, feelings, and behaviours. You must learn to forgive others and embrace all the experiences, good and bad, that have shaped who you are today. Only then you can move forward to becoming the best you possible.

4.

A true measure of your personality is the loving and intimate relationships you have. If you are involved in relationships you know are unhealthy, it's time to make a change. Strive to be around people who love you, build you up, and whom you look up to.

5.

This is about living on purpose. You need a commitment to something greater than yourself if you want to find happiness. Start thinking about how you can use your talents, personality, and skills to make the world a better place.

- A Try to be physically fit
- B Spend more time going out
- C Don't discuss your private life
- D Analyse what you have lived through
- E Improve other people's lives
- F Develop harmony and peace of mind
- G Review your contacts
- H Read humorous books

Text 17



Read the texts below. Match choices (A-H) to (1-5). There are three choices you don't need to use. Write your answers on the separate answer sheet.

STRESS REDUCTION TIPS

1.

"When the pressure and stress of the semester begins to build and you can't imagine how you can possibly accomplish everything you need to do, make a list. Put everything that needs to be done

on the list, including class assignments, grocery shopping, and laundry and even partying. This will help you to be more organized and remember everything you need to do.”

- By Sue Amendolara

2.

“We all know the importance of maintaining a car. We can push it to the limit, but sooner or later it starts to run poorly. Unfortunately, we tend to forget these simple truths when they’re applied to college life. We ignore warning signs such as decreased productivity and a negative attitude. Personal maintenance may include very simple activities such as taking a walk in the snow or having dinner with a friend.”

- By Gary LaBine

3.

“Did you know that college students are considered one of the most depressed and lonely groups when compared to the general population? Often students try to deal with these problems with parties and drinking. Instead, look to friends, professors, religion, or anything that will have personal meaning to you. There are so many worthwhile activities at your university just waiting for you to discover them. You will be surprised how many people are looking for the same type of interaction you need.”

-By Tacie Thomas

4.

“Have you ever thought about the influence of the person you see in the mirror? It takes a mature person to honestly evaluate themselves. Some of us have told ourselves or were told by others that we didn’t possess the qualities of a good student. It then becomes easy to quit trying. Cast aside those behaviours that make school unnecessarily harder and limit your potential. Start today.”

-By Roy Shin

5.

“When the pressure seems to be getting to you, don’t reach for the aspirin bottle. Try one of these instant stress relievers. Take six deep breaths. Visit the Bahamas or any other pleasant place through your imagination. Walk to the window, watch the birds. Exercise and stretching will improve your mind. Find something or someone who will make you laugh.”

- By Casey Tierry

- A Take a medicine if necessary
- B Consult a specialist
- C Change your attitudes
- D Write down the tasks to be done
- E Develop relationships
- F Relax at times
- G Keep moving mentally and physically
- H Travel to some distant place

Text 18



You are going to read a magazine article about films. Choose the most suitable heading from the list (A-H) for each part (1-6) of the article. There are two extra headings which you do not need to use. Write your answers on the separate answer sheet.

Lights, Camera, Action

Making a film is such a complicated process that it's a wonder any of them ever get made. When you go to your local cinema to see what's on, do you ever think of all the separate steps that have to come together to end up with what you see on the big screen? Where does it start?

1.

Most films start as an idea. It might be in a director's mind, or in a writer's mind, but wherever it comes from, it's the producer who needs convincing. The producer is the businessman who finds the money to make the film. If you've got an idea for the next blockbuster, you need to find somebody who is willing to make your film. The producer will then organize the budget and decide how much it is worth spending on the film.

2.

The producer will decide who is going to be responsible for making the film: the director. This is an important decision since the director is the person who will be in charge of the whole cast and crew. The producer will either find somebody who has made similar films in the past or he or she might take a chance on a new director. Most importantly, the producer wants someone he or she can trust to do a good job and to stay under budget.

3.

The producer and director will then choose the other people to work on the film and will decide on the members of the cast. People feel very strongly about actors and a film has to have the right ones if it is to draw people into cinemas. Actors usually become associated with a particular kind of film in the mind of the public and it can be a risk to cast an actor in a different kind of role. Auditions and screen tests might be held to make final decisions and rehearsals will begin.

4.

While the actors are developing their characters, the director will be making other key decisions concerning things such as location. Where the film is shot is very important and the locations for filming will be chosen carefully. The film will also be storyboarded, with pictures of all the key moments. Special effects will be planned and costumes will be designed. This pre-production phase can take a long time because there may not be a chance to change things later.

5.

The actual shooting can take anywhere from a few weeks to a year, or possibly even more. The actors spend a lot of time waiting for everything to be right – the set, the lighting, the cameras – and boredom can be a real problem. Life at the Oscars might seem wonderful, but life on a film set can be stressful and tedious.

6.

Once filming is over, post-production begins. This is the stage where all the elements of the film are brought together. The film is edited so that it tells a clear story and any special effects are perfected. Music is added to emphasise the excitement or the emotion of certain moments in the film. Often, the film is previewed to small audiences and changes are made, depending on their reactions. Finally, the film makes its way into the cinemas.

A Planning the filming

B Selling it to the right person

C Breaking down the budget

D Not as glamorous as you think

E Give people what they expect

F The right leader with business sense

G Putting the pieces together

H Hard work, but worth it

Text 19



Read the text below. Match choices (A-H) to (1-5). There are three choices you don't need to use. Write your answers on the separate answer sheet.

TIPS FOR GROCERY SHOPPING

1.

This is the cardinal rule of shopping. The list represents your grocery needs: the staples you're out of, and the food you need for upcoming meals. When you stray from the list, you're buying on impulse, and that's how shopping trips get out of control.

2.

Each time you enter the grocery store is another chance to spend – almost inevitably, you buy more than one item. By reducing the frequency of your visits to the store, you're saving money, time and fuel. Plan ahead, make a weekly menu. But if you still find yourself running out for a few items, analyse the reason.

3.

The more you interact with something, the more likely you are to buy it, says Paco Underhill in *Why We Buy*: "Virtually all unplanned purchases... come as a result of the shopper seeing, touching, smelling, or tasting something that promises pleasure, if not total fulfilment."

4.

Make sure your prices are scanned correctly. Make sure your coupons are scanned correctly. Sale items, especially, have a tendency to be in the computer wrong, and yet few people ever challenge the price at the register. You don't need to hold up the line: simply watch the price of each item as it's scanned.

5.

This is a common tip, but it's true: studies show that folks who shop when they're hungry buy more; they tend to buy all kinds of junk. If you go to the store for milk on a Sunday morning without eating breakfast, you are likely to come home with donuts and orange juice and Lucky Charms, too.

- A Check your receipt
- B Go during slow times
- C Go shopping less often
- D Write down everything you need
- E Avoid trips to the corner store
- F Shop on a full stomach
- G Don't buy junk food
- H Don't examine things you don't need

Text 20



Read the text below. Match choices (A-H) to (1-5). There are three choices you don't need to use. Write your answers on the separate answer sheet.

British schoolchildren sit up to 70 exams and tests before they reach their GCSEs. But there are ways to ease the stress at exam time.

1.

What a child eats and drinks in the run-up to exams can influence how clearly they think and how happy they feel. A balanced diet with lots of fruit and vegetables, fish and complex carbohydrates such as brown bread and beans will help them concentrate and think clearly. Too much high-fat, high-sugar and high-caffeine food and drink such as cola, chips, burgers and chocolate can make studying harder.

2.

Sleeping well and for long enough to feel rested, around six to eight hours for most people, will help thinking and concentration. Allow half an hour or so for kids to wind down between studying, watching TV or using a computer and going to bed to help them get a good night's sleep. Regular exercise also helps them sleep better. Cramming all night before an exam is usually a bad idea.

3.

Parentline Plus advises parents to be flexible around exam time. When a child is revising all day, don't worry about household jobs that are left undone or untidy bedrooms. Staying calm yourself if they're a bit moody can help. Help a child to revise by making sure they have somewhere comfortable to study.

4.

Remind your child that feeling nervous is normal. Nervousness is a typical reaction to exams, says Teachernet. All students will feel it. The key is to put these nerves to positive use. Being reminded of what they do know and the time they have put into study can help them feel confident that they can reach their potential.

5.

Support group Childline produces a handy leaflet on beating exam stress. "Keep things in Perspective," says Rosanne Pearce, a senior supervisor. "Listen to children, give support and avoid criticism." Before they go in for a test or exam, be reassuring and positive. After each exam, encourage a child to talk it through with you. Then move on and focus on the next test, rather than dwelling on things that can't be changed.

- A** Concentrate on the future
- B** Don't add to the pressure
- C** Get rid of phobias
- D** Don't raise your voice
- E** Provide proper nutrition
- F** Make use of medications
- G** Remember about natural anxiety
- H** Encourage proper relaxation

TASK 2

Reading for specific information and detailed comprehension

Multiple choice questions

Exam Tips

1. Read the heading or the first sentence of the text to see what the text you are going to read is about.
2. Skim questions 1-5 and the options A-D to get more information about the text.
3. Read question 1 and options A-D to it. Underline the key words.
4. Scan the paragraph for the sentences connected with these ideas.
5. Make sure the information in the text matches the key words in the options.

Dealing with distractors

- When you think you have the correct answer for a multiple-choice question, check once again that it is not a **distractor**. They tend to appear in many different ways in the answers that you are given to choose from.
- Common distractors use one or two of the same words you find in the text.
- The text will give general ideas whereas a distractor will give specific ones.
- Distractors use absolute words (*always, all, only, etc.*) when the text uses 'weaker' words like *sometimes, some, many, etc.*
- Distractors use verbs without modals where the text uses a modal, ('*something is true*', where the text says '*something may be true*').
- Read carefully to make sure all the details match.

Text 1



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

FASHION

New fashions and styles appear in all societies. First, we must understand the difference between fashion and style and how the changes in fashion and style happen for different reasons. The former are driven by insiders to prevent others from copying the insiders' style. The latter are created by outsiders trying to invent alternative styles to the mainstream; the style of most people in a society. In order to succeed, a new style needs to completely reject one of the main indicators of the mainstream style. This rejection means that most people will not accept or choose the new style, and it also means that it is rarely driven by big business.

Let us identify the main factor that shapes a particular style before returning to the topic of fashion. Many suggest that style is the main visible or outward component of group identity. However, research reveals that it goes deeper than that. Most studies conclude, and it is also my view, that style is the expression of certain underlying principles and viewpoints. People decide to adopt a style only after careful thought. It is unlike buying a new coat to get a new look. Moreover, a new style does not necessarily involve showing wealth or class.

Turning to nature, we all know that the male peacock bird displays his beautiful tail to attract a female. For a male peacock, having a long, shiny tail shows strength and energy. Therefore, the strongest male peacocks have a better chance of attracting a mate than weaker males. In humans, in extreme cases, some people spend an unreasonable amount of time grooming themselves and may even do without more essential items in order to be fashionable.

Humans differ from animals in their ability to deceive. Almost as soon as a new garment by a top designer appears on the catwalk, fakes turn up on market stalls. The original is out of financial reach of the majority. And so, copies are born. Some are so true to the original that they may be mistaken for

the genuine article even by dedicated followers of fashion. Those who knowingly buy fakes rarely concern themselves with the reaction of those who purchase the original article. The fake, in fact, carries with it so much of the image of the original that it becomes attractive in itself.

Another interesting phenomenon is what is called '*counter-signalling*'. We can divide society into three groups: high, middle, and low. The middle group can easily imitate the fashion of the high group, so the middle group can be confused with the high group, to the detriment of the high group. Counter-signalling occurs when the high group imitates the fashion of the low group. However, if the middle group imitates the low group, they take the risk of being confused with lower one. A typical example of counter-signalling is wearing jeans. Eventually, wearing jeans became popular with everyone. This partly explains why fashion goes in cycles.

The concept of changes in fashion relates to a much wider sphere than just clothes. It is evident in the evolution of language. What once was considered slang may become an accepted phrase. Interestingly, music plays an important role in the development of fashion. It brings people together at festivals and people can see how others dress and speak. In other words, it provides a chance for people to be influenced by others. I do not argue that music alone creates a new fashion. But music, dress and speech all work together to spread new ideas and trends.

1. According to the first paragraph, why does fashion change?

- A to satisfy business interests
- B to reflect developments in society
- C to increase the choices available to people
- D to make it hard for outsiders to reproduce it

2. The writer explains that people adopt a certain style as opposed to a fashion because

- A they wish to create a new image.
- B they enjoy the status associated with it.
- C they want to belong to an identifiable group.
- D they agree with the attitudes and values it represents.

3. Why does the writer give an example from nature?

- A to explain that fashion is not a new phenomenon
- B to imply that humans use fashion to hide their true identity
- C to emphasise the lengths some people go to follow fashion
- D to question why men are generally less interested in fashion than women

4. In the fourth paragraph, the writer suggests that copies of famous brands

- A become desirable in their own right.
- B retain much of the quality of the originals.
- C fail to deceive true followers of fashion.
- D are looked down on by followers of fashion.

5. The word '*counter-signalling*' in the fifth paragraph is used in this text to refer to

- A the way the difference between social groups is maintained.
- B the high group adopting the fashion of the low group.
- C the middle group imitating the low group.
- D the way fashion goes in cycles across groups.

6. What is said about fashion in the last paragraph?

- A There has been little development of new trends in the arts.
- B Differences in dress codes are becoming more exaggerated.
- C Many people find out about new fashions through music.
- D It takes a long time for society to adopt new ways of speaking.

Text 2



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

HOW DOES FEAR SPREAD

It has long been known that fear spreads quickly from person to person. However, until recently, neuroscientists believed that this fear was communicated mainly through facial expressions. Now a new study has shown that body language may be just as important as facial expressions for communicating fear. It shows that fearful body postures are processed in the emotional part of the brain and lead to an automatic response. Body postures that do not communicate fear are processed differently, in the visual part of the brain. Since the link between the emotional part of the brain and action is stronger than the link between the visual part of the brain and action, viewing fearful body expressions may create an automatic response to fear.

“When we talk about how humans communicate, we always talk about things like language,” said Beatrice de Gelder, the neuroscientist who led the study. “But just like in the animal world, we also communicate through our bodies without our conscious minds being much aware of it.”

Unlike earlier studies, which concentrated on the way the brain reacted to still images of facial expressions, the experiment which de Geider and her team carried out aimed to prove that fearful body posture can create fear in observers. Since previous studies had used still images, the scientists decided to use stills from video clips. Participants had their brains scanned while they were shown video stills of actors who were showing fear. For example, in one situation, they had just opened a door to find an armed robber waiting for them. They were also shown in neutral situations; pouring a glass of water or combing their hair. In each case, though, the actors’ faces were blocked out so that the participants viewing them could only react to their body posture and not to any facial expressions. The results showed that when participants saw fearful images, the emotional part of the brain was active as well as regions of the brain connected to motor processes that are responsible for movement. There was a lot more going on in the brain than when the neutral images were shown. These only activated the visual areas of the brain.

The response to fear appears to be quite automatic, and this is commonly seen in the animal kingdom. If a flock of birds has been feeding on the ground and one is frightened by something and takes off, the others immediately follow. It is an extremely important evolutionary mechanism because any bird left behind may become prey. Something similar happens with humans. At a fearful moment, humans like animals need to be ready to react quickly because they are given only a fraction of a second to evaluate the situation. If a fire breaks out, for instance, people quickly adopt the body posture of those close to them. However, our reaction to danger is sometimes slowed down as we try to rationalise fear by asking ourselves whether there is a reason to react.

So far, neuroscientists have focused on showing people stills from videos, but they are now interested in finding out what happens in the brain when humans watch moving images. Teams of neuroscientists around the world, including de Geider’s, are carrying out studies in which the participants’ brains are scanned while they are watching films. This enables scientists to study how emotional actions are based on movement.

In the future, such research may be used in the building of robotic human companions that would be able to perceive, decide, communicate and react as humans do.

1. Scientists have recently discovered that fear

- A is expressed in the body as much as the face
- B is more strongly expressed in the face than the body
- C is mainly expressed in the body
- D creates an automatic response in others

2. The automatic response to fearful postures comes from the part of the brain that processes

- A visual images
- B emotions
- C language
- D facial expressions

3. According to de Gelder

- A humans communicate mainly through speech
- B humans do not realise they are using body language
- C humans think body language is unimportant
- D humans can control their body language

4. De Gelder's study differed from previous ones in that

- A it used still images
- B it used images of the face and body
- C it showed images of the body
- D it used moving images

5. The study showed that neutral and fearful body postures

- A are processed differently by the human brain
- B create similar responses in the human brain
- C create automatic responses in humans
- D are similar in all animals

6. The automatic response to fear

- A is always the same in animals and humans
- B is responsible for people adopting different body postures
- C is the result of careful evaluation of a dangerous situation
- D developed as a way to escape danger

Text 3



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

THE WONDERS OF SCIENCE

Space Telescope

Since 1990, the Hubble Space Telescope has been orbiting Earth and providing scientists with unique views of the universe. In that time, it has beamed hundreds of thousands of images back, to Earth and has revolutionised astronomy by helping researchers to make important discoveries about deep space and the universe. Thanks to Hubble, we now know that the universe is about 13 to 14 billion years old.

The idea of an orbiting telescope was first put forward by astronomer Lyman Spitzer in 1946, Spitzer pointed out that the Earth's atmosphere distorts light coming from stars, making it difficult for even the most precise telescopes on the ground to receive clear images. However, a telescope in orbit above the Earth's atmosphere would not be faced with the same problems. NASA agreed and, in the 1960s, with the help of rocket scientists, astrophysicists, and millions of dollars the project to build a space telescope took off in earnest. Though the initial idea was Spitzer's, the telescope was actually named after Edwin P. Hubble, the astronomer who, in the 1920s, proved that our galaxy, the Milky Way, was not the only one in the universe.

The telescope orbits the Earth every 96 minutes. It travels at a speed of 8 km per second, 569 km above the Earth's surface. It's fast enough to travel across the United States in about 10 minutes. Although it is regularly serviced, some time after 2013, Hubble will eventually degrade, stop working and crash back to Earth, Its successor, the James Webb Space Telescope, has already been developed.

Sonar mapping

Sonar mapping is another extraordinary development in the world of scientific exploration.

It is used by dolphins, whales and bats to determine where an object is. These animals emit a sharp noise which spreads out through water or air then bounces off objects in the distance and comes back as an echo. The farther away the object is, the longer it takes for the echo to be heard.

This phenomenon is used to study the structure of the ocean floor and is known as sonar mapping. A boat pulls an underwater loudspeaker that sends out pulses of sound known as pings.

The pings spread out through the water and are reflected back by objects in the water, such as the bottom of the ocean. Underwater microphones capture the reflected sound. By knowing the speed of sound in water and the time it takes the echo to return, the distance to the reflecting object can be worked out. When a boat fitted with sonar technology sails over an area of the ocean, it records the depth at every place it goes, and eventually a 3D map of all the mountains, valleys and plains on the bottom of the ocean is created.

Measuring the distance to a single object is easy because it returns a simple echo, but making a map of the ocean floor is much more difficult as sound reflects back from many directions and geological features on the ocean floor. In order to calculate a map of the ocean floor, complicated mathematics is used.

1. What is the purpose of a space telescope?

- A to show images in space
- B to orbit the universe
- C to prove the theories of astronomers
- D to take and send pictures back to Earth

2. What has Hubble helped scientists to discover?

- A how old our planet is
- B the size of deep space
- C the age of the universe
- D a revolution in space

3. What happens to light in space?

- A It is clearer in the Earth's atmosphere.
- B Our atmosphere changes it.
- C It affects the stars.
- D it has trouble reaching the ground.

4. What will probably happen in a few years?

- A Hubble will go deeper into space.
- B Hubble will need to be serviced frequently.
- C Hubble will be replaced.
- D Hubble will travel faster.

5. What can some animals do?

- A bounce off objects
- B use sound to detect objects
- C see objects far away
- D send out pings

6. What must be known to calculate ocean depth?

- A distance between ship and loudspeaker
- B how the echo is reflected
- C how fast sound moves in water
- D distance to microphone

7. How is a 3D map of the ocean floor created?

- A by measuring depth at a few places
- B by looking for geological features
- C by combining a lot of different information
- D by measuring the height of mountains

8. Why is sonar mapping difficult?

- A single objects are too big
- B many echoes are received from different sources
- C valleys get in the way
- D mathematical calculations are too complicated

Text 4



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

TEEN COURTS

Teen courts are a unique and highly successful approach to juvenile crime. The idea was born as people grew more concerned about the rise in juvenile crime and violence. They realised that a more positive and effective alternative to the increasingly inadequate and ineffective juvenile system was needed. Also known as youth courts or peer courts, they are specialised programmes for young offenders that hold hearings in a less formal courtroom setting. As teen courts place more responsibility on the defendant than regular juvenile courts, they have proved to be popular and successful. Their success has been repeated in hundreds of communities in the USA. Teen courts operate on a voluntary basis. They are open to first-time offenders who are between 10 and 18.

The philosophy behind teen courts is that the young offender should be made to feel responsible for their criminal act. In Teen Court, defendants are judged and sentenced by their peers. Senior high school students take the roles of the prosecution, defence and jury. Facing their peers in this way means the whole process seems more relevant to teenage defendants. Instead of being tried in a municipal court and being given a fine, teens tried in the Teen Court have more time and thought devoted to their cases.

Through Teen Court, offenders, parents, victims and adult and teen volunteers all work together to create a long-lasting solution to teen crime. Teens who are eligible for teen court are referred by the municipal court. They must be given permission to attend a teen court by their parent or guardian, who is normally present during the proceedings. Offenders have normally pleaded guilty to anything from theft to non-violent offences. Teen courts do not deal with serious offences which involve gangs or weapons. The defendant's case is heard by his peers, teens who have volunteered for the job through their high schools, and been carefully trained by adult volunteers to carry out the procedures.

Once they have heard the case, the teens on the jury sentence the defendant. The defendants are always sentenced to community service in city parks, fire departments, animal shelters, old people's homes or local government buildings. Other sentences include letters of apology to the victims, essays about their misdemeanours and jury duty in subsequent Teen Courts, too, in order to be given the

opportunity to see how the court works from the point of view of those making the decisions. Attendance at educational programmes created to deal with anger management and other issues may be ordered for those who are thought to need them. The sentences are designed to make the offender think about the crime and give something back to the community. Through Teen Court, offenders learn to take their crime seriously. It teaches them to respect the authority of the court. For teens, the approval or disapproval of their peers often counts for more than the formal procedures of the conventional juvenile court, where only adults are in charge. It is a positive experience of the judicial system, one which demands, first and foremost, that defendants recognise the consequences of their actions on the community and themselves.

A major benefit of Teen Court is that, once their sentence has been carried out, offenders are free to walk away with a clean record. As well as this, it is reported that they gain an improved sense of self-esteem and are more likely to become responsible members of the community. It is hardly surprising then, that the success of Teen Courts has been overwhelming. Only 14 per cent of offenders tried in these courts reoffend, far fewer than those sentenced in the municipal courts.

1. Teen courts are more successful than juvenile courts because

- A they are more popular with defendants
- B the accused must be more responsible
- C their success is often repeated
- D hundreds of communities use them

2. The teen defendants in Teen Court

- A may have committed many crimes
- B have chosen to have their cases heard there
- C have denied their guilt
- D often need more time in court

3. A young offender can only attend Teen Court if

- A they have their family with them
- B they prefer it to the municipal court
- C they are guilty of a serious crime,
- D their family has allowed them to be there

4. The sentences passed by Teen Court aim to

- A introduce offenders to their victims
- B make offenders think about solving crime
- C encourage defendants to volunteer to do community service
- D help defendants learn from their mistakes

5. What is always part of a Teen Court sentence?

- A a letter apologising for the crime
- B working for the community
- C educational programmes
- D sitting on the jury in Teen Court

6. Teen Court defendants do not have a criminal record

- A after being sentenced
- B when they have completed their sentence
- C if they plead guilty
- D if they can walk away from crimes

Text 5



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

MONKEY HELPERS

Helping Hands is a non-profit organisation that breeds, raises and trains capuchin monkeys to provide daily assistance to people living with spinal cord injuries.

Capuchin monkeys are native to Central and South America, but all the monkeys used by Helping Hands are born and raised in the United States. This species is quite small, weighing about 6-10 pounds and reaching a height of 15 inches. Their lifespan of 30-40 years allows them long careers as assistance animals. Because they are intelligent, adaptable and sociable, they make perfect partners to humans, lending a hand and offering companionship. In the same way as guide dogs provide eyes to the blind, Helping Hands monkeys provide hands to individuals with physical disabilities, more specifically, those who are quadriplegic. These people are paralysed from the neck down, as a result of an accident, injury or disease.

The monkeys are specially bred at Southwick Zoo in Massachusetts. At the age of 5-10 years, they are taken into foster homes to get used to living side by side with humans. After this, they enter Monkey College in Boston when they are between 12 and 18 years old and embark on their training in earnest. During the training process, which lasts 31 years, each monkey masters simple everyday activities such as helping with the use of telephones, opening a bottle and setting up a drink of water, scratching an itch, and picking up a dropped object.

Throughout their training, monkeys are encouraged to complete tasks and are rewarded with praise, affection and small treats. The trainers, who sit in wheelchairs for training purposes, never threaten to use physical force. Laser pointers and simple words are the main means of guiding monkeys to carry out their tasks.

As the monkeys progress through the four distinct stages of their schooling, the training rooms gradually begin to resemble a home environment. They progress from environments with little or no distractions to rooms that contain distractions, equipment and everyday objects. Before they graduate, monkeys become skilled at working appliances such as refrigerators, music centres, televisions, DVD players and computers.

After graduation, they enter the placement programme. The first stage is the New Placement. In order to place a monkey with a disabled person, this person has to go through a thorough assessment process before staff members can recommend a particular monkey. Once they have suggested a match, the Placement Team arranges a week's training in the recipient's home. When a person decides to adopt a monkey helper, it is the beginning of a lifelong partnership. The first year is a critical stage, when monkey and human partner learn about each other's abilities and build a relationship of trust and understanding. During this period Helping Hands staff support recipients. At first daily, then weekly, they advise recipients whenever they need to ask about the monkey's diet, health and behaviour.

Once the first year is complete, the second stage of the process, the Active Placement Programme, gets under way. Staff continue to monitor their partnership. They promise to offer support to both monkey and human partners. As the monkeys still belong to Helping Hands, the organization continues to be responsible for their welfare and reminds all its clients that it provides around-the-clock emergency phone support.

Helping Hands is able to provide these specially-trained service animals and their lifetime support, including all their training, food and equipment, free of charge. This is only possible because of the generosity of donors and they ask people to help them by giving whatever they can afford. When people offer to help, they are supporting Helping Hands in their promise to give a little more independence to those in great need.

In 1998, Helping Hands launched an educational programme designed to raise awareness among young people of the issues surrounding spinal cord injury. The programme tries to persuade young people not to take risks that could result in such injuries, as well as asking them to consider the challenges that people suffering from such disabilities face.

1. The monkeys in the programme

- A are native to the United States
- B are taken from Central America
- C come from South American zoos
- D grow up in the United States

2. Capuchin monkeys are ideal human partners

- A because of their mental and physical qualities
- B because they live as long as people
- C because they learn more quickly than dogs
- D because they have good eyesight

3. What kind of help can capuchin monkeys give?

- A They can prepare food.
- B They can carry out various simple tasks.
- C They can play a musical instrument.
- D They can operate a wheelchair.

4. What method is used to train the monkeys?

- A They are taught simple words.
- B They are given a lot of encouragement.
- C They are punished when they get a task wrong.
- D They are offered treats whenever they succeed.

5. The four levels of training

- A take place in the same room
- B are carried out in a real home
- C last six to eight days
- D build up slowly to an authentic environment

6. Helping Hands

- A donates money to people in need
- B is supported by educational organisations
- C tries to teach teenagers about the risks of spinal injuries
- D charges for some of its services.

Text 6



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

IT COULD HAVE BEEN WORSE...

A wise person once said that the best souvenirs are the stories you bring home with you. And did I have a story to tell! I was 19 and on my first overseas trip. My destination was Italy and there was so much to be excited about: I was travelling solo for the first time ... independence, hooray!

I was looking forward to eating my fill of pasta, pizza, cannoli and gelato; there were stunning monuments, museums and palaces to take my breath away; and that uniquely Mediterranean chaos that makes you feel alive. Oh yes, I was ready to experience Bella Italia!

Armed with my passport, a guide-book, an Italian phrase book, euros and the best sunglasses I could afford, I boarded my plane for Rome. A nice gentleman helped me put my day pack in the overhead compartment. He was the person sitting next to me on the flight. After settling into my seat, I looked around at my fellow passengers. Some looked *distressed* and were biting their nails. First-time flyers? Perhaps. Some were chatting animatedly with their travel companions; they looked Italian to me. Others had already nodded off and were snoring gently. How was that possible? I mean, they were going to ROME. Why weren't they as excited as I was?

'British?' asked the man who had lifted my heavy day pack, 'Yes,' I replied, 'is it obvious?' He laughed and made a joke about me being 'less noisy' than the Italians on board. 'My name is Giancarlo,' he said in an Italian accent, and told me he was a retired police officer. He had been in London enjoying the sights and the theatre. 'But not', he joked, 'the food.' We had a laugh about that and then he pulled out his wallet and showed me a photo of two lovely little children with dark hair and beautiful almond eyes, 'They are my grandchildren,' he said proudly and proceeded to tell me all about them.

Chatting to Giancarlo about Rome was wonderfully instructive. He gave me tips on where to eat and what to see. I felt very fortunate to have got so much insight into the place I was soon to visit. When our plane landed, I thanked him. He wished me well and strode off towards the taxi rank. Needing money, I opened my day pack and shoved my hand in, feeling for my wallet, I was sure it was in there, but I couldn't find it. I sat down and began pulling things out – the guide book, the phrase book, a packet of tissues, a map ... everything but my wallet!

There was no use looking for it. It wasn't there. Somehow, I had lost it. Panic gripped me. I was penniless. There was no way I could stay in Italy ... but how on earth was I going to get home? I'm ashamed to admit that I began to cry; softly at first and then in loud racking sobs as I was *overcome by the problem*. My great Italian adventure was over before it had even begun! It was so unfair!

An airport employee led me to an office where I reported the loss. As I was describing my lost item, the assistant opened a drawer and took out ... my wallet! I couldn't believe it. There it was, and none of my money was missing.

'Did someone find it and turn it in?' I asked. And that's when I got the biggest shock of all. Giancarlo – nice, polite, charming, granddad Giancarlo – was a thief. He had been caught leaving the airport terminal with five stolen wallets in his possession. Oh, and his real name was Nigel Waters, an Englishman from Manchester!

It was sheer luck that he hadn't got away with it, and I realized I should never trust a stranger.

1. What is the writer's purpose in the first paragraph?

- A to explain why she was travelling
- B to give important details about her trip
- C to introduce the start of an adventure
- D to describe the beauty of the destination

2. What does the word *distressed* mean in paragraph 2?

- A injured
- B disbelieving
- C stunned
- D anxious

3. What does the writer suggest about the sleeping passengers?

- A They should have shared her enthusiasm.
- B None of them were interested in Rome.

- C It wasn't possible to wake them.
- D They were extremely tired.

4. The writer uses the phrase 'overcome by the problem' in paragraph 5 to show that she

- A did not usually cry
- B believed her situation was hopeless
- C felt responsible for the loss
- D was ashamed of herself

5. What is true about Giancarlo?

- A He was an accomplished liar.
- B His knowledge of Rome was vast.
- C He loved his grandchildren dearly.
- D He turned in the missing wallet.

6. What do we learn about the writer in the final sentence?

- A She was generally a lucky person.
- B Her instincts had been right.
- C She refused to talk to strangers.
- D She learnt a valuable lesson in life.

Text 7



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

FILM BUFF'S GUIDE TO THE MOVIES

Whatever your taste in films, National Geographic Entertainment has something for everyone

Bored with predictable Hollywood blockbusters with sugary-sweet endings and little more substance than 'they met, they fell in love, and they lived happily ever after'? Then look out for Nat Geo movies. From moving personal accounts of life in remote countries to exhilarating documentaries on extraordinary prehistoric creatures, you're bound to find what you're looking for. Here are just some of the latest films available to general audiences and film buffs.

Life in a Day is an Oscar-winning film by director Kevin Macdonald in partnership with Ridley Scott's film company, Scott Free UK and YouTube. When YouTube contributors were asked to submit film footage of their lives on July 24, 2010, the project's organisers were inundated with over 80,000 videos, making up over 4,500 hours of deeply personal, powerful moments shot by contributors worldwide. Macdonald and his team sifted through these videos and pasted them together to create a remarkable feature-length film. The film shows – with beauty, humour and joyful honesty – what it's like to be alive on Earth today.

The First Grader is a heart-warming and inspiring true story of one man's battle to gain the education he had been so long denied. Set in a small, remote mountaintop primary school in the Kenyan Bush, the film unravels the story of Maruge (Oliver Litondo), an old Mau Mau veteran in his 80s, desperate to learn to read and write. Maruge's application, while receiving the support of head teacher Jane Obinchi (Naomie Harris), faces fierce opposition from parents who don't want to see a place in the school wasted on such an old man. *The First Grader* is for viewers aged 13 and over.

Flying Monsters 3D, with Sir David Attenborough, is a groundbreaking film that uses cutting-edge 3D filming technology to bring the story of giant flying monsters and their pre-historic world to life. Around 220 million years ago, dinosaurs were dominant on Earth. Control of the skies,

however, fell to another group of reptiles – the pterosaurs. The story of how and why these incredible creatures managed to defy gravity and take to the air seems to be more fantastical than fiction. If you're a fan of state-of-the-art films, then *Flying Monsters* is for you. Thanks to 3-D CGI (Computer-Generated Imagery), these spectacular creatures are recreated and we are invited into their world!

Hailed by reviewers as 'the future of concert films' and 'an explosive, all access U2 concert pass', *U23D* sets out to capture the relationship between the band members of pop's supergroup U2. The film, which was shot in South America during U2's *Vertigo* tour there, was made using the largest collection of 3D camera technology ever used on one project. The result is electrifying! Viewers find themselves immersed in the ecstatic world of a live U2 stadium concert.

Desert Flower is the heart-rending tale of Waris Darie (Liya Kebede), who at the tender age of 13 fled her family's nomadic camp in the Somalian desert. The daring teenager wanted to avoid being married off as fourth wife to a man old enough to be her grandfather. Having made her way through the desert, she manages to track down relatives in Mogadishu, the Somali capital. They arrange work for her as a servant in the Somali embassy in London. She attracts the attention of Terry Donaldson, the famous fashion photographer. He opens the doors to a completely different world and Darie soon becomes a well-known fashion model. Admittedly, it all sounds like a too-good-to-be-true Cinderella story, but Darie's life is based on the true story of a supermodel who made her way from the deserts of Somalia to the famous catwalks in the world.

1. The writer claims Nat Geo films will appeal

- A mainly to fans of Hollywood films
- B especially to audiences who enjoy love stories
- C only to film buffs
- D to people of all tastes in films

2. *Life in a Day* was

- A produced in only one day
- B directed by Ridley Scott
- C filmed by ordinary people all over the world
- D posted on YouTube

3. In *The First Grader*, Maruge comes in for criticism because

- A some people feel he doesn't deserve a place at the school
- B he enlists the support of the school's head teacher
- C he's still illiterate at the age of 80
- D he refused to go to school when he was younger

4. What do *The First Grader* and *Desert Flower* have in common?

- A They both portray people who built a new life for themselves abroad.
- B They relate the struggles of real people.
- C They use amazing special effects.
- D They are unsuitable for under 13-year-olds.

5. Which film is a documentary that has been produced like a science fiction film?

- A *U23D*
- B *Life in a Day*
- C *Flying Monsters 3D*
- D *The First Grader*

6. What does the writer confess about *Desert Flower*?

- A It promotes arranged marriages.

- B It has fairy-tale like qualities.
- C It isn't for the faint-hearted.
- D It glamorises the fashion industry.

Text 8



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

BARTERING – EXCHANGING DESPAIR FOR HOPE

Struggling Greeks find alternatives to euro in recession-hit times

The financial crisis of 2008 sent shockwaves throughout many countries in the Eurozone, and indeed the world. One of the hardest hit nations was Greece. For many Greeks this meant being catapulted onto the breadline or worse still, plunged below the line of poverty. For others, the credit crunch prevented them from using credit cards as their debts mounted. While most people despaired, many decided to take the bull by the horns.

When residents of the small town of Volos found themselves struggling to afford even essential items in euros, what they did was to come up with an alternative currency. In fact, they can now shop at the central market without any money in their pockets. How do they pay for the goods? In TEM: TEM being a local alternative currency that people can earn by offering their services or goods to others.

The TEM system, which brings to mind the ancient bartering system, operates on an exchange basis. Members of the TEM community gain credit by doing jobs for other people or selling them their own produce. For example, by selling clothes in TEM at the market, a trader could get language or computer lessons in return. As one stall-holder at the market put it, 'We have reached the bottom of our lives and we now have to think in a different way.'

But it's not only at the local market that TEM is accepted. Even well-established local shops in Volos will accept both TEM and euros. In some cases, payment can be made in part euro and part TEM. Hard-up customers can, therefore, make more affordable purchases and store owners can cover their costs.

It all seems too good to be true, but one shopper, who didn't want to be named, said that TEM is a backup economy. The reason it is becoming more popular is because it can be used in tandem with the euro rather than as a replacement currency.

So how does the system work in practical terms? The system, which has been developed online, requires members to have TEM accounts. These accounts, which are credited when they earn TEM and debited when they make a purchase, are closely regulated by founding members of the TEM community.

This kind of exchange system is not unique to Volos. Elsewhere in Greece, other communities and social networks have come up with a similar system using an alternative currency called ovolos. The name is apt since ovolos was also the name given to the first real coin used in Greece and later became the basis for the drachma.

Like TEM users, members of the ovolos community open electronic ovolos accounts where their transactions are recorded online. This unofficial currency can be used on a national level, however, and is not restricted to a specific city or region. Its users claim that the ovolos has a major advantage over the euro. It is not affected by inflation or downgrading in the way that the official currency is. Instead, the value of the ovolos remains stable and is protected against devaluation.

But for those who feel that parallel currencies are too complicated a matter, they can turn to another organisation called Peliti. 2002 was the year when Peliti was set up as a national network for the exchange of goods and services without money. Peliti differs from the TEM and ovolos systems as it works purely by bartering. So if, for example, you grow courgettes and you want someone to cut your hair, you can find a hairdresser in your area who will agree to be paid in courgettes!

These three organisations prove that ordinary people can find a way to survive when the going gets tough. When you have nothing to lose, you have everything to gain from alternative ways of life.

1. As a result of the economic crisis of 2008,

- A Greece became the poorest country in the Eurozone.
- B nobody in Greece can afford basic goods.
- C the euro was no longer legal tender in Greece.
- D many Greeks looked for a solution to their financial difficulties.

2. The TEM system was created because

- A some people in Volos had difficulty paying for goods in euros.
- B people feared that the euro would disappear.
- C a substitute currency for the euro had to be found.
- D credit cards were no longer issued to Greeks.

3. TEM can be used

- A in shops and markets throughout Greece.
- B only at the market in Volos.
- C in shops and at the market in Volos only.
- D in other countries of the Eurozone.

4. What do TEM and the ovolos have in common?

- A They were both used before the drachma.
- B They are both unofficial currencies.
- C They can only be used in certain areas of Greece.
- D They both require their users to open an account at a Greek bank.

5. The writer feels the name ovolos is

- A bizarre
- B appropriate
- C unsuitable
- D amusing

6. What huge benefit does the ovolos have?

- A It's worth more than the euro.
- B It may become the official currency one day.
- C Its value doesn't change.
- D It has high interest rates.

7. In what way is Peliti not like the TEM or ovolos systems?

- A It doesn't involve an alternative currency.
- B Its members must produce their own vegetables.
- C It operates on a national level.
- D It is a form of bartering.

Text 9



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

OCEAN HERO

Beverly Goodman introduces us to her world at sea and explains how she juggles work and family life

I was born and bred in Milwaukee, Wisconsin and, I must say. As I was growing up I was always chopping and changing what I wanted to be when I was older. One minute I wanted to be an archaeologist, the next an architect, a painter, a photographer, a pianist or a deep sea explorer. I guess I'm required to do a little bit of all these things as a marine archaeologist. Whenever I'm asked why I chose this profession, I look back on my childhood. As a youngster, I was inspired by museum visits, finding arrowheads around my home and also the time I spent in and on the water. My grandfather and his love of boating also had an important role to play.

I would often be taken, along with his other grandchildren, out on the lakes in Wisconsin and on trips to historical ships and submarines. All these things that I had been influenced by in my formative years came together when I studied anthropology and geology at university.

Being a marine archaeologist means there's no such thing as a typical day! When I'm at sea doing field work, it's an early start – around 5 am. First, I gather together tools and equipment and, once they've been checked and I'm confident they're in good shape for a hard day's work. I make for the ship's galley for a bite to eat with the rest of the crew.

Breakfasting together gives us the opportunity to go over our plans for the day ahead. It's also the time for any questions or issues to be raised that weren't solved the previous day. After that, we head for the work location and anchor the ship. It's my responsibility to brief the dive team and the team that remains on board about the specifics of the work for the day. Once that has been done and a final check on the dive gear and equipment has been carried out, it's into the water we go!

Any artefacts we discover during dives are brought aboard, analysed and given a catalogue number. On archaeological excavations, everything needs to be tagged and protected by a series of conservation steps so that no harm comes to them. Then I spend my evenings checking my field notes, rewriting anything that's unclear and improving sketches and drawings. All the information is then entered into the computer for safekeeping.

Days in the laboratory or office are a million miles away from those at sea. A lot of patience is required for this part of the job as lab analysis can take months and months. Sometimes it seems to last forever! The samples that are collected in the field undergo rigorous analysis in order to understand the history of a coastline or archaeological site. Throughout the day, I have students and research assistant work through the thousands of samples gathered in the field.

Although I'm dedicated to my work, it doesn't consume all my time and energy. As a working mum and wife, my family comes first. Like most working mums, when I'm away I've got one ear to the phone in case there's a problem with one of my loved ones. But work and family life aren't two separate realms for me. I encourage my children to get involved in my work and often bring them into the lab to lend a hand with simple tasks – counting snails, rinsing sand, that kind of thing. Going on a boat is something they're always eager to do, and sometimes they get to do the most amazing things, like swimming with dolphins. On days when I'm working near home I take my youngest to his day-care by bicycle. Commuting along the seashore is a great learning experience as we pass by hippodromes, crusader fortifications and more. Every day we see something new. By exposing them to my work, I hope to make them aware of the fragile balance of ocean life. This is really what my work is all about: helping others to appreciate the ocean and how our activities affect it. If we all took more responsibility for the sea and marine life, it would help to save the ocean.

1. As a child, Beverly

A knew exactly what she wanted to do with her life.

B couldn't quite make up her mind about which profession to follow.

C was certain her job would involve various occupations.

D decided she would study anthropology and geology.

2. Beverly reflects on her childhood as being

- A uneventful
- B sheltered
- C normal
- D stimulating

3. During breakfast, the crew

- A tie up loose ends from the day before
- B check all equipment is in working order
- C receive detailed instructions from Beverly
- D decide who will dive and who will stay on board

4. Archaeological objects found at sea are

- A recorded and examined in the ocean.
- B only examined once they get back ashore.
- C handled with great care.
- D put into a catalogue.

5. Beverly needs to be patient when working in the lab or office because

- A analysing artefacts is a very slow process.
- B she has to show students what to do.
- C it's a long way to travel from the sea.
- D there are too many samples to examine.

6. What are Beverly's children always eager to do?

- A swim with dolphins
- B help out in the lab
- C go out to sea
- D learn about the coastline

7. In the final paragraph, Beverly concludes that

- A nobody realises the negative effect we have on the sea.
- B her children are fully aware of the danger the ocean is in.
- C ocean life will be completely wiped out unless we treat it with more respect.
- D her work is essentially about teaching people to respect the ocean.

Text 10



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

HOLLYWOOD TAKES ON BOLLYWOOD

As well as being the wealthiest and most populous city in India, with over 20 million inhabitants, Mumbai (formerly Bombay) is home to India's incredibly prolific Hindi-language film industry. This is no cottage industry. Every year, Bollywood – the word is a portmanteau of Bombay and Hollywood – produces roughly twice the number of feature films that are made in Hollywood. Those Hindi films are watched by an audience of 3 billion people worldwide, whereas the total audience for Hollywood films is only about 2.6 billion. However, the surprising truth behind those statistics is that 80 % of the revenue from Bollywood films comes from inside India,

while 50 % of the money made from Hollywood films comes from outside the US, but almost none of it from India.

Anyone who has watched both a traditional Bollywood film and a Hollywood blockbuster will perhaps understand why there is so little crossover between the audiences for these films. They are simply worlds apart. From the perspective of an audience used to watching Hollywood blockbusters, Bollywood films are puzzling and impossible to categorise. They follow conventions that are simply not reflected in American films. Bollywood films are always very long (three hours is normal) and therefore they have an intermission. They often combine elements of what a western audience would consider different genres within the same film. For example, whatever the storyline and wherever it takes place, a Bollywood film will almost invariably contain scenes with singing and dancing. Those scenes will involve lots of extras in costume and often be filmed in the Swiss Alps, even though the main story probably takes place in an Indian city.

To the western eye, the transition between these scenes is abrupt and startling. To the Indian, no film is complete without good songs and dances. In other words, having a seamless plot is considered less important than making a strong visual and aural impact.

Hollywood would love nothing more than to break into the vast and potentially lucrative Indian market, but their efforts have been in vain. Indian audiences just don't like American films. Now, having failed to sell their own films into India, most of the big Hollywood studios are investing in Bollywood-style films. These are shot in India in Hindi, using Indian actors, directors and crews. However, so far these, too, have enjoyed little success. This is perhaps less to do with cultural issues in the films themselves (after all they are, except for the funding, entirely Indian) than with issues relating to the Indian marketplace. The truth is that most Bollywood films don't make money either. In fact, Indian studios only succeed by producing many films and hoping that one or two of them become hits. Up until now, Hollywood has only dipped its toe into the water of Indian cinema. If it wants to succeed in the Indian box office, it will probably need to jump in.

In the meantime, Hollywood and Bollywood will remain poles apart. As one Indian reviewer said of the serious Hollywood epic *Ghandi* about the life of Indian civil rights activist, Mahatma Ghandi, 'I thought the film was pretty good, actually, but it perhaps lacked a few song and dance numbers.'

1. Bollywood films are

- A twice as popular as Hollywood films.
- B mainly watched by Indians in India.
- C as popular outside their country of origin as Hollywood films.
- D produced in small-scale industries.

2. How much of Hollywood's revenue comes from non-American audiences?

- A a fifth
- B less than a fifth
- C half
- D more than a half

3. Compared to Bollywood films, Hollywood films

- A are unstructured and tend to have weak story lines
- B could be considered plain and unadorned
- C usually straddle different styles
- D may appear unrealistic and surprising

4. Indian audiences prefer the films they watch to

- A have an unambiguous and succinct plot.
- B be lengthy and include features of musicals.
- C be set in Switzerland.
- D be stronger visually than musically.

5. The author of the article believes that Hollywood

- A needs to invest heavily in Indian films.
- B has no options but to invest in Bollywood films.
- C has already achieved success in Bollywood.
- D must introduce Bollywood-style films to a worldwide audience.

6. As a business model, Indian producers

- A make few, carefully-researched, high-quality films which are often financially successful.
- B make musicals inspired by Hollywood, which are watched all over the world.
- C are mainly concerned in producing art rather than making money.
- D rely on a few films to be box office successes and make money for the industry.

Text 11



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

THE INVISIBLE BANK

In the developed world, we are used to the idea that we created the model of industrial and economic progress which other countries must follow. Many of our big ideas about development rest on the assumption that the West cracked the formula for economic progress sometime in the 19th century, and what we need now is for the developing world to ‘catch up’. Even the language we use encapsulates this idea, in the division between ‘developed’ and ‘developing’. But new innovations are challenging the idea that development requires handing ideas down from developed to developing. In banking and finance, the big ideas in cashless transfers and mobile, flexible exchanges are not to be found in Geneva or London or New York. A revolution in mobile money transfer has occurred, but not in these financial centres. Instead, it’s happened in Kenya, with m-Pesa.

The service was developed between Safaricom and Vodafone, and launched in 2007. And it’s not just something used in cities or by big commercial interests. By 2010, over 50% of Kenya’s population had used it – this means rural villagers haggling over produce, then using their Nokias to make the final deal. It means Masai herdsman bringing their phones to market along with their cattle, ready to stock up on essentials to bring back to their homes.

For people who live in isolated areas, the service means no longer having to carry lots of cash to markets or towns, risking losing huge amounts to banditry and theft. For people without permanent addresses or bank accounts, the service means they can pay what cash they have to m-Pesa in exchange for mobile credit, making payments and transfers and building up savings – becoming participants in an economy from which they had previously been locked out. For migrants, the service allows them to send money home to their families and villages safely and simply. Safaricom’s international money transfer service uses a similar system for international immigrants, coordinating great webs of remittances and payments across the world. For Kenyan businesses, the service means payments for stock or repairs can happen almost instantaneously, wiping out the need to rely on bank clearances and flawed infrastructure which had clogged the economy with inefficiencies and delays.

So how does it work? m-Pesa relies on a network of small shop-front retailers, who register to be m-Pesa agents. Customers come to these retailers and pay them cash in exchange for loading virtual credit onto their phone, known as e-float. E-float can be swapped and transferred between mobile users with a simple text message and a system of codes. The recipient of e-float takes her mobile phone into her nearest retailer when she wants to cash in, and swaps her text message code

back for physical money. There are already more m-Pesa agents in Kenya than there are bank branches.

Such a system also requires intermediaries, to get the cash to m-Pesa agents, and ensure cash movement keeps up with e-float exchanges. In this way, the system has created new jobs, with some intermediaries and retailers earning \$1,000 a month in commission from m-Pesa transactions.

As of m-Pesa's fifth birthday – March 6 2012 – it had been used by a staggering 15 million people. The system was employed by the 'Kenyans for Kenya' campaign to raise money for Kenyans suffering from the Horn of Africa drought – just one way in which it has contributed to independence and innovation in Kenya's economy.

In response to m-Pesa's success, the model has been imitated in other countries. Africa's biggest mobile operator MTN has rolled out schemes elsewhere, the most ambitious in Kenya's neighbour Uganda. Central banks in some countries, such as Brazil, have now created financial inclusion teams, with a vision for using similar systems to bring financial access to the poor and isolated. The Indian government has also shown determination to achieve this aim, and analysts predict, with its strong IT infrastructure and dense population, India too could be on the road to becoming a cash-light, financially inclusive economy in the near future.

1. The writer believes that economic progress

- A is taking place in major financial centres,
- B has yet to occur in developing countries.
- C is happening in unexpected places.
- D is only possible with mobile transactions.

2. The majority of Kenyans

- A are involved in commerce.
- B have made business deals on their mobile phones.
- C exchange goods at markets.
- D have made a cashless transaction.

3. Transferring money via mobile phones is

- A more efficient than old-fashioned banking services.
- B risky due to an increase in crime.
- C impracticable for homeless people.
- D an inefficient method for sending money abroad.

4. The typical m-Pesa agent

- A works in a bank.
- B is a financial broker.
- C is a village, town or city shopkeeper.
- D does all his or her business online.

5. The mobile phone money transfer system

- A has replaced the banks in Kenya.
- B has cost as much as \$1,000 a month.
- C ensures that less cash is distributed in the country.
- D has led to the generation of new jobs in Kenya.

6. The m-Pesa system has been used

- A to increase people's independence.
- B to help people affected by a natural disaster.
- C to modernise the economic and political system.
- D for five years.

Text 12



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

BIKES AND BUSES PROPEL MEXICO CITY TO PRIZE IN SUSTAINABLE TRANSPORT

Bicycles, pedestrian-friendly plazas and walkways, new bus lines, and parking meters are combining to transform parts of Mexico City from a traffic nightmare to a commuter's paradise. The Mexican capital, one of the world's most populated urban areas, has captured this year's Sustainable Transport Award, the Institute for Transportation and Development Policy (ITDP) has announced.

As recently as late 2011, Mexico City commuters reported enduring the most painful commute among respondents to an IBM survey. Based on factors such as roadway traffic, stress levels, and commute times, the city scored worse than 19 other cities, including Beijing, China, and Nairobi, Kenya. Mexico City has seen its roadways swell beyond capacity to more than four million vehicles, which are owned, increasingly, by a growing middle class.

But the city has also made strides to reorient itself around public spaces and people, rather than cars and driving. 'They really changed quite fundamentally the direction and vision of the city, and a lot of it was in 2012,' said Walter Hook, Chief Executive of ITDP, an international non-profit organisation that works with cities to reduce greenhouse gas emissions and improve the quality of urban life.

Since 2011, Mexico City has added two new bus corridors to its Metrobus system, connecting the narrow streets in the historic centre to the airport and making it the longest bus rapid transit (BRT) system in Latin America. The city also added nearly 90 stations and 1,200 new bicycles to the Ecobici bike-sharing programme. It began to reform on-street parking, it improved pavements, and it also established new walkways.

The day-to-day experience of getting around the city centre has changed dramatically. Two years ago, Hook said in an interview, 'If you tried to get across the historical core of Mexico City, you couldn't take a bus or a taxi or anything that would travel more than three miles an hour. It was virtually at a standstill. 'Most likely, he said, you would ride in an old minibus run by an unregulated operator, or drive a car. And the narrow streets of the historic city centre – a UNESCO World Heritage site – would be crowded with street vendors, trash, and illegally parked vehicles, he said. 'Now you'd be on a beautiful street, in an ultramodern bus – very clean, absolutely safe.'

Not all of the changes in Mexico City have received a universally warm welcome. The new parking system, called ecoParq, introduced multispace meters to thousands of parking spots on streets where parking previously had been free – officially free, anyway. In reality, much on-street parking was controlled by unregulated valets or attendants known as *franeleros*, who would stake out territories and charge drivers small fees to park and receive protection in their spaces. When the city hired a contractor to take over parking management, starting in the upscale *Polanco* district, *franeleros* protested. They reportedly marched through the neighbourhood carrying signs bearing messages such as, 'The streets are not for sale,' and 'A parking meter doesn't take care of your car.'

Mexico City's efforts are part of much larger shifts taking place internationally. 'Sustainable transport systems go hand in hand with low emissions development and livable cities,' remarked Sophie Punte, Executive Director of Clear Air Asia, in a statement. 'Mexico City's success has proven that developing cities can achieve this, and we expect many Asian cities to follow suit.'

The pool of cities moving towards more sustainable transport systems is only growing, said Hook. 'Each year we're finding more and more cities that have made fairly dramatic changes to really retake the city,' Hook said. 'Cities are looking at their mass transit investments now not only

as a way of getting people from point A to point B, but also as a way of revitalizing strategic locations and bringing parts of the city back to life.’

1. At the end of 2011, people in Mexico City

- A were enjoying an improved transport system.
- B were still parking free of charge in the city centre.
- C were more stressed than commuters in some other cities.
- D owned more cars than the middle-classes in Beijing and Nairobi.

2. The ITDP

- A has given Mexico City a number of awards.
- B conducts surveys for IBM.
- C advises cities on environmentally-friendly practices.
- D creates public spaces for people.

3. Improvements to the transport system include

- A more bus routes and a new parking system.
- B free parking and pedestrianised streets.
- C wider roads and bicycle lanes.
- D new pavements and cleaner streets.

4. Transport in Mexico City used to be dominated by

- A privately-owned vehicles
- B buses and cyclists
- C unregulated parking valets known as *franeleros*
- D pedestrians and public transport

5. *Franeleros* are unhappy about the new parking system because

- A they think parking should be free of charge.
- B ecoParq is too expensive.
- C it can take care of people’s cars.
- D it has destroyed their livelihoods.

6. Mexico City’s success in improving its transport system

- A is unlikely to be sustainable.
- B proves that people can get from point A to point B easily.
- C is likely to inspire other cities to do the same.
- D couldn’t have been done before now.

Text 13



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

HOW TO BE A TEENAGER AND SURVIVE!

Being a teenager in these troubled times isn’t exactly a walk in the park. The uncertainty only adds to the typical list of problems you’re already facing. So, what are the challenges you are up against and how can you weather the storm and arrive safely on the other side?

As a teenager, the biggest challenge you, your family and friends face is mood swings. One minute you feel ecstatic, full of confidence and optimism and the next you feel depressed, angry

at the world and certain that you are a failure. Personal appearance also becomes a huge issue. The hormones racing through your body play havoc with your self-image. Suddenly, you have become too fat, too thin, too ugly, too short, too tall; your hair is too dark, too light, too curly, too straight, etc. In short, you are completely dissatisfied with your appearance.

Relationships with others also become more complicated. You may find you no longer have that much in common with the friends you've been hanging around with for years. It can also be distressing when a former best friend now prefers to spend time with other friends. As for family relationships, well, it often seems that a war has been declared, and parents and siblings have become the enemy.

But it needn't all be doom and gloom. The teenage years are **unique** in a person's life. They mark the end of childhood and the important passage to adulthood. The key to a happy "teenhood" is to recognise that no matter how your emotions change or how insecure you feel about yourself, you are perfectly normal! Everyone, big and small, experiences feelings of depression and anxiety from time to time. But here are a few tips to help you get through your darkest moments.

Communication has got to be the first tip. If you keep negative feelings in, you'll reach a point where you think you're going to explode. Confide in someone about how you are feeling with someone you can trust. Even if they can't give you the advice you need, just getting it off your chest can make a world of difference.

But, what can you do if you're at exploding point and there's no one to talk to? If you want to avoid conflict with others, go somewhere on your own for a minute or two to process things. Take time to breathe properly. When we are in stressful situations our breathing becomes short and rushed, and as a result less oxygen reaches the brain. This can heighten negative feelings that we have. One technique is to close one nostril with your thumb and inhale, then close the other nostril with your index finger and exhale as you release your thumb from the first nostril. Do this at least ten times and your breathing will return to normal and you will feel much calmer in next to no time.

Physical exercise like running, cycling and swimming are also great ways to clear the mind and they have the added bonus of keeping you fit. If you do this whenever you're down, you'll also start to feel better about yourself and your body. There's no need to push yourself to the limits, though. Listen to your body and stop when it says, "No more!"

Finally, always try to focus on the positive aspects of your life. Being a teenager means you have more freedom. Use it in constructive ways so that feelings of frustration are replaced by feelings of accomplishment.

1. As a result of the current world situation,

- A everyone has the same problems.
- B teenagers are coping better than others.
- C people feel insecure about the future
- D the problems confronting teenagers have changed completely

2. Teenagers often have to deal with

- A sudden emotional changes
- B the anger of relatives and friends
- C constantly putting on and losing weight
- D lack of success

3. During the teenage years,

- A family members always stop talking to one another
- B hormonal changes can make young people dissatisfied with look.
- C best friends always grow apart
- D personal appearance becomes the most important aspect of a teenager's life.

4. What does the word “unique” in paragraph 4 tell us about the teen years?

- A They cause a lot of anxiety
- B They are a very special time in our lives.
- C All teenagers experience them in the same way.
- D Teenagers ought to be happier.

5. According to the writer, angry teenagers feel better

- A by listening to the advice of others
- B by bottling up their feelings
- C by talking about their feelings
- D by taking short, quick breaths

6. The writer encourages teenagers to

- A respect their body and its limitations.
- B exercise only when they are depressed.
- C ask their parents for more freedom.
- D take up a competitive sport.

Text 14



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

**RESTORATIVE YOUTH JUSTICE – THE WAY FORWARD
FOR YOUTH OFFENDERS?**

Preventing youth offenders from re-offending is one of the most difficult issues facing those involved in handing out punishments to 10-17 year olds. Prisons and rehabilitation centres have long been recognised as finishing schools for young inmates. Many youths enter these institutions as the perpetrators of petty crimes such as burglary, yet often they leave having acquired good fighting skills and knowledge of illegal activities such as drug dealing.

It is no great secret that for the majority of juvenile offenders, rehabilitation centres and youth prisons are ineffective and inadequate. Herding offenders together only gives them the chance to learn from each other. Those who have been put away for having committed minor offences are very often held in the same prisons as those who have committed serious offences such as murder and been found guilty by a jury. Given that the only other people their age that they can interact with are other offenders, inmates are obviously exposed to “bad influences”. In this sense, these institutions are often a breeding ground for the ever-increasing adult population of criminals.

It’s little wonder that many governments are seeking a more effective option to punishing and rehabilitating young offenders. In Northern Ireland, an organisation called the Youth Justice Agency was set up in 2003 with the aim of reducing the number of children in prisons. They introduced a method called restorative youth justice in the belief that this could be the key to true rehabilitation.

At the very heart of restorative youth justice is a basic principle: offenders must make amends for their crimes and if possible, face their victims. This groundbreaking programme focuses not only on punishing the perpetrators of crime, but also on helping their victims. Each offender has to attend a structured youth conference along with family and community members, as well as a police officer. During this conference, the victim of the crime has the opportunity to tell the offender how he or she suffered due to the crime and how this has affected his or life. Although

this takes tremendous courage on the victim's part, it usually has impressive results with the offender being more likely to show remorse and regret for his or her actions.

During the conference, an action plan is established for the offender. This usually involves several stages and various activities. For example, the offender is asked to apologise either in person or in writing to those directly affected by the crime. Also, they are asked to do something for the victim or for society in general to make up for the harm they have caused. This often entails payment of compensation. They are also put on an offender behaviour programme which means that they will be offered mentoring in order to prevent them from re-offending. Young offenders are also supervised by a social worker to help keep the rehabilitation process on track and, if there is a history of alcohol or drug addiction or mental health problems, they are given suitable treatment. In certain cases, offenders may also have to do unpaid work for up to 240 hours. Finally, restrictions may be placed on young offenders including where they are allowed to go, what they are allowed to do and whose company they are allowed to keep.

The Northern Ireland experiment gives hope for the future. In 2006, under 38% of young offenders who were dealt with through this system went on to offend once again. This is a vast improvement if we consider that in the same year over 52 % of offenders who were simply given community service and over 70 % of offenders who were given a prison sentence re-offended.

1. In prison and rehabilitation centres, young offenders can

- A buy and sell drugs freely.
- B pick up bad habits.
- C finish their education.
- D learn invaluable skills.

2. The writer says that giving young offenders a prison sentence.

- A helps to rehabilitate them
- B should only happen for very serious crimes.
- C doesn't have the desired affect for most offenders
- D results in all offenders turning to a life of crime when released.

3. What does *They* in paragraph 3 refer to?

- A children in prisons
- B governments
- C young offenders
- D the Youth Justice Agency

4. The main aim of restorative youth justice is to

- A help offenders make up for the crimes.
- B severely punish young offenders.
- C help victims of youth crimes.
- D create a better relationship between victims and offenders.

5. Structured youth conferences

- A end with offenders receiving one specific punishment.
- B allow victims to help create an action plan for offenders.
- C require offenders to show a lot of courage.
- D result in a programme for dealing with the offender being drawn up.

6. The Northern Ireland example proves that

- A community service is totally ineffective in rehabilitating offenders.
- B restorative youth justice is an improvement over other ways of dealing with offenders.
- C prison sentences among youths are on the increase.
- D restorative youth justice is a complete success.

Text 15



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

WAKING UP MY SENSES ON A YEAR-LONG TRIP!

After finishing school last summer, I decided that I wanted to broaden my horizons. I wanted to see the sights. And I certainly wanted to experience new cultures. With a little persuasion, I convinced my parents to see me off on a year-long adventure...

My first destination was Tuscany – the jewel in the Italian culinary crown! Whilst planning my itinerary before leaving home, my parents told me that Villa Rustica was a must for would-be chefs. And so it was that I made for the most luxurious farmhouse I have ever stayed in, where I participated in a hands-on gourmet cookery course with resident chef Roberto di Caldo and sous-chef Giovanni Pronti. Over the four classes, I learnt how to cook and prepare authentic, traditional, Tuscan dishes using the finest, fresh, local ingredients. As a souvenir I took away a notebook I'd filled during the week with recipes and tips I learnt from the chefs. I'm sure I'll use it all the time when I'm back home! The surroundings were just superb and the Tuscan countryside was absolutely breathtaking! We even got to have a tour of the local vineyards, orchards and olive groves and so I was able to see first hand how the staples of the Italian diet are produced.

A few pounds heavier and with a very full stomach, I set off to France and arrived in the Cote d'Azur in June. The journey was rather distressing (I lost my smart phone and was stopped at customs), but I came up smelling of roses! Whilst on board my plane, I was looking at a travel brochure when I saw an advert saying, "Learn how to beat stars like J-Lo and David Beckham at their own game on a one-, two- or three-day perfume course." Arriving in France, I called the company up and booked in – of course I wanted to create my very own signature scent! I took the longest course and it included an introduction to aromatherapy and essential oils; I discovered how these oils can affect your mood and how to use them to your advantage. There were over 130 different essences to choose from, and we were asked to make the unique aroma that reflects the true you. I even received a personal perfume making assessment from a professional perfumemaker. But even better than that I registered my formula so that I can put in future orders of my signature scent! The classes ran in the mornings only, leaving me plenty of time to explore the surrounding area and monuments at my leisure.

Then I made for Musical Morocco. I had heard a lot about the Atlas Mountains in the Moroccan desert from talking to a travel agent before I set off, and he said they have gained popularity in recent years with hikers and trekkers in particular. I admitted my sister is better at hiking than I am, but then the travel agent suggested that those who are more musically inclined will also find a place for themselves in these ancient lands. So I checked in to this guest house in Ouarzazate: a drummer's paradise. Music in this region, like most other aspects of local tradition, is passed down from generation to generation. In keeping with this custom, Abdullaye – a local musician – offers 10-day percussion courses. I just had to book on! Local instruments, such as the djembe, formed the basis of the workshop. But there were also a couple of teenagers who were experienced bongo players, and they brought their instruments along with them for this special free-style evening drum session under the desert sky. It was utterly incredible!

My final stop... well, see if you can guess where I went! I've always fancied myself as an artist, but I've never had any formal art tuition other than lessons at school. So I looked into a painting course at my final destination. I looked online, and when I saw an offer where I could take advantage of the guides to go on safaris and visits to elephant reserves for next to nothing, I immediately enrolled! And so at the end of my adventures in Morocco, off I travelled to... yep, you've guessed it! India. Kerala was my final stop, where I spent ten days in September. During the course, I developed skills and techniques such as learning about basic colours, creating artwork using watercolours, pencil and charcoal, appreciating works of art and a variety of painting and

drawing techniques. Each day, top tutors inspired me to create by introducing us to a new theme or exercise. One day we even went on a cruise down Kerala's wonderful waterways. The beauty of this course was that it took place in stunning mountain surroundings away from the busy tourist resorts, so I could mingle with the locals and sample delicious traditional Kerala cuisine. Well, I've now left Kerala and am sat in the departure lounge ready to set off back home. Already, my trip seems a distant memory... but I will never forget it. The more I've travelled, the more I've learnt about different cultures – it's been the trip of a lifetime!

1. What was the writer's opinion on the cookery lesson?

- A She didn't think the dishes selected were appropriate choices.
- B They were the least interesting part of the week.
- C She enjoyed them a little.
- D They were extremely valuable and she will put into practice what she learnt when back home.

2. How long was the perfume course the writer participated in?

- A one day
- B two days
- C three days
- D a week

3. What do we discover about the writer in her account of Morocco?

- A She is an experienced bono player.
- B She is very musical.
- C She enjoys hiking.
- D She had already been to the Atlas Mountain.

4. In which country did she travel along rivers?

- A India
- B France
- C Morocco
- D Italy

5. At what point in time is the traveller writing this blog?

- A at the beginning of the trip
- B during the final vast
- C being back home already
- D at the very end of the trip

Text 16



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

**OUTDOOR KINDERGARTENS
AN ALTERNATIVE CHOICE FOR THE BLOOMING GENERATION!**

Norway is one of the most sophisticated and modern countries in the world, yet more and more Norwegian parents are going back to nature when it comes to raising their offspring. Thanks to Norway's Outdoor Kindergartens, working mums and dads now have the option of having their children looked after in the great outdoors.

The north of Norway falls inside the Arctic Circle, which means the country is in darkness for two months a year and winter temperatures often fall below zero. In spite of the tough climate, there are hundreds of Outdoor Kindergartens all over the country. These kindergartens have the same content and tasks as Norway's conventional kindergartens, but *their* teaching methods vary greatly.

Set on the sea shore at the foot of a fjord, Tusseladden Outdoor Kindergarten is surrounded by the most beautiful landscape imaginable. Heidi Burang is an outdoor group leader at this school. She claims that in a world where children are bombarded with computers and electronic games, it's essential to motivate children to want to go outdoors. It's just as important, however, to occupy them creatively once they are out, she says. Motivation has a huge role to play in the education of all children, even more so when children face difficult circumstances. As a result, group leaders like Heidi encourage children to explore nature and their own boundaries, rather than spending most of the day imposing boundaries on them.

At most kindergartens, children are brought inside when it rains or if it's cold. Not in Tusseladden. Norwegians have a saying, "There's no such thing as bad weather, just bad clothes". Children at outdoor kindergartens arrive in the morning dressed in several layers of warm clothing with a waterproof all-in-one on top, Wellington boots, a hat and gloves. They are all set for a day in nature, even in the lowest of temperatures. If the Kindergarten Act states that they have to make certain constructions, for example a boat, these youngsters head for the shore. In most countries, this kind of construction would be made with material specially designed for children in a controlled environment. At Tusseladden the children are introduced to real tools such as hammers and saws and, with the assistance of the group leader, use these tools to construct their very own boats using driftwood found along the shore. Once they are ready, their boats are launched into the water to test how well they float. Heidi Burang says that being outdoors for this kind of activity has the advantage of allowing children, who live in the «here and now» to try and test things immediately.

Outdoors they can even dig up potatoes in the school garden for their lunch. This is more than just a fun activity to reward them as the group leader can exploit it to teach them about shapes, numbers, cultivating without pesticides and about how previous generations cultivated crops. Having dug up potatoes, the children – with the help and close supervision of a group leader – light a fire outdoors in order to cook them for lunch. This may seem like an extremely dangerous, if not irresponsible, thing to allow a five year old to do. Heidi, however, has a different perspective. She explains that danger is all around us. We can't escape it so we should help children to manage risk and not try to eliminate it.

When most parents ask their preschoolers "What did you do at school today?" they don't expect to be told that their child hiked to the peak of a 500 m mountain. Yet this is exactly what the older children at Tusseladden Outdoor Kindergarten embarked on today. Through rain and a cold north wind, these incredible youngsters made it to the top whilst mastering invaluable skills for life such as perseverance, orientation, being adaptable, looking after their own rucksack and helping out others. An added bonus is that walking on uneven terrain, like the surface of the mountain they climbed, helps to improve their motor skills.

Norwegian children are born into one of the world's wealthiest countries. With the help of outdoor kindergartens, they are shown from a very early age that the most valuable things in life are found in nature.

1. Norwegian parents have the choice to

- A have the children attend the most sophisticated and modern schools in the world.
- B send their preschoolers to schools which work outside.
- C set up Outdoor Kindergartens.
- D take their children to work with them.

2. What does *their* in paragraph 2 refer to?

- A conventional kindergartens
- B kindergarten content and tasks
- C Outdoor Kindergartens
- D winter temperatures

3. Tusseladden Outdoor Kindergarten is

- A in a remarkable location
- B the only one of its kind
- C owned by Heidi Burang
- D at the peak of a fjord

4. Heidi Burang expresses concern about

- A the extremely difficult circumstances children at the school face
- B the negative effect technology has on today's children
- C children who only want to play outdoors
- D how to find ways to motivate children

5. What aspect of Tusseladden Outdoor Kindergarten is similar to other Norwegian kindergarten?

- A the material children use
- B the learning environment
- C the teaching methods used
- D the tasks children are given

6. According to the writer, mountain climbing can teach children

- A to court
- B to recognise shapes
- C to be responsible
- D to appreciate old methods of growing crops

Text 17



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

MAYAN TECHNOLOGY

The ancient Maya, who lived in parts of present-day Central America, had a very sophisticated, complex civilization and achieved remarkable things. By observing the skies they created a highly accurate calendar; they introduced new farming methods; and they managed to build spectacular temples and great cities without the use of metal or the wheel.

One of their greatest accomplishments was vulcanisation, which is the process of combining rubber with other materials to make it stronger and longer-lasting. Until recently, the discovery was credited to Charles Goodyear of the United States, who patented the technology in 1843. However, scientists and historians now believe that the Maya were producing rubber products from around 1600 BC – about 3,400 years before Goodyear. In fact, in the 16th century when Spanish explorers arrived in the area, they were astonished to see rubber balls, which were objects

they had never encouraged before. Even describing the stretchy, bouncy material proved difficult as it did not exist in Europe and was therefore beyond their experience.

It is believed that the Maya discovered this process by accident when they cooked latex from rubber trees with juice from a plant called morning glory. They quickly realized how strong the new material was and the wealth of things it could be used for: to line the soles of their sandals thus making them water resistant, as glue, and for the large rubber balls they used in the game known as pokatok played on the stone-walled ball courts as part of a religious ceremony.

1. Which statement about the Maya is true?

- A They discovered Central America.
- B They did not know how to use the land.
- C Their temples were very complex.
- D They were good astronomers.

2. What do we learn about the Spanish?

- A They were at a loss for words.
- B They were inexperienced at ball games.
- C They went there looking for rubber.
- D They couldn't prove they'd seen rubber.

3. When is it believed rubber was initially used?

- A in 1843
- B in 1600 BC
- C in 3400 BC
- D in the 1500s

4. What did the Maya need for vulcanisation?

- A an accident with rubber
- B strong materials
- C two different materials and heat
- D high temperature and glue

5. What did the Maya notice about rubber?

- A It was needed for religious ceremonies.
- B It made them wealthy.
- C It was good to build courts with.
- D It was tough and versatile.

Text 18



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

THE GLASTONBURY FESTIVAL

Entering the already crowded festival site, I was a little uneasy. I'd heard discouraging tales of muddy fields, shocking toilet facilities and not being able to find your tent among so many others exactly the same as yours. I had, of course, tried to prepare for every eventuality. In my

rucksack were a brightly coloured flag to rise above my tent so I could find it easily, bright green wellington boots and – just in case the sun did come out – some suncream. As it turned out, all of them proved to be very useful.

The three-day Glastonbury Festival of Contemporary Performing Arts, held on Worthy Farm in Somerset every June, is the largest open-air music festival in the world. The festival grew from humble beginnings in 1970 into the massive event it is today. The main organiser of the festival is the farm's owner, Michael Eavis, who started it all up because he likes music, and he still makes the final choice of which big-name bands will appear. Over 100,000 tickets were sold this year, which is a lot of organisation for one farmer. (In fact he does hire a music promotion organisation to help him sort out all the complications of running such a huge festival, so he isn't quite all on his own.)

But it's not just music at the festival. As I wandered about the site, looking for somewhere to pitch my tent, I realised that this was, indeed, a festival of performing arts. There were theatre tents, dance performances, jugglers and mime artists all over the site. You certainly wouldn't starve in this place, either. I'd never seen so many food stalls in my life. Whether you prefer Thai, Indian and African, to mention just a few, or even good old English staples such as jacket potatoes, there was something for everyone.

After a pleasant evening of meeting people *from every imaginable walk of life* and dancing the night away at the dance village, I awoke to the sounds of thunder and lightning. The downpour only lasted a couple of hours, but it was still one of the worst rainstorms of the past 100 years. I was one of the lucky ones. Although my tent leaked a bit and my clothing was damper than I would have liked, at least I was on high ground. Some poor souls who had camped further down the hill had to try to retrieve whatever belongings they could from tents submerged under four feet of water. The organisers did an efficient job of mopping up most of the water fairly quickly, but there was no escaping the mud. Festival-goers didn't let that dampen their spirits in the least, though, and thanks to my green wellies, nor did I.

The famous Pyramid Stage had its usual lineup of great bands and there were plenty of big names playing on the Other Stage, too. In fact, there are so many stages, with so many different types of music and things going on, that it can be really difficult getting to see and do everything you want to. I found myself running from one venue to the next, trying to catch at least part of my favourite acts and still missed a few altogether.

Then it was all over, and I had to pack up my mud-caked belongings and head back to the real world again. It had been a pleasant surprise to discover that 100,000 people crammed into muddy fields in basic conditions (the stories I'd been told about the toilets were true) can still manage to have the time of their lives. Tickets aren't cheap, but since over £1 million in proceeds from the festival goes to charity, it would be childish to complain. I left clutching the handcrafted souvenirs bought from various stalls and with a warm, happy feeling that I'm sure is shared by anyone who has experienced the magic of the Glastonbury Festival.

1. When the writer arrived at the festival, she

- A was afraid she might not enjoy it.
- B had to walk across muddy fields.
- C was wearing wellington boots.
- D was shocked by the toilets.

2. The organisation of the festival

- A is managed by Michael Eavis alone.
- B is difficult due to the size of the project.
- C takes just a few days in the summer.
- D is completely controlled by a music company.

3. What impression did the writer get walking round the festival?

- A There was too much food on sale.
- B It was a very theatrical festival.
- C It was easy to get lost on the site.
- D There was lots to see and do.

4. The writer uses the phrase ‘from every imaginable walk of life’ to show

- A the lively way people at the festival behaved.
- B what activities people were doing at the festival.
- C there were a wide variety of people at the festival.
- D how many people she had met at the dance village.

5. What complaint did the writer have about the performances at the festival?

- A She didn’t manage to see some performances.
- B She became tired from running around the site.
- C There was too much music on at the festival.
- D It wasn’t possible to see a full performance.

6. What was the writer’s attitude to the festival by the end of it?

- A She realised the discouraging stories she’d heard were untrue.
- B She felt that attending the festival had been a special experience.
- C She thought she had spent too much on tickets and souvenirs.
- D She was sad that she would have to go back to a normal life again.

Text 19



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

LIFE IN THE FAST LANE

The next generation of Formula One greats is coming up fast in karts

On the grid, minutes before the start of a British Grand Prix in August, the drivers’ faces are grave with concentration. The pre-race interviews are over, and the hangers-on are off the track. Fans are screaming from a packed grandstand. Squeezed into his driving seat, wearing a red, white and yellow jumpsuit and white helmet, Nelson Jones is pulling on a pair of tight black gloves. No question where he’s expecting to finish: “First,” he says before pulling down his gold visor. At the start signal, with a burst of engine noise, the drivers dart down to the first turn.

It all sounds a lot like a Formula One car race, but there’s a difference – Nelson is all of thirteen years old, and he’s racing in a go-kart. What could be seen as child’s play in this rural town of Lincolnshire is in fact a proving ground for professionals. Almost all of today’s Formula One drivers owe a debt to the experience first gained in a small plastic bucket seat. It is the first step for young talent to move into professional race cars, because it introduces them to the essential basics such as finding the racing line, concentration and how to compete on the track. That track record makes karting a must for youngsters keen to make racing their life’s ambition.

Nelson Jones is no different, and has actually been racing since he was eight years old. Nelson’s father, Steve, stood by his son at every step. “I believe everyone has a special talent, and when my son Nelson showed us how gifted he was with racing, even at an incredibly young age, I knew we had to do something. Racing can be really dangerous and it gets expensive, but five years ago, when I had the opportunity to buy him his first official kart, I rushed to do it. It was in a really bad state, but it was perfect for what we had in mind.” The appeal is not hard to see.

Karting offers the thrills and spills of real-life racing but with less powerful machines, which can nevertheless reach speeds of 160 km/h. Nelson's interest in racing was unstoppable; he would wake up early on weekends and work on his race kart, making modifications to increase control and speed. "He had discipline. He used to be up even before me in the mornings, getting ready for the day's race," says his father.

After taking part in three or four local races in Britain, in which he won first place despite his young age, Nelson decided that he would go for it and *have a crack at* his first international Grand Prix in Germany, which he won as well.

Although Nelson now travels all over Britain and Europe to take part in races, Lincolnshire remains home. Growing up there, the interest he showed in racing was not via the usual exposure to video games, like the other kids he meets at races. "We lived near a small karting racetrack and I became fascinated – I couldn't stop talking about it. One day, as we were driving past, I made my father stop the car so I could have a better look at the karts flying by. I saw so many people, including kids my own age, and I took a liking to it straight away." Nelson eventually got his chance to try it out. The family hired an instructor for amateurs to teach Nelson, who took him as far as the age of twelve. The instructor then informed Nelson's father it was time to look for someone more qualified.

Perhaps it is Nelson's good fortune in having always been expertly advised that has made him so relaxed about facing the pressures of an international racing circuit. But what is it like to be so young with a schedule fully booked with races, and all eyes watching him, expecting victory after victory? "*It's good for me*, as I know what I need to be doing. The public's expectations, as well as the pressure, help me focus and concentrate so I can race at my highest level."

1. The writer suggests in paragraph 1 that, before the start of the race, Nelson

- A ignores the models and the screaming fans.
- B doesn't want a long pre-race interview.
- C is confident that he will win the race.
- D is uncomfortable in his small driving seat.

2. According to the text, karting is important for future Formula One drivers because it

- A encourages drivers to think of racing as being easy to do.
- B helps them decide whether racing is really their life's ambition.
- C teaches them some of the skills they need to race professionally.
- D gives them valuable experience of driving in a small bucket seat.

3. How did Nelson's father react to his son's interest in racing?

- A He worried about the dangers of such a hobby.
- B He thought Nelson's talent must be supported.
- C He realised this hobby would be very expensive.
- D He believed Nelson was too young for racing.

4. The writer uses the phrase 'have a crack at' to show that Nelson

- A wasn't sure whether he would do well at this level.
- B realised it was a chance to start a successful career.
- C was used to winning every Grand Prix he entered.
- D thought he was too young for an international race.

5. What does the writer suggest about Nelson's first race instructor?

- A He lacked confidence in his teaching ability.
- B He was not qualified to teach professionals.
- C He only coached drivers under the age of twelve.
- D He decided to look for a younger driver to coach.

6. What is Nelson referring to when he says, “It’s good for me”?

- A having a full racing schedule and demanding fans
- B feeling confident that he will win race after race
- C having expert advisors who can help him to relax
- D focusing on racing at the highest international level

Text 20



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A MAN WITH A MISSION

Sculptor Owen Forrest talks about work, inspiration and his new book

Clean-shaven, with shoulder-length hair, the artist Owen Forrest looks younger than 35. Interviewing him is quite hard, not because he’s a difficult person, but because he’s so agreeable. Make a comment about his work and how it challenges ideas about life in the modern city, and he’ll smile and answer, “Yes, I see your point.” Or he’ll cut you off in the middle of a question to offer you some more coffee.

He isn’t trying to be vague; he’s just a shy young man from central England. He seems such a down-to-earth person. Far from having a typical artist’s temperament, he comes across more like a farmer who just happened to wander into a giant studio in London and start working. When I asked him how it felt to represent Britain at the Paris Biennale Art Show, he replied that it was “very nice” and that he was rather surprised but, of course, pleased to have been chosen. His modesty is rather charming, and highly unusual in an artist.

It’s not often that someone of Forrest’s fame will answer ordinary questions on such topics as where his inspiration comes from, what it’s like to sculpt without machines in today’s mechanised world, or simply why he does it. Forrest says he was prompted to write *My Hands, My Vision* because many people’s interest in his art extended beyond mere everyday conversation. “I was asked very intelligent questions by people who weren’t in the art world, from taxi drivers to people in supermarket queues. It made me realise that people have an interest in what I do which goes beyond browsing in galleries and museums,” he says.

My Hands, My Vision avoids the biographical and mainly focuses on Forrest’s inspiration. “The events in my life haven’t had a huge influence on my work,” he says, though he admits his father’s obsession with wood-carving and carpentry have played a role. The book aims to present the process of how he creates his sculptures; how his imagination is sparked by an idea or perhaps something he happens to see on the street. He seeks to replace the sense of false mystery which surrounds many artists with a more realistic window into the kind of physical and mental work it takes to be a sculptor.

“The publicity an artist gets when they show a new series of works in the media is a double-edged sword,” Forrest points out. “You get attention, but you also come in for a lot of criticism from the media. First, they ask you to talk about your work and then they create their own interpretations, regardless of what you tell them your work actually says or means.”

Forrest’s personal working style is to build up each sculpture piece by piece. He says that this process is not widely understood. “There’s no real vocabulary for discussing the craft of building the types of sculptures I create. Reviews of art work which appear in magazines or newspapers tend to be based on whether the reviewer likes the particular artist or not, rather than discussing whether the artist is skillful, or how intelligent his work is.”

There is still something mysterious about the creation of an amazing sculpture. “It’s very personal, very emotional. It’s like building a new friendship,” Owen says. “When you are building a friendship, you have periods of being very close and times when you are separate. It’s similar with sculpting. You can spend days working non-stop, and then you find you need to take a break for a week or so. Once a sculpture is finished, the process you went through to create it remains with you, like an old friend.”

Owen includes examples of his early work in *My Hands, My Vision*. “I wanted to make a point about all those who criticised my early work as rubbish. It wasn’t all bad, and it has affected the work I create today, as well as my approach to sculpting. It was an important building block in my desire to create sculptures which challenge not only to view the world in a different way, but their own place in that world.” His success seems to prove he has achieved his goals.

1. Why did the writer feel that interviewing Owen Forrest was difficult?

- A He didn’t like to answer questions.
- B He talked too much about himself.
- C He wasn’t interested in being interviewed.
- D He was too pleasant with his responses.

2. What surprised the writer about Owen Forrest?

- A He had once worked as a farmer.
- B His behaviour wasn’t typical of artists.
- C He had taken part in a famous art show.
- D His studio was too large to work in.

3. Why did Owen Forrest decide to write his book?

- A He was tired of answering questions about his work.
- B He knew people were tired of visiting museums.
- C He wanted to entertain people with his writing.
- D He realised people were curious about his work.

4. The main purpose of Owen Forrest’s book was to

- A give important details of his own life.
- B analyse the difficulties of an art career.
- C explain how he works as an artist.
- D encourage others to become artists.

5. How does Owen Forrest feel about media publicity?

- A It isn’t always beneficial.
- B It rarely contains the truth.
- C It is usually too critical.
- D It isn’t good promotion.

6. What does Owen Forrest imply about art critics?

- A They have a limited vocabulary.
- B They do not understand sculptors.
- C They fail to address all the issues in art.
- D They do not recognise some artists’ work.

Text 21



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A CHANGE OF SCENERY

Sally Thwaite left behind her routine life and headed for the Italian hills

If you walk into any bookstore there is an entire shelf dedicated to books about people who decide to change their lives by relocating to another country. This usually involves selling their

house and car in the UK, buying a run-down old house abroad and renovating it, experiencing amusing cultural misunderstandings and meeting charming locals along the way. I used to sneer at those kinds of books and wonder why anyone would go to live in a foreign country – all in pursuit of a simple life!

One day, instead of walking straight past this section, I found myself stopping to browse, and ended up selecting a book to read on the train. The cover showed a cluster of villages clinging to a steep cliff, surrounded by blue-green water. It was about an accountant who realised one day how boring her life was, so she bought a ticket to Italy. After reading the book, I started watching a reality TV show called *A New Home in Tuscany*, about a couple who leave London and move to the Italian hills. I became so hooked that if friends called on Tuesday nights I would make some excuse not to go out. Soon the idea of moving abroad had lodged itself in my mind and was turning into a magnificent possibility.

I resigned from the hospital where I worked, sold my apartment and moved to the region of Umbria in Italy. Once there, I rented an apartment and hired a little motorbike. I loved sampling the local cuisine and I even signed up for a short cooking course. A very charming local called Francesco ran the course. When he told me that I cooked like a local myself, I didn't care whether this was a little white lie or genuine praise. By the end of each lesson, not only had we learnt how to prepare an authentic Umbrian dish, we were also rolling around the floor in fits of laughter, since Francesco was a natural storyteller and we enjoyed his talent for imitating people.

I also took a three-month Italian language course. It is fair to say that my attempts at cooking were more successful than my attempts, at this later stage in my life, to acquire a new language. I persevered, however, and after a few weeks of lessons I actually had a short conversation with a local – OK, I only asked for directions to the train station. In my mind, though, this was a triumph of communication and I was satisfied with my modest progress.

It was at one of these language classes that I heard a fellow student, John, mention that his neighbour, Sandro, was moving to Rome and selling his farmhouse *for a song*. John said he wished he had the money to purchase it himself, as the property was sure to be snapped up soon. I couldn't believe that it cost less than half the amount that I had sold my tiny apartment for. Would I dare to copy the writers of all those books, and the couple on the TV reality show?

I had to go and have a look, of course. The farmhouse was located on the top of a lush hill, and although it was very run-down, it possessed charm. There were extensive orchards with well-kept trees, so I would have nature's bounty literally on my doorstep. I bought it straight away.

The project wasn't without its difficulties, though. The farmhouse was constructed entirely of stone and wood in 1857, and was collapsing in several places. My first priority, therefore, was to hire some local craftsmen to add supports to the building. I also strengthened the foundations, installed a new kitchen and renovated the rest of the property. In the end, all the cost and effort were worthwhile, because I felt I belonged here as much as I did anywhere in the world, and I was determined to make it my home. I must say I sometimes look at my collection of books on Italy and think I'd like to have a go at writing one myself! I'd like to share my experience and let other dreamers out there know that the difficulty is worth it. I didn't quite find the simple life, but I did find what the Italians call the sweet life *la dolce vita*.

1. What did the writer originally think of books about going to live in a foreign country?

- A They took up too much space in bookstores.
- B They contained many entertaining stories.
- C They didn't interest her in any way.
- D They included a lot of useful information.

2. The impression that the writer gives of Francesco is that

- A he could only cook local food.
- B he wasn't honest with his students.
- C his cookery course was too short.
- D his students found him amusing.

3. What did the writer realise about learning the Italian language?

- A that she could learn Italian easily in spite of her age
- B that a three-month course of lessons would be enough
- C that it was harder than learning to cook local dishes
- D that it would help her to get on better with the locals

4. The writer uses the phrase 'for a song' to suggest the farmhouse was being sold

- A as quickly as possible
- B for personal reasons
- C for reasons of pleasure
- D at a very low price

5. When she first went to see the farmhouse, the writer

- A believed it could be made into a charming home.
- B mistakenly thought it would be easy to repair it.
- C was surprised by how run-down the property was.
- D thought the orchards were too close to the farmhouse.

6. How did the writer's attitude change, during the time she writes about, towards books about moving to Italy?

- A She began to understand why their authors write them.
- B She now realised they made it seem easier than it really was.
- C She began to rely on them for information on moving to Italy.
- D She started to enjoy collecting them as a hobby.

TASK 3
Reading for specific information and comprehension
(Matching questions to paragraphs)

Exam Tips:

1. In this task you will work with 6 short texts and 8 options, two options are extra.
2. Read the heading and try to guess the content.
3. Read the question and the choices A-H and underline key words.
4. Find expressions with similar meanings in the text.
5. Go back to the choices and look through your paraphrased words (clues).
6. Look for the sentence in the text that contains one of the clues.
7. Scan the texts rather than read them in detail.
8. If you are not sure of the answers to the question – guess.

Text 1



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

WATCHING THE DETECTIVES

1 Columbo (1968-2003)

The uncombed American detective, played by Peter Falk, first appeared in a TV movie before the first series of *Columbo* began in 1971. His apparent absent-mindedness and shambolic style lulled his suspects into a false sense of security, but he was always quick to guess who the culprit was. With each episode unfolding from the criminal's point of view, we saw them trying to cover their tracks as the net closed in on them.

Columbo was a huge success and a host of famous names appeared in cameo roles, including Janet Leigh, Faye Dunaway, Dick Van Dyke and Johnny Cash, while Steven Spielberg directed an episode of the first series.

2 Hercule Poirot (1989-present)

This fussy Belgian sleuth first appeared in Agatha Christie's novel *The Mysterious Affair at Styles* in 1920. Christie didn't like her character, describing him as an "egocentric little creep", but when Dave Suchet brought him to life in TV's Poirot, the detective found a whole new audience and gained fans across the world.

Starting life as policeman, Poirot retired and became a private investigator in England, where he met Hastings, who narrated his most successful cases, the most famous being *Murder On The Orient Express*. Although Christie "killed" Poirot his popularity outlived him and he returned to our TV screens with four new stories.

3 Miss Marple (1984-1992)

Jane Marple was an elderly spinster and amateur detective in the village of St. Mary Mead. An Agatha Christie creation, she appeared in 12 novels, starting with *Murder in the Vicarage*. Although Margaret Rutherford made her famous on the cinema screen during the 1950s and 60s, it is Joan Hickson's portrayal of her in the classic 1980s BBC series that is closest to the books.

Though she often seemed to be nothing more than a gossipy old woman, Miss Marple was quicker to get information out of suspects than local copper inspector Slack, and her willingness to put herself in dangerous situations meant that she always caught the criminal.

4 Kojak (1973-1978)

This sleuth is famous for his love for sweeties and his catchphrase, "Who loves you baby?" Kojak starred Telly Savalas as the bald-headed, lollipop-sucking New York City policeman Lieutenant Theo Kojak. The reason that Kojak loved lollipops was because Savalas was a heavy smoker, and in the face of growing anti-smoking feeling in the USA he decided to suck on a lollipop instead. This became his trademark and, along with charisma and humour, it lightened the gritty storylines.

The show was a huge worldwide hit and featured unknown actors who later found fame, including Sylvester Stallone and Richard Gere.

5 Jane Tennison, Prime Suspect (1991-2006)

Created by TV dramatist Lynda La Plante, Jane Tennison first appeared in Prime Suspect as a detective Chief Inspector surviving in a male world. Played by Helen Mirren, Tennison was as far away from cuddly Miss Marple as it was possible to get.

Obsessive and determined to succeed, Tennison battled gender bias, alcohol and men whilst tracking down muggers and fighting off serial killers. Dark and hard-hitting, Prime Suspect was an instant success. Last year's Prime Suspect 7 was Tennison's final case and it saw her hunting a killer and fighting for her career. She'll be remembered for breaking the mould of female detectives.

The main hero of this detective series

- A can currently be seen in new TV episodes.
- B was an unpleasant person and asked strange questions.
- C appeared to be inexperienced and inattentive.
- D has an innocent appearance but always got to the bottom of things.
- E tried to solve the problem of women's occupational discrimination.
- F fights against criminals and against gender stereotypes.
- G developed a characteristic new habit while giving up an old one.
- H was famous for always putting work before personal life.

Text 2



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

CULTURAL EVENTS

By Cheryl Schroeder Basile

1 _____

A cultural or international-themed event allows your guests to travel to exotic new places without stepping on an airplane. These events can be as simple or as elaborate as your budget and creativity allows. When planning international-themed events, most people immediately think of a Mexican fiesta, Hawaiian luau, Chinese New Year's celebration or an Italian pizza and pasta party. When planning your cultural event, consider some unique themes.

2 _____

Who wouldn't want to spend a day in the City of Lights? Decorate the room with posters of the French capital and pots of tulips and hyacinth. Drape wisteria over metal or wood lattice panels. Use round craft-sized tables with Eiffel Tower-shaped votive candles. Play French background music by Yves Montand, Charles Aznavour, Jacques Brel or Mireille Mathieu. Make place cards from old postcards. Serve a variety of French wines and cheeses complemented by strawberries and slices of apples and pears.

3 _____

Take your guests back to ancient Egypt with this party. Check with your party rental agency for things that you can adapt to create an Egyptian environment, like stone pillars, palm trees and canvas desert-style tents. Play a travelogue DVD on Egypt during the party, projecting the images on one large blank wall. Cover tables with brown craft paper and sprinkle sand on them. Serve platters of shish-kabobs, pita bread, dried fruit. How about a pyramid-or sphinx-shaped cake?

4 _____

This party captures the romance of Doctor Zhivago. Place evergreen trees around the room. Sprinkle them and the floor with artificial snow. Cover tables with white fleece; sprinkle with

iridescent glitter. Suspend plastic snowflakes from the ceiling at various heights. Decorate one corner of the room with a real troika or horse sleigh. Lightly spray windows with artificial ice crystal spray for a frosted windowpane look. Play ‘Lara’s Theme’ and other music from Doctor Zhivago during the party. Serve tea from a samovar. For appetizers, serve crackers topped with caviar or smoked salmon. The menu could also include beef stroganoff and cherry-filled blinis.

5 _____

Start with a large canvas tent or drape fabric from ceiling to create a tent effect. Remove all furniture and cover floors with carpets and large velvet cushions. Place pots of palm and fern plants around room. Serve food on low coffee tables illuminated by oil lamps. Serve al-kabsa, a traditional Saudi chicken and rice dish. A CD of Middle-Eastern music will add an exotic ambiance to the party.

6 _____

Decorate as elegantly as your budget will allow. Rent a backdrop with an image of a Venetian canal or the Rialto Bridge. Your party rental store may also have a gondola available, which would be great for guest photos. Drape tables with black and white harlequin- patterned tablecloths and include centrepieces made with ostrich feathers and Venetian masks. Serve Venetian cicchetti (appetizers) like fried crab claws, marinated sardines, calamari, veal meatballs or stuffed porcini mushrooms. Don’t forget to serve Spritz, Venice’s most popular drink, which is made with white wine, mineral water and Campari aperitif.

Which event can be described as....?

- A Venetian Carnival
- B April in Paris
- C Russian Winter Wonderland
- D Planning Your Cultural Event
- E A Cruise down the Nile River
- F Midnight at the Oasis
- G Eating Pizza in Italy
- H Hawaiian Wedding

Text 3



Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

HEALTHY FOODS

1 _____

Though technically a fruit, they are most often served like a vegetable. Full of lycopene, these beautiful red orbs are renowned for their cancer-fighting capabilities. Not only are they chock full of vitaminy goodness (from vitamins A to K), but they also keep our blood pressure in check and help to reduce the number of free radicals in our bodies.

2 _____

These orange wonders are loaded with eye-, skin- and hair-enriching nutrients. They’re also the richest vegetable source of some important antioxidants, like vitamin A. And because they’re rich in vitamin C, they protect your cardiovascular system from damage.

3 _____

This root vegetable has dozens of anti-cancer nutrients, like vitamin A, C and manganese. They’re also a good source of fibre and iron, so not only do they give you energy, but they can also help regulate your digestive system.

4 _____

High in heart-healthy nutrients, these blue or violet vegetables are rich in antioxidants like nasunin (a unique compound that protects your brain cells, from damage). And because they are loaded with fibre and potassium, researchers believe they may reduce your risk of stroke and dementia.

5 _____

Whether you prefer red, orange or yellow, they are packed with dozens of heart-healthy nutrients like lycopene and folic acid. And recent research suggests digging into a plant of the genus Capsicum every day may lower your risk of developing lung, colon, bladder and pancreatic cancers.

6 _____

These pungent-smelling veggies are particularly good for people suffering from (or at risk of developing) osteoporosis. That's because they are loaded with a peptide called GPCP, which scientists believe slows your body's loss of calcium. They may also be useful in the fight against heart disease and diabetes because they're loaded with vitamin C and folate.

What are the top veggies based on their nutrient profiles and potential to fight disease?

- A eggplants
- B sweet potato
- C cucumbers
- D onions
- E spinach
- F bell peppers
- G carrots
- H tomatoes

Text 4



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

MAKING FAMILY TIME A PRIORITY

The health of the family is usually not an area of focus. Parents may only become aware of the need for growth when tension or crisis occurs. The following list outlines the major areas that will help build family unity:

1 _____

Consider how others in the family are treated. If every step taken is criticized, a child or spouse may feel worthless or unloved. Criticism can be very inappropriate. When the goal is to inflict pain or to get acceptable performance, then motives are wrong. Instead, make it a point to give positive feedback. Show others that they have value. Find areas where compliments and recognition are warranted. Give them responsibilities that can be handled.

2 _____

Is the person speaking to you more important than the newspaper or television or internet or etc...? When a family member is speaking, they want their thoughts heard and understood. If attention is divided, it sends a message that 'you are not important'. Respect and significance can be shown by giving undivided attention. Let the other person finish uninterrupted and then tell them what you heard. When others are heard, it draws them to you.

3 _____

Building family unity is not automatic. Parents need to build a vision and then provide leadership in bringing it about. Planning activities and sticking to a consistent schedule will demonstrate value and the importance of family relationships. Having periodic family meetings is a key aspect. These

may address difficult issues, but the goal will be to get positive resolution and help build stronger bonds.

4 _____

Interpersonal relationships can be difficult and painful. Family members are often hurt and do not think problems will be solved in an effective way. It seems easier to ignore or run away from conflict. Since family members are in a continuous relationship with each other, emotions can run high. Blaming others while trying to maintain self-respect and rights is a difficult balancing act. Show respect for others involved. Speak gently without attacking, condemning, or disengaging completely. Meet regularly so as to keep accounts short.

5 _____

In relationships between parents and children there are tendencies based on gender, interests, and personality types that can affect how much attention a child gets. This may be entirely unintentional. When parents are interested in the same things as the child, the parent will gravitate in that direction. A parent may not be aware that this process is taking place. Sit down with your spouse regularly to evaluate how much time and attention is being given to each child. Plan ways adjust routines and patterns so that attention is split more evenly.

6 _____

Every individual needs room to think, experiment independently, and to just be alone. It is natural for parents to want to keep their children on a path to success. Children need space to work through direction on their own. Instead task them with coming up with solutions and direction, then have them come back with their own thoughts. It is even OK to allow some mistakes. It is important for family members to protect ownership, but it is also important to reinforce that sharing is necessary and good.

Which paragraph speaks about...?

- A stress and lack of confidence
- B the importance of family toleration
- C listening habits
- D the importance of family structure
- E the importance of family harmony
- F overcoming favouritism
- G respecting personal space
- H time management

Text 5



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

THINGS YOU SHOULD KNOW BEFORE STUDYING ABROAD

1 _____

Studying abroad you have the chance to explore new cultures, meet amazing people and travel more in several months than you probably will throughout the rest of your life. However, before jetting off to a foreign continent for four months, there are about a thousand tiny details that need to be ironed out.

2 _____

After getting transfer credits approved, obtaining a passport and visa, haggling with financial aid and booking flights, it is almost surreal that all this preparatory work leads to an actual destination. Relieved to have conquered the tedious steps, it is easy to breeze through all the other preparatory steps and centre your focus on your destination.

3 _____

Once you leave the US, electrical outlets will no longer resemble the face of those at home. It is necessary to purchase universal outlet converters and adapters before you leave, as they, can be expensive in foreign countries and are often difficult to find. The adapter will change the foreign plug so that you can connect your device to the outlet. This does not change the voltage, though, so you will definitely need a converter or transformer to make the wattage of your device compatible with the country's power supply. You should also consider leaving expensive hair straighteners or blow dryers at home. They generate a lot of heat, and even with a converter, the differing voltage can blow them out.

4 _____

Many students opt not to bring their smart phone while studying abroad, worried about loss or theft during their travels. If you are careful with your belongings though, these devices are great tools to communicate with fellow study abroad friends and loved ones at home. Some popular texting apps are What's App and Text Plus, which both allow you to Send text messages for free through Wi-Fi. Another App I highly recommend is Skype for iPhone.

5 _____

Getting used to your country's exchange rate is tough enough, but the foreign transaction fees your bank charges on purchases in a different, currency are really a killer. Each time you swipe your card or pull cash from an ATM, the money you're being charged but not spending begins to rack up. Before leaving check to see if your bank at home has international branches in your abroad destination so that you are not charged a fee each time you visit the ATM. If you do not have the advantage of an international bank, withdraw the maximum amount of cash per ATM visit. This way, you will only pay a nominal fee and will have enough money to last you a few weeks.

Which paragraph advises you...?

- A to book tickets beforehand
- B to keep your mind on your money
- C not to leave your phone at home
- D to search the social sites before leaving
- E to buy devices that convert alternating currents
- F to concentrate on the place of living
- G to take advantage of it during college
- H to stock up on medicines

Text 6



Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

A GUIDE TO LEARNING ENGLISH REALLY WELL

In today's world, hundreds of millions of people want to learn English. Most of them sign up for English classes. Unfortunately, typical English classes are not an effective way to learn English. They produce very slow progress, especially after you reach the intermediate level. Most learners, after years of attending classes, cannot Speak English without making a lot of mistakes in grammar, vocabulary and pronunciation.

I believe that if you want to learn English well, you cannot wait for your teacher to put knowledge into your head. You have to take charge of your learning. This guide shows you how you can do it in a fun and effective way.

My name is Tomas. My friend Michal and I taught ourselves to speak English fluently with some unusual learning techniques. In 2001, we started Antimoon with one goal: to show other people how they can do the same.

1 _____

You have to change your life a little – do crazy things like talking to yourself in English or spending your evening reading a dictionary. In order to do these things, and do them regularly, you have to enjoy doing them. If you are like most learners and don't feel like doing these things, you will have to work on your motivation.

2 _____

Improve your motivation for learning English. We share our psychological tricks that helped us enjoy learning English, and that you can use to boost your motivation and make a difference in your English.

3 _____

English dictionary is the most important thing that you will need when learning English. Successful English learners use their dictionaries all the time – that's how they learn to use new words.

4 _____

Your grammar, vocabulary, and pronunciation can get worse because of practice. When you speak or write with mistakes, you teach yourself bad habits. These bad habits may be difficult to eliminate.

5 _____

When you speak or write, be careful, slow, and use simple language. Look things up in dictionaries and on the Web. If you make a lot of mistakes, focus on writing rather than speaking. If that doesn't help, stop writing and speaking; concentrate on input instead.

6 _____

Because how you speak is the biggest thing that people notice about your English. English pronunciation is unpredictable. If you don't put effort into English pronunciation, you will make mistakes, and mistakes can turn into bad habits. The longer you ignore pronunciation, the more bad habits you will form. So don't put it off.

Which part of the text is about...?

- A improving your motivation for learning English
- B the importance of studying English pronunciation
- C the things that are necessary to learn English well
- D avoiding mistakes
- E the need of a good English dictionary
- F learning English words correctly
- G the ways you can damage your English
- H the problems with your writing and speaking

Text 7



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

SCHOOLS OF ENGLISH AROUND THE WORLD

1 _____

Cambridge international college of Canada is the oldest and most respected school in Toronto for international students. Unlike most other private schools CICC is located in a proper school building with library, science labs, gymnasium, cafeteria, computer science lab, swimming pool, tennis courts, baseball field, soccer field, basketball court and beautiful residence. Public transportation is right at their doorstep. 97 % of the graduates gain successful entry into universities and most of them on scholarship.

2 _____

Glasgow School of English opened a sister school, Global School of English, in Edinburgh in July 2010. GSE – Edinburgh offers the same English language course programme as the Glasgow School of English. The new boutique school has six classrooms, a large student common room and free Wi-Fi access. It is situated in a building that has recently been renovated and retains many original features. Edinburgh is a lively city with many historic sites, as well as wide choice of local bars, pubs, restaurants and clubs and a world-famous summer cultural festival.

3 _____

GenkiJACS Japanese language school in Fukuoka has partnered with Willing Workers on Organic Farms Japan to offer students the opportunity to do volunteer work in Japan after finishing their studies. Students can choose from more than 300 volunteer destinations in Japan, including farms, restaurants, art galleries, workshops, and more, and can volunteer for up to a year. GenkiJACS arranges the application, and helps students to contact hosts about placements. Students gain valuable experience working, as well as improving their Japanese, and in turn are given board and lodging free of charge.

4 _____

IALC's newest Italian member, A.L.C.E. Associazione Lingue e Culture Europe, is offering a scale of discounts for short-term Italian intensive courses (22 hours per week): 2 weeks – 20 % discount, 3 weeks – 25 % discount, 4 or 5 weeks – 30 % (discount (plus 10 % discount on the cost of a student house)). The offer usually runs from 28 August to 3 November.

5 _____

Eight Tour – Italian on the Road. This unique and exclusive programme with A.L.C.E. combines the opportunity to see some of the most beautiful cities of Italy with daily classes 'on the road'. Students can study for one or more weeks in Bologna before embarking on a one-week road trip.

6 _____

Any student registering for the Summer Intensive Course in the KAI Japanese language school in Tokyo by 30 June qualifies for discounted tuition fees. Full details of the special offer are on the KAI Japanese language school website. The start date for KAI's General Course Autumn Term has been announced as 6 October. Agents wanting to find out more should visit the KAI website for details on this and all other courses.

What language school should you choose if you want...?

- A to combine language learning with technical tuition
- B to combine studying with doing sports
- C to see a lot of wonderful sights in an old place
- D to combine learning a language with travelling round the country
- E to get hands-on experience in your gap year
- F to have a last-minute special offer for summer
- G to book a cheaper course in summer
- H to combine language courses with advanced art learning

Text 8



Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

EXCITING TOURS

1 _____

COMINO AND THE BLUE LAGOON – Full Day

Sail with us to the magical Blue Lagoon and enjoy the crystal clear waters in a wonderful day out at sea. We start off towards the north of Malta where this excursion will take us past landmarks

such as the bays of St Julian's, St Andrews and St Paul's where we can see the islands where the shipwreck of St Paul took place in 60 A.D.

2 _____

FERNANDES – GOZO, COMINO AND THE BLUE LAGOON – Full Day

One of the most recommended excursions in Malta is definitely a full day on the Fernandes which is a Turkish Gullet with a large forward deck and saloon. After leaving Sliema and start cruising towards the north of Malta, we pass popular places like St Julians and its casino, St Pauls Islands and Mellieha Bay.

3 _____

SUNDAY SPECIAL – Full Day

Come join us on a delightful full day excursion that includes a cruise, a flea market and horse racing together with a buffet lunch to make this tour a complete day out in Malta. We start off with the ever popular Valletta market with its many stalls, hawkers and customers all enjoying the latest Sunday deal.

4 _____

ABOVE AND BELOW – Full Day

Enjoy a full day excursion that combines a tour of the majestic Grand Harbour and the mysterious wonders of what lies beneath the sea. We start off by discovering the ports and creeks of Valletta and the Three Cities that make this Harbour such a unique experience.

5 _____

MYSTERIES OF THE GRAND HARBOUR – Half Day (Morning)

This is a spectacular half day excursion where we combine two of the most popular attractions in Malta, the Harbour Cruise together with the Malta Experience in one memorable event. The Harbour Cruise takes us to the exact battle site of the island's greatest battles, the Great Siege of 1565 and the World War II.

During this tour you can...

- A see the underwater world
- B do the shopping
- C visit the museum of history
- D spend a day on an old ship
- E go on a trip to the capital
- F see the place where the ship sank
- G go on an excursion round the islands
- H have a day off with extreme sports

Text 9



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

THE HISTORY OF MOBILE PHONES

Mobile phones have become ubiquitous in our society. In fact, they have been around for several decades in some form or another. The technology began shaping in the late 1940s, when the idea of a mobile phone was introduced. Let us see how the mobile phone developed in its current form.

1 _____

Mobile phones are looked upon as a modern invention. However, their origin can be traced back to the invention of telephone way back by Graham Bell in 1870s and success in the capture of radio message. Since those events, these basis technologies have merged and shaped themselves together as mobile phone.

2 _____

Summing up the history of mobile phones we can say that the telephones were the beginning of the whole system. Radio charted the progress of radio communications. Both technologies came together to bring radio telephones. Then came cellular which marked the development of the popular cellular mobile phone systems. Another step was digital which led to the emergence of a digital standard, GSM. Satellites helped mobile phones emerge as the preferred medium of communication.

3 _____

Alexander Graham Bell patented the telephone in 1876. The device was initially developed using the technology designed for the telegraph and started out as a manually-switched network. Calls were connected by operators. Another pillar of mobile telephony came into being when Charles Stevenson developed radio communication in the early 1890s to keep in contact with off-shore lighthouses. Marconi transmitted a signal over a distance of 2 km in 1894. Fessenden was able to broadcast music by radio in 1906.

4 _____

Next development was merger of telephone and radio technologies. Units worked by connecting to one or more base stations. However, one could only talk or listen, for the transmit and receive frequencies were different. In early 1920s in the United States, mobile radios began operating at 2 MHz. These mobile radios were used only by the police on experimental basis. By the 1920s, police forces in the United States were experimenting with two-way radios in patrol cars. Practical systems were not implemented until the 1940s. Development of the system was done keeping the police and emergency services requirements in mind. Public use of mobile technology was not yet thought.

5 _____

Commercial Mobile Telephony goes back to the 1940s, when digital wireless and cellular roots came into being. The transistor, invented in 1948, made it possible to build smaller, cheaper and lighter devices. While early telephone network worked on the vacuum tube and the transistor, the wireless revolution began only after low cost microprocessors and digital switching became available.

6 _____

New mobile phone system called Total Access Control System (TACS) made possible efficient use of frequencies. The system had the mobile phones connected to smaller, lower-powered base stations arranged in a cellular pattern, hence the name cellular phone. However, limitation of analogue technology led to the development of GSM or Global System for Mobile Communications technology. GSM enabled efficient use of radio spectrum, provided international roaming, gave satisfactory voice quality and was compatible with other systems such as ISDN (Integrated Services Digital Network).

Text 10



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

QUIRKY DUBLIN

If it's an unusual experience you're looking for but don't quite know where to start... then here is a great guide!

1 _____

MUMMIES IN ST MICHAEL'S CHURCH AND CRYPTS

The peculiar dry atmosphere has caused the mummification of the bodies and the preservation of the coffins. Underneath the church are five long burial vaults containing the mummified remains of many of Dublin's most influential 17th, 18th and 19th century families.

2 _____
NATIONAL LEPRECHAUN MUSEUM

The National Leprechaun Museum is a truly unique attraction! The museum takes you deep into Irish and Celtic culture to discover what really lies behind, the well-known tales of Irish cultural icons – leprechauns, rainbows and pots of gold!

3 _____
DUBLIN FALCONRY

The Dublin Falconry brings you the art of Falconry with well conducted speeches, dress and flying displays. The Dublin Falconry offers a number of unique activities that allow you to get up close and personal with the majestic birds. Take a Hawk Walk, which features an introduction to holding and flying an amazing raptor as you see first-hand how the raptor moves.

4 _____
CAFE CULTURE

Hidden away down Pleasant's Lane in a quaint court yard you will find the adorable Cake Caffi. What makes The Cake Caffi so different and many would say cute, is the 1950s feel and mismatching antique china cutlery. A perfect spot for lunch, whether sitting inside or out in the funky courtyard, there is plenty to choose from on the tempting menu. Or check out the Foam Cafe, tucked away in the Italian Quarter. The eclectic decor and tasty cakes, tapas will ensure your first visit will not be your last!

5 _____
LE COOL WALKING TOURS

Le Cool Walking Tours offer tours that show an alternative side to Dublin! Incorporating elements of the city which have become staples of le cool content such as pop-ups, new collectives and initiatives, Le Cool want to share these 'of the moment' living culture experiences. This continually evolving two-hour tour will reflect the now and engage with people behind initiatives which are reshaping Dublin city in vibrant and meaningful ways.

6 _____
THE SCIENCE GALLERY

Tucked into the historic grounds of Trinity College Dublin is the super modern and fascinating Science Gallery. It's a truly new and unique type of venue where today's white-hot scientific issues are thrashed out and you can have your say! What makes The Science Gallery so quirky is that unlike most galleries? It doesn't have a permanent collection. There is always something new and fascinating to see.

Where can you see and do this while in Dublin?

- A find out about DIY culture, street art, fashion, emerging music and literature
- B visit the oldest survival Structure in the capital
- C get involved into talks, debates and workshops
- D practice feeding and taming the beasts of prey
- E enjoy savoury delights as well as sweet
- F discover the world of national folklore
- G check out the ancient preserved bodies
- H practice the basic techniques and skills of Gaelic games

Text 11



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

THE VIDEO GAME INDUSTRY

1 _____
The video game industry is exploding. People of all ages are enjoying them, whether on a computer, game console or the Internet. Everyone is talking about them. Consider these recent

headlines: ‘Top Activity for National Goof-Off Day: Playing Video Games!’, ‘Video games, not TV responsible for obesity in kids’, ‘Video Games Approved for Teens Often Contain Violence, Study Concludes’, ‘Violent video games are training children to kill’.

2 _____

Recently, the U.S. Army and Navy have employed video games to train their recruits. They have found that the large simulators once used were much too expensive. Instructors are able to spend far less time explaining how to use a complex simulation; this allows them to spend far more time training soldiers in battlefield tactics.

3 _____

There is evidence that ‘gamers’ have faster reaction times and more accurate hand-eye coordination than ‘non-gamers.’ Like the military, certain corporations have seen positive results from using video games to train workers who are engaged in intense mental activities, such as stock market trading.

4 _____

Additionally, there is a tendency within the circle of avid gamers to talk about the wonderful benefits of these games. Many in this crowd claim that video games are actually making them smarter. Some psychologists say that it is skill; others consider it an aptitude for learning; and still others assert that it is an ability to handle diverse situations. Regardless, knowledge is not the same as intelligence.

5 _____

Practicing an activity makes one better at it. Apply this understanding to the video games that children play – games in which kids practice fighting, murder and taking drugs. As a result, children are becoming good at being deplorable! Many parents are unaware of the level of violence to which they are exposing their kids in giving them such games. Sadly, most parents simply do not take the time to know what their children are really doing often, the few who try are met with the violence or cursing that their kids have been learning from video games. Parents need to be diligent and cautious in buying video games for children, or else they risk exposing them to violence and sexually explicit material.

6 _____

Remember, people once played board games to engage in conversation and to learn about each other. But today, when people play video games with each other, the conversation is far from engrossing. Many gamers claim that since they are not good at dealing with other people, they turn to their ‘online friends’. Gamers who devote virtually all their spare time to playing video games do not allow themselves to develop the social skills that would lead to real-life relationships. They do not have a social life because they have not allowed themselves the opportunity to develop one!

When you read this passage, you learn about...?

- A the beneficial side of video games
- B the video games addicts
- C the video games influence on kids
- D the negative impact of video games
- E the doctors’ thoughts on this problem
- F the TV publicity of video games
- G the growing popularity of video games
- H the video skills practicing in military divisions

Text 12



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

TV, ADVERTISING AND DIET

1 _____

When we slouch on the couch and spend hours staring at that colourful electronic box called a television, we are actually, subconsciously, taking in hours of subtle indoctrination via TV commercials. The study published online in the International Journal of Behavioural Nutrition and Physical Activity found that teens who watch more than 5 hours of TV each day are more likely to become fast food junkies when they reach young adulthood.

2 _____

The study had looked at data on 1,366 students from high school and 564 students from middle school. The researchers found that high school students who watched over 5 hours of TV each day consumed less fruits, vegetables, whole grains and calcium-rich foods as young adults, and instead had a higher intake of fast food, fried foods, snack foods, sugary drinks as well as foods with trans fats.

3 _____

This study has brought our attention to an important issue – the impact of the media is real and very pronounced. ‘This research suggests that heavy TV-viewing adolescents consume about 200 more calories per day than those who watch a moderate amount of TV. That is a lot of calories by anyone’s count,’ said Frederick J Zimmerman, an assistant professor at the Child Health Institute of the University of Washington. He also added that these findings will not be unexpected for people familiar with research connecting TV, advertising and diet.

4 _____

The kids are still very young, and it is clear that parents have an important role to play in influencing their habits and choices. This is another key issue which we need to take note of. ‘Parents need to adhere to the American Academy of Paediatrics’ recommendation that children watch less than two hours of quality television per day,’ said Barr-Anderson.

5 _____

Another recent worrying study on the state of health of our young ones explains how poor sleep and lack of sleep were found to be causing heightened blood pressure in healthy adolescents. This increase could not be explained by other factors such as obesity or socioeconomic status. Even more alarming was what a study revealed – that children and teenagers had arteries which were as degenerated as middle aged adults. The study had found that more than 50 % of the 70 young persons who were involved in the study were about 3 decades older than their actual age.

6 _____

For those looking to nudge their families in the right direction, implement a rule in your home of no eating while the TV is on. Or if that’s too tough, then insist that only fruits and vegetables and water get consumed while viewing TV. You could also require that for every hour of TV viewed, each member of the family needs to engage in at least 20 minutes of vigorous exercise,’ suggested Thompson.

This passage tells us about...

- A the recommendations we need to accept in order to avoid the problem
- B the necessity to assume the negative results of the survey
- C the influence of TV commercials
- D the diet commercials
- E another important finding
- F the details and findings of the study
- G the role of parents
- H the fast food addicts

Text 13



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

CORRUPTION OF COMMUNICATION

1 _____

Picture a time when written communication only occurred through handwritten letters – an era before word processors, spell-check or grammar correction. Through the wonders of technology, we are more easily able to communicate whatever thoughts come to mind. Regrettably, this freedom has come with a cost. Since we are no longer forced to construct complex sentences in our thoughts, the ‘mind muscle’ – the brain – has become lazy in the correct use of language.

2 _____

During the last three decades, personal communication has undergone a revolution. Rarely does one hear of receiving – never mind writing – an actual letter with paper and pen. Times have dramatically changed! Telephones, email, instant messages, text messages and other ‘instant’ services have largely replaced handwritten letters, allowing man to communicate with a speed and efficiency once unheard of. No matter your age, these tools impact your life. It is not uncommon for people, from preteens to adults, to send text messages.

3 _____

Then there are the social networks which allow for a continuous connection to friends and family updated any minute of any day. Friendships should be able to blossom and families should grow closer with such unprecedented access. In addition, people are now much better able to reach those of like mind and similar interests unlike any other time in history.

4 _____

Communication has come a long way from the days in which a handwritten letter took weeks to reach its recipient. Of course, people still converse face-to-face, but written communication largely drives the language of oral communication. Interaction has become curt and abbreviated. Instead of exchanging pleasantries and actually caring, about others, communication has been transformed into a search for raw information.

5 _____

Growing numbers turn to digital communication because they are not interested in actual personal, human contact. A popular cellular phone company recently ran an advertisement in which family members, while sitting only a few feet from each other, communicated entirely through Twitter and Facebook. This satire speaks volumes to how far real families – and society – have gone in interpersonal communication. Friends and acquaintances have become nothing more than a name on a screen.

6 _____

Why does communication and language matter? Why should you care? Perhaps you may have recognized that some of these characteristics have crept into your communication. Again, people were designed to interact with each other. As we slip into digital thinking, we risk the danger of becoming cold and distant like the lifeless computer systems we use to communicate. When our peers become nothing more to us than sources of information – not living, breathing human beings – we automatically focus more on the self. Self-focus, self-esteem, self-promotion, self-preservation and, ultimately, self-fulfilment become our only goal.

Which paragraph speaks about...?

- A the ways communication has undergone
- B the effects of the network usage
- C the popularity of digital relationships
- D the dangers of modern interaction
- E degrading of languages

- F using technology effectively
- G the degradation of the quality of communication
- H the expand of the digital world

Text 14



Read the text below. Match choices (A-H) to (1-6). There are three choices you do not need to use. Write your answers on the separate answer sheet.

STUDYING AH THE INTERNATIONAL LANGUAGE SCHOOLS

1 _____

Phoenix English Academy

Phoenix English Academy has introduced English for Aviators course specifically designed for pilots and air traffic controllers. With the introduction of new ICAO English Language Proficiency Requirements, pilots and air traffic controllers need to improve their ability to communicate on work-related matters in English.

2 _____

The Dominion English language schools

The Dominion English language schools in Auckland and Christchurch are offering an early-bird booking on English courses. Agents who book and send payment for any Course before 31 October will pay reduced prices. Dominions are also keen to quote competitive prices for study tour groups for both adult and teen programmes.

3 _____

Whitsundays College

English language students at SACE Whitsundays College of English have been enjoying a classroom with one of the best views in the world – on-board a sailing vessel in the Whitsundays. The English & Sailing Course includes four weeks of General English and a one-week live aboard Competent Crew Sailing Course.

4 _____

Torquay International School

Among the most popular activities at Torquay International School are the walks and tours of Dartmoor National Park. Every Sunday, amateur photographer and Dartmoor Guide Nick Wotton takes small groups of students aged 16-70 out on Dartmoor to discover its stunning natural beauty and diverse wildlife. The park also has a mysterious atmosphere, which inspired and provided the setting for one of Sir Arthur Conan Doyle's most famous Sherlock Holmes stories, *The Hound of the Baskervilles*.

5 _____

The Eastbourne School

The Eastbourne School of English launched a 15-hour per week morning only English programme for students wanting to work in the afternoons or looking for a less expensive long-term course. They schedule an English plus Natural Health programme, in which students choose from a range of alternative therapies, relaxation techniques and natural fitness classes.

6 _____

Kaplan's English School

Impressive musical heritage is not all you will find in Liverpool: it also boasts two Premier League football clubs, the largest open-air shopping mall in Europe, and has UNESCO World Heritage status thanks to its rich cultural diversity. With the largest collection of museums and art galleries outside of London, internationally renowned landmarks, and a thriving nightlife, students will never be short of something to do.

Which language school...?

- A has introduced a course for young learners
- B includes an impressive marine experience in the course
- C starts a course for students who are looking for part-time job
- D announces an English course for professional purpose
- E provides a unique opportunity for mastering cultural and sporting skills
- F launches an incentive scheme
- G includes a four-week sailing course
- H inspires students to learn English in an enigmatic atmosphere

Text 15



Read the text below. Match choices (A-H) to (1-6). There are three choices you do not need to use. Write your answers on the separate answer sheet.

FLORIDA BEACHES

1 _____

Navarre Beach

If you are considering a trip to Florida's treasured barrier islands, a Navarre Beach vacation is an opportunity to visit the most beautiful of all west Florida beaches. It is situated on Santa Rosa Island, surrounded by protected natural coastline, ideal for a romantic getaway, weekend getaway – or a place to spend the whole season.

2 _____

Daytona Beach

Twenty-three miles of sparkling white sandy beaches and beautiful blue-green waters of the Atlantic make Daytona Beach an irresistible playground for kids of all ages. Families will find a wide array of hotels and motels to fit just about any budget too. While the beach is the main attraction, there are other recreational opportunities including water sports and a family-friendly amusement and water park.

3 _____

Miami's South Beach

Miami's South Beach, often referred to as America's Riviera, is a great place to see and be seen. Multiculturalism is alive and well in South Beach and it attracts a growing number of visitors each year, including back-packers, society types, long-legged models and muscular men. Mix in the celebrities that come to make movies or simply frequent the beach, nearby shops and nightspots and you've got the recipe for a sizzling vacation destination.

4 _____

Beach

It's hip, it's happening, it's surf... and it's just an hour from Orlando! Cocoa Beach has long been the 'Surfing Capital of the World' and it's a title it will continue to hold. This beach not only has the best surf and the best surf shop – Ron Jon Surf Shop, its proximity to 'Kennedy Space Centre and Port Canaveral provides additional activities found nowhere else in the state.

5 _____

Key State Park

Shallow and calm water laps just outside your campsite at Long Key State Park. While the beach might not be as wide or sandy as our other favourite beach campsite (Fort DeSoto Park), what we like is the peace and quiet. It is easy to spend lazy days bird watching, snorkelling just off shore, napping in a hammock or taking off for the day for nearby sightseeing. Just be sure to return in time to catch the beautiful sunset!

6 _____

Clearwater Beach

Clearwater Beach has long been a favourite vacation destination for those seeking sun, sand and surf. Since the mid-90s, every sunset is a reason to celebrate on Clearwater Beach. About an hour before sunset, Pier 60 and the surrounding area comes alive. The festive atmosphere is complete with live entertainment and craft vendors selling an array of locally made goods.

What is the best beach for...?

A spending time with a boy/girlfriend

B purchasing some important equipment

C watching the close of day

D spending time with your relatives

E organizing a student's party

F outdoor living

G sightseeing

H participating in MTV contest

Text 16



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

FIVE STEPS TO A GOOD PASSWORD

By Paul Gil

1 _____

Before we begin, we must be clear on one major expectation: there is no such thing as a perfect password. A committed hacker can crack any password, given enough time and the right 'dictionary' or 'brute force' tools. But just like breaking into a car, if the protection is strong enough, the hacker will become discouraged and commonly give up before the protection fails.

2 _____

A good password starts with a base word phrase. This means: choose two or more meaningful words, with the spaces removed. Choose a word phrase that says something about you (easier for you to remember). The phrase might reflect your hobby interests or a personal passion of yours. You could try using your nickname, your personal taste in music (or food, or even a favourite saying). For example: Ilovecats; RedHonda; Pup-pyLovesCheese.

3 _____

Passwords start to become strong at 6 characters long. While a long password can be annoying to type, a long password really helps to slow down brute force hacker attacks. You can do this by adding the website name or computer software name to the base phrase. For example: IlovecatsGmail; RedHondaWin7; PuppyLovesCheeseEbay.

4 _____

Scrambling does not necessarily mean rearranging the letters. Rather, scrambling your password can effectively be achieved by swapping one or more of the password letters with a non-alphabetic character, and then purposely including uppercase and lowercase letters within the password. Using numbers as substitutes for letters is another strong scrambling technique. Examples of scrambling: !7ovecatsGmail; Red7ondaWin7; PuppyLovesCheese3bay.

5 _____

At work, your network people will require you to change your password every several days. If you are using different passwords for different websites, you can do yourself a favour by rotating portions of your passwords every few weeks. Note that rotating parts of the password, not the

entire passwords, will help deter hackers from stealing your phrases. Examples: !7ovecatsWin7; RedHonda3bay; PuppyLovesCheeseGmail.

6 _____

There are several other resources for building strong passwords. You can employ a digital vault like Password Safe. This kind of software creates personal 'lockers' to keep all your passwords locked under a master password. Tools like Key Wallet Password Manager work well because you can avoid typing your passwords entirely, and just let your mouse do the data entry. You can also view other tips while surfing the Internet.

Which paragraph gives information about...?

- A inventing something extraordinary
- B substituting your password regularly
- C lengthening the phrase
- D thinking of numbers
- E using the key expression
- F thinking of your passport protection
- G jumbling the phrase
- H following some advanced password tips

Text 17



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

LAS VEGAS WEDDING THEMES

1 _____

Gladiator Wedding Package

Before the wedding ceremony can begin the gladiator must fight his way through the King's finest warriors,' defying all odds! This day the members of the Colosseum will meet their new gladiator champion and he will marry his lover in gladiator style.

2 _____

Treasure Island

Offers six different wedding packages, including chapel options, but notable is the Enchantment Wedding Ceremony. It takes place on the Sirens' ship located in Sirens' Cove, and the ship's captain performs the ceremony and a pirate swings down from the crow's nest to deliver the wedding rings. This is where Treasure Island also holds its outdoor production, The Sirens of TI. Treasure Island also offers 'Live Weddings', an online streaming video that allows those who may not be able to see the couple in person.

3 _____

The Venetian

The Venetian offers Italian-themed weddings, including nine different packages. Its traditional chapel has seating for up to 140 and may be divided for smaller sized groups. There's also an outdoor wedding terrace that accommodates up to 50 guests. But two unique venues exist at the Venetian: Pont al di Piazza, which takes place over a bridge that is reminiscent of Venice (Italy), and the Ceremonia SuT Aqua, Ceremony on Water, which takes place aboard an authentic Italian vessel.

4 _____

Caesar's Palace

Caesar's Palace offers three different wedding chapel packages that can accommodate an intimate group of 35 or a larger group of 196, depending on the wedding party size. But for those who seek a more unique experience, couples may get married in a Venus Garden setting, surrounded by

tropical palm trees, a floral landscape and Roman architecture. Caesar's Palace also offers an outdoor plaza setting.

5 _____

Wynn

For those who want a uniquely stylist affair, the Wynn Las Vegas offers its package. Check that out: \$23,090 buys a dedicated wedding consultant, private limousine, private check-in, all the traditional ceremony elements, beauty salon services, multiple spa treatments, golf package for two with personal caddy for each two nights in a 2,490 sq. ft villa, and more.

6 _____

Maverick Helicopters

For those who can't decide among the various options on land along the Vegas strip, there's always the sky. Maverick Helicopters offer a wedding package that allows couples to get married while flying over the region. The only drawback to this is the limited number of guests: bride and groom plus up to three guests (weight permitting).

This place is ideal for organizing...

- A a field wedding
- B an elegant wedding
- C a pirate ship wedding
- D a wedding in an ancient castle
- E a gondola wedding
- F Elvis wedding
- G a garden wedding
- H an aircraft wedding

Text 18



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

TOP SHOPPING MALLS

1 _____

The Grove

Infuse your shopping experience with some Hollywood style at this LA staple – a shopping destination with trendy stores, famous clientele and even a few paparazzi. Scope out the goods at stylish shops including Anthropologie, Madewell, UGG Australia and Johnny Was. And just in time for the holidays, top off a day of shopping with a sweet treat at Sprinkles Cupcakes, coming in November 2012. A savvy shopper can give his feet a rest and take a ride on the Grove Trolley, the free electric trolley that runs between the Grove and the nearby farmers market.

2 _____

Mall of America

Welcoming over 30 million visitors every year, the Mall of America knows what attracts the crowds. In addition to having a fantastic collection of stores, they also provide shoppers with a little entertainment. First, there are a number of restaurants for you to get refuelled. Second, you can watch a movie at one of the 14 available screens. Last, there is an amusement park and aquarium right inside the mall. Oh, and you could get married here as well.

3 _____

Rodeo Drive

For those who have never heard of Rodeo Drive before, you should know that it has absolutely nothing to do with cattle or westerns. In fact, nothing could be farther from the truth. This fascinating shopping district is where the elite come to play and where the rest of us learn the art

of window-shopping. Versace, Yves Saint-Laurent, Gucci and Cartier are only a few of the mega names that call this zip code home.

4 _____

Ala Moana Centre

What could drag you away from the ocean breezes and Mai Tais? Well, the largest open air shopping centre in the world of course. Over 50 million visitors walk through its many aisles every year. Another great reason to visit the Ala Moana Centre is its 'Centrestage' where you can watch a number of fantastic performances. There is also an array of restaurants for you to enjoy. Whether you are in the mood for a quick bite to eat or a relaxing dining experience, you can find it here.

5 _____

The Galleria Dallas

The Galleria Dallas is a great mixture of high-end and affordable shopping. Offering you famous brands from Gucci to Gap and Pottery Barn to Bath & Body Works you could spend an entire day here and still not get to see it all. Of course, when you get tired of shopping you can always make your way to the ice rink and strut off your Olympic talents. Prefer just to watch? Enjoy a great meal at one of the restaurants that surround the rink and enjoy the show.

6 _____

West Edmonton-Mall

Claiming to be the largest shopping mall in all of North America, the West Edmonton Mall is worth visiting. There are of course a huge number of stores for you to explore but it also has a great selection of other attractions for its guests... all 20 million of them. There is the World Waterpark, movie theatres, dinner theatre, casino, petting zoo, Ice Palace and much more. It even has its own hotel.

This place is worth visiting because...

- A it provides you with a chance to breathe fresh air
- B it has the biggest number of cinemas
- C the visitors can go skating there
- D you can see the latest fashion trends there
- E the shoppers can take a free ride during the visit
- F you go there only at night
- G you can easily find accommodation
- H the visitors can drive mini vans inside it

Text 19



Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

AIRLINE TRAVEL BAGGAGE RULES

By Christina Hamlett

1 _____

Before you start, packing for your next business trip or vacation, here's an overview of what can go with you and what needs to stay at home.

2 _____

Passengers are not allowed to have box cutters, blades, firearms, ammunition, explosives, flammable liquids and gels, or hazardous chemicals in any bags they'll have access to in the passenger compartment. Some items such as martial arts weapons, tools, unloaded guns and sports equipment such as bows and arrows, golf clubs and spears can be checked but must be declared and secured in cases that will not cause injury to baggage handlers.

3 _____

Drinks or other watery products in carry-on bags and purses must not exceed three fluid ounces and all combined liquids must fit in a single one quart clear plastic zip-top bag. Each passenger is limited to one plastic bag. Additional liquids, however, can be placed in checked baggage.

4 _____

Although the rules vary amongst domestic and international carriers, the general rule is that each passenger is entitled to bring one carry-on that fits under the seat or in the overhead bin and one personal item such as a purse, briefcase, or laptop computer. Checked luggage cannot exceed dimensions of 45-by-55-by-62 inches, and passengers are charged extra if they have more than one checked piece.

5 _____

In addition to size limits for carry-ons and checked luggage, there are strict rules about their weight. Carry-on items can't weigh over 40 pounds. Checked bags can't exceed 70 pounds. If the bags are overweight, passengers are charged an extra fee for them which can be as high as \$200. All bags must carry visible ID tags and checked items must have TSA-approved locks.

6 _____

With the exception of service animals such as Seeing Eye dogs, only small pets in carriers that can fit under the seat are allowed in the main cabin. Larger animals need to be in approved transport crates and placed in the hold. A passenger is only allowed one pet in the cabin, and airlines have restrictions on how many animals are allowed in the cabin on a single flight.

Which paragraph speaks about...?

- A carry-on items
- B number of bags per person
- C weight restrictions
- D prohibited items
- E domestic or tamed animals
- F sporting goods
- G liquids
- H airplane space

Text 20



Read the texts below. Match choices (A-H) to (27-32). There are two choices you do not need to use. Write your answers on the separate answer sheet.

POPULAR HOTELS

1 _____

ITC MAURYA (New Delhi)

It is a swanky hotel that is popular with executives and dignitaries. The self-proclaimed 'Greenest Luxury Hotel in the World' was given the U.S. Green Building Council's Leadership in Energy and Environmental Design award in 2010. Some initiatives include a 'Reduce, Reuse, Recycle' program, getting suppliers to adopt cleaner and greener practices, and creating water and energy games that are both educational and fun.

2 _____

LA CASA QUE CANTA (Playa La Ropa, Mexico)

A unique Mexican architectural concept, La Casa Que Canta is perched on a cliff surrounded by the Sea of Zihuatanejo Bay, with a magnificent panoramic view. The Exclusive Resort offers ten pool suites, eleven grand suites, three terrace suites facing the ocean, all inspired by the beauty of Mexican Art. The Resort features two of the most elegant swimming pools found anywhere in the world.

3 _____

DON CESAR BEACH RESORT (St Pete Beach, FL, United States of America)

Located in St Pete Beach, Florida, Don CeSar Beach Resort, a Loews Hotel, has everything from romantic getaways, vacations, and honeymoons to spa and wedding services. Known as Florida's Legendary Pink Palace since 1928, the luxury resort is revered internationally for its sprawling, sugar-white beach, unparalleled dining, rejuvenating Beach Club and Spa, fabulous fishing, children's programme, nearby tennis and golf and award-winning meeting facilities.

4 _____

PARK HYATT TOKYO (Tokyo, Japan)

Park Hyatt Tokyo is an elegant oasis of space and calm that offers spectacular views of Tokyo and the Kanto Plain all the way to Mount Fuji. Designed to feel more like a modern private residence than a hotel, Park Hyatt Tokyo's attention to detail extends to a range of specially commissioned works of art that are displayed throughout the hotel. The 178 rooms and suites are the most spacious hotel guest rooms in Tokyo, providing a serene retreat and an efficient private office with/the latest amenities and high-tech communications.

5 _____

PETER ISLAND RESORT (Peter Island, British Virgin Islands)

Accessible only by boat or helicopter, the largest private island in the British Virgin Islands is surrounded by the sparkling waters of the Atlantic, Caribbean, and Sir Francis Drake Channel. For those seeking an unparalleled way to experience the serenity of the island, the resort's luxury villas are unmatched. For today's travelling elite, it has always been the impossible dream – to have the comfort of a villa and, at the same time, all the facilities of a leading resort.

6 _____

RESORT AND SPA (North Phuket, Phangnga, Thailand)

For those craving complete self rejuvenation, Aleenta Resort and Spa is truly unbearable. The stunning beauty of Phangnga Bay is just a mere 15 minutes away. Aleenta Phuket breaks with sybaritic conformity; you come here for the self renew of energy. It is a stimulating and rewarding experience that combines with good food, traditional spa therapies, relaxation by the pool, exploring the hongks (local bay caves) and much more.

Which of the following hotels...?

- A attracts with an array of refreshing and renewable activities
- B ensures fresh, healthy, organic food
- C provides both kids and parents alike with an amazing hotel experience
- D offers an unforgettable homelike atmosphere
- E is an excellent place for calmness and comfort seekers
- F offers quick deliveries to rooms
- G is an ideal place for gaining weight
- H is perfect for swim lovers

Text 21



Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

TOP VITAL LANGUAGES

If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his own language, that goes to his heart.

(Nelson Mandela)

1 _____

English

English is the lingua franca of business and academia. In most countries it is the primary second language taught in schools and can be understood to some extent by 1/3 of the world's population. English is crucial for anyone who wants to thrive on the global stage.

2 _____

Spanish

Spanish is the official language in over 20 countries and spoken by over 400 million people. It is also the second language of the United States. According to the U.S. Census Bureau, Spanish is the primary language spoken at home by 38.3 million people aged five or older in the U.S. This is more than double what it was in 1990 and is projected to continue to grow quickly. If you want to do business in the U.S., or really anywhere in the Western hemisphere, *español es para usted!*

3 _____

Mandarin

China is a big country with a lot of people and ethnicities. Did you know there are close to 300 different languages spoken in China today? Although languages like Cantonese (spoken in Hong Kong, Macau, Guangdong Province, and many Chinese communities overseas) and Tibetan are widely spoken, the official language of China is Mandarin (pronounced Putonghua) and is spoken by more people than any other language on Earth. With the Chinese economy set to become number 1 by 2020, learning Mandarin could help you earn a lot of money in the future.

4 _____

Arabic

Arabic is the official language of over 20 countries and is spoken by over 200m people. You'll find this language spoken from Southwest Asia to Northwest Africa. If you work in the energy or defence sectors, or if you plan to work in international diplomacy, Arabic is a crucial language for you to learn.

5 _____

French

Of course we all know French as the language of love, but it is also a great language for business. It's spoken in over 40 countries, mainly in Europe and North Africa. If you are looking to expand into European or African markets, say *enchanté de français!*

6 _____

German / Deutsch

Germany is an economic powerhouse on the world stage. With a reputation for quality, craftsmanship, and intelligence, German companies like Allianz, BOSCH, Siemens, and Deutsche Bank dominate their respective industries. German is spoken in some of the most economically important countries: Germany, Austria, Belgium, Switzerland, Luxembourg, and Lichtenstein.

What language to learn if you

- A are fond of scientific inventions
- B have a romantic spirit, sentiment, emotion, or desire
- C want to expand your business around the world
- D plan to live and run a business in Europe
- E are focused on business in America
- F love traveling overseas
- G long for becoming a billionaire
- H are interested in conducting official negotiations and other relations between nations

Text 22



You are going to read four reviews of a work of art on show at the Museum of Modern Art PS1 (MoMA PS1) in New York. For questions 1-4, choose from the reviews A-D. The reviews may be chosen more than once. Mark your answers on the separate answer sheet.

Review of a work of art

A _____

Olafur Eliasson's installation at the Museum of Modern Art PS1 in New York, *Your Waste of Time*, consists of broken chunks of Iceland's Vatnajökull, Europe's largest glacier. The museum

had to turn one of their main galleries into a walk-in freezer to be able to display them, a costly exercise but one that is justifiable in terms of its powerful impact. According to the museum, the pieces of ice chosen for the project are about 800 years old. That sounds about right to Ted Scambos, lead scientist at the National Snow and Ice Data Center. Scambos speculates that the ice came from the ‘Little Ice Age’, the period between the 16th and 19th centuries during which glaciers grew larger than they ever have since – and advanced quickly. “These glaciers bear testimony to our history – being suspended and frozen for thousands of years – and now they are melting away, as if our whole history is fading,” said Eliasson. “Stunning to look at”, said message.

B

Deep in the basement of MoMA PS1, there’s a freezing cold room. This contains a number of large chunks of bluish-white ice brought together by the controversial artist Olafur Eliasson. The installation is called *Your Waste of Time* and its lesson would appear to be that global warming is having a devastating impact on our world. But that’s hardly news. Ironically, the piece is itself contributing not inconsiderably to the problem, as an extraordinary amount of electricity is required to stop the installation from melting over the floor of the basement gallery. It’s a curious piece with a carbon footprint that seems hard to justify on artistic grounds. It lacks beauty, and the skills involved in the installation’s creation would seem to be less those of the artist whose name is on the gallery wall than of the technical staff who transported the ice blocks from the Arctic to New York. Are they in fact the people who have been wasting their time?

C

More and more artists are beginning to tackle the causes and consequences of global warming, particularly the rapidly retreating polar ice caps. Thus, when the artist Ola fur Eliasson produced his latest installation, *Your Waste of Time*, his Icelandic background (notable, of course, for having numerous glaciers) may have contributed to the sense of irony conveyed by this thought-provoking, infuriating, but at the same time elegantly crafted exposé on the dangers of glacial extinction. He even brought some of that background with him for the installation itself, constructed using Icelandic glacial ice which must be kept below freezing for the duration of the exhibition, at a cost of, arguably, a little of that Icelandic background in years to come in terms of the power needed to maintain such an icy temperature for four weeks. Despite Eliasson’s positive environmental message, the irony of the manner of this installation’s construction is not lost on the observer.

D

The very notion of a glacier is one of an unmoving edifice against the sands of time, a frozen state standing firm against the fluidity and pace of the modern world. Yet, through our best (or worst) efforts, the reality of the impact of global warming on these last remnants of the ancient world is now regularly beginning to feature in the art of those who live in the shadow of such edifices, a shadow that Eliasson is surely aware is getting smaller by the day. While his portfolio contains a variety of photographs and other works focused on this appealing icy subject, when regarding his new installation, *Your Waste of Time*, it then begs the question that if preserving the ice used in this installation at temperatures below freezing for four weeks is not of the utmost irony, then how does he reconcile the power needed to preserve his installation at the cost of preserving his own cultural and environmental heritage? Whose time has been wasted here?

Which reviewer

- 1 shares reviewer A’s view that *Your Waste of Time* is visually attractive?
2. shares reviewer D’s interest in reflecting on the title of the installation?
3. has the same opinion as reviewer D about the attraction that glaciers possess for artists?
4. has a different opinion from the other reviewers on the environmental contradictions of the installation?

Text 23



You are going to read four short articles by people who have climbed Mount Everest. For questions 1-10, choose from the articles (A-D). The articles may be chosen more than once. Mark your answers on the separate answer sheet.

How I felt on conquering Everest

Four climbers who succeeded in climbing the world's highest mountain write about how they felt when they reached the summit.

A Roddy Mackenzie

It has occasionally been claimed that people climb for the smell of it. Air at very high altitude smells completely different. When I reached the South Summit, I was suffering from a lack of Spanish olives. I was preoccupied with thoughts of a tin of them sitting in my tent at base camp. This was the result of a very intense dream about olives that was interrupted by the alarm summoning me to our summit attempt. At the South Summit, the view of the main summit fascinated me from a mountaineering point of view and all dreaming of olives evaporated. On the summit, I felt a mixture of apprehension and curiosity. It seemed to me that the curvature of the Earth was apparent, and I spent some time trying to think of a means to test if this was a real observation or an illusion. Many people on the Indian subcontinent believe that the ascent of Everest confers on the climber a greater wisdom in manifold subjects. That is something I do not agree with but never dispute.

B Anna Czerwinska

When I reached the South Summit, I looked back at the mists rising from the valleys and I could feel their damp touch on my face. They prevented me from looking down on the long painful way up, but it was not only that. The curtain of mist had closed over my past. My oxygen was running out, and common sense demanded that I return, but before long I was climbing on an exposed ridge to the foot of the Hillary Step. A crampon had come undone and I painfully put it on again. Everest was doing everything to discourage me. I registered that dreamily and, as if dreaming, conquered the final metres of the snowy slope. Suddenly the clouds above me lifted in one blue moment and, very low down, I saw a rugged precipitous ridge. The wind was growing stronger and it was snowing lightly. I did not get the beautiful view as a reward and I felt fleetingly disappointed. However, those few minutes on the highest spot on Earth were worth every effort and have given me joy ever since.

C Andy Politz

On the summit, I set out to get some sponsor photos, which at 8,850 metres without oxygen gives a unique insight into hypoxia. At one point, I looked down at Nepal and the South East Ridge only to be surprised by another climber coming up through the clouds. He was startled to see someone looking down at him. He was also climbing without oxygen and was tiring. The other thought I had, remembering six years of attempting to climb Everest, was 'He could take my picture'. Through scudding cloud, I saw that the colour and design of his clothing were unmistakably French. I do not speak French. As this Frenchman was taking his last steps to the summit, I made the international hand sign for 'Stop and I'll take your picture'. While I was struggling to focus the camera, he looked hard at me and exclaimed 'Andy!' To my amazement, it was my close friend Ed Viestours on his second ascent of the mountain.

D Frits Vrijland

I approached Everest with respect and was well aware of being just a small human being. An excellent preparation is very important but far from a guarantee that you'll reach the summit. You have to be mentally ready to go for it, sufficiently experienced and a brave and careful climber. Before our summit bid, our team agreed that returning without injuries was our main objective. Some people can be blindly obsessed by Everest. I reached the top after eight hours of climbing. After I contacted base camp and they had congratulated me, I replied, 'Thank you, but first I have to get back down safely.' After my return to Kathmandu, I felt like a super-being because I had

stood on the top of the world. I still had this feeling when I came back home but it soon faded away. The world or your life doesn't change because you climbed a mountain, even if it is the highest. But climbing Everest was a spiritual experience for me. It puts your feet back on the surface of mother Earth.

In which article is the following mentioned?

1. a remarkable coincidence
2. a suggestion that other climbers sometimes take risks
3. a determination to continue climbing despite a problem
4. an awareness of the dangers of the descent
5. an obsession the climber briefly experienced
6. the temporary nature of the sense of achievement
7. the fact that the writer made the climb without some support that could have been used
8. the appeal of climbing to one of the senses other than sight
9. something that failed to live up to expectations
10. a claim that the writer rejects

Text 24



You are going to read extracts from articles in which four writers give their opinions on the relationship between the study of literature and job prospects. For questions 1-4, choose from the extracts A-D. The extracts may be chosen more than once.

The relationship between the study of literature and job prospects

A _____

Most of the lecturers from university literature departments interviewed in our survey said their aim is to provide an education for its own sake rather than to focus on any skill likely to be required in the workplace. However, they also believed that what they were teaching would stand students in good stead in their future employment. Their main argument was that appreciation of writing style makes students more effective employees when they join the workforce. Yet, curiously, none of the lecturers reported actually stressing that point in their classes. As a result, few students ever considered mentioning this skill when it came to applying for work. Had they done so, provided that their claims were reinforced by a well-written application, they might have found it more straightforward to acquire a position.

B _____

Literature students are often concerned about the utilitarian value of what they are doing. This is understandable, but it is misguided. It is undoubtedly true that few jobs will require an employee to discuss a poem's rhyme scheme or to consider the influence of one 19th-century novelist on another. But life is about more than simply one's employment prospects. Literature teaches us about ourselves and other people and why we behave as we do. It encourages us not just to read, but to reflect on what we have read, and this makes us much more rounded people. It achieves this by helping us to examine our assumptions and the ways in which we relate to the world. The lessons of literature have a profound impact on our minds and souls, and surely this is as significant as any of the practical skills whose importance no one questions.

C _____

When students are worried about the job market, when they perceive an urgent need for job skills and training, how do I argue for the value of the study of literature and the humanities more broadly? Well, I do what any judicious participant in the neoliberal university does: I tell them that the study of literature will make them entrepreneurial. It will make them attractive to employers because they will be adaptable and flexible. They will have good critical-thinking skills and be better writers than most of the people competing for those same positions. They will be able to

manipulate and manage a wide range of information. They will become comfortable with ambiguity. They will learn empathy, which will help them deal with people from a wide range of backgrounds. They will become creative problem-solvers, which is so crucial in the 21st-century knowledge economy.

D _____

The pragmatic English literature student will consider doing a combined degree course. Studying English with another subject, such as psychology or Spanish, will bring enormous benefits in terms of employability. Such graduates will develop a wider range of skills, and far more employers will be prepared to consider their applications. It is also the case that an unusual proportion of joint honours graduates end up in managerial positions. This may be because such students have shown themselves capable of multi-tasking and of coping with an exceptionally heavy workload. The choice of which subject to combine with English is, of course, not unimportant. One with a more transparently practical element is advisable; thus, a foreign language or psychology may prove more sensible choice than, say, history.

Which expert

1. shares expert B's opinion on the relationship between studying literature and understanding human psychology?
2. has a different opinion from the other experts on whether a literature degree will help with employment prospects?
3. shares expert A's view on the need for students to be aware of the skills they are gaining?
4. shares expert C's view on the way in which literature develops thinking skills?

Test 25



You are going to read an article about taking up running. For questions 1-10, choose from the sections of the article (A-D). The sections may be chosen more than once. Mark your answers on the separate answer sheet.

I want to become a runner

A _____

Last year, it began to hit me that I needed to start taking my fitness more seriously. I'd been doing yoga, but it wasn't giving me a cardiovascular workout, and as a sports journalist, I know how important aerobic activity is for heart health. I'm self-employed with unpredictable working hours, so running seemed a good option. It's free and easy to fit into your life, as you can do it any time, and pretty much anywhere. Unfortunately, I've always found it very dull. A friend suggested I get past this by running with a club, so I signed up for a beginners' course with a club near my home. I strapped on some old trainers and turned up for my first session feeling apprehensive that I wouldn't be able to keep up. But we took it slowly, jogging or walking until we were able to build up to running for 15 minutes. In between the weekly classes, I tried to do one or two runs on my own.

B _____

I knew I'd begun to overcome my boredom barrier when I spent 20 minutes jogging in the park on a beautiful summer evening without thinking about when I could stop. The club definitely helped. It's more fun and it isn't as easy to give up. I also picked up some useful tips. The group leader stressed the importance of pacing to maintain energy for the end of a run, and I learnt to focus on pushing out my breath when I felt tired, to help me run more efficiently and in a more relaxed way.

After the first few weeks, I noticed my knees were aching a little, so I went to a specialist running shop and got fitted for shoes to suit my gait – I over-pronate, meaning my foot rolls inwards. The

other must-have for me was a running jacket to keep out the wind and chill – essential, as I feel the cold and could easily be deterred by bad weather.

C _____

The final session of the running course was a 5 km, race, and suddenly I turned competitive. To my surprise, I had become one of the faster runners in the group, so I was nurturing an ambition to win. I made sure I ate well that day, avoiding anything too heavy and drinking plenty of water, with a flapjack two hours beforehand to keep me going. Sadly, two other women streaked ahead of me, but I came in third with a pretty respectable time of 30 minutes 53 seconds. The end of the course coincided with a change in my working circumstances, which meant I could no longer go to the club. I tried to continue on my own, but found it hard to motivate myself.

D _____

My solution to this problem was to set myself a goal. I signed up for a 10 km event and told friends and family about it, which put pressure on me, in a good way, to train. I began to fit running into my life, for example, running part of the way home from work, about 6 km, every week. On race day, I began to feel nervous as, to my alarm, it turned out to be a proper event, with lots of people from running clubs coming with the intention of getting good times. However, I hadn't really allowed enough time to train, so was worried about getting round the course. The first part was uphill, so I struggled at around the 4km mark and had to slow down to a walk for a few minutes. But other than that, I kept going and even enjoyed some of it. I finished in one hour and 13 minutes, not too embarrassing, but my next goal is to run 10km in around an hour.

In which section does the writer

1. explain why a friend's idea not to do something alone turned out to be a good one?
2. comment on how she helped herself to overcome a psychological barrier?
3. describe what she did to prepare herself physically immediately prior to an event?
4. explain why running is an appropriate activity for her?
5. mention how she solved a physical problem?
6. suggest that something was less daunting than she had anticipated?
7. mention receiving some useful pieces of advice?
8. say why running is good for your physical wellbeing?
9. comment on how an unexpected situation had a negative effect on her?
10. reflect on when she realised her initial attitude to running had changed?

Text 26



You are going to read extracts from an article in which four artists give their views on the creative process. For questions 1-4, choose from the artists A-D. The artists may be chosen more than once. Mark your answers on the separate answer sheet.

The artist at work

Four artists give their views on how they create their work.

A _____

When you convert something from the real world into a painting, it has to function within the painting. And when it comes down to it, everything is a form of geometry on a flat surface, so when I look at something and consider using it in a painting, I spend ages trying to make sure that the geometry will work. With one object, I might see pretty quickly how to compose the painting, but I might reject another one because it just doesn't seem right. Then I work out how to get from that starting point to the finished painting. At the back of my mind, there's always the nagging thought that really, I want people to look at the finished painting and make some sense of it, regardless of what that is. All in all, I'm under so much self-imposed pressure while I'm working that it's a great relief when a painting is finished.

B _____

What my drawings depict doesn't concern me as much as drawing them. I'm just not interested in knowing about, say, what images tell us. That cat, those stairs, this or that tree is really just a support for the drawing itself. They're all chosen pretty arbitrarily, as a means to a drawing's own end. People have the habit of reading an image, but my activity is different from that of a reader. This really works for me when the drawing itself is allowed to appear slowly on behalf of the things it depicts. I really let the painting evolve in its own way, until I realise that it's complete. I'm always surprised how tense I feel while I'm painting, though – it's a bit like giving birth. And when I finish, it generally takes me days to recover.

C _____

People often describe my paintings as abstract. I don't consider them abstract because I'm working from a somewhat indistinct and hazy place towards a very specific and concrete image. I'm constructing an image from an object or shape that has to mean something to me, though it may be nothing to other people, and I try to define it very clearly, so it becomes legible. But if in the end people can't see it as I do, so be it. After making that initial choice, I let the painting itself take over – it's a very spontaneous process. I usually feel as though I'm in the hands of the painting, almost its slave, having to do whatever it requires, however unreasonable it seems at the time. When the painting's complete, I have a strong emotional reaction, a kind of euphoria at having survived.

D _____

I'm usually surprised by how my paintings turn out, because I don't feel I exert control over what happens. The subject slips away if you try to grab it. When I paint a real place, it's less a celebration of the ordinary than a demonstration of the idea that by painting something that is apparently nothing, it has the opportunity to become everything in the eyes of anyone who sees it. I suppose that's one of my motives for painting – to make people observe. Why I happened to paint this place rather than that has no significance – it could simply be finding somewhere to sketch without being run over (I usually sketch in the street). It's what I do with it then that matters. I know artistic creation is often seen as a struggle with something inside; well, for me it's almost the reverse, almost a relaxation – painting is an escape from the demands of everyday life.

Which artist

1. shares artist C's opinion on whether other people should share the artist's interpretation of their paintings?
2. expresses the same opinion as artist D regarding the choice of subject matter?
3. has a different opinion from artist C on how they experience the act of painting?
4. expresses a different view from the others on whether the painting process should be consciously planned?

Text 27



You are going to read a magazine article in which five careers advisers write about going to university. For questions 1-10, choose from the extracts (A-E). The extracts may be chosen more than once. Mark your answers on the separate answer sheet.

Going away to a UK university

A _____

Going away to university is likely to be a major turning point in your life. After all, it's probably your first time away from your home and family, perhaps living in a room that is far less comfortable than you are accustomed to, and having to take responsibility for yourself, for everything from getting up in the morning to making sure you can afford whatever textbooks you need. Your experience until now has probably been that homework was pretty much regulated, with repercussions if you didn't do it; a degree course requires far more independent work. A few people go to university determined to prioritise their social life. Although that tends to be the

stereotype that everyone knows, most students are level-headed, and don't merit the bad reputation that they suffer from as a group.

B _____

Unless you have an income of your own, or your parents provide you with one, being a student can make you wonder where your next meal is coming from. It's useful to draw up a budget, listing your likely outgoings during the term – not forgetting the rent for your room, if you pay in instalments – and how much you'll have available. If the figures don't balance, the only way to survive may be to find part-time work, such as serving in a restaurant two or three evenings a week. At least you'll meet members of the general public, which is preferable to spending your entire time with other students. However, there's the danger of falling behind with your studies, or not having enough time to sleep. And let's face it, if your friends are planning a fun evening and you have to go to work instead of joining in, it could be very frustrating!

C _____

As soon as you arrive, you'll start meeting new people. It may be that nobody you know from school has gone to the same university, so you're surrounded by strangers. Certainly get to know as many people as possible, but remember that initial enthusiasms can soon fade, so if a friendship doesn't endure more than a week or two, it's no reflection on you. On the same subject, don't let yourself get caught up in a group that is more affluent than you are: unless you can withstand pressure easily, you might try to keep up with them, and find yourself heavily in debt. Many students look for part-time jobs to supplement their income, but this may not always be advisable.

D _____

Many universities hold a 'freshers' week' for new students, which is a chance to meet people, make new friends and join university clubs. It's all too easy to just carry on with what you did while you were at home – tennis, singing, or whatever. Instead, you should see this as a good chance to try something new, or something you'd never imagined doing before. Universities often cater for minority interests, for instance providing facilities for sports that are uncommon elsewhere. If you need to earn some money, this may also be a good time to find out from the university about internal work opportunities, perhaps in the library or the registrar's department. Ensure your CV is up-to-date and accessible on your computer, because you'll need to produce it every time you go after a position.

E _____

Whether you're living in a university hall of residence or sharing a flat, you should make your space truly yours; paradoxically, this is particularly important if getting a job means you spend very little time there. Ideally, it will have an area for studying: as you probably found when you were at school, a comfortable chair is a good aid to reading and writing. You shouldn't need to spend any money – some photos or favourite posters brought from home are enough to make a big difference. Even if you're only going to be there for a matter of months, living and studying will be much less challenging if you have a comfortable base. Remember, too, that your going to university may be a big change for your family, so don't live so much in the present, exciting though it is, that you forget to keep in touch with them.

Which careers adviser

1. recommends being prepared for any job applications young people might make?
2. claims that the public perception of students applies only to a minority?
3. suggests doing what is necessary for students to feel at ease in their room?
4. mentions some potential drawbacks of working during term time?
5. warns of the danger of borrowing money?
6. recommends formulating a financial plan to cover a period of time?
7. suggests being adventurous with regard to non-academic interests?
8. contrasts university studies with studying at school?
9. recommends caution concerning socialising?
10. points out that students are not the only ones affected by being away from their loved ones?

Text 28



You are going to read four reviews of a book about documentary films. For questions 1-4, choose from the reviews A-D. The reviews may be chosen more than once. Mark your answers on the separate answer sheet.

Documentaries – do they have a future?

Four reviewers comment on journalist Sharon Miller's book

A _____

The documentary has recently become a field of serious study, the latest entrant to which being Sharon Miller's new book. As a journalist, her credentials might be regarded as somewhat suspect, but in fact not being a filmmaker herself enables her to take a more objective approach than is often the case. For example, she criticises the TV companies for not satisfying the public's appetite for quality documentaries, but without the anger that a documentary maker might feel. It is hard to fault her analysis of this situation. The same applies to Miller's final chapter, in which she explains why documentaries shown on the big screen will eventually evolve into full-length films commanding as much attention as the standard cinema material. She may prove wrong on detail, but her conclusions are convincing. Miller rarely makes claims she cannot substantiate, and her thorough reading of much of the existing literature clearly informs her argument.

B _____

It is a relief to read that Miller believes the documentary has a glorious future, even if I would reach the same destination by a different route. However, that is one of few assertions that I can concur with; for instance, she blames television companies for their caution with regard to documentaries, without taking into account the numerous constraints that they suffer. Miller is, no doubt, a skilled journalist, and can put together a plausible article whenever one is required. But while that may suit a newspaper which is read and then forgotten, a book stakes a claim to be long-lasting; and Miller is clearly unaware of many aspects of the world in which documentary makers operate. To her credit, though, she has included an extensive bibliography, but to be brutally frank, the book is no more than a just-about-adequate summary of earlier studies.

C _____

Sharon Miller, while primarily a journalist, has also written an excellent introduction to the sociology of social media, and her new book, *Documentaries*, is further evidence that she is a writer to be reckoned with. Her reading on the subject is extensive, and forms a firm foundation for her argument, that the documentary film is far from being the endangered species it seemed not long ago. With a few minor reservations, I was carried along by her optimism about its future. It is only when Miller turns her attention to documentaries on television that I feel the need to take issue with her. Although many of the television companies are certainly as guilty of ignoring the documentary as she claims, there are also many, admittedly smaller, companies that have done sterling service in stretching the boundaries of the genre.

D _____

As a former television programme controller myself, I can back up Sharon Miller's opinion of the TV companies' attitude towards documentaries. The little that some companies have done to advance the genre is easily outweighed by the harm done by the majority. I was also taken by her overview of earlier studies of the documentary. It is thorough, and she is careful to ensure that both her facts and her opinions are consistent with what her predecessors have established. The only time she comes to grief, in my view, is in the rosy future she promises for the documentary: the evidence underpinning her assertion simply doesn't stand up to close scrutiny. What it comes down to is that Miller's work is rather too hit-and-miss: she picks a topic – the documentary – apparently at random, and does a fair amount of research into it, but it takes the inside knowledge she lacks to turn that into the definitive account she was aiming to write.

Which reviewer

1. has a different opinion from reviewer B regarding Miller's view of the future of documentaries?
2. shares an opinion with reviewer C on the subject of Miller's qualifications for writing the book?
3. takes a different view from the others on Miller's use of earlier studies?
4. holds the same opinion as reviewer A concerning Miller's position on television documentaries?

Text 29



You are going to read a magazine article in which four fashion designers write about their careers. For questions 1-10, choose from the extracts (A-D). The extracts may be chosen more than once. Mark your answers on the separate answer sheet.

A career in fashion

Four fashion designers write about their careers

Fashion designer A

Fashion wasn't my first choice of career: I only thought of it when I threw in a disastrous job in advertising, and sat wondering what to do next. A friend pointed out that I'd always been keen on fashion, and that made me realise that was what I wanted to do. I managed to get a place on a fashion course, and the tutors were very positive about my designs. I even won a couple of awards. Of course that made me think that when I left college I'd just walk into a job, but I soon found out my mistake! Eventually, though, I managed to talk my way into an interview with a fashion business, and they took me on – they told me afterwards that I seemed over-confident, but my saving grace was that I was so eager to learn more about clothes design. It wasn't a very good job, really, but at least it gave me good experience for the next one I got.

Fashion designer B

As a child, I loved the glamour of the world of fashion and daydreamed about being the person whose designs the models were wearing. I took a fashion course, and then begged for a job with a small fashion business. I think they took me on as a favour, really, because to be honest I had very little to offer them. Still, it was invaluable for me. It was a great introduction to the manufacturing process, and the boss seemed happy to teach me all about the business side of things. That really stood me in good stead when I eventually left to start my own fashion-design business. Since then, we've branched out into household goods like tablecloths and bedding. It's still early days, so we'll wait and see how that goes. But don't let anyone tell you it's an easy life. There may be a touch of glamour occasionally, but nine-tenths of the time it's sheer hard work, long hours and a lot of stress.

Fashion designer C

In my first job interview after leaving college, they wanted someone with strong skills in computer-aided design – CAD – and my college hadn't offered that as an option, so I didn't have a chance. That made me realise I needed to learn CAD, and I enrolled on a course, and got a job in a supermarket to finance it. When I finished, a tutor on the course put me in touch with a fashion business she knew, even though they weren't advertising for designers. Her recommendation must have swung them in my favour, because they took me on. It wasn't ideal, though, as it was a very inward-looking firm, and I didn't get the chance to go to fashion shows or network with other designers, which you need to do if you want to start your own business. In retrospect, I think I'd have been better off setting up on my own as soon as I got the CAD qualification, even though it would have been very hard work.

Fashion designer D

There are lots of people chasing very few jobs in fashion, so it's hard even to get as far as an interview – and a lot of firms don't even advertise: they can find staff more cheaply through contacts or unsolicited applications that people have sent in. After college, I applied to dozens of firms, but got nowhere. It was very demoralising. So I took a chance and started a firm with a couple of friends who were in the same boat. What we knew about running a company you could write on the back of an envelope – we all saw ourselves as designers, not business people – but

somehow we muddled through. To a great extent, that was down to contacts we met at networking events: a couple of established designers gave us some invaluable advice on how to market our designs. Without that, we'd probably have gone under in the first six months. And given that we were trying to compete with them, it was remarkably generous of them.

Which designer

1. set up a business despite feeling unqualified?
2. found a job through a personal contact?
3. has broadened the range of products they manufacture?
4. found that their early success did not continue?
5. regrets accepting a job they were offered?
6. mentions impressing other people with their enthusiasm?
7. was surprised by the help they received from more experienced designers?
8. has found that working in fashion is different from what they expected?
9. realized the need to develop skills that were in demand?
10. learnt how to run a company before starting their own?

Text 30



You are going to read four reviews of a production of Shakespeare's play *Hamlet*. For questions 1-4, choose from the reviews A-D. The reviews may be chosen more than once. Mark your answers on the separate answer sheet.

***Hamlet* by William Shakespeare, at the Granary Theatre** *Directed by Carol Barlow, starring Paul Mason as Hamlet*

A _____

Carol Barlow has come up with a great number of ingenious devices to distinguish her production of *Hamlet* from the thousands that have gone before. I just wasn't sure how they fitted together to make a coherent whole, and would have been happier with fewer notions, better thought through. Perhaps Barlow's intention was to hold up a mirror to the fragmentary nature of today's world, and if so, she could be said to have succeeded. Paul Mason, playing the role of Hamlet for the first time, certainly delivers his lines thrillingly, the range and resonance of his voice contributing in no small measure. Yet it remained a performance: his gestures and mannerisms kept reminding us that we were watching an actor. As the final curtain fell, I realised I knew the character of Hamlet no better than I did at the beginning.

B _____

Hamlet is a complex character, which gives scope for many different interpretations. However, there needs to be internal consistency: arbitrarily hugging another character one minute and ignoring them the next tells us nothing about Hamlet himself. Paul Mason seems to want to impress us with all the vocal tricks in his repertoire – and there are many – but long before the final curtain, I wished the character had been killed off in Act 1. As director, Carol Barlow seems to have brainstormed ideas for the production, thrown them up in the air, and let them fall at random. The result is a mishmash that for some unfathomable reason is set in the 1920s. Productions of *Hamlet* often reflect the spirit of the age, so a number of modern versions focus on notions of mental disorder, but Barlow's production tells us nothing about Shakespeare's own time, or about today's world.

C _____

Paul Mason isn't an obvious choice to play Hamlet – he's too old, and his acting is idiosyncratic; yet somehow he pulls it off. His quirks and eccentricities convey the depth of Hamlet's despair, and his need to present a mask to the world. Initially I found his delivery mannered, but it soon drew me in, and immersed me in the character's predicament and his fractured personality. By the end, I could have gone on listening to him for hours. However, Mason was the redeeming feature of the evening. Barlow continually gives the audience new and highly distracting things to think

about. For instance, she sets *Hamlet* in the 1920s, and the costumes, gorgeous though they are, hardly lend themselves to carrying a sword, as many of the characters do. It just made the setting neither modern nor of Shakespeare's own time, or even of the time of the historical *Hamlet*.

D _____

How can an audience be made to see a play as well-known as *Hamlet* with fresh eyes? Director Carol Barlow has met the challenge with astonishing bravura. By moving it into the 1920s, she shows the universality of the play's themes, despite the distraction provided by the stunning costumes. Similarly, Barlow's sheer inventiveness teeters on the brink of confusing us and overwhelming the play, but just stops short. My jaw dropped as one mind-boggling and exhilarating idea succeeded another. But Paul Mason's *Hamlet!* Why on earth did Barlow choose him for the part? As a comic character, he might get away with his over-the-top facial expressions, but as *Hamlet* he made it impossible for the audience to sympathise, let alone identify, with him. His delivery was a parody, with neither intonation nor stress bearing any relation to the meaning of Shakespeare's lines.

Which reviewer

1. shares reviewer B's opinion regarding the production's relevance to the present day?
2. holds a different opinion from the other reviewers as to whether Mason gives insight into the character of *Hamlet*?
3. has the same view as reviewer C on the way Mason speaks?
4. has a different view from reviewer A about the director's ideas for the production?

Text 31



You are going to read four descriptions of research being carried out by staff of a music college. For questions 1-10, choose from the extracts (A-D). The extracts may be chosen more than once. Mark your answers on the separate answer sheet.

Some current research by staff of the Department of Music

A _____

Bernice Mitchell is engaged in researching law-court records from London in the first half of the 18th century, for the light they throw on the city's professional music world of the time. While the materials are familiar to legal researchers, this is thought to be the first time that their relevance to the history of music has been recognised. One objective of the research is to provide guidance on access to the materials and on their interpretation, in the expectation that more scholars will be encouraged to investigate this fascinating resource. To date, Mitchell's research has concentrated on the opera houses, and the documents have yielded considerable new insights into numerous issues, including their management, contracts with singers, musicians and composers, their working conditions, and performance fees. Mitchell is about to broaden her research, to include a detailed comparison between the 18th- and 21st-century conditions in which opera houses flourished – or not, as the case may be.

B _____

James Rowe's project is being carried out in collaboration with London's Science Museum. Visitors are asked to participate in a series of experiments designed to yield information about the effect of music on the perception of time passing, and so far, more than 800 people have taken part. Participants listen to a piece of music, and are asked about its duration and their responses to it, including enjoyment and familiarity. They are also asked about personal details, including their musical preferences and level of musical training, if any. Preliminary findings indicate that people who enjoy the music think it lasted longer than those who dislike it. In a follow-up experiment, visitors are asked to memorise a list of random words while listening: this appears to have the effect of shortening the perceived duration of the music. Some of the findings are in line with current theories in psychology about the perception of time, while others appear to contradict them. The results of the research will be published next year.

C _____

The topic that Colin Saunderson has chosen for his current research is the creative milieu of Paris in the early 20th century, when musicians, painters, sculptors, intellectuals and many others contributed to a ferment of creativity that left its mark on all concerned. Although the topic has already been well researched, a recently discovered archive of unpublished letters is proving a mine of information on the response of the common man and woman – the concert audiences – to the immense creativity they observed. It is also adding some surprising detail on the mannerisms of several famous musicians. The research takes into account amateur music-making at that time, and the use of music in plays. Saunderson hopes the volume he is engaged in writing will provide a more nuanced view of that world than many of the existing studies. One section will quote extensively from the letters, with the extracts presented on a month-by-month basis. The intention is that this will give the reader a sense of history unfolding in front of their eyes.

D _____

Ray Hutchinson has published numerous books and articles on the physical and psychological demands of music-making, and in his latest research, he is focusing on how musicians manage the daily challenge of making ends meet, and the influence of career insecurity on their way of life. Many of those who are not on the payroll of a permanent orchestra or music college live a hand-to-mouth existence, all too often forced to supplement their meagre and sporadic income by working in ways that will allow them to take time off when the musical engagements come in; for example, Hutchinson interviewed a professional flautist whose bread-and-butter job, rather incongruously, is as a butler who can be hired by the day! Hutchinson's aim is not only to discover the survival strategies that musicians employ, but also to share tips and resources, in order to help them to maximise their professional opportunities.

Which section mentions the following?

1. some unexpected information concerning a particular musician
2. a description of the methodology used to generate data
3. the researcher's hope that future research will be carried out into the same materials
4. how some of the material in a planned book will be structured
5. a wish to assist performers
6. the use of source material not previously known
7. exploration of the business context in which performances were given in a particular period
8. the influence that artists had on one another
9. how discoveries in the field of music relate to ones in an academic discipline other than music
10. the use of materials that have previously been studied from a different perspective

Text 32



You are going to read extracts from articles in which four experts give their views on a proposed new airport for London. For questions 1-4, choose from the experts A-D. The experts may be chosen more than once. Mark your answers on the separate answer sheet.

**Proposal to build a new airport for London, possibly on an artificial island
in the estuary of the River Thames**

A Larry Jones

Air travel is increasing worldwide, and with London's existing airports operating at close to capacity, we face a stark choice: expansion or an additional airport? A significant benefit of a new-

build is that the current airports wouldn't then require new runways – which are strenuously opposed by local residents. In addition, new flight paths could avoid contributing to air and noise pollution over London. A new airport is a new opportunity, and should be designed with an eye on current and future developments in aeronautics: it could take planes with a greater capacity even than the biggest used now, which would at least reduce the impact of the expected growth in total passenger numbers. The Thames estuary is home to vast numbers of birds, which would be seriously affected by an airport. However, if it comes to a choice between birds and people, I'm afraid our own species has to come first.

B Karen Macmillan

The more idealistic among us may believe that the world's love affair with air travel is nearing its end, but I'm certainly not one of them. We can't avoid providing for the additional airport capacity likely to be required over the next 30 to 50 years, and for my money, that means a new airport in the Thames estuary. Even if construction goes ahead, however, it will only be a matter of time before expansion of the existing airports will become inevitable. At least an airport in the estuary would save Londoners from the extra pollution resulting from the alternative, as its flight paths could be largely or entirely over water. Admittedly, it is unfortunate that the Thames estuary provides habitats for many species of birds. Ways will have to be found to mitigate the effects, while enabling construction of the airport to go ahead.

C Bernie Dodd

We share this planet with innumerable other species, all of which – including ourselves – are interdependent. Our wanton disregard of our environment is harmful not only to its other inhabitants, but also to ourselves. Constructing an airport in the Thames estuary would be so destructive of wildlife that it shouldn't even be considered. Yes, some argue that it would benefit the existing airports, but better to bite the bullet and expand those we have now than wreak havoc on a hitherto unspoilt part of the country. Besides, the claim that a new airport would reduce noise and improve air quality in London simply doesn't hold water: maybe it wouldn't worsen the current situation, but that's the best we could hope for. At present, there seems to be no prospect of the air travel frenzy dying down, but let's limit the damage to areas that are already damaged.

D Isabel Smith

Is it really the case that London needs an additional airport? Technology is progressing fast, and with wide-bodied aircraft, fewer flights are needed for the same number of passengers. Besides, the advent of quieter planes will mean that runways that are currently closed at night, because of noise, will be able to operate round the clock. The existing airports will be able to handle growth in passenger numbers for years to come, without needing any new runways to be constructed. Perhaps some carriers would transfer their operations to a Thames estuary airport, and that would lead to an improvement in London's air quality, but a new airport would involve destroying the habitats of thousands of wetland birds, with – to my mind – no justification. A new airport should be ruled out.

Which expert

1. expresses a different view from Jones on whether a new airport would remove the need for additional runways at existing airports?
2. shares Smith's view about wildlife of the Thames estuary?
3. shares Smith's view about the total number of flights required in the future?
4. has a different opinion from the others about the effects a new airport would have on pollution in London?

Text 33



You are going to read four extracts from an article about customer service. For questions 1-10, choose from the extracts (A-D). The extracts may be chosen more than once. Mark your answers on the separate answer sheet.

The importance of good customer service

A _____

“The customer is always right” is a famous business slogan. The underlying truth behind this statement is recognising that customers are the life blood for any business. Understanding the importance of good customer service is essential for a healthy business in creating new customers, keeping loyal customers, and developing an effective referral system for future customers. Excellent customer service begins at the initial greeting, whether that’s in person, on the phone, or via email. In all of these situations, using good people skills will increase the chances of creating a positive impression. For example, saying hello with a smile to a customer who has just walked in the door will invite that person in and make them feel welcome. On the other hand, when an employee doesn’t acknowledge the client, or implies they are an inconvenience that customer immediately feels slighted, and that negative feeling doesn’t get the customer in a buying mood.

B _____

If the employee gives good customer service on the phone, the initial greeting will be courteous. This makes the client feel comfortable. In turn, the customer will appreciate the pleasant greeting and usually be more agreeable on the other end of the phone. This is a much better situation for the client than leaving messages on answering machines, never getting any returned phone calls, or trying to extract some product information from an uncaring employee. Of course, good customer service goes beyond the initial contact. Answering customers’ questions and helping them choose the right product or service that best fits their needs is a great example of going the extra mile. This kind of service establishes goodwill, and will eventually lead to loyal customers. Even if that person doesn’t purchase anything at that time, the good shopping experience will encourage repeat business.

C _____

Think about how you’ve been treated whenever you’ve been the customer. If you’ve ever had a bad experience with a company, you know that it’s not easy to forget the encounter. Perhaps a shop assistant was too busy stocking shelves to help you pay for your items. Maybe there wasn’t anyone around to answer your questions or help you with some additional information. You might have had to deal with an employee who won’t help you because of some company rule. In any of these instances, the managers or the owner of the store usually aren’t made aware of the poor customer service. Instead, the people that do hear about it are many of the customer’s family and friends. Word travels very fast when it comes to communicating negative experiences to the world. Especially with any internet business transactions, product reviews are quite common. Whether it’s positive or negative feedback about a product or service, people write without inhibition about their shopping experiences.

D _____

When dealing with clients, sometimes there are situations that need to be resolved. If the customer is upset about a product or service they’ve received from the company, the first thing an employee should do is to listen. By taking the time to hear the entire complaint through, the customer feels that you care. Occasionally, the issue is actually not related to your company at all, but the initial problem is merely a catalyst for that person’s frustration about other things. Either way, attentive listening will break down that barrier and begin to build a bridge to fix the situation. Usually, discussing different options will bring about a positive outcome for both sides. The retail business is extremely competitive, and there are no guarantees of a company’s survival. Of course, other factors play a part, such as value for money, convenient opening hours, and so on, but in the long run, treating people fairly and with respect is the best recipe for success in retailing.

In which section does the writer

1. suggest that customers' comments may be more honest if not made to staff?
2. mention the effect on sales if customers believe staff are not interested in them?
3. say that presenting alternative courses of action can lead to a win-win situation?
4. point out that if assistants do more than the minimum, customers are likely to return?
5. advise staff how to respond if a customer is dissatisfied?
6. state that poor service stays in customers' minds?
7. refer to contact with customers through a range of channels?
8. give an example of customers responding to employees in the same way they are treated?
9. point out that customers' behaviour may not be explained by what has happened to them in the store?
10. mention the value of customers recommending a business to other people?

Text 34



You are going to read a magazine article about four women who are referees or umpires in different sports. For questions 1-15, choose from the women (A-D). The women may be chosen more than once.

- A Ann Handley
- B Dave Armano
- C Carol Krishner
- D Debbie Weil
- E Tristan Hussey

Why do people start writing blogs?

Read the personal stories of five bloggers

Ann Handley Like many of my school friends, I used to spend hours every day writing a diary. But while they kept them hidden under their beds, I needed an audience, interaction and feedback. One day, my teacher encouraged me to join a pen friend organization and I used to write pages of fascinating detail about my teacher, my friends, my dog ... I even invented a few personalities, the details of which were far more interesting than my own life. So when one of my colleagues explained to me what blogging was all about – the frequent postings, the feedback, the trackbacks – I felt confident that I already knew all about it. I am now a marketing specialist and my blog is a business tool. But at the same time I am reliving the joy of communicating and the thrill of the conversation.

Dave Armano A year ago I was a professional minding my own business. When I started reading blogs, I would say to myself: 'There's so much information out there – so many smart people.' I decided to start my own blog, but I had no idea what I was doing. I was basically nobody and I was trying to get people to listen to me. What was I thinking? But then I created a visual for my blog and before I knew it, I had all these other blogs linking to me – doing weird stuff like trackbacks. I had no idea what a trackback was, but I went from forty hits a day to close to a hundred overnight. It was amazing! That's when I stopped to think: if I wanted traffic, I needed to get some good content there, and that's what really worked for me.

Carol Krishner It's great to have my personal blog because I feel free and if I make mistakes I learn from the experience. I'm a lecturer and it's refreshing to be able to step outside my academic interests and into a different world. But it's interesting that when you choose topics to write about you give others hints about yourself, and people do get to know you. So it's not the thing to do if you want to remain anonymous. One of the first lessons I learnt is that the blogosphere is a genuine community. After asking a question in a blog comment about what qualities are needed

in a good blog, I soon got spot-on advice from a blogger I didn't even know. Then I had an invitation to a local face-to-face blogger meet-up, which was an amazing experience.

Debbie Weil I started my first blog exactly three years ago for a very practical reason. It was clear to me that blogs were going to become a useful tool in my future job as a journalist. I needed to know how to use this new tool, and I figured blogging myself was the quickest way to get up to speed. I learnt quickly and since then I've helped others launch their own personal blogs. The simplicity of blogging software enables to write short entries without any problems or delays. Writing a 750-word article is a daunting task, but a quick blog entry takes less than a minute. And yet the effect is so significant – I get calls from companies saying they've read my blog and would I be available to give a presentation, for a large fee.

Tristan Hussey Writing has been a struggle for me for most of my academic life. In my first high school year I had serious spelling problems all the time. At college, thanks to a spell checker and some practice, I did fine. In 2004, I was in an administrative job and feeling that I was only using a small portion of my skills. I had heard about this blogging thing and decided I should give it a go. I wrote one blog but deleted it after a couple of days. Then I realised that if I wanted a better job, I'd need to get good at this. So I started reading blogs, writing blogs – it was a daily ritual of reading and writing. And guess what, my writing was getting better, and, incredibly, I got noticed by employers. Today I work for a blog software company.

Which person

1. started writing the blog as a way of improving career prospects?
2. says they use the personal blog in professional activities?
3. warns prospective bloggers about a loss of privacy?
4. mentions having certain difficulties as a teenager?
5. made a decision to improve the quality of the blog?
6. is not concerned about making errors in the blog?
7. felt no need to learn anything new before starting to write blogs?
8. believes that blogging has improved their language skills?
9. initially lacked confidence in their ability to attract readers to the blog?
10. was surprised by the response to the blog?
11. was surprised by the response to the blog?
12. compares the ease of writing blogs to other types of writing?
13. values the fact that the blog provides a break from work?
14. remembers other people being less open about what they had written?
15. has offered other new bloggers help in starting their blogs?

Text 35



You are going to read a magazine article about four women who are referees or umpires in different sports. For questions 1-15, choose from the women (A-D). The women may be chosen more than once.

A Bentla D'Couth

B Ria Cortesio

C Dr Gill Clarke

D Grace Gavin

Bentla D'Couth football referee

When you first meet Bentla D'Couth, the first woman football referee in India, appearances can be deceptive. She is soft-spoken and appears shy and unassuming, in sharp contrast to how she is on the field, where she appears loud and aggressive. Bentla was always interested in football, but

it was only at the age of eighteen that she learnt that women's football existed. 'In my first refereeing job, I knew that I was very well aware of every detail of the game and that's why I could not go wrong. I was sure I wouldn't make a wrong decision,' she says. 'It doesn't happen now, but I guess earlier people did have that 'what would she know' attitude. But once they saw me on the field refereeing a match, they would start coming to me for tips to improve their game. I can say that I haven't had any bad experiences so far.' Bentla knows she needs to improve on her positioning, though. 'Boys play very fast, so it can be a little taxing to keep up with their pace.'

Dr Gill Clarke Olympics umpire

'Sydney was actually my third Olympics and this was a unique achievement as until then no British woman had ever umpired at three Games. It seemed a long time since my first Olympics in Barcelona in 1992, and then Atlanta in 1996.' A World and Olympic panel umpire's performance is assessed in all international matches, and they have to score a minimum 8 out of 10 every time if they want to maintain their position. 'Factors included in the assessment are such things as control, signals and cooperation with the other umpire on the pitch and fitness,' explains Clarke. She arrived in Sydney early to get over the stresses and strains of the flight, ready for the pressures of the two weeks of the Olympic hockey competition, knowing too that it would be her final tournament as she had decided to retire at what she hoped was the top. 'Increasingly, there is more at stake,' she says, 'it is big money for the players and the coaches but for umpires only personal satisfaction at a job well done.'

Ria Cortesio baseball umpire

Ria Cortesio, a native of Davenport, Iowa, is one of five women to have umpired in professional baseball. She is hoping to open doors for others to follow her. Asked what drove her as a young person to become an umpire, she referred to 'the challenge'. 'I don't think that people realise what it means to work games day in and day out at the professional level, always on the road,' she said. 'It's you against the world during the season. Asked about her interactions with fans during the game last Sunday, she said she was so focused on her work that she didn't have time to consider her surroundings. 'It really doesn't make any difference being a woman on the field – or even off the field. I do feel a great responsibility to get girls and women involved. The one group of people that I haven't had a single problem with are the players, coaches or managers. If anything, there are some that are more respectful to me than usual.'

Grace Gavin rugby referee

When Grace Gavin was accepted as a referee for the Women's Rugby World Cup, she found out via her mobile phone on her way to the airport. 'I almost bounced myself out of the taxi,' she says. Grace combines her refereeing with a full-time job. 'I strongly believe that if we referee world-class athletes, we must train like world-class athletes. This is difficult to manage when work occupies fifty to sixty hours of my week. My firm is very supportive, though. Of course, my boss was happy when I retired from playing because the black eyes that I sported some Monday mornings were not going down well with clients.' Early in her refereeing career, somebody told her that she would always be handicapped by the perception that she was not fast enough to referee men's rugby. 'I have worked constantly to defeat this perception,' she says. 'Surprisingly, many players like having me as a ref because they can hear my voice. They can pick it out and are able to respond in the heat of the match.'

Which woman

1. mentions concentrating on her job and not paying attention to anything else?
2. was appointed to do a job which she knew would be her last?
3. remembers her feeling of confidence when she started refereeing?
4. mentions one quality she has that is appreciated by male players?
- 5 gives an example of the sort of tests she has had to go through?

6. felt the need to prove to others that she was well suited to the job?
7. says people feel more positive about her refereeing after seeing her in action?
8. intends to do something so that other women can reach her position?
9. feels that the general public is unaware of the demands of her job?
10. remembers the excitement of learning about an appointment?
11. mentions her good relations with other sports professionals?
12. behaves differently when she's actually doing the job?
13. refers to the lack of financial motivation in their work?
14. admits one of her skills needs to be better to referee in men's matches?
15. recognises an employer's positive attitude towards her sporting commitments?

Text 36



You are going to read a magazine article about wild camping. For questions 1-14, choose from the people (A-D). The people may be chosen more than once.

- A Luis Gallivan**
- B Anna Cresswell**
- C Thomas Parsons**
- D Jennie Martinez**

Wild camping

Camping in the wild rather than at organised campsites is a great way of getting away from it all and getting back to nature. Four experienced wild campers tell us why.

Luis Gallivan I'm turning my back on organized sites, particularly the supersized ones. Even at the relatively quiet sites you can seldom escape the constant chattering of people in neighbouring tents, or worse still, the noise of satellite-assisted televisions from camper vans. I go wild camping, which means I can set up my tent in a field or on a mountainside without paying anyone for the privilege. Lots of 'mild campers' (that's what we call the ones who use campsites) are waking up to the fact that wild camping gives you an eco-friendly break and offers a great deal more in the way of adventure. Because it's so different from 'mild' camping, though, people need to ask themselves: 'Do I really need this?' before packing their stuff. Wild camping is the ultimate budget holiday – once you've got to wherever you're going, the only expense is feeding yourself.

Anna Cresswell My first experience of wild camping was a bit of an accident. I'd trekked with a friend to a remote spot but we each had different plans. She wanted to stay the night in a tent, whilst I was wanted to head back home before bedtime. As it happened, I was so exhausted that I ended up sharing the tiny uncomfortable tent with her. I must say the experience put me off wild camping for months, until I reminded myself that if I hadn't stayed, I'd never have witnessed that breathtaking sunset which more than made up for all the discomfort. Then there's the excitement that comes from making yourself slightly vulnerable: out in the wild with nobody watching over you. And I never have to book, if the weather's disappointing I don't go, if it turns cold I go home. This is as stress-free as holidays get. But I'm a bit fussy about taking everything I need, even if it means a heavier backpack: for example, I must have a folding chair, a thin self-inflating mattress and a pile of good books.

Thomas Parsons Perhaps the main reason why many people shy away from wild camping is our modern-day culture of 'risk aversion' – in other words, avoiding all activities that seem in any way dangerous, however unlikely it is that anything would actually go wrong. In less paranoid times, wild camping was indeed very common, but people nowadays want safe environments, especially when it comes to feeling at ease with what their kids are doing, and organised campsites are the obvious answer. I'm not keen to suggest good places to go wild camping, though, because one of

the joys of the activity comes from finding places nobody else knows about. For the beginner, I'd advise places which aren't too far from civilisation in case anything does go wrong. I learnt the hard way, weighing myself down with unnecessary home comforts and camping gadgets when apart from the usual backpacker's tent, warm sleeping bag, spare clothes and food, all you really need is a torch, lightweight cooking equipment, a map and a compass.

Jennie Martinez Camping was an integral part of my early years, and I've managed to pass on some of my enthusiasm to my own children. In striving for little luxuries like hot showers, 'mild' campers miss out on the delights of wild camping. There are very comfortable state-of-the-art tents available nowadays if you want a bit of comfort, and they don't cost that much. Once you're hooked on wild camping, nothing else will do and you get not to mind occasional problems with ants or wasps. The lack of fellow travellers makes me feel that the great views and the starlit skies have been laid on expressly for my own personal enjoyment. But camping in wild places also means having to observe a few basic rules. For instance, during a particularly dry season, it's best to avoid high fire-risk areas. I'll always remember a time when I was camping with friends and we noticed that somebody had failed to extinguish a small fire completely. We managed to put it out, but it could have been a disaster.

Which person

1. enjoys the idea of facing some risks while camping?
2. compares attitudes to wild camping now and in the past?
3. mentions the inexpensive nature of wild camping?
4. mentions the inexpensive nature of wild camping?
5. was forced by circumstances to share a camping experience?
6. is unwilling to recommend areas suitable for wild camping?
7. is pleased to have shown others how to enjoy camping?
8. accepts that parents may be concerned about their children?
9. refers to the need to travel light when wild camping?
10. explains how a negative experience made her avoid camping for a while?
11. says more people are beginning to see the attraction of wild camping?
12. describes a dangerous situation which could have been avoided?
13. says inexperienced campers should not go to remote places?
14. gives reasons for disliking organised campsites?
15. mentions being unable to do without certain comforts?

Text 37



You are going to read a magazine article about people who have taken up dangerous sports. For questions 1-15, choose from the people (A-D). The people may be chosen more than once.

- A Brenda Gordon**
- B Guy Stanton**
- C Debbie Bridge**
- D Max Wainright**

Anyone for extreme sports?

Tired of going to the gym? Why not try something you might actually enjoy? Four courageous people describe their own choices...

Brenda Gordon: flying trapeze

I wanted to do something where I was having so much fun I wouldn't even notice I was exercising at all. I decided to try out a half-day circus-skills course. It all started with a series of preparation

exercises. Then I stood facing the flying trapeze, and all of a sudden I noticed a slight fluttering in my stomach. Next I was shown the right way to grip the trapeze and how to step off the platform without hitting my back. Then, suddenly, I was being counted down from three. My heart was racing but I kept thinking I'd no doubt be able to take my body weight in my very muscular arms. Then in a moment I'd stepped off and, incredibly, I was swinging through the air. I was aware of a real feeling of regret when the instructor told me to stop. That was a year ago, and I am now a fearless trapeze flyer, though my muscles still hurt after each and every session.

Guy Stanton: ice climbing

I had my first ice-climbing lesson at an indoor climbing centre which has an enormous artificial ice cave. I turned up fully kitted-up in heavy climbing boots with sharp-toothed metal crampons, and armed with two metal ice axes, which was embarrassing as my co-trainees all expected to get their gear from the centre. The instructor ran through a demonstration. Then it was my turn. I buried the axes on the ice, kicked one boot at the wall, then the other, and started climbing.

But I had forgotten my first important lesson: don't bury your axes too deep. As my desire not to fall increased, so I hammered them deeper until they got stuck. My arms were aching and I stopped, utterly disappointed with myself. The trainer shouted some encouragement: 'You can do it, don't grip the axes so hard!' I did so and my more relaxed style meant less pressure on my arms, so I started enjoying it. I still feel frightened when I'm high up, but I know I'll feel completely at ease eventually.

Debbie Bridge: free diving

Free diving is a sport which consists of diving to great depths without an oxygen tank. I took part in a free diving course organised by a leading sub-aqua website. This is surely the best place in the world to learn this skill. My training took place in a 30-metre high and 6-metre wide cylindrical water tank. Unlike me, who had never been deeper than the swimming-pool floor, my co-trainees were all scuba divers. Our trainer was keen to prove free diving is not so risky. 'When practised correctly, it is a very safe sport,' she said. After a few lectures about safety, and suitably kitted with flippers and a diving mask, I was ready to get into the water. With a partner, we were going to attempt to descend and ascend by pulling on a rope. My partner dived first but had trouble and stopped at 5 meters. Then I dived, pulling myself downwards on the rope and reached 15 meters easily, feeling more and more at ease. This sport is not about adrenaline but about being calm.

Max Wainright: snowboarding

I'd always wanted to try snowboarding, so I went for a training day at an indoor snow slope near my home – a 170-metre-long slope, all covered by 1500 tonnes of man-made snow which is surprisingly like the real thing. Having had the pleasure of learning the basics of snowboarding several years before in the French Alps, I'd hoped that returning to the sport might be a bit like riding a bike, something you supposedly never forget.

But it seemed that most of what I'd learned had melted away just like snow. I knew I shouldn't use the techniques I'd learnt in years of surfing and skiing, and I didn't. My instructor had said they were not applicable to snowboarding at all. I started riding slowly at first, and couldn't get the balance right. It took hours before I could pick up speed and successfully perform a neat turn. But I was getting the hang of this! What a thrill to feel the cool air rushing by, what fun to crash into the snow!

Which person

1. was aware of making a mistake during training?
2. expected the first day of training to be relatively easy?
3. was confident of having the physical strength to succeed?
4. improved their performance by following some useful advice?
5. realised their co-trainees had had some experience in a related sport?
6. mentions having gained considerable confidence since starting?
7. was warned not to try to use skills acquired in other sports?
8. believes the training venue used is the best available?

9. is confident of overcoming any feelings of fear?
10. felt nervous when preparing to try out the sport for the first time?
11. mentions the feeling of joy that the sport gave?
12. was told the sport was not as dangerous as people think?
13. was more successful than somebody else in a first attempt?
14. felt disappointed when the trainer gave an order to stop?
15. felt uncomfortable with their appearance on arriving for a lesson?

Text 38



You are going to read a magazine article about people who work in the tourist industry. For questions 1-15, choose from the people (A-E). The people may be chosen more than once.

- A Claire Davies
- B Peter Gattoni
- c Maria Falcon
- D Patrick O'Connor
- E Connie Ferguson

Thinking of a career in tourism?

The tourist industry offers a range of jobs and career opportunities. So what sort of person do you need to be to work in tourism? To begin with, you need to like people and enjoy the challenge of working in a customer focused environment.

Claire Davies is twenty-one and is a receptionist in a five-star hotel. She says that what appeals to her most is the diversity of the challenges she faces every day – from dealing with phone calls in different languages to making bookings for restaurants. She first came to the hotel when she was on a year's work experience from university and now works part-time, which allows her to continue with her degree course in management. Her advice to anyone considering a career in hotels is not to be put off by the thought of low wages at the start. Having the right degree or diploma is no guarantee of promotion, but the right attitude and good communication skills will get you a long way.

But of course it's not just about hotels. **Peter Gattoni** is a chef in an Italian restaurant that attracts what is called the 'gourmet tourist', whose holiday is never complete without the opportunity to try out the latest dishes. Peter went straight into employment after school, but that's not something he'd recommend. 'Had I taken a full-time college course as my parents wanted, I would have made faster progress. There's a shortage of first-class chefs, so many companies are now advertising good salaries, including profit-related pay, to chefs with the right qualifications and experience, though these advantages are more likely to come from the big-name restaurants and hotel chains.' And what about a job as a tour guide? If you enjoy communicating with large groups of people, as **Maria Falcon** does, it's a great job. Maria accompanies groups of holidaymakers on package tours. She knows she plays a central role in ensuring that people enjoy their holiday by providing them with practical support and information throughout the trip.

'It is important to allow people to do what they want, while at the same time making sure everybody is back on the minibus by the agreed time. And you must know the history of places you visit really well. Years back, I was embarrassed when a holidaymaker spotted some incorrect details in a commentary I was giving. Since then I've managed to attend regular local history classes to make sure it doesn't happen again.'

If the work of a tour guide seems a bit tame, **Patrick O'Connor** says that the job of adventure travel guide certainly offers excitement. Patrick leads trips to exotic locations around the globe, and he's quick to remind us that you need experience in a range of adventurous disciplines. 'People

on these holidays are doing potentially dangerous activities, such as kayaking or diving. It's crucial to be able to exercise good judgment in difficult situations and be resourceful when dealing with the emergencies that are bound to arise. Once, I forgot to give somebody a life jacket and it could've been serious. This is a relatively new career, so educational institutions are only just beginning to offer programmes and qualifications.'

If you're thinking of becoming a travel agent, **Connie Ferguson** says you may want to give this career choice a little more thought. The job outlook isn't good right now because of the Internet. It's become much easier for people to make their own travel arrangements, though many people still need the advice of a travel professional.' Unlike other tourist jobs, you're based in an office, but you may get the opportunity to visit some destinations to evaluate the facilities on offer. Connie started by working as a reservations clerk in the travel agency, but the manager soon realised she had the skills to become a travel agent. 'Clients are well-informed and expect expert advice. I'm hoping to be able to start my own online travel business soon.'

Tourism offers something for everyone, with varying degrees of responsibility. The nature of the job varies from working on a ski slope to developing marketing strategies to preparing gourmet meals. But for all tourism jobs you need to be adaptable, enjoy problem-solving and think on your feet.

Which person

1. refers to a lack of outstanding professionals in one area of work?
2. needs to provide clients with a balance between freedom and control?
3. regrets a decision made years ago?
4. mentions the need to take the right decisions under pressure?
5. says people shouldn't feel discouraged if they don't earn much at first?
6. gained promotion after impressing a senior colleague?
7. says larger companies are able to offer better conditions to workers?
8. believes that qualifications alone won't get you promotion?
9. remembers making a mistake whilst doing the job?
10. remembers making a mistake whilst doing the job?
11. has been able to combine work with further study?
12. has been able to combine work with further study?
13. looks forward to developing a new career?
14. says there are likely to be more opportunities for training in the future?
15. warns about the decreasing opportunities for jobs in one area?

Text 39



You are going to read a magazine article about bookshop managers. For questions 1-15, choose from the people (A-D). The people may be chosen more than once.

- A Mandy Stocks
- B Andrew Welson
- C Jane Harvard
- D James Darry

The bestsellers

*Do you buy books on the internet or in bookshops?
Dan Branson visits four successful bookshop managers...*

Mandy Stocks: Saville Books

This shop is small and beautiful and it does not stock bestsellers, preferring to promote less well-known young authors. The children's section demonstrates the difference in philosophy between this and most other shops. 'We carry a vast range of books that reflect reality,' says Mandy. The vast majority of bookshops don't show children the world the way it is.' You could question the

need to have CDs, tapes and so many other products in a bookshop, but Mandy says her bookshop would be incomplete without them. This shop is also an information centre,' she says. There are some much bigger bookshops in the area, but Mandy says buyers from the area are loyal and realise that her shop offers them a better service. Earlier this month, Saville Books was named Bookseller of the Year in recognition of the effort and imagination that Mandy has put into the shop. Mandy would like to enlarge the shop. 'It'll be hard to find somebody willing to invest money in it,' she says.

Andrew Welson: Lonestar Bookshop

Andrew is a very experienced bookseller. He ran a second-hand bookshop for several years until the need to increase his income made him apply for a position as manager of Lonestar. There is a huge disparity in quality among large bookshops,' he says. The best are very good, but others aren't, because the people who are at the face of helping the customer don't feel they are valued and the managers tend not to have a history of bookselling. You need to be passionate about the things you are selling.' The shop is modern and stylish.

'We only have a certain amount of space and what we are trying to do is stock the kind of books that our customers – mostly university students and young professionals – come to this shop for. But I also stock the popular books everyone's talking about, like *The Da Vinci Code*, for example.' Andrew gives a lot of attention to making his shop window eye-catching and interesting. 'It is incredibly important,' he says.

Jane Harvard: Brunswick Bookshop

Jane opened the Brunswick Bookshop last November, and it's the sort of place that captivates you as you go through the door. She says she is doing 'fantastically', though she admits she does not know how fantastically because her accountant has not finished calculating her profits. Jane has been in bookselling at three different shops, for fifteen years, and last year she decided to take the plunge and set up on her own. She was planning to open a shop in a fashionable part of the city, but then discovered a less well-off market area. 'The moment I saw it I knew it was right because it's a community street.

I came and sat in the cafés and listened to conversations to see what kind of people lived here. They were well educated but didn't necessarily have much money.' Everything in her shop Jane wants to read herself. 'Obviously you don't have time to read them all, but I've got a pretty good idea of what's in most of them,' she says.

James Darry: Darry Books

Darry Books is light, airy, modern and welcoming. It's got a strong children's section, a coffee bar, and also a space upstairs for author talks and presentations of new books. James is a former school head and left his job to start the bookshop. Why did he do it? 'I was having a conversation with a colleague one day, about what we could have done instead of teaching, and I said I would have had a bookshop. I realized I wanted a change. A year later I opened this shop, but it hasn't been easy. The competition from larger chains of bookshops is horrendous, so I offer lots of discounts, but not on a good-quality book that might be bought as a gift.' James has four full-time employees. 'We treat bookselling as a proper career and the staff are motivated, interested and well paid. Nowadays, you can buy any book on websites, the book trade is changing fast and we have to change with it, by offering customers that special personal touch.

Which bookshop manager

1. mentions a way of adapting to survive in the age of the Internet?
2. believes the shop has another function apart from the selling of books?
3. is unsure about the amount of money the bookshop makes?
4. believes customers are attracted by the way the books are displayed?
5. changed their mind about the chosen location of the bookshop?

6. is prepared to reduce the price of some books?
7. is doubtful about being able to obtain the funds needed to expand?
8. spent some time finding out information before opening the shop?
9. is critical of the customer service offered by some bookshops?
10. explains why a previous job was given up?
11. is proud of the shop's stock of books for the very young?
12. mentions a link between customers' occupations and their choice of books?
13. has some knowledge about the contents of all the books on sale?
14. is able to organize cultural events on the premises?
15. mentions the fact that local people prefer the shop to larger ones?

TASK 4

Reading for detailed understanding of the text Gap filling (6 gaps to fill with parts of the sentences)

Exam Tips:

1. Read the heading to understand what the text is about.
2. Skim the base text for general understanding and don't pay attention to the missing parts.
3. Look through the sentence fragment with gap 1. Identify the grammatical function of the gapped fragment.
4. Read carefully the sentences before and after the part you have to insert.
5. The sentences have to be logically connected and grammatically correct. Pay attention to the word order, linking words and words with contrast ideas.
6. Make sure that two extra choices do not match any of the gaps neither logically nor grammatically.

Text 1



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

FANTASTIC FLAGS

An introduction to vexillology (the study of flags)

A national flag isn't just fabric (1) _____. It is a nation's most widely recognized symbol. It is a representation of a nation's character, (2) _____.

The way history influences a flag can be clearly seen in the US flag: fifty stars represent the fifty states, and thirteen red and white horizontal stripes symbolize the first states ever to join the union. Also known as the *Stars and Stripes* or the *Star-Spangled Banner*, (3) _____, the flag has been a source of pride throughout American history.

While flags come in a variety of colours, their shape rarely varies. The only non-rectangular flag is that of Nepal, (4) _____, and the flag of Switzerland which is square. The most common colour is red, which appears on 75 % of all flags, and represents bravery. It is closely followed in popularity by white, (5) _____. Blue, which symbolizes freedom and justice, is present on 50 % of the world's flags.

For this reason, many flags can appear similar to each other. Both the flag of the Republic of Ireland and the Ivory Coast have the same colours, but in reverse order. The flags of Chad and Romania seem identical at first glance. Indeed, (6) _____ – and it takes a keen eye to notice that the Romanian flag has a slightly lighter blue.

- A inspired by its history, culture and people
- B which symbolizes innocence and is found on 70 % of flags worldwide
- C describing the history of the country
- D after which the national anthem was named
- E hanging from a flagpole
- F it is quite famous
- G both have vertical stripes of blue, yellow and red
- H which consists of two triangles or pennants stuck together

Text 2



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

WHAT MAKES AN OLYMPIC CHAMPION?

Perhaps the most important factor involved in becoming an elite athlete is genetics. Most Olympic competitors are equipped with certain physical characteristics (1) _____. Take an elite athlete's muscles, for example. In most human skeletal muscles (the ones that make your body move), there are fast-twitch fibers and slow-twitch fibers. Fast-twitch fibers help us move quickly. Olympic weightlifters, for example, have a large number of fast-twitch fibers in their muscles – many more than the average person. These allow them to lift hundreds of kilos from the ground and over their heads in seconds. Surprisingly, a large, muscular body is not the main requirement (2) _____. It is more important to have a large number of fast-twitch fibers in the muscles.

The legs of an elite marathon runner, on the other hand, might contain up to 90 per cent slow-twitch muscle fibers. These generate energy efficiently and enable an athlete (3) _____. When we exercise long or hard, it's common to experience tiredness, muscle pain, and difficulty breathing. These feelings are caused (4) _____ and can't remove it quickly enough. Athletes with many slow-twitch muscle fibers seem to be able to clear the lactate from their muscles faster as they move. Thus, the average runner might start (5) _____. A trained Olympic athlete, however, might not feel pain until much later in the competition.

For some Olympic competitors, size is important. Most male champion swimmers are 180 cm (six feet) or taller, (6) _____. For both male and female gymnasts, though, a smaller size and body weight mean they can move with greater ease, and are less likely to suffer damage when landing on the floor from a height of up to 4.5 meters (15 feet).

- A when the muscles produce high amounts of lactate
- B that differentiate them from the average person
- C to control fatigue and keep moving for a longer period of time
- D giving him a chance to become the best
- E when we overeat
- F to feel discomfort halfway into a race
- G allowing them to reach longer and swim faster
- H to do well in this sport

Text 3



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

THE ENIGMA OF BEAUTY

The search for beauty spans centuries and continents. Paintings of Egyptians dating back over 4,000 years show both men and women (1) _____. On the other side of the globe, the ancient Maya of Central America considered crossed eyes beautiful, and hung little balls between children's eyes (2) _____. In 18-th century France, wealthy noblemen wore large wigs of long, white hair to make themselves attractive. In cultures throughout the world, people have gone to extreme lengths (3) _____.

Today, people continue to devote a lot of time and money to their appearance. According to a recent report by the Nielsen Company, (4) _____, "one out of three consumers globally say they are spending more money today on beauty and health care products ... than ever before." Worldwide, sales of makeup, dieting, hair- and skin-care products, as well as (5) _____, generate billions of dollars every year.

And there is at least one good reason for the desire to be attractive: beauty is power. Studies suggest (6) _____, get called on more often in class, and are perceived as friendlier.

- A to achieve the goal of beauty
- B a global information and marketing corporation
- C gym memberships and cosmetic surgery
- D earning a high income
- E painting their nails and wearing makeup
- F that good-looking people make more money
- G to develop this look
- H that they have medical operations to improve their appearance

Text 4



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

SKIN: THE BODY'S CANVAS

If you took off your skin and laid it flat, it would cover an area of about 1.9 square meters (21 square feet), (1) _____. Covering almost the entire body, skin protects us from a variety of external forces, such as extremes of temperature, damaging sunlight, harmful chemicals, and dangerous infections. Skin is also packed with nerves, (2) _____.

The health of our skin and its ability (3) _____ are crucial to our well-being. However, the appearance of our skin is equally – if not more – important to many people on this planet.

Take skin colour, for example. Your genes determine your skin's colour, but for centuries, humans have tried (4) _____ in an attempt to be more attractive. In the 1800s, white skin was desirable for many Europeans. Skin this colour meant that its owner was a member of the upper class and did not have to work in the sun. Among darker-skinned people in some parts of the world, products (5) _____ are still popular today. In other cultures during the 20th century, as cities grew and work moved indoors, attitudes toward light skin shifted in the opposite direction. Tanned skin began to indicate leisure time and health. In many places today, sun tanning on the beach or in a salon remains popular, even though (6) _____.

- A which have been produced in Europe
- B wearing tattoos to mark their status
- C to perform its protective functions
- D which keeps the brain in touch with the outside world
- E to lighten or darken their skin
- F people are more aware of the dangers of UV rays
- G making it by far the body's largest organ
- H used to lighten skin

Text 5



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The cheetah, an expert hunter, sits silently atop a hill and scans the herds of feeding animals (1) _____. Finding a target, it moves quietly through the grass until it is close enough (2) _____ – perhaps an antelope or a wildebeest.

The cheetah is perfectly built for the kill. Its colouring allows it to disappear into the landscape (3) _____. And its speed over a short distance, the fastest in the animal world, allows it to chase its target. Once the prey is killed, the cheetah drags the carcass to a safe place, even (4) _____.

However, the cheetah is also a highly endangered animal. (5) _____, game wardens are working to enforce the anti-poaching laws that should protect them. Also, conservation groups are providing incentives to local farmers (6) _____. It will be a sad day if this beautiful animal disappears from our planet.

- A pulling it up into a tree to stop other predators from stealing it
- B looking for the perfect prey
- C making hunting legal
- D to know it can get its reward
- E to protect cheetahs that come on their land
- F trying to eat them at once
- G to avoid being seen
- H to reverse the fall in cheetah numbers

Text 6



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

PREDICTING EARTHQUAKES

Never before have so many people packed into cities – places such as Los Angeles, Istanbul, Tokyo, and Lima – that are regularly affected by earthquakes. (1) _____, these cities face the risk of death and economic disaster from large quakes – and from the tsunamis, fires, and other destruction they often cause.

We understand earthquakes better (2) _____. Now, scientists would like to predict them, but is this possible? Today, some of the simplest questions about earthquakes are still difficult to answer: Why do they start? What makes them stop? Perhaps the most important question scientists need to answer is this: Are there clear patterns in earthquakes, or are they basically random and impossible to predict?

In Japan, government scientists say they have an answer to the question. “We believe that earthquake prediction is possible,” says Koshun Yamaoka, a scientist at the Earthquake Research Institute at the University of Tokyo. Earthquakes follow a pattern; they have observable signs, Yamaoka believes. In fact, Japan has already predicted (3) _____: Tokai, a region along the Pacific coast about 161 kilometers (100 miles) southwest of Tokyo. Here, two plate boundaries have generated huge earthquakes every 100 to 150 years. But the section along Tokai hasn’t had a major quake since 1854. The theory is that strain is building up in this region, and that it’s time for this zone (4) _____. Unfortunately, this is more a forecast than a prediction. It’s one thing to say that an earthquake (5) _____. It’s another to predict exactly (6) _____.

- A being densely populated
- B where its next great earthquake will be
- C why the earthquake will start
- D located near the edge of Earth’s huge, shifting plates
- E than we did a century ago
- F to reduce its stress
- G where and when the quake will occur
- H is likely to happen in a high risk area

Text 7



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

CAVES AND MONSTERS

Most of the inner part of Iceland is uninhabited and accessible only by truck or other vehicle. Nevertheless, there is a range of outdoor activities (1) _____, particularly along the coasts: “Iceland is an adventure,” said Sol Squire, (2) _____. “We have Europe’s biggest glaciers, active volcanoes, cave explorations, and skiing.”

One of Iceland’s most popular attractions is caving. Exploring Iceland’s unusual lava caves, (3) _____, requires only basic caving knowledge and equipment. Ice caves, however, are more challenging and (4) _____. The best-known ice caves are in Vatnajökull – a vast layer of ice which, at 8,000 square kilometres (3,000 square miles), is Iceland’s – and Europe’s – largest glacier. It also happens to be situated just above an active volcano!

If exploring caves and glaciers doesn’t interest you, (5) _____, to check out the huge rock formations that were once believed to be monsters (6) _____. These are a dramatic part of the scenery on one of Iceland’s most impressive black-sand beaches.

- A whose Icelandic company organizes adventure trips around the country
- B to go climbing in summer
- C turned into stone
- D require special clothes and hiking tools
- E inspired by nature
- F most of which formed more than 10,000 years ago
- G head south, just outside the town of Vik
- H to enjoy elsewhere in the country

Text 8



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

A PLACE FOR HEALTH AND HEALING?

In Wales, about 400 kilometres (250 miles) west of Stonehenge, archaeologists have another theory about why the monument was built and (1) _____. In this region of Wales are the Preseli Mountains. Archaeologists have traced the origin of Stonehenge’s oldest stones (often referred to as “bluestones” because of their appearance when wet) to this site.

One question that has puzzled archaeologists for years is (2) _____ – which weighed up to 3,600 kilos (four tons) – and use them to build Stonehenge? Some archaeologists believe that early people saw the Preseli hills, with their giant blue stones, as a holy place. There is also a local belief, (3) _____, that the waters coming from the Preseli Mountains can cure illness. It is possible that the motive for moving these stones the great distance to Salisbury Plain was (4) _____.

How exactly the stones were transported without the use of wheels – remains a mystery. Perhaps they were pulled by teams of men and animals, or moved on giant rollers of wood. However it was done, (5) _____ was a remarkable achievement for the time.

Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and (6) _____, they have left us forever with one of history’s great puzzles to solve.

- A which is still common today
- B what it was used for
- C attract visitors to the place
- D to create a centre for health and healing
- E because its creators wrote no texts to explain it
- F why did ancient Britons transport these huge stones
- G transporting such enormous stones
- H when did they use it

Text 9



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

REMEMBRANCE AND HONOR

Memorial Day, originally called Decoration Day, is observed on the last Monday in May. Memorial Day is a day of remembrance for (1) _____ defending the United States.

Waterloo, N.Y. was officially declared the birthplace of Memorial Day. However it's difficult to confirm the exact origins of the day. Most people agree that it is not important where or when it first started. What is important is (2) _____. On Memorial Day, the President or Vice President (3) _____ on the Tomb of the Unknown Soldier at Arlington Cemetery in Washington, D.C. Veterans Day was originally called Armistice Day. It is observed either on November 11th or on the fourth Monday of October. Veterans Day honours the men and women (4) _____. On November 11, 1918, a treaty was signed bringing World War I to an end. November 11, 1919 was set aside as Armistice Day in the United States, to remember the sacrifices (5) _____. In 1954 the holiday was changed to Veterans Day and declared a National holiday.

American Veterans have established support groups such as the American Legion and Veterans of Foreign Wars. These groups sell paper poppies made by disabled veterans (6) _____. The poppy is a bright red flower that became a symbol of World War I after a bloody battle took place in a field of poppies in Belgium.

- A to raise funds for their charitable activities
- B gives a speech and lays a wreath
- C those who were buried at Arlington Cemetery
- D who served during wars with the U.S. armed forces
- E who remembered the Veterans Day
- F that Memorial Day was established
- G that men and women made during World War I
- H those who were killed in war

Text 10



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Alexander Graham Bell invented the telephone in 1876 – right? Well, actually, a German schoolteacher managed to do it fifteen years before Bell, (1) _____.

In 1860 Philip Reis rigged up what (2) _____.

This instrument was built from an improbable assortment of items: a violin, a knitting needle, an ear carved in wood, even a piece of sausage. "I succeeded in inventing an apparatus by which... one can reproduce sounds of all kinds at any desired distance... I named the instrument [the] 'telephone.'

It worked – but poorly. So Reis kept tinkering with it. He hooked up a wire between his workshop and the school, which convinced his students that he was using the telephone to eavesdrop on them. (3) _____ and his models became more and more sophisticated.

Eventually Reis sent some improved models of his telephone to scientists around the world. They could transmit music fairly well, (4) _____. "Single words were perceptible indistinctly," said one listener. Nobody seemed very impressed.

Most scientists at the time regarded the Reis telephone as little more than a toy. Crushed, (5) _____, and died of tuberculosis in 1874. Two years later, Alexander Graham Bell filed the patent that earned him the glory and (6) _____.

- A but speech came out garbled at best
- B he worked on his telephone for several years
- C financial rewards of telephone invention
- D he tried to build a better telegraph
- E but he didn't have very good PR
- F it was of no importance in a business light
- G he described as an "artificial ear"
- H he abandoned work on it

Text 11



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

What if you went to sleep and woke up ten days later? It happened to millions of people in Europe in October of 1582, (1) _____.

It all had to do with problems in the calendar instituted 1,628 years before by Julius Caesar. That was just the tiniest bit off, and so (2) _____, for sixteen hundred years. The spring equinox had drifted from March to winter. Things were a mess.

Pope Gregory III took matters in hand. He appointed a committee of calendar experts to examine the problem, and (3) _____. The pope accepted their recommendations and issued a papal bill mandating the changes.

But to get things back on schedule, ten days had to be slashed. So on October 4, 1582, much of Western Europe went to sleep and woke up the next morning on October 15. Reaction was mixed. (4) _____, who they thought was trying to steal days from their lives. On the other hand, peasants living in isolated rural villages barely noticed at all.

(5) _____, creating massive confusion. But eventually everyone let go of the missing days and adopted (6) _____.

- A the citizens of Frankfurt, Germany, rioted against the pope
- B the new calendar wasn't adopted for 170 years
- C they suggested a more scientifically correct model
- D some countries didn't accept the change for years
- E the world lost eleven minutes per year
- F the Gregorian Calendar we still use today
- G the Gregorian Calendar is off one day every 3000 years
- H and some of them were quite upset about it

Text 12



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Olympic rings, (1) _____, are five interlaced rings of blue, yellow, black, green, and red on a white background. The flag was designed by Baron Pierre de Coubertin in 1913. The Olympic rings represent five continents (Africa, the Americas, Asia, Australia, and Europe) and are interlaced to (2) _____. At least one of the five colours is found in the flag of every nation in the world.

The first Olympic flag, which was approximately 10 feet by 6.5 feet, was made at the Bon Marche store in Paris, France, and flew over the Olympic stadium during the 1920 games in Antwerp, Belgium. The Olympic motto “*Citius, Altius, Fortius*” was also on the flag, Latin for “faster, higher, stronger.” The flag was made of satin and (3) _____. Because it first flew at the Antwerp Olympics, it was called “the Antwerp flag.”

This original flag was flown at every Olympics from 1920 to 1984. After 64 years of use, (4) _____ and a new flag made of Korean silk was presented by Korea. It was first flown in the 1988 Olympic Games.

If you look closely at the Olympic flag, you’ll see how (5) _____ so that none can be removed. It’s significant that (6) _____ meet at the Olympic Games, where they are joined together in a common event.

- A the flag started showing signs of wear
- B the official emblem of the Olympic Games
- C a symbol of unity around the world
- D the five rings are interlaced
- E athletes and spectators from all over the world
- F demonstrate the power of the countries
- G represent the union of these continents
- H the rings and motto were embroidered

Text 13



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

PROM AND HOMECOMING

“Prom” is the name for a special dance held at the end of the high school academic year. Traditionally the prom is a special night for the junior and senior classes. Younger guests may go to the prom only (1) _____. Prom is a memorable and important night for most high school students. Some feel that it is the most romantic night of their lives and the highlight of their senior year!

Shopping for the prom dress (2) _____. Both girls and boys wear formal. Sometimes there is a prom theme and couples dress according to the theme. The prom festivities generally include dinner and a dance. The prom is often held at the school; (3) _____ or – more unusual venues such as a cruise boat to host prom night. A prom king and queen are announced and crowned during the night. Traditionally the prom queen and king are chosen by their fellow students. Campaigns are

held in the weeks before the prom and cast votes for (4) _____. The king and the queen are crowned and dance together to celebrate their election.

Homecoming is another annual academic tradition that happens in high 11 and colleges. Homecoming is largely associated with football. People, towns, high schools and colleges come together, usually in late September or October, (5) _____. The activities consist of a football game played on the school's football field, activities for students and alumni, (6) _____, and the coronation of a homecoming queen and king, similar to the prom queen and king.

- A to celebrate the romantic event
- B however, some schools rent ballrooms
- C to welcome back alumni
- D can be an event of its own
- E a parade featuring the school's marching band
- F who they want to be king and queen
- G who they invite to the prom
- H if their date is a junior or a senior

Text 14



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

PARENTS APPRECIATION DAY

On the second Sunday in May, Americans of all ages treat their mothers to something special. It is the one day out of the year when children, young and old, express (1) _____.

Celebrating Mother's Day is a tradition that came from England and became an official holiday in the United States in 1915. On Mother's Day morning some American children follow the tradition of (2) _____. Other children will give their mothers gifts which they have made themselves or bought in stores. Adults give their mothers red carnations, (3) _____. If their mothers are deceased they may bring white carnations to their grave sites. This is the busiest day of the year for American restaurants. On her special day, family members (4) _____.

The United States is one of the few countries in the world that has an official day on which (5) _____. On the third Sunday in June, fathers all across the United States are given presents, treated to dinner or otherwise made to feel special.

The origin of Father's Day is not clear. Some say that it began with a church service in West Virginia in 1908. Others say the first Father's Day ceremony was held in Vancouver, Washington. In 1916, President Woodrow Wilson approved of this idea, but it was not until 1924 when President Calvin Coolidge (6) _____. Since then, fathers have been honoured and recognized by their families throughout the country on the third Sunday in June.

- A establishing the relations between fathers and children
- B how much they appreciate their mothers
- C do not want Mom to cook dinner
- D serving their mothers breakfast in bed
- E the official Mother's Day flower
- F how often they help mothers
- G made it a national event
- H fathers are honoured by their children

Text 15



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

SOUL FOOD

Soul food is a term associated with food created by African-Americans of the Southern United States. In the mid-1960s, “soul” was a familiar adjective (1) _____.

African-Americans working as slaves would make the most of what ingredients they had at hand. The fresh vegetables they had used in Africa were replaced by the throwaway foods from the plantation house. Their vegetables were the tops of turnips and beets and dandelions. They were cooking with greens they had never tasted before: collards, kale, cress, mustard and pokeweed. African-American slaves developed recipes that (2) _____, beef tongue or tail, tripe and skin. Cooks added onions and garden herbs such as garlic, thyme, and bay leaf to enhance the flavours.

The slave diet began to change when slaves started working in the plantation houses as cooks. They had access to a wider variety of food and (3) _____ with the families they were cooking for. Fried chicken began to appear on the tables; sweet potatoes accompanied the white potato. Local foods like apples, peaches and berries (4) _____.

Nothing was ever wasted in the African-American kitchen. Bread pudding was created out of stale bread, and each part of the pig had its own special dish. Even the liquid from the boiled vegetables (5) _____. The slaves’ cuisine became known as “good times” food. The evening meal was a time for families to come together after long days and hours of hard work. Songs and stories were shared and (6) _____.

Soul food originated in the South, but this cooking tradition has since spread all throughout the United States. Today, soul food restaurants exist in nearly every African-American community in the U.S.

- A started to share their favourite meals
- B spent much time on cooking
- C dinnertime became a meal for both body and soul
- D were carefully washed and served
- E was made into gravy or turned into a drink
- F used to describe African-American culture
- G were transformed into delicious puddings and pies
- H used discarded meat, such as pigs’ feet and ears

Text 16



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

New York City is the birthplace of Broadway, which began in the early 1900s and soon became the cultural centre of New York. The theatre district fascinated large groups of middle-class people in search of music, excitement, and romance. The best seats in the house cost only \$2.00. The relationship between audience and actors was lively and high-spirited. Audiences became caught up in the plays, (1) _____.

Broadway reached its prime during the 1920s. Lawrence Langner, organizer of the Theatre Guild, helped Broadway become a performing arts centre (2) _____.

After the stock-market crash of 1929 and the Great Depression, Broadway plunged. The number of productions declined and (3) _____. Ironically, this became a creative period. Many of Broadway theatres now included dramas of social protest, (4) _____.

Broadway began to compare with television and movies during the 1940s. Most theatres on Broadway were turned into film houses. By this time, television was becoming a competitor. Television was providing the public with free entertainment.

Modern day Broadway is alive and well and Broadway theatre is considered the most prestigious form of professional theatre in the United States, (5) _____. Some ticket booths sell same-day tickets for many Broadway shows at half price. This service helps sell seats that would otherwise go empty, and (6) _____. Many theatres also offer special student rates, same-day “rush” tickets, or standing-room tickets to help ensure that their theatres are full.

- A using the slogan “Theatre as a Weapon”
- B makes seeing a show in New York more affordable
- C talking to the actors, clapping and cheering
- D giving a start to many stars
- E put many theatre people out of work
- F that influenced the theatre of the world
- G getting more and more famous
- H as well as the most well-known to the general public

Text 17



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

When is trade really fair?

Do you ever pause to wonder, before you purchase a new T-shirt or a pair of jeans, about the people who harvested the cotton – their working conditions and rate of pay? An increasing number of people around the world are questioning such issues (1) _____. Consequently, the clothing industry is beginning to take note, with manufacturers producing and shops selling a wide range of fair-trade items.

So, how exactly can we define fair trade? Essentially, ‘fair trade’ is the label given to products when the producers have received a price that is adequate to (2) _____ for themselves and their families. Moreover, it is expected that their working conditions meet a high standard of health and safety regulations. However, all too often, under normal trade conditions, companies that form the link between the producers and the consumers (3) _____. The producers are left with an income they can scarcely survive on and have to put up with unsatisfactory working conditions.

Initially, fair-trade clothing was only available (4) _____ and websites. Now, an expanding range of fair-trade items can be routinely found (5) _____. Fair-trade clothes have become more fashionable, too. Companies like People Tree produce high-fashion items aimed at 16-24-year-olds. 80 % of their products use 100 % organic and fair-trade cotton, and are handmade (6) _____. The aim is to create clothes for teenagers that were produced fairly, but look amazing at the same time.

- A feed, clothe and provide healthcare
- B including bananas, cotton, sugar and tea
- C from selected independent shops
- D by fair-trade groups in India and Nepal
- E before deciding to spend their money
- F take all the profits for themselves
- G and purchased on the high street
- H and investment in community projects

Text 18



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Tomoko Sawada

Tomoko Sawada is the Robert De Niro of Japanese photography. Just as (1)_____ his role in Raging Bull, Sawada put on five kilograms before starting her 2001 self-portrait series based on formal photos used in traditional Japanese match-making. Then each week she visited a photo booth dressed as a different woman.

Adopting a low-calorie diet, Sawada gradually dropped her weight over the course of the project, which (2) _____. ‘The easiest way to change other people’s impression of you is to change your body type,’ she says. The result is a delightfully startling series in which Sawada, 26, appears as thirty different people, from a pig-tailed, docile girl in a green kimono to a stylish modern woman in a black trouser suit.

‘Even though you are the same person, other people’s opinion of you changes, (3) _____ and I wanted to ask why,’ she says. A chubby girl, Sawada had long felt unattractive and inferior to her thinner friends. She hit a turning point when she started masquerading as different women for an art-school assignment to make self-portraits.

Over three months in 1998 and 1999, she went back a few hundred times to a photo booth outside a subway station in Kobe, where she lives. In this way, she assembled passport photos of herself (4) _____. ‘I may have been trying to prove that what’s on the surface doesn’t matter and what’s inside counts,’ says Sawada.

She also did a series in which she imitated girls known as *kogyaru*, who dress up in short skirts and platform shoes, with dark make-up and blonde hair. ‘Everybody criticized them as a group for looking strange, but ignored what each of them (5) _____,’ she says. ‘In this society, young women are treated as if their only reason for being is their youthful looks, and that fades very quickly.’

In her current series, ‘Costume’, Sawada looks at what people’s jobs, (6) _____, say about their place in society. So far she’s disguised herself as ten different women, including a nun in a habit, a receptionist in a pink uniform and a policewoman.

- A not wishing to lose her identity
- B might be thinking under the surface
- C symbolized by their uniforms
- D based solely on how you look
- E dressed up as 400 different people
- F accepting people for who they are
- G lasted twenty weeks or so
- H he gained weight to prepare for

Text 19



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Trip of a Lifetime

Can you imagine leaving your home, friends and school for 18 months to travel the world with your family? This is exactly what Jack Clarke did in July 2005, (1) _____ he set off from his home in London with his parents and brothers George, twelve, Nick, seven, and his sister Molly, nine.

Instead of flying between locations, they drove in a specially converted coach (2) _____. Jack's father had designed and built the interior of the coach, which included six beds at its rear, and four desks at the front where the children could study. The desks were hooked up to an Internet connection so that the children could access an online learning programme (3) _____.

During their trip they travelled through Europe and down the east coast of Africa to South Africa. (4) _____. They drove up through the Americas and Canada, took a boat to Australia and then headed home via Thailand and India.

Jack said, 'It was the most amazing experience. We had all made a list of the places we wanted to see, (5) _____ – if we really liked somewhere, we stayed there longer. Some people were concerned about our education, but our parents taught us themselves and they incorporated our travel experiences into lessons. So dealing with foreign money was part of maths, we learned lots of foreign languages and you couldn't have better history and geography lessons than actually seeing these places first-hand.'

The hardest part of the trip, he continued 'was not being able to see our friends for 18 months, (6) _____ to visit us in different places. Two or three friends took us up on that offer, which was brilliant.'

- A wherever they were
- B when we were able to
- C when at the age of sixteen
- D whatever they felt like doing
- E but we had invited them to come
- F which was their home for the entire trip
- G where they took a boat to South America
- H but we didn't have a completely fixed plan

Text 20



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

DNA : the blueprint

DNA was discovered in 1869 by Swiss biologist Friedrich Miescher, while he was investigating what the nucleus in human cells contains. Miescher found that the cells contained mostly protein, as expected, but also another substance (1) _____. This mysterious substance later became known as nucleic acid.

In 1933 Belgian chemist Jean Brachet found that DNA was present inside cells. After many years of research, he also realized that DNA (2) _____ from generation to generation. Scientists then realized that within our DNA there must be thousands of genes which carry information for every human characteristic. Together, these are like a complete instruction manual giving a detailed plan of (3) _____. The challenge now was to work out the structure of the DNA molecule in order to understand how it does its job.

In the 1940s, scientists began to use a technique involving X-rays (4) _____. English scientist Rosalind Franklin carried out this type of experiment on DNA molecules until she produced a clear pattern of dots on photographic film. This provided the clues needed about the structure of DNA for molecular biologists James Watson and Francis Crick. Using Franklin's photograph they were able to build a model of DNA in their laboratory in 1953. They realized (5) _____, which can be described as a spiral staircase.

The understanding of how DNA works has had a big impact on our lives today, and has led to many different scientific applications. For example, understanding that everyone has a unique

DNA code has been crucial in criminal investigations and also in proving (6) _____. In medicine, gene therapy is a technique in which healthy DNA is introduced into a patient's cells to treat a genetic disease. In agriculture, similar techniques are used to alter the genetic information in plants in order to make them stronger and faster growing.

- A that the structure is a double helix
- B whether two people are related or not
- C how to build a life form
- D whose work was key to solving the mystery
- E in order to understand the structure of molecules
- F which he couldn't identify
- G is responsible for carrying genetic code
- H what the term DNA stands for

Text 21



Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Off the Streets and into Life

Centrepoint is a British charity that helps young people who have found themselves, for one reason or another, living rough or in unsuitable or dangerous accommodation. They help by (1) _____ for up to two years, irrespective of why they ended up on the streets.

Since 1969, Centrepoint has helped 72,000 young homeless people. Although a place to stay is important. (2) _____, homeless children will become homeless adults. Additional support services include a skills and employment team. Specialists within these teams help get young people back into education, training or employment. Living rough can also have a real impact on mental health. So Centrepoint helps these youngsters (3) _____ and provides information on personal hygiene.

Centrepoint has contact with around 1.300 young people every year. Their circumstances differ. Some are homeless because of a breakdown in family relationships. But, (4) _____, the charity aims to provide each person the individual help they need most.

One of the young people at Centrepoint, John, was only 15 years old when he first arrived. He had been sleeping on park benches and in old buildings. Since his arrival, Centrepoint has helped to build John's confidence and nurture his abilities, and he now hopes to go to university. Looking through other life stories on the charity's website, it is clear that confidence and education are key words for the young people (5) _____.

The biggest challenge for many people being helped by Centrepoint is the next step: (6) _____ into the real world. Centrepoint has an after-care service which provides support when looking for accommodation and help with financial concerns, such as paying a deposit on a flat or paying the first monthly bills.

- A who pass through Centrepoint's care
- B trying to influence government policy
- C moving on from the security of the hostels
- D without educational opportunities
- E become involved with criminal gangs
- F providing safe rooms for young people
- G get the medical or psychological help they need
- H whatever the circumstances

PART 2. USE OF ENGLISH

TASK 5

Use of English (Vocabulary)

Exam Tips:

1. Read the heading of the text first, and then read the whole of the gapped text to get a general idea of what it is about.
2. Read the sentence with a gap and try to work out its meaning.
3. Guess the meaning of the gapped words from the context.
4. Check the words before and after the gap. Some words can only be used certain prepositions, and some words are parts of set phrases or phrasal words.
5. Look through the choices to decide which best suits the lexical and grammatical context.
6. In this type of the test you should know the exact meaning of the word or its collocations.

Text 1



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A Hectic Time

Dear Trevor,

I know it's been ages since I wrote to you but I've been very busy (1) we decided to move into the country. The house in the village is not quite read (2) but as you can imagine (3) the last few weeks we've had to chase up builders and plumbers and we've (4) got a long way to go.

It's been such a long time since we (5) work on it I've almost forgotten how long it's been exactly. We must have started it about seven years (6) and we've (7) spent a small fortune on it. We are (8) living in our rather cramped flat where you (9) us a few years ago but it (10) to get unbearable and we (11) to moving out. We are still (12) around from morning (13) night and it's been particularly hectic (14) the last week. Anyway, (15) all this was going on Karen fell and sprained her ankle which was the last thing we needed!

1	A every time	B ever since	C while	D before
2	A still	B already	C yet	D soon
3	A for	B as	C while	D since
4	A yet	B already	C nearly	D still
5	A have started	B start	C did start	D started
6	A before	B ago	C previous	D since
7	A still	B not	C already	D yet
8	A already	B still	C yet	D longer
9	A were visiting	B have visited	C had been visited	D visited
10	A begun	B is beginning	C begins	D begin
11	A have looked forward	B looked forward	C will look forward	D are looking forward
12	A rush	B rushed	C rushing	D be rushed
13	A and	B into	C till	D through
14	A during	B from	C in	D while
15	A in	B during	C while	D for

Text 2



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Mystery of the Marie Celeste

We spotted the Marie Celeste drifting in mid-Atlantic on December 5, 1872. Since the ship looked damaged, the captain said the three of us (1) board her at once (2) investigate and (3) him back any information we could get hold of. We (4) climb on board without too much difficulty but we couldn't see any sign of life anywhere. The crew of the Marie Celeste (5) have abandoned ship (6) the ship's small lifeboat was missing. Some navigational equipment which a ship of that kind (7) had on board was also missing. The crew (8) had much time to abandon ship because they had not (9) with them many of their personal possessions. Luckily, we (10) to find the ship's log which helped us a great deal in our (11) The last time the captain of the Marie Celeste had (12) an entry in the ship's log was November 21. Something extraordinary must have taken (13) between this date and December 5. The captain of the ship, Benjamin Briggs, had extensive (14) of the high seas so what had made him (15) the decision to abandon ship in the middle of nowhere?

1	A have	B had to	C could	D ought
2	A in order that	B so that	C in order to	D for to
3	A take	B get	C carry	D bring
4	A couldn't	B managed	C unable	D were able to
5	A can't	B must	C hadn't	D could
6	A since	B on account of	C as a result of	D owing to
7	A shouldn't	B should have	C shouldn't have	D should be
8	A ought not have	B must not	C couldn't have	D would have
9	A taken	B fetched	C brought	D had
10	A could	B able	C knew	D managed
11	A information	B solution	C suggestion	D investigation
12	A took	B passed	C wrote	D made
13	A part	B care	C place	D control
14	A qualification	B education	C experience	D travel
15	A bring	B choose	C have	D take

Text 3



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Big Day

Since candidates may think about examiners, they are not in fact (1) monsters, dripping red ink instead of blood, but ordinary people who will do their best to pass candidates as (2) as candidates follow certain basic rules of the game. Many candidates are (3) in the First Certificate not because their English is (4) but because they are (5) about the requirements of the examination. Before you (6) for the examination, make sure you know what is expected of you; you are (7) to do well unless you answer all the questions set, and don't include (8) material. Don't start writing as (9) as you get the paper – think first, write (10)! If part of an answer is incorrect, you (11) cross

it out and write the preferred answer neatly above it, If your handwriting (12) illegible, it will be difficult for the examiner to give you credit for it, (13) it is right or (14) You will also lose marks if your essay is written in an (15) style for the type of writing and intended audience.

1	A insensible	B unsensible	C unsensitive	D insensitive
2	A much	B far	C long	D soon
3	A unhappy	B inaccurate	C incorrect	D unsuccessful
4	A inadequate	B misguided	C illegible	D misunderstood
5	A ill-informed	B informed	C dissinformed	D mal-informed
6	A will sit	B would sit	C have sat	D sit
7	A improbably	B impossible	C unlikely	D unlucky
8	A irrelevant	B illiterate	C indirect	D illogical
9	A quickly	B immediately	C fast	D soon
10	A after	B afterwards	C later	D slower
11	A will	B would	C should	D have
12	A was	B were	C be	D is
13	A however	B whenever	C whether	D if
14	A no	B none	C false	D not
15	A inappropriate	B misappropriate	C inappropriate	D disappropriate

Text 4



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Bad news

The mass media nowadays are our main source of information about what's happening in the world and the impression one (1) from them about human (2) is pretty depressing. My blood (3) rises every time I switch the television on. Apart from gossip about (4) personalities, the picture they paint of human (5) is that they are violent and bloodthirsty. They just report crimes, violations of human rights and the way we are destroying our natural (6) They rarely report (7) in science or medicine; it's a bleak picture. Last night, there was a report about a mass (8) from a prison in Chicago during which five prison guards (9) dead as the prisoners were (10) their getaway. Then there was the story of someone who (11) gunned down by police when he went berserk and massacred ten innocent (12) in a shopping centre somewhere again – in the United States. I see now where Hollywood (13) Get their ideas from. They just turn on the news and they've got themselves a (14) scenario. It seems to me that news (15) have become a form of entertainment.

1	A takes	B collects	C gets	D draws
2	A nature	B character	C species	D persons
3	A level	B impression	C pressure	D temperature
4	A film affairs	B film business	C show star	D show business
5	A beings	B characters	C personalities	D people
6	A wealth	B springs	C materials	D resources
7	A breakaways	B break-ins	C break-ups	D breakthroughs
8	A break-in	B break-out	C breakthrough	D break-up
9	A have been shot	B have shot	C were shooting	D were shot
10	A taking	B making	C trying	D escaping
11	A had	B has been	C got	D was got

12	A by-passers	B passers-by	C pedestrians	D onlookers
13	A screenplayers	B scriptplayers	C scenewriters	D screenwriters
14	A ready-made	B take-away	C give-away	D high-class
15	A bulletins	B broadcasters	C forecasts	D reporters

Text 5



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

E-mail or snail mail?

Modern technology has brought about enormous improvements in communications and yet many people are still very worried (1) using the latest computer technology. I am often (2) to meet colleagues who still don't know what the 'e' in e-mail stands for and they are too (3) to ask. They assume you have to be skilled (4) computers to send a message via e-mail but in fact it is (5) thing in the world. It is also (6) to send an e-mail message (7) to send an ordinary letter or a 'snail' message which also takes (8) longer. An e-mail message is only (9) more expensive than a local telephone call to send; on top of the call itself you also have to pay a fee to your 'server'. If you send a letter by (10) mail it will take a couple of days to get there whereas an e-mail will not take (11) than a few seconds. Once you become (12) to using the system you will be (13) at how much more (14) it is than other means of communication. Of course, before you have access to e-mail, you will need a fairly (15) computer, which can be quite expensive.

1	A for	B about	C at	D with as
2	A surprising	B irritating	C surprised	D irritated
3	A embarrassing	B embarrassed	C tired	D tiring
4	A about	B into	C to	D in
5	A simplest	B the more simple	C simpler	D the simplest
6	A cheaper	B more cheaper	C cheapest	D the cheaper
7	A as	B than	C that	D from
8	A much	B more	C as	D lot
9	A little	B slightly	C less	D least
10	A second-hand	B low-paid	C part-time	D first-class
11	A more long	B longest	C as long	D longer
12	A capable	B accustomed	C clever	D good
13	A amazed	B puzzled	C experienced	D pleased
14	A confident	B certain	C efficient	D skilful
15	A for	B great	C powerful	D large

Text 6



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Night Visitor

She put the key in the keyhole as quietly as she could but she found it (1) as the door was old and rusty. As she (2) opened the door, it squeaked (3) on its old hinges, 'I wish they'd oil the thing a bit more (4),,' she muttered to herself (5) he closed the door (6) behind her and then tiptoed (7) across the room. Unfortunately, this time it was the floorboards that betrayed her as they creaked (8) with

every step she took. It had been so (9) since the old house had been built – it had (10) been about two hundred years before and for all Helen knew they had (11) replaced the original floorboards. Helen’s heart began to beat (12) It was one o’clock. Helen’s parents must have gone to bed (13) This was most unusual. Rarely (14) to bed before she got home. No sooner had she put her foot on the first stair (15) she heard a muffled voice call out, ‘Who’s there? Is that you, Helen?’

1	A hardly	B easy	C hard	D easily
2	A slowly	B loudly	C careful	D noisy
3	A lightly	B noisily	C softly	D gently
4	A frequent	B oftener	C sooner	D frequently
5	A with angry	B angry	C angrily	D from anger
6	A shyly	B efficiently	C carefully	D fast
7	A softly	B gentle	C finely	D shortly
8	A aloud	B loud	C loudly	D allowed
9	A along	B long time	C long	D a long time
10	A probably	B certainly	C definitely	D may not
11	A rarely	B scarcely	C never	D occasionally
12	A fastly	B more faster	C more fast	D faster
13	A early	B more earlier	C the earliest	D more early
14	A they went	B they did go	C they have gone	D did they go
15	A then	B than	C that	D there

Text 7



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

On your bike!

If you are getting fed up wasting time looking for parking space, my (1) you is to consider the bicycle as an alternative (2) of transport. Cycling is probably the cheapest and healthiest way of getting (3) our congested city centres (4) it is convenient and environmentally desirable, it can be an unattractive (5) on a cold wintry morning. It is much easier to (6) onto a nice warm bus or jump into your car, (7) the sight of cyclists as they weave their way in and out of the traffic may fill you with (8) as you sit waiting in yet (9) traffic jam. In spite of the (10) that worsening pollution is getting many people (11), causing more and more health problems and (12) it is fashionable to express one’s (13) of the environmentally safe bicycle, it is hard to (14) the danger cyclists face in sharing the road with cars (15) cycling is not as risky as it looks at first sight, there are more and more accidents involving cyclists.

1	A advice	B warning	C plan	D solution
2	A method	B way	C means	D instrument
3	A on	B through	C over	D about
4	A Despite	B In spite	C Although	D Even as
5	A choice	B advice	C propose	D transport
6	A enter	B be	C travel	D get
7	A even	B however	C though	D and
8	A approval	B envy	C angry	D criticism
9	A other	B more	C another	D longer
10	A truth	B reality	C fact	D event
11	A round	B down	C over	D together

12	A while	B despite	C as	D in spite of
13	A favour	B agreement	C belief	D approval
14	A refuse	B criticise	C deny	D think
15	A Even though	B However	C Whereas	D Although

Text 8



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The lost art of old masters

The three blank spaces on the wall of the Frankfurt Schirn Gallery are probably more photographed than the old paintings which (1) there until last Thursday. That was the day when thieves (2) two paintings by JMW Turner, which were (3) loan from London's Tate Gallery. In fact, as theft increases, empty walls are (4) an increasingly familiar (5) in Europe's galleries. The thieves are usually (6) of professional gangs who study the layout of their target in (7) beforehand. They are becoming better at overcoming the tightest security. The thieves of Frankfurt waited (8) the gallery closed at 10 pm, overpowered the security guard before he could (9) on the alarm system and (10) with the paintings to a waiting car. The pictures are (11) at £37.7 million and, since they are (12) famous to sell, police suspect that the thieves will hold them to ransom. A £62,800 reward is being (13) for information. Unfortunately European Union policy has made it easier for thieves to (14) borders and harder for police to follow them. To discourage thieves, galleries may have to turn themselves (15) high security fortresses.

1	A hung	B stayed	C held	D fixed
2	A robbed	B stole	C burgled	D borrowed
3	A for	B at	C in	D on
4	A getting	B becoming	C having	D growing
5	A sight	B scene	C site	D look
6	A guests	B members	C partners	D owners
7	A fact	B addition	C detail	D general
8	A for	B while	C before	D until
9	A turn	B go	C rely	D set
10	A escaped	B parted	C got	D hid
11	A measured	B charged	C valued	D appreciated
12	A too	B enough	C very	D quite
13	A stated	B offered	C held	D taken
14	A swap	B alter	C change	D cross
15	A for	B towards	C into	D over

Text 9



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Eccentric or mad?

Traditionally, the British have always been very fond of their eccentrics. Even today, British eccentrics are considered to be the strangest, (1) to American psychologist David Weeks. (2) the Leopard Man, for example. He lives alone in a cave on the Isle of Skye. He is

tattooed from (3) to toe with leopard spots, and (4) a living selling seafood. But is this bizarre (5) a type of mental illness? It has long been believed that creativity and insanity are (6) In the last 30 years or so, psychologists have tried to find evidence to (7) this belief. One study found that creative people have a lot (8) common with eccentrics and also that they are more (9) to suffer from extreme depression, which is often associated with mental illness. But during David Weeks' detailed (10) into the personalities of eccentrics, he found that they are (11) the happiest and healthiest of people. Not (12) do they visit their doctors much less often than the (13) of us, but they are also usually (14) in several things at one time, so they always have a (15) in life.

1	A concerning	B considering	C responding	D according
2	A Take	B See	C Watch	D Look
3	A head	B hair	C height	D peak
4	A creates	B makes	C gets	D has
5	A action	B treatment	C behaviour	D acting
6	A joined	B connected	C same	D attached
7	A support	B hold	C give	D bear
8	A on	B from	C in	D of
9	A likely	B probable	C possibly	D available
10	A search	B research	C check	D look
11	A among	B between	C by	D apart
12	A only	B just	C simply	D purely
13	A other	B most	C others	D rest
14	A interesting	B involving	C interested	D invested
15	A goal	B reason	C score	D want

Text 10



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

“Diamonds are Forever”

It has been common practice in recent years for a man to buy his fiancée a diamond to (1) their engagement. Diamond rings have been bought by the aristocracy since the (2) of the century, but until the 1950's they were considered an expensive and (3) accessory for a working-class wedding. (4) it was around this time that De Beers, the biggest producers of diamonds in the world, decided that they needed to (5) their market. As a (6) they launched an advertising campaign which was (7) at couples with a slightly smaller budget. It was one of the most successful campaigns in the company's (8) For this campaign, the advertisers wanted to sell the idea that, (9) diamonds are an expensive luxury, they are also the (10) of everlasting love. Thus a diamond engagement ring was supposed to signify the husband's lifelong (11) to his wife. The idea was expressed in the (12) which was first conceived by De Beers' advertisers: “Diamonds are Forever”. This (13) to be highly profitable because the public bought the idea and (14) bought diamond rings by the thousands. De Beers, who now have almost total (15) over diamond production worldwide, have never looked back.

1	A prove	B notice	C show	D mark
2	A beginning	B first	C origin	D front
3	A unwanted	B unnecessary	C invaluable	D needless

4	A Although	B However	C While	D When
5	A stretch	B grow	C continue	D extend
6	A fact	B result	C conclusion	D reaction
7	A aimed	B pointed	C guided	D led
8	A history	B past	C story	D tale
9	A even	B but	C although	D nevertheless
10	A post	B signal	C fact	D symbol
11	A devotion	B trust	C relationship	D faith
12	A word	B phrase	C part	D remark
13	A turned	B proved	C ended	D confirmed
14	A after	B though	C consequently	D following
15	A force	B check	C control	D strength

Text 11



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Diaries

A diary is a daily record of events, thoughts and feelings (1) either for the writer's own personal satisfaction or for (2) use. Most diarists (3) expect nor necessarily want anyone else to read what they have written, so, on the (4) only they and perhaps their relatives and (5) friends ever see their writings. On the other hand, some people do write with the (6) of informing and entertaining the public, although often diaries are only (7) and published after the author's death. One example of a diarist who never expected his diary to be (8) by the public was Samuel Pepys, who lived in the 17th century. His diary is the most impressive (9) the English language, recording some of the greatest (10) in English history, yet it is also the story of a (11) lovable man's life. Another example is that of Anne Frank, a young Jewish girl who was in (12) from the Nazis in Amsterdam (13) the Second World War. It is a unique and moving (14) of her unbearable life and the courage she needed to (15) it.

1	A possessed	B held	C kept	D stocked
2	A later	B latter	C late	D then
3	A not	B either	C none	D neither
4	A all	B general	C whole	D everything
5	A narrow	B close	C near	D tight
6	A reason	B fact	C intention	D function
7	A explored	B excavated	C discovered	D invented
8	A seen	B revealed	C shown	D exhibited
9	A to	B for	C of	D in
10	A stories	B facts	C events	D happenings
11	A most	B much	C many	D more
12	A save	B hiding	C search	D rescue
13	A through	B during	C over	D for
14	A file	B report	C account	D collection
15	A pass	B outlive	C suffer	D tolerate

Text 12



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Leisure Activities

According to a magazine article I read recently, we (1)..... live in an age of increasing leisure. Not only are more and more people reaching (2)..... age with their taste for enjoyment and even adventure relatively (3)..... but the working week is becoming shorter and the opportunities for (4)..... are becoming greater and greater all the time. Not to mention the fact that people (5)..... to spend less time travelling to work or may even be working from home. What I can't understand, however, is who these people are. As far as I can (6)..... the whole thing is another one of (7)..... journalistic fictions. I admit that there are a lot of retired people (8)....., but I am not sure that all of them are dashing about learning hang-gliding or sailing single-handed (9)..... the world. My own parents seem to (10) most of their time gazing at the television. And as for the shorter working week, I wish someone (11) remind my company about it. I seem to be working longer and longer hours (12)..... the time. The little leisure time I have is eaten into by sitting in traffic jams or waiting for trains to (13)..... up at rain-swept platforms. I haven't noticed any dramatic improvements in my (14)..... either, but perhaps I just have to wait until I get my (15)..... .

1	A presently	B at the moment	C now	D at this time
2	A retirement	B their	C later	D third
3	A present	B survived	C free	D intact
4	A this	B longer	C leisure	D people
5	A use	B tend	C have	D demand
6	A concern	B imagine	C expect	D tell
7	A the	B those	C these	D some
8	A in our days	B in these times	C nowadays	D now and again
9	A round	B over	C through	D into
10	A have	B use	C the	D spend
11	A would	B to	C had	D might
12	A at	B for	C take	D all
13	A keep	B line	C show	D set
14	A cost a living	B lifestyle	C lifeline	D livelihood
15	A pension	B retirement	C insurance	D salary

Text 13



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Travel and Movement

In most capital cities, which were built (1)..... before the heyday of the private car, there is rarely enough (2)..... for moving traffic, and certainly not enough for parked (3)..... . Buses move slowly because of the volume of (4).....thus encouraging more commuters to abandon public (5)..... . Banning traffic from some areas may help, but such a (6).....may not actually diminish the number of cars coming into the city. What has happened in effect is that the (7)..... of the private car have become the number one priority, and the older functions of the city centre as meeting (8)..... and focus for social life have been lost. The new city cannot (9)..... without a series of ring roads. Giant car parks are its new palaces and cathedrals.

During the working hours of the day, there is the constant (10).....of traffic, but at night the centre is almost empty, apart from a few homeless in doorways. Most people have (11).....back to the suburbs, and very few of those who live in the centre have cars, for often there is nowhere to park them. The old city, with its narrow streets, may still retain a lively (12).....but that may be because it exists as an island, where no cars are (13)..... Unless the local authorities have not yet plucked up the courage to (14)..... most traffic from the streets, in which case the city centre is (15)..... by day, and a gigantic car park by night.

1	A far	B long	C much	D even
2	A area	B roads	C space	D speed
3	A vehicles	B pedestrians	C drivers	D areas
4	A this	B noise	C congestion	D traffic
5	A means	B transport	C order	D restrictions
6	A area	B issue	C solution	D way
7	A numbers	B needs	C car parks	D uses
8	A people	B others	C place	D this
9	A build	B survive	C plan	D construct
10	A din	B amount	C parking	D filling
11	A parked	B left	C commuted	D got
12	A activity	B role	C air	D population
13	A going	B permitted	C banned	D entering
14	A leave	B direct	C ban	D regulate
15	A surrounded	B sparse	C congested	D deserted

Text 14



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

News Events

Reports that the government is about to (1)..... the go ahead to plans for the building of a new runway at London's Gatwick airport have angered (2)..... residents and raised (3)..... of increased noise and exhaust pollution. The (4)..... flights and will (5)..... the compulsory purchase of farmland, as well as the demolition of a number of private homes. (6)..... to sources close to the Ministry of Transport, the government is known to be (7)..... by the increasing volume of traffic at London Heathrow, where there are no plans for further runways in the foreseeable (8)..... Gatwick is widely regarded (9)..... a better prospect for expansion than London's third airport, Stansted, which still suffers from poor transport links. A spokesperson for the Keep Gatwick Quiet association, (10)..... up of local people, accused the government of going back (11)..... promises made before the General Election. "We were told then that the airport authority had no intention of building another runway, and we believe that the government has a duty to (12)..... by its pledges. (13)..... Figures in the government are also believed to be concerned at the news, although the Prime Minister, interviewed last night, is (14)..... as saying that reports were 'misleading'. However, he would not give an (15)..... that plans for building a runway had definitely been rejected.

1	A have	B make	C give	D perform
2	A airline	B local	C particular	D with
3	A money	B views	C percentages	D fears
4	A controversial	B debatable	C notorious	D undecided

5	A involve	B request	C assume	D need
6	A Next	B Up	C According	D Used
7	A pleased	B concerned	C divided	D important
8	A years	B events	C time	D future
9	A and	B for	C because	D as
10	A made	B woken	C taken	D formed
11	A from	B to	C on	D with
12	A perform	B act	C vote	D stand
13	A Protuberant	B Prominent	C Prevalent	D Petulant
14	A known	B believed	C quoted	D written
15	A estimate	B objection	C assurance	D inquiry

Text 15



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Places

When I first arrived here to take up my new job, I stayed in a hotel, but I soon started looking for some permanent (1)..... The first flat I (2)..... over was in (3)....., and was obviously extremely damp in winter. Quite apart from the fact that the only (4)..... was of a brick wall. Then I had a look at a small flat in a modern(5)..... . It had a (6)..... Space and a garden, but the (7)..... was far too high for me. I didn't want to (8)..... up in a tiny place, so I answered an ad for house-sharing. The house was in a quiet (9)....., and as soon as I saw it I fell in love with it. There was a high overgrown (10)..... Around the front garden, and (11)..... to park cars in the drive. The room to (12)..... looked out (13)..... the back garden, and had a big bay window. Although it meant (14) ... the kitchen and living room, I did have my own bathroom, really just a shower and washbasin (15)..... into what must have once been a cupboard.

1	A home	B accommodation	C house	D landlords
2	A passed	B viewed	C came	D looked
3	A an attic	B a basement	C a cave	D a bedsit
4	A view	B entrance	C distance	D bathroom
5	A tower	B department	C block	D square
6	A living	B breathing	C working	D parking
7	A lift	B roof	C area	D rent
8	A end	B live	C shut	D pay
9	A surroundings	B neighbourhood	C context	D premises
10	A fence	B bush	C hedge	D lawn
11	A room	B permission	C areas	D place
12	A let	B myself	C pay	D luckily
13	A in	B over	C at	D for
14	A without	B in	C sharing	D having
15	A poured	B crowded	C cluttered	D crammed

Text 16



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Media and Advertising

After more than fifty years of television, it might seem only obvious to conclude that it is here to (1)..... There have been many objections to it or during this time, of course, and (2)..... a variety of grounds. Did it cause eye-strain? Was the (3)..... bombarding us with radioactivity? Did the advertisements (4)..... subliminal messages, persuading us to buy more or vote Republican? Did children turn to violence through watching it, either because so (5)..... programmes taught them how to shoot, rob, and kill, or because they had to do something to counteract the hours they had (6)..... glued to the tiny screen? Or did it simply create a vast passive (7)....., drugged by glamorous serials and inane situation (8).....? On the other hand did it increase anxiety by sensationalising the news (or the news which was (9)..... by suitable pictures) and filling our living rooms with war, famine and political unrest? (10)..... in all, television proved to be the all-purpose scapegoat for the second half of the century, (11)..... for everything, but above all, eagerly watched. For no (12)..... how much we despised it, feared it, were bored by it, or felt that it took us away from the old paradise of family conversation and hobbies (13)..... as collecting stamps, we never turned it off. We (14)..... staring at the screen, aware that our own tiny (15)..... was in it if we looked carefully.

1	A long	B stay	C exist	D be
2	A with	B over	C by	D on
3	A screen	B danger	C machine	D reason
4	A contain	B of	C take	D having
5	A that	B far	C many	D what
6	A almost	B spent	C quite	D madly
7	A programme	B personality	C audience	D tense
8	A comedies	B programmes	C perhaps	D consequently
9	A taken	B presented	C capable	D accompanied
10	A Taken	B All	C Somewhat	D Thus
11	A broadcasting	B looking	C blamed	D ready
12	A one	B matter	C difference	D reason
13	A known	B even	C described	D such
14	A refused	B received	C turned	D kept
15	A fault	B reflection	C situation	D consciousness

Text 17



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Natural World

Whenever we read about the natural world nowadays, it is generally to be (1)..... dire predictions about its imminent destruction. Some scientists go so (2)..... as to assert that from now on, the world can no longer be called 'natural', insofar as future processes of weather, (3)..... and all the interactions of plant and animal life will no longer carry on in their time-honoured way, unaffected by (4)..... There will never be such a thing as 'natural weather' again, say such writers, only weather (5)..... by global warming. It is hard to know whether to

believe such (6)..... of doom, possibly because what they are saying seems too terrible to be (7)..... . There are other equally influential scientists who argue that climate, for example, has changed many times over the (8)....., and that what we are experiencing now may simply be part of an endless cycle of change, rather than a disaster on a global (9)..... . One cannot help wondering whether these attempts to wish the problem away (10)..... underline the extent to which western industrialised countries are to blame for upsetting the world's (11)..... . It is not our fault, they seem to be saying, because everything is all right, really! One certain (12)..... which is chilling in its implications, is that there is no longer anywhere on the earth's (13)....., whether in the depths of the oceans or in the polar wastes, which is not (14)..... by polluted air or (15)..... with empty cans and bottles. Now we are having to come to terms with understanding just what that means, and it is far from easy.

1	A made	B given	C told	D granted
2	A much	B often	C really	D far
3	A change	B atmosphere	C climate	D even
4	A beings	B man	C people	D humans
5	A built	B manufactured	C affected	D organised
6	A prophets	B champions	C warriors	D giants
7	A stopped	B true	C guessed	D here
8	A top	B again	C centuries	D world
9	A sense	B form	C scale	D existence
10	A simply	B to	C that	D or
11	A future	B ecology	C balance	D population
12	A fact	B must	C fault	D and
13	A planet	B atmosphere	C anywhere	D surface
14	A full	B stained	C breathing	D only
15	A even	B recycled	C littered	D bothered

Text 18



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Education and Work

Have you ever asked yourself what you are working for? If you have ever had the time to (1)..... this taboo question, or put it to others in moments of weakness or confidentiality, you (2)..... well have heard some or all of the (3)..... . It's the money of course, some say with a smile, as if explaining something to a small child. Or it's the satisfaction of a(n) (4)..... well done, the sense of achievement behind the clinching of an important (5)..... . I worked as a bus conductor once, and I can't say I (6).....the same as I staggered along the swaying gangway trying to (7)..... out tickets without falling over into someone's lap. It's the company of other people perhaps, but if that is the (8)....., what about farmers? Is it the conversation in the farmyard that keeps them captivated by the job? Work is power and a sense of status say those (9)..... have either attained these elusive goals, or feel aggrieved that nobody has yet recognised their leadership (10)..... . Or we can blame it all on someone else, the family or the taxman. I suspect, and I say this under my (11)....., that most of us work rather as MrMicawber lived, hoping for something to (12)..... up. We'll win the pools, and tell the boss what we really think. We'll scrape together the (13)..... and open that little shop we always dreamed of, or go (14)..... the world, or spend more time in the garden. One day we'll get that (15)..... we deserve, but until then at least we have something to do. And we are so busy doing it that we won't have time to wonder why.

1	A propose	B meditate	C consider	D launch
2	A might	B can	C will	D should
3	A below	B rest	C following	D latter
4	A work	B job	C task	D effort
5	A deal	B position	C job	D engagement
6	A enjoyed	B wished	C hoped	D felt
7	A make	B turn	C issue	D give
8	A one	B case	C question	D former
9	A people	B must	C who	D to
10	A qualities	B status	C property	D requirements
11	A oath	B suspicion	C breath	D pressure
12	A move	B turn	C ease	D end
13	A resources	B opportunities	C rest	D money
14	A round	B over	C into	D to
15	A ambition	B station	C vocation	D promotion

Text 19



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Business and Money

Someone once described the age we live in as that of a vanishing world, one in which the familiar is constantly disappearing forever and technological change is often difficult to (1)..... with. So it should come as no surprise to most of us to hear that yet another part of everyday life is (2)..... to go for ever. Still, when I read recently that within the next decade money as we (3)..... it will probably cease to exist in technologically advanced countries, I had to read the article twice to make sure it wasn't April 1st. (4)..... to Professor Gerry Montague of the Institute for Economic Reform, the familiar (5)..... and banknotes will soon be replaced entirely by credit cards of various kinds. And the shop of the future (the 'retail outlet' as Prof. Montague puts it) will be (6)..... directly to the network of banking computers. The assistant will simply key in your bank account code number and the (7)..... you have spent, and thank you politely. You won't have to dig deep in your (8)..... for change or pretend at the pub that you have left your money at home. You may not even have a number for your (9)..... as such, as the computer may by then be able to read your handprint. So no more credit card frauds (10)..... . But I am afraid that I will (11)..... money. I have felt strongly attached to it, ever since I received my first pocket money when I was five, and kept it in a money-box. Even if my credit card of the future will be able to tell me exactly how much (12)..... power I have left in the computer files, even if it lights up and plays a happy (or sad) tune at the same time, nothing will be able to replace the sheer pleasure I gained from (13)..... the coins in my money-box. Not to (14)..... the other obvious problems which will be caused by (15)..... of real money – like how to start a football match, for example!

1	A keep	B manage	C cope	D survive
2	A about	B almost	C ready	D tending
3	A earn	B know	C use	D need
4	A Thanks	B Contrary	C According	D Accustomed
5	A banks	B coins	C change	D pence
6	A taken	B alone	C responsible	D linked
7	A money	B charge	C cost	D amount

8	A pockets	B wallet	C cheque book	D cash
9	A wealth	B savings	C account	D payment
10	A arrested	B either	C stolen	D however
11	A miss	B spend	C waste	D borrow
12	A more	B financial	C economical	D spending
13	A rattling	B withdrawing	C estimating	D throwing
14	A tell	B confront	C guess	D mention
15	A a shortage	B an expense	C an absence	D a replacement

Text 20



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

People and Relationships

If cartoons are anything to go by, then the attitude of the British towards the family, and of British men towards the (1)..... sex, has not changed much recently, despite (2)..... to shame people into admitting their prejudices. The mother-in-law, frequently of horrific (3)....., and usually either about to visit, or being somehow driven from the house, is still a favourite butt of this kind of (4)..... Marriage itself has been reduced to the skinny male, dominated by a massive female who habitually lies in (5)..... with the rolling pin behind the door for the return of her drunken (6)..... Children are rarely shown other than as screaming infants, or else as ill-favoured urchins who (7)..... all their time being objectionable or asking for money. The old are simply (8)..... as comic characters. The problem is, how do such cartoons relate to the way people truly see each other? Does a joke always (9)..... some grain of truth, however much we may dislike to admit it? (10)..... other words, is life really a series of mother-in-law jokes? Or do jokes have a life of their own, with a (11)..... of stereotypes we can recognise, (12)..... the Englishman with his umbrella and bowler hat, or the Frenchman with his striped jumper and beret? According to this (13)..... of thinking, we laugh at the stereotype, although we know really that it does not represent real life. Personally, I feel that many of these cartoon prejudices have outlived their usefulness, if they ever had (14)..... They may give us a chance to laugh at situations we know we should not be laughing at, but it seems more (15) that they strengthen our prejudices.

1	A other	B problematic	C opposite	D taboo
2	A attempts	B trying	C of	D often
3	A sight	B view	C appearance	D dress
4	A person	B type	C category	D humour
5	A bed	B wait	C the way	D the end
6	A spouse	B opposite	C colleague	D groom
7	A waste	B spend	C take	D pass
8	A seen	B such	C enough	D notorious
9	A suppose	B achieve	C imply	D contain
10	A With	B As	C From	D In
11	A one	B set	C life	D base
12	A as	B example	C like	D take
13	A way	B in spite	C approach	D subject
14	A this	B one	C any	D been
15	A so	B interesting	C over	D likely

Text 21



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Social Problems

Ask most people for their list of Top Ten fears, and you'll be sure to find (1)..... burgled fairly high on the list. An informal survey I carried out among friends at a party last week revealed that eight of them had had their homes (2)..... into more than twice, and two had been burgled five times. To put the record straight, (3)..... of my friends owns valuable paintings or a sideboard full of family silverware. Three of them are students, in fact. The most typical (4)....., it seems, involves the (5)..... of easily transportable items – the television, the video, even food from the freezer. This may have something to do with the (6)..... that the average burglar is in his (or her) late teens, and probably wouldn't know (7)..... to do with a Picasso, whereas selling a smartphone or a vacuum cleaner is a much easier (8)..... . They are perhaps not so (9)..... professional criminals, as hard-up young people who need a few pounds and some excitement. (10)..... that this makes having your house turned upside down and your favourite things stolen any easier to (11)..... . In most cases, the police have no luck (12)..... any of the stolen goods. Unless there is any definite (13)....., they are probably unable to do anything at all. And alarms or special locks don't seem to help either. The only advice my friends could (14)..... was 'Never live on the ground floor' and 'Keep two or three very fierce dogs', which reminded me of a case I read about, where the burglars' (15)..... included the family's pet poodle.

1	A been	B having	C being	D out
2	A robbed	B broken	C taken	D entered
3	A none	B some	C all	D few
4	A burglary	B item	C one	D invariably
5	A carrying	B robbing	C example	D theft
6	A information	B fact	C idea	D knowledge
7	A where	B how	C what	D whatever
8	A matter	B price	C event	D one
9	A many	B much	C that	D rarely
10	A Given	B So	C Not	D Despite
11	A believe	B accept	C do	D attempt
12	A taking	B about	C tracking	D recovering
13	A case	B burglary	C investigation	D evidence
14	A come up with	B get by with	C bring up with	D put in with
15	A takings	B profit	C loot	D receipts

Text 22



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Arts and Entertainment

Until the early part of this century there was certainly a distinction between popular music, the songs and dance (1)..... of the masses, and what we have come to call (2)..... . Up to that point, however, there were at least some points of contact (3)..... the two, and perhaps general recognition of what made a good voice, or a good song. With the development of (4)..... entertainment, popular music split away and has gradually (5)..... a stronger life of its (6)....., to the point where it has become incompatible with (7)..... classics. In some

respects, it is now dominated by the (8)..... of youth culture, so that a concert by Elton John is just as much a fashion (9)....., and other artists may be promoting dance styles, or social (10)..... For this reason, it is impossible to talk about popular music as if it were a unified art. The kind of music you like may (11)..... on what kind of person you are. Curiously, there are now classical musicians and operatic singers who have (12)..... the status of rock stars, and have been marketed in the same way. This seems to suggest that many young people enjoy classical music but do not wish to be associated with the (13)..... of those who are traditionally supposed to enjoy it. Or it may simply be that recording companies have discovered that there is an insatiable (14)..... for 'sounds', and that classical music is beginning to sound exciting to a generation (15)..... on rock but now settling into affluent middle-age.

1	A halls	B tunes	C musicians	D artists
2	A rock	B modern	C underground	D classical
3	A with	B between	C by	D of
4	A mass	B live	C recorded	D the
5	A founded	B lived	C developed	D suggested
6	A supporters	B self	C fans	D own
7	A other	B the	C some	D further
8	A promotion	B discovery	C tendency	D survival
9	A as	B however	C event	D design
10	A service	B grace	C protest	D science
11	A depend	B identify	C suppose	D be
12	A lost	B admired	C penetrated	D achieved
13	A number	B dislike	C lifestyle	D meaning
14	A desire	B sale	C interest	D outlet
15	A raised	B carrying	C dependent	D listening

Text 23



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Government and Society

Viewed from the outside at least, the Houses of Parliament give a firm impression of all those (1)..... which we are supposed to value in the British form of government. The architecture gives the place a (2)..... look, and the buildings are sandwiched between a busy square and the river, with Westminster Abbey not far away, making them a (3)..... between the country house of an eccentric duke and a Victorian railway station. You have only to learn that the (4)..... refer to each other as 'The Honourable Member for So and So' to complete the picture of a dignified gentlemen's club, with of course a few ladies to (5)..... the numbers. Sadly, over the past few years first radio, and now television, have shown the general (6)....., who are after all the electorate, what in fact goes on when bills are (7)..... and questions are asked. The first obvious fact is that the chamber is very rarely full, and there may be only a (8)..... of members present, some of (9)..... are quite clearly asleep, telling jokes to their neighbour, or engaged in shouting like badly-behaved schoolchildren. There is not enough (10)..... for them all in the chamber in any case, which is a second worrying point. Of course, television does not follow the work of (11)..... which are the small discussion groups that do most of the real work of the House. But the (12)..... impression that we as (13)..... receive of the workings of government is not a good one. To put it bluntly, parliament looks disorganised, is clearly behind the times and seems to be (14)..... with bores and comedians. This is presumably why members resisted for so long the efforts of the BBC to broadcast parliamentary (15)..... on television.

1	A views	B appearances	C identities	D features
2	A fashionable	B traditional	C close-up	D notorious
3	A mixture	B combination	C cross	D match
4	A members	B candidates	C delegates	D senators
5	A take away	B bring about	C make up	D set in
6	A situation	B public	C interest	D rule
7	A paid	B determined	C voted	D discussed
8	A handful	B majority	C few	D number
9	A these	B whom	C them	D others
10	A seats	B places	C room	D around
11	A elections	B those	C everyone	D committees
12	A overall	B visual	C positive	D striking
13	A audience	B often	C voters	D well
14	A working	B inevitably	C filled	D much
15	A matters	B committees	C speeches	D debates

Text 24



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Health and the Body

Keeping fit and staying healthy have, not surprisingly, become a growth industry. (1)apart from the amount of money spent each year on doctors' (2)..... and approved medical treatment, huge sums are now spent on health foods and (3)..... of various kinds, from vitamin pills to mineral water, not to mention health clubs and keep-fit (4)..... and videos. We are more concerned than ever, it seems, (5) the water we drink and the air we breathe, and are smoking less, though not yet drinking less alcohol. This does not appear to mean that (6)..... and sneezes have been banished, or that we can all expect to live to a hundred. To give a personal example, one of my friends, who is a keep-fit (7)....., a non-smoker and teetotaller, and who is very (8)..... about what he eats, is at present languishing in bed with a wrist in (9)..... and a badly sprained ankle. Part of his healthy (10) is to play squash every day after work, and that (11)..... for the ankle. He also cycles everywhere, and if you have ever tried to cycle through the rush-hour traffic with a sprained ankle, you will understand (12)..... he acquired the broken wrist. For (13)....., it seems, is not just a matter of a good (14) and plenty of exercise. Too much exercise can be harmful, as many joggers have discovered. Eating the right food can easily become an obsession, as can overworking, which you might have to do so as to be able to afford your (15)..... of the squash club, your mountain bike, your health food, and a few holidays in peaceful and healthy places.

1	A Poles	B Far	C Quite	D So
2	A prescriptions	B surgeries	C hospitals	D payments
3	A medications	B cures	C drugs	D remedies
4	A books	B television	C advice	D enthusiasts
5	A than	B about	C for	D hence
6	A colds	B coughs	C flu	D fevers
7	A fanatic	B follower	C fad	D person
8	A interested	B varied	C detailed	D particular
9	A crutches	B plaster	C treatment	D danger
10	A living	B lifetime	C lifestyle	D liveliness

11	A is	B caters	C depends	D accounts
12	A how	B that	C whenever	D thus
13	A fit	B this	C health	D all
14	A diet	B eating	C menu	D recipe
15	A share	B visit	C membership	D subscription

Text 25



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

World Issues

Over the past thirty years or so, the methods used for collecting money from the public to (1)..... the developing world have changed out of all recognition, along with the gravity of the problems faced, and the increasing (2)..... among the population that something must be done. At the beginning of this period, it would have been common to put (3)..... in a collecting box, perhaps on the street or at church, or to receive a small 'flag' to wear in the lapel. The 1960s saw the development of shops which sold second-hand goods, (4)..... by the public, and which also began to sell articles manufactured in the developing world in projects set up by the parent (5)....., to guarantee a fair income to local people. The next development was probably the charity 'event', in which participants were (6)..... to run, cycle, swim or what have you, and collected money from friends and relatives according to how far or long they managed to keep going. The first hint of what was to become the most successful means of (7)..... money was the charity record, where the artists donated their time and talent, and the (8)..... from sales went to a good cause. This was perhaps a reflection of the fact that young people felt (9)..... concerned about the obvious differences between (10)..... in Europe and the United States, and that in most of Africa and Asia, and this concern was reflected in songs, besides being clearly shown on television. The problems were becoming hard to (11)....., but a feeling of frustration was building up. Why was so little being done? The huge success of Band Aid, and subsequent televised concerts, reflected the (12)..... of the media, and of music in particular, but also differed in style from other events. People phoned up in their thousands on the day and (13)..... money by quoting their credit card numbers. After all, if you have enough money to buy CDs, you can (14)..... something for the world's (15)..... children.

1	A finance	B aid	C pay	D loan
2	A habit	B wish	C clamour	D awareness
3	A this	B money	C them	D funds
4	A donated	B freed	C offered	D awarded
5	A government	B concerned	C charity	D company
6	A sponsored	B invited	C required	D used
7	A borrowing	B such	C further	D raising
8	A change	B means	C proceeds	D rest
9	A it	B increasingly	C less	D this
10	A being	B life	C them	D lifestyles
11	A avoid	B understand	C define	D implement
12	A mass	B ability	C style	D power
13	A loaned	B handed in	C pledged	D raised
14	A waste	B add	C deposit	D afford
15	A famine	B underdeveloped	C starving	D own

Text 26



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Thinking and feeling

Interpreting the feelings of other people is not always easy, as we all know, and we (1)..... as much on what they seem to be telling us, as on the (2)..... words they say. Facial (3)..... and tone of voice are obvious ways of showing our (4)..... to something, and it may well be that we (5)..... express views that we are trying to hide. The art of being (6)..... lies in picking up these signals, realizing what the other person is trying to say, and acting so that they are not embarrassed in any way. For example, we may understand that they are in fact (7)..... to answer our question, and so we stop pressing them. Body movements in general may also (8)..... feelings, and interviewers often (9)..... particular attention to the way a candidate for a job walks into the room and sits down. However, it is not difficult to present the right kind of (10)....., while what many employers want to know relates to the candidate's character traits, and (11)..... stability. This raises the awkward question of whether job candidates should be asked to complete psychological tests, and the further problem of whether such tests actually produce (12)..... results. For many people, being asked to take part in such a test would be an objectionable (13)..... into their private lives. After all, a prospective employer would hardly ask a candidate to run a hundred metres, or expect his or her family doctor to provide (14)..... medical information. Quite apart from this problem, can such tests predict whether a person is likely to be a (15)..... employee or a valued colleague?

1	A estimate	B rely	C reckon	D trust
2	A other	B real	C identical	D actual
3	A looks	B expression	C image	D manner
4	A view	B feeling	C notion	D reaction
5	A unconsciously	B rarely	C unaware	D cannot
6	A good at	B humble	C tactful	D successful
7	A reluctant	B used	C tending	D hesitant
8	A have	B indicate	C contain	D infer
9	A set	B gain	C in	D pay
10	A appearance	B candidate	C manners	D introduction
11	A similar	B physical	C psychological	D relevant
12	A faithful	B regular	C reliable	D predictable
13	A invasion	B intrusion	C infringement	D interference
14	A classified	B secretive	C reticent	D confidential
15	A thorough	B particular	C laborious	D conscientious

Text 27



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Technology

When faced with some new and possibly bewildering technological change, most people react in one of two (1)..... They either recoil from anything new, claiming that it is unnecessary, or too (2)..... or that it somehow makes life less than (3)..... Or they learn to (4)..... to the new invention, and eventually (5)..... how they could possibly have existed without it. (6)..... computers as an example. For many of us, they still represent a (7)..... to our

freedom, and give us a frightening sense of a future in which all (8)..... will be taken by machines. This may be because they seem mysterious, and difficult to understand. Ask most people what you can (9)..... a home computer for, and you usually get (10)..... answers about how ‘they give you information’. In fact, even those of us who are familiar with computers, and use them in our daily work, have very little idea of how they (11)..... But it does not take long to learn how to operate a business programme, even if things occasionally go wrong for no apparent reason. Presumably much the same happened when the telephone and the television became (12)..... What seems to alarm most people is the speed of (13)..... change, rather than change itself. And the (14)..... that are made to new technology may well have a point to them, since change is not always an improvement. As we discover during power cuts, there is a lot to be said for the oil lamp, the coal fire, and forms of entertainment, such as books or board games, that don’t have to be (15)..... in to work.

1	A moments	B kinds	C ways	D types
2	A complicated	B much	C obscure	D tiresome
3	A formerly	B lively	C personal	D human
4	A adapt	B react	C conform	D use
5	A decide	B wonder	C suppose	D admit
6	A Discuss	B Propose	C Take	D Thus
7	A hazard	B risk	C control	D threat
8	A measures	B decisions	C chances	D instructions
9	A run	B apply	C learn	D use
10	A vague	B such	C up with	D hundreds
11	A are	B work	C manage	D consist
12	A in existence	B widespread	C through	D extensive
13	A future	B machinery	C physical	D technological
14	A objections	B appliances	C criticisms	D fears
15	A wired	B batteries	C plugged	D connected

Text 28



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Quality and Quantity

Ask anyone over forty to make a comparison (1)..... the past and the present and nine (2)..... ten people will tell you that things have been getting (3)..... worse for as long as they can remember. Take the weather for example, which has been behaving rather strangely lately. Everyone remembers that in their childhood the summers were (4)..... hotter and that winter always included (5)..... falls of snow just when the school holidays had started. Of course, the food in (6)..... days was far superior too, as nothing was imported and everything was fresh. Unemployment was (7)..... the pound really was worth something, and you could buy a (8)..... house even if your means were (9)..... . And above all, people were (10)..... better in those days, far more friendly, not inclined to crime or violence, and spent their free time making model boats and tending their stamp collections (11)..... than gazing at the television screen for hours on end. As we know that this picture of the past (12)..... cannot be true, and there are plenty of statistics dealing with health and prosperity which prove that it is not true, why is it that we all have a (13)..... to idealise the past? Is this simply nostalgia? Or is it rather that we need to believe in an image of the world which is (14)..... the opposite of what we see around us? Whichever it is, at least it leaves us with a nagging feeling that the present could be better, and perhaps (15)..... us to be a little more critical about the way we live.

1	A with	B from	C between	D in
2	A out of	B to	C or	D from
3	A out	B so	C virtually	D steadily
4	A not only	B at least	C rarely	D considerably
5	A lavish	B abundant	C bulky	D prolific
6	A most	B early	C those	D former
7	A petty	B negligible	C miniature	D trivial
8	A middling	B sizeable	C medium	D voluminous
9	A mediocre	B confined	C rationed	D limited
10	A more	B as	C somehow	D whatsoever
11	A other	B rather	C usually	D different
12	A simply	B hardly	C especially	D specifically
13	A habit	B custom	C tendency	D practice
14	A quite	B widely	C utterly	D rather
15	A reassures	B supports	C makes	D encourages

Text 29



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

As time (1)....., the power of newspapers seems to be on the (2)..... This is odd because in the relatively (3)..... past people were predicting that the influence of the written word would diminish in (4)..... proportion to the rate of increase of the spoken word and moving image through TV and video. The Internet, cable and satellite television, Teletext and multi-media computers in (5)..... other home should surely have (6)..... for newspapers by now, particularly alongside a perceptible resurgence in the audiences for news-carrying radio stations. How have these organs survived, let alone (7)....., particularly on a Sunday? Why do people who have seen a football or tennis (8)..... live or on the small screen rush the next day to read a (9)..... version of it in four or five columns which surely cannot mean more to the reader than that self-same viewer of the previous afternoon or evening? Why would anyone who has seen a film and formed a (10)..... impression of it the following day read a review of the (11)..... film in a newspaper? To see if she/he is right? Isn't that what friends are for? Don't we have colleagues for just that purpose – to see if our ideas on any (12)..... song, film or programme tally with others'? What is this product that (13)..... of not much more than outrageous headlines, wayward comment, subjective editorials and hyperbolic sports pages still doing in our lives? It seems for the time (14)..... to be leading a charmed life. When it finally goes, though, many may come to mourn its (15).....

1	A flies	B passes	C goes	D drags
2	A increase	B rise	C expansion	D build
3	A latest	B distant	C immediate	D recent
4	A exact	B direct	C precise	D equal
5	A all	B any	C every	D one
6	A done	B gone	C stood	D set
7	A flourished	B bloomed	C flowered	D rooted
8	A game	B set	C match	D meeting
9	A curtailed	B cut	C reduced	D potted
10	A vivid	B coloured	C bright	D direct
11	A above-mentioned	B aforesaid	C latter	D previous

12	A given	B taken	C subjected	D written
13	A comprises	B contains	C consists	D informs
14	A out	B being	C given	D present
15	A perishing	B passes	C falling	D passing

Text 30



Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A popular character in the nation's top television soap is (1)..... for something of which she was probably innocent. Having been (2)..... guilty of a series of fraudulent acts, she contemplates months of incarceration. A good story-line, but wait! Within hours the television station is being (3)..... with calls of protest. A national newspaper soon (4)..... up a campaign to have her freed. Thousands of T-shirts are printed with slogans (5)..... for her release. Offices and factory floors (6)..... to the sounds of animated debate. It is even mentioned in Parliament. It's easy to (7)..... off such idiocies as 'a bit of fun', but there's surely a more serious side. A fair proportion of viewers were obviously (8) in by the story to such an extent that their perception of fact and fiction was clearly (9) Everywhere, millions will (10) over their 7-day TV guide to get a preview of the week's soaps. If a character is (11) to be past his or her sell-by date, and the decision has been taken to (12) him or her out, possibly to have them (13) off in spectacular fashion, viewing figures are likely to soar by up to 25%. A life-threatening fire can be (14) upon to add millions to the ratings. A major wedding can find half of Britain sitting (15) to the screen! It's all very strange.

1	A jailed	B prisoned	C sentenced	D charged
2	A arrested	B called	C found	D discovered
3	A bombed	B attacked	C streamed	D inundated
4	A opens	B starts	C puts	D establishes
5	A demanding	B calling	C insisting	D sounding
6	A echo	B ring	C fill	D deafen
7	A laugh	B smile	C take	D put
8	A thrown	B carried	C indulged	D taken
9	A blurred	B hampered	C tampered	D glossed
10	A flick	B go	C pore	D sit
11	A decided	B resolved	C deemed	D suspected
12	A write	B cast	C sort	D work
13	A ridden	B taken	C driven	D killed
14	A leaned	B construed	C relied	D improved
15	A swamped	B stuck	C paralysed	D glued

TASK 6

Use of English (Grammar)

Exam Tips:

1. Read the heading of the text first, and then read the whole of the gapped text to get a general idea of what it is about.
2. Read the sentence to identify its structure and guess the grammatical form of the gapped word.
3. Look through the choices to decide which one best suits the grammatical context.
4. Some options may look similar, but only one of them is grammatically correct in the given context.
5. Read the text around each gap carefully.
6. Mind verb tenses. Make sure that your answers fit the grammar of the whole passage, not only the sentence you are working with.
7. Read the text again and check that your answers make sense.

Text 1



Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Lego House

Ask people about their favourite childhood toys and quite a few will mention Lego. However, some children don't abandon Lego when they grow up. Take James May, whose idea to build a life-size Lego house received so much public interest that, in July 2009, he began construction. Over 1,000 volunteers helped make the bricks, 1) _____ one consisting of 272 Lego pieces, and put the two-storey house together. Apart from a 'safety frame' made out of wood, the rest of the structure was made entirely from Lego, 2) _____ a staircase, a shower and a toilet! May even stayed overnight in the house, though he found 3) _____ far from comfortable on the Lego bed! Initially, the Lego house was a huge success, but problems arose when the landowners where the house was built needed their land back. At first, Legoland, a theme park in Berkshire, planned to relocate the house to its premises, but the deal fell 4) _____ because of the transport costs involved. 5) _____ further efforts to find a private collector to take it, the house was eventually dismantled and its 3.3 million pieces were donated to charity. Nevertheless, the Lego house was a marvellous architectural achievement for 6) _____ involved in its construction.

1	A	any	B	all	C	each	D	some
2	A	inspiring	B	indulging	C	inserting	D	including
3	A	sleeping	B	slept	C	to sleep	D	sleep
4	A	out	B	through	C	back	D	off
5	A	Although	B	Though	C	Regardless	D	Despite
6	A	these	B	that	C	those	D	this

Text 2



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Studies in Star Trek

In Britain, students enter universities to study one subject for three or four years in order to get a degree. In the USA, students don't 1) _____ to choose a 'major' (a subject such as English or History that they want to concentrate on 2) _____ their third or fourth year of college. Thus, American students have the opportunity to take courses from a number of different academic areas

in their early years of college. 3) _____ way that lecturers try to encourage students to choose courses in their departments is by offering courses that 4) _____ to students' personal interests. Take for example a course in the University of Baltimore called 'Zombie Studies' or a course in the University of Wisconsin that explores 'Family and Social Roles in Daytime Serials'. These courses, and many like 5) _____ in colleges around the USA, use popular culture to help teach academic subjects. As the head of the 'Science of Superheroes' course in the University of California says, "The course gives me a chance to talk about real science but in a context that is very familiar to the students." And despite 6) _____ their titles might suggest, these courses require serious academic study. For instance, 'Philosophy and Star Trek' at the University of Alabama challenges students to use the theories of Aristotle and Kant to 7) _____ the fantasy world of the sci-fi series. On the whole, these courses show that, at least in the USA the third-level education 8) _____ is changing and that educators are trying to find new ways to make their subjects more interesting for their students.

1	A	can	B	must	C	need	D	should
2	A	about	B	to	C	towards	D	until
3	A	One	B	An	C	A	D	Some
4	A	drive	B	look	C	draw	D	appeal
5	A	they	B	them	C	those	D	that
6	A	which	B	what	C	when	D	who
7	A	understand	B	believe	C	think	D	realise
8	A	technique	B	method	C	system	D	scheme

Text 3



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

INEMURI

The Japanese art of sleeping at work

Most experts agree that adults should get at least 8 hours of sleep a night. However, in recent years, the number of hours people sleep has been falling steadily. The consequences of 1) _____ can be seen in workplaces around the world where workers rely on cups of coffee to keep active and alert. But in Japan, where the average adult gets just 7 hours and 5 minutes of sleep a night, workers don't have to struggle 2) _____ the day with heavy eyelids. Instead, they can have a short nap! The practice is called 'inemuri' and is an acceptable part of the Japanese work environment. In fact, instead of being embarrassed 3) _____ falling asleep at work, as most Westerners would be, the Japanese are actually quite proud of it. Inemuri is viewed as a 4) _____ that the worker is exhausted from working very hard and the practice is so respected that 5) _____ Japanese workers pretend to be asleep at their desks! There are some unwritten rules of inemuri, however. Firstly, you must sit upright in your chair while napping so that your workmates can 6) _____ you up easily; you shouldn't nap in front of your boss; and you 7) _____ not nap for more than about 20 minutes a day. All in all, many experts believe the West has 8) _____ to learn from the practice.

1	A	this	B	that	C	these	D	those
2	A	towards	B	along	C	through	D	against
3	A	of	B	for	C	about	D	to
4	A	warning	B	notice	C	symbol	D	sign
5	A	any	B	much	C	few	D	some
6	A	call	B	wake	C	look	D	put
7	A	have	B	must	C	need	D	mustn't
8	A	far	B	lot	C	many	D	much

Text 4



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Chinchilla Melon Festival

If you like melons, you might like to head to the small town of Chinchilla in Queensland in February for its biennial Melon Festival. Chinchilla produces about 25% of Australia's melons and is known 1) _____ the country's 'melon capital'. The festival, which first took place in 1994, is held to promote the melon industry and encourage tourism in the region. However, Locals say 2) _____ also about lifting spirits and, judging by the mayhem at the festival, it's easy to see that's the case! Thousands of visitors flock to Chinchilla every two years to 3) _____ part in the fun days of back-to-back entertainment. Like all family-friendly festivals, there are a variety of activities for both young and old, including food tastings, parades and concerts. The real fun starts with the melon contests, though. At the Chinchilla Festival you can do 4) _____ about anything with melons! One popular activity is 'melon skiing. Participants stick 5) _____ feet into squishy watermelons and ski down a slope of soap and squashed melons. It's as difficult to do as it 6) _____ and hilarious to watch.

Another crazy activity is 'melon bungee'. Players are attached to an elastic cord and race 7) _____ other across a slippery floor to reach a melon. There are also melon Iron Man and Iron Woman contests, as well as a competition in which contestants try to break open as 8) _____ melons as they can using nothing but their head! The Chinchilla Melon Festival is one of Australia's funniest and craziest festivals, and you're guaranteed to have a whale of a time if you go. You're bound to get incredibly sticky and messy though, so don't forget to bring a change of clothes!

1	A	for	B	by	C	as	D	to
2	A	it	B	it's	C	its	D	itself
3	A	be	B	take	C	have	D	join
4	A	just	B	almost	C	simply	D	practically
5	A	the	B	these	C	their	D	there
6	A	hears	B	feels	C	listens	D	sounds
7	A	both	B	each	C	by	D	one
8	A	as much	B	the most	C	as many	D	the more

Text 5



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Science of Shopping

Have you ever wondered why most supermarkets basically look the same? It's not because supermarket companies 1) _____ imagination; the fact is most supermarkets are designed with the same theories in 2) _____. Environmental psychologists study how people react to their surroundings, and in recent years, retail companies have used this science to increase sales in their shops. Take a closer look 3) _____ the common supermarket. In most supermarkets the first section customers arrive at when they go through the entrance is fruit and vegetables. At first glance, it doesn't 4) _____ sense; these items can easily get damaged and would be more suitably displayed at the end of the shopping trip. But environmental psychologists have discovered that after customers buy healthy products, they feel 5) _____ guilty about buying unhealthy products. Think about where the milk and bread are kept in your supermarket. These products are examples of

'destination items'; items that 6) _____ people buy when they visit a shop. Companies place destination items at the back to force customers to walk through the shop and see more products. What can customers do to 7) _____ being the victims of these techniques? The best idea is to write a list of the items you need before you go shopping, whether it is for groceries or clothes, and stick 8) _____ it as strictly as you can.

1	A	lack	B	lose	C	miss	D	deny
2	A	brain	B	thought	C	mind	D	head
3	A	at	B	for	C	of	D	to
4	A	be	B	do	C	make	D	seem
5	A	fewer	B	little	C	least	D	less
6	A	main	B	every	C	most	D	whole
7	A	avoid	B	refuse	C	omit	D	deny
8	A	at	B	on	C	in	D	to

Text 6



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Ig Nobel Prize

Most scientists dream of winning a Nobel Prize. It is the greatest award a scientist can be honoured 1) _____ and often comes after decades of careful research. Most often, winners are scientists who have answered important questions about existence or made discoveries that have helped advance 2) _____ human race. But not every scientist works on research projects that, for instance, try to cure diseases or discover life on other planets. There are also scientists who spend their time on the simpler, more mundane questions of science. Take, for example, the group of scientists from Newcastle, UK, who worked 3) _____ the fact that cows with pet names produce more milk than cows without pet names; or the team of Australian mathematicians who studied how many times you have to take a group photograph to make sure 4) _____ has their eyes open. Both of 5) _____ research projects were awarded not Nobel Prizes but Ig Nobel Prizes. The Ig Noble Prizes began in 1991 to honour scientists who first make people laugh add then make them think. They are organised by a magazine called improbable Research and, since 1995, the awards have been presented at a ceremony in Harvard University, USA. The committee that chooses the winners often includes former Nobel Prize winners as well as university lecturers and sci-fi writers. And 6) _____ the fact that the ceremony often involves 7) _____ of fun and laughter (including the tradition of throwing paper aeroplanes onto the stage), the organisers always emphasise that the prizes are not meant to 8) _____ fun of the winners. In fact most winners thoroughly enjoy the occasion and fly across the world just to collect their awards.

1	A	by	B	with	C	to	D	at
2	A	at	B	an	C	the	D	-
3	A	out	B	off	C	around	D	towards
4	A	all	B	either	C	everyone	D	each
5	A	them	B	theirs	C	this	D	these
6	A	although	B	even	C	despite	D	though
7	A	lots	B	much	C	many	D	lot
8	A	play	B	make	C	show	D	do

Text 7



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Animal Communication

Human beings communicate with each other in a variety of ways. And in this 'Age of Communication' in 1) _____ we now live; we are constantly coming 2) _____ with even more ways to connect with family and friends. Animals, too, communicate in a wealth of different ways. Cats for example, use three primary channels of communication: vocal and auditory visual and olfactory. 3) _____ example of olfactory communication 4) _____ felines is the production of chemicals called 'pheromones', which smell. Cats use pheromones to mark 5) _____ territory. In fact, when a cat rubs up against a person it is leaving its scent to signal to other cats that the person is theirs! Ants also use pheromones, which they leave on the ground to guide other ants to sources of food. Peacocks and chameleons communicate by means of spectacular visual signs. The peacock uses 6) _____ magnificent tail to attract females while the chameleon changes its skin colour to show different emotions. Birds use beautiful songs to communicate. Interestingly, scientists have discovered that 7) _____ like humans, species of birds have different languages in different regions. And some birds that live on the border of two regions 8) _____ become bilingual!

1	A	when	B	that	C	where	D	which
2	A	down	B	in	C	on	D	up
3	A	A	B	An	C	The	D	-
4	A	with	B	to	C	by	D	in
5	A	it	B	its	C	their	D	them
6	A	it	B	its	C	it's	D	itself
7	A	also	B	too	C	just	D	same
8	A	even	B	ever	C	both	D	too

Text 8



Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Microlending and Grameen Bank

Some people really enjoy being their own boss and get a 1) _____ deal of satisfaction from running a successful business. But in order to start 2) _____ a business most entrepreneurs need money. This requires taking out a loan from a bank; but what if banks don't want to risk giving you a loan? In poorer regions of the world this is often a problem. People with 3) _____ or no savings, property or work often struggle to get the money required to become entrepreneurs. However, an economic concept known 4) _____ microlending is making a difference for these people. In 1976, Muhammad Yunus, an economist from Bangladesh, Founded Grameen Bank with the aim of lending money with low interest rates to the types of people usually ignored by the established banks. 5) _____ the end, Grameen bank started giving loans to the poor, the unemployed, and the illiterate; what mattered was that they had a good business idea and the will to succeed. In most cases, these loans are very small. For example, a Bangladeshi villager might 6) _____ apply for the money that it would cost him to buy some baskets so that he could carry his vegetables to the market. But 7) _____ the smallest loans make a huge difference and over the years Grameen Bank has become a wonderful success. So far, it has lent over \$6.5 bn to over 8 million borrowers and in 2006 Muhammad Yunus and Grameen Bank 8) _____ awarded the Nobel Prize for Peace.

1	A	big	B	huge	C	grand	D	great
2	A	up	B	in	C	on	D	out
3	A	almost	B	few	C	little	D	none
4	A	for	B	as	C	to	D	by
5	A	At	B	For	C	With	D	To
6	A	justly	B	only	C	nearly	D	solely
7	A	also	B	too	C	still	D	even
8	A	was	B	were	C	have	D	been

Text 9



Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

In Search of Fresh Air

The summer heat 1) _____ since early June. As newcomers to Greece, we had heard of the intense summer temperatures, but we had never imagined it would be so bad. Back home, in Bristol, our summers were warm and sunny, but the temperature rarely went above the mid-twenties. We had moved to Crete to enjoy the climate, but after a week of suffering, we 2) _____ that the heat 3) _____ unbearable.

That was when Tom and I decided to buy a ceiling fan. We went into the town and after hours of looking, we 4) _____ across a beautiful wooden fan which we bought on the spot. The shop assistant offered to send an electrician to install it, but my husband refused. You see, he 5) _____ for an electrician doing odd jobs when he was a student years ago, so he believed he could do it himself.

As soon as we got home, Tom 6) _____ working on the fan and I went to the kitchen to prepare dinner. I had just put the food on the table when he called me. We looked up and saw that the fan 7) _____ overhead and blowing cool air into the bedroom. We sat down to eat, but a few minutes later we heard a terrible noise. We rushed into the bedroom and saw that the fan 8) _____ onto the floor. My poor husband 9) _____ as white as a sheet.

When we 10) _____ from the shock, we picked up the pieces and Tom promised me that we could go back and get another one. We went the next day and this time we agreed to have an electrician come and install it!

1	A	had started	B	start	C	were starting	D	use to start
2	A	were realising	B	had realised	C	had been realising	D	realised
3	A	became	B	had been becoming	C	had become	D	used to become
4	A	were coming	B	came	C	had come	D	had been coming
5	A	would be working	B	used to work	C	would work	D	was working
6	A	had started	B	was starting	C	started	D	had been starting
7	A	had been working	B	was working	C	worked	D	had worked
8	A	had crashed	B	was crashing	C	had been crashing	D	crash
9	A	was going	B	went	C	had been going	D	used to go
10	A	were recovering	B	had recovered	C	would recover	D	had been recovering

Text 10



Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Dear Sally,

You won't believe where I 1) _____ next month. This time next month I 2) _____ to southern California for a one-month student exchange trip. By the time I get to California, I 3) _____ for 11 hours, but I have a feeling I 4) _____ bored on the plane with all the great films they show.

I 5) _____ forward to meeting my host family. I 6) _____ at their home in Sherman Oaks which is not far from the beach. So, I 7) _____ my afternoons either swimming, snorkelling or surfing. The boys go to a nearby state school, which I 8) _____ during my time there. By the end of the month, I 9) _____ many of their theme parks, museums and aqua parks, I 10) _____ on visiting Disneyland and Universal Studios.

Anyway, I certainly don't know what it'll be like until I get there. So, I promise to write to you then.

Bye for now, Ann

1	A	go	B	will have gone	C	will have been going	D	am going
2	A	will fly	B	will have flown	C	will be flying	D	will have
3	A	will travel	B	will have been travelling	C	will be travelling	D	will be
4	A	won't be	B	won't have been	C	am not being	D	am not
5	A	will look	B	will have been looking	C	am looking	D	going to look
6	A	will be staying	B	will have stayed	C	going to stay	D	stay
7	A	spend	B	will have spent	C	will be spending	D	going to spend
8	A	attend	B	will have attended	C	will be attending	D	will have been
9	A	will have been visiting	B	visit	C	will have visited	D	am visiting
10	A	will also plan	B	will also have planned	C	also going to plan	D	am also planning

Text 11



Read the text below. For questions (1-13) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Polar bears appear 1) _____ from brown bears over 200,000 years ago. During a cooling period, they were slowly surrounded by ice only 2) _____ themselves trapped in the cold north. As it wasn't easy 3) _____ in their new frozen environment, they went through a quick evolution. 4) _____ with, they developed white-yellow fur that made them 5) _____ into the landscape. They also grew catlike claws 6) _____ catch their prey in the water. Polar bears can 7) _____ long distances 8) _____ food. However, as sea ice melts because of global warming, it is becoming difficult for them 9) _____ around. They now have to spend more time 10) _____ for food and sometimes they even 11) _____ into contact with humans as they do so. Scientists expect 12) _____ more of this happening. They also predict that the polar bear is unlikely 13) _____ extinction if this continues.

1	A	evolving	B	to evolve	C	to have evolved	D	evolve
2	A	finding	B	to find	C	to finding	D	find
3	A	surviving	B	to be surviving	C	to survive	D	survive
4	A	To begin	B	Beginning	C	To be beginning	D	Begin
5	A	blending	B	to blend	C	to be blending	D	blend
6	A	being able to	B	to be able to	C	to have been able to	D	be able to
7	A	travelling	B	to travel	C	to be travelling	D	travel
8	A	finding	B	to have found	C	to find	D	find
9	A	moving	B	to move	C	to have moved	D	move
10	A	searching	B	to search	C	to have searched	D	search
11	A	coming	B	to come	C	to be coming	D	come
12	A	seeing	B	to see	C	to have seen	D	see
13	A	to avoid	B	avoiding	C	to have avoided	D	avoid

Text 12



Read the text below. For questions (1-13) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Working towards a healthier lifestyle

Breaking unhealthy eating habits

Although bad eating habits are hard to break, it can be done. First of all, you 1) _____ rid your fridge and cupboards of all junk food. You 2) _____ replace it with healthy snacks like carrot sticks, fresh fruit or whole-wheat crackers, for those unbearable hungry moments. Secondly, you 3) _____ plan your meals ahead of time. This way, you 4) _____ avoid poor last-minute decisions. One thing you 5) _____ do is go shopping hungry. Avoid that at all costs; it can lead to disaster! Lastly, you 6) _____ increase the amount of water you drink, as it helps your body work properly. Of course, you 7) _____ take extreme measures; just take things one step at a time and before you know it, you will be eating and feeling healthier.

Adding exercise to your daily programme

If you want to be healthy and live longer, you 8) _____ start exercising. You 9) _____ begin with something tiring at first. A daily walk in your neighbourhood is all that you need to get started. Don't forget that a life without exercise 10) _____ lead to many serious health issues, like strokes, heart attacks and even high cholesterol. Once you have put walking into the programme and are feeling better, you 11) _____ take it a step further and join a gym.

By adding a proper diet and exercise to your daily routine, you 12) _____ maintain your body's good condition. In fact, if you give your body the rest that it needs to renew lost energy, you 13) _____ to feel better while leading a healthier lifestyle.

1	A	might	B	should	C	are able	D	would
2	A	might	B	will	C	would	D	can
3	A	ought to	B	would	C	able to	D	shall
4	A	can	B	must	C	ought	D	should
5	A	mightn't	B	mustn't	C	wouldn't	D	needn't
6	A	shall	B	have to	C	might	D	may
7	A	can't	B	ought not	C	needn't	D	may not
8	A	might	B	ought	C	have to	D	shall
9	A	won't	B	don't have to	C	mightn't	D	may not
10	A	ought	B	may	C	would	D	should
11	A	can	B	would	C	ought	D	might
12	A	could	B	would	C	should	D	will be able to
13	A	must	B	ought	C	can	D	would

Text 13



Read the text below. For questions (1-6) choose the correct answer (A, B, or C). Write your answers on the separate answer sheet.

There are plenty of reasons for planning your next trip to the city of Madrid. 1) _____ it is a city with a rich history. It has been the capital of Spain since 1562. Moreover, Madrid is a very special place 2) _____ its medieval centre, the Prado Museum, great churches and squares. It 3) _____ has an impressive opera house and many of the city's monuments and palaces are well-preserved, 4) _____ it is possible to relive the history of the city. For this reason, many people visit Madrid every year. 5) _____ I believe that 6) _____ a trip like this may be costly, Madrid is city worth visiting.

1	A	As	B	In short	C	Firstly	D	Eventually
2	A	due to	B	so	C	because	D	besides
3	A	therefore	B	however	C	also	D	on the whole
4	A	and	B	so	C	but	D	regarding
5	A	To sum up	B	Even though	C	For example	D	As well as
6	A	also	B	although	C	because of	D	furthermore

Text 14



Read the text below. For questions (1-14) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The British Academy of Film and Television Arts (BAFTA) is a charity in the United Kingdom that gives awards for excellence in film, television, video games and forms of animation. BAFTA 1) _____ founded in 1947 as the British Film Academy, 2) _____ leading figures in the British film industry. Every year BAFTA holds a film awards ceremony to reward the best work of any international production that 3) _____ seen on British cinema screens during the previous year.

BAFTA 4) _____ supported by a membership of around 6500 people from the film, television and video game industries. The winners of awards in various categories 5) _____ decided by the BAFTA members who vote according to their expertise. Finally, the Best Film 6) _____ voted on by all members.

The awards ceremony takes place in February every year and the event 7) _____ attended by many famous actors and actresses, film producers and directors. Since 2008, the ceremony 8) _____ held at the Royal Opera House in London's Covent Garden. 2000 people 9) _____ accommodated and it is considered 10) _____ the perfect setting for such a ceremony in recognition of British film.

Although tickets to the ceremony 11) _____ available only to people working in the industry, normally the show 12) _____ broadcast on television within a few hours of the actual event. However there is a chance for the public to get closer to the stars. For this you must queue for a wristband, and these 13) _____ out on a first come, first serve basis. If you are lucky enough to get a wristband, you 14) _____ granted access to the public pens where you can watch the stars on the red carpet.

1	A	was	B	has	C	be	D	were
2	A	by	B	with	C	from	D	to
3	A	is being	B	was been	C	was being	D	has been
4	A	be	B	is	C	being	D	are

5	A	was	B	is	C	are	D	were
6	A	are	B	being	C	be	D	is
7	A	is	B	are	C	were	D	was
8	A	has been	B	being	C	to be	D	was being
9	A	can to be	B	can be	C	can been	D	can being
10	A	be	B	being	C	to be	D	been
11	A	is made	B	be made	C	are made	D	is to make
12	A	had	B	has	C	is	D	been
13	A	to give	B	are given	C	been given	D	are gave
14	A	to be	B	were	C	being	D	will be

Text 15



Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

From Rags to Riches to Rags again!

I'm reading an article about a man who found a million dollars in the street. If this article 1) _____ true, that 2) _____ that his whole life should have changed for the better. But the story goes on to say that one year after he had found the money he was totally broke. If I 3) _____ him, that would never have happened. Were I that lucky, I 4) _____ sure that I invested the money wisely. If that man 5) _____ to me, I would have advised him to buy some stocks or begin a business of some kind. If he had done that, he 6) _____ out living on the streets now like this article says he is. I believe that if people who 7) _____ the lottery or 8) _____ money stopped to think about the situation for a little while instead of rushing out to spend the money, they would be far better off. If people 9) _____ for their future, they will probably 10) _____ much happier.

1	A	will be	B	is	C	would have been	D	has been
2	A	has meant	B	meant	C	had meant	D	means
3	A	were	B	have been	C	had been	D	would have been
4	A	would make	B	will have made	C	will make	D	made
5	A	comes	B	had come	C	would have come	D	came
6	A	won't be	B	wouldn't have been	C	wouldn't be	D	hasn't been
7	A	will win	B	win	C	would win	D	won
8	A	find	B	found	C	will find	D	would find
9	A	planned	B	will plan	C	would plan	D	plan
10	A	are	B	is	C	would be	D	be

Text 16



Read the text below. For questions (1-9) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Dear Larry,

I'm writing to you about the sailing holiday we discussed. Would you rather we 1) _____ our own boat and sailed around the islands or hired a boat and captain?

I just came across a great deal on the Internet for a sailing holiday. If only I 2) _____ all the money, I'd book it right away. It's a seven-day sailing holiday around the British Virgin Isles on a boat with our own captain. I think it's time we 3) _____ a holiday doing nothing but relaxing, swimming, snorkelling and not worrying about cooking or cleaning! I would rather 4) _____ that than sail a boat ourselves and plan our meals. It's a little expensive; about €2000 for the week. However, supposing we 5) _____ some more friends to come along? If we did, it 6) _____ the cost and we'd have a blast all together! There's also a 35% discount provided we 7) _____ early. So, we had better 8) _____ soon!

You know, looking at the photos and virtual tours, I wish I 9) _____ live on that boat forever! Get back to me soon!

Jared

1	A	had rented	B	rent	C	rented	D	have rented
2	A	have	B	had	C	have had	D	am having
3	A	had spent	B	have spent	C	spent	D	are spending
4	A	had done	B	have done	C	do	D	did
5	A	invited	B	have invited	C	are inviting	D	were inviting
6	A	reduced	B	are reducing	C	would reduce	D	can reduce
7	A	book	B	had booked	C	booked	D	were booking
8	A	decided	B	had decided	C	would decide	D	decide
9	A	could	B	can	C	can have	D	could have

Text 17



Read the text below. For questions (1-9) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

What a Waste!

World hunger is a major problem in the 21st century. Yet, very 1) _____ has been done to feed the poor. 2) _____ money is needed to make this happen; about \$195 billion a year according to the United Nations. 3) _____ countries have promised to donate less than 1 % of their national income which is very 4) _____ compared to the amounts they spend on defence each year. In addition, recent studies have revealed some uncomfortable facts about food waste in developed countries, Unfortunately, too 5) _____ good food is wasted needlessly each year. In the UK alone, 3.6 million tonnes of food end up in landfills annually. 6) _____ of this food is within the sell-by date and 7) _____ of the items dumped are fruit, salad, bread and even potatoes. In the US, each American throws away over 90 kilos of food per year. Meanwhile, 8) _____ people are complaining about rising food prices and the cost of living. So what can we do to help? Don't spend so 9) _____ on food we don't eat and give some to those who need it more. Isn't it time we stop the waste?

1	A	many	B	few	C	little	D	a few
2	A	Much	B	A lot	C	A little	D	A few
3	A	Plenty	B	A lot	C	Several	D	A good deal of
4	A	little	B	many	C	few	D	lots
5	A	much	B	little	C	few	D	any
6	A	Several	B	Many	C	Most	D	A couple
7	A	lots of	B	little	C	many	D	hardly any
8	A	many	B	much	C	little	D	few
9	A	plenty	B	many	C	much	D	no

Text 18



Read the text below. For questions (1-8) choose the correct answer (A, B, or C). Write your answers on the separate answer sheet.

Predator with a dangerous enemy

People fear sharks, but sharks have a lot more reason to fear humans than we have to fear them. Only a small number of the world's 390 species of shark ever 1) _____ people – and more people are killed by bee stings each year than by sharks. But we are killing these ancient creatures, which have been around since before the dinosaurs, at a rate of 100 million a year – that's more than one a second. If this continues, around 20 species of shark will become extinct 2) _____ years – which could have disastrous effects for marine ecosystems. Ironically, sharks are vulnerable because of their similarities 3) _____ the human race. Just like humans, they are the top predator in their environment, so they grow slowly, taking years to reach adulthood. Put simply, they are being killed faster than they can 4) _____

You may be surprised to learn that sharks are in 5) _____ danger, since shark is not a common product in European supermarkets and restaurants. Worldwide, 6) _____ demand for shark fins and meat is growing. On top of that, many sharks die as a result of the use of fishing techniques used to trap fish like tuna. Conserving sharks, then, will require not only bans on the international killing of sharks, but also on certain fishing equipment. They are 7) _____ international rules on shark conservation, but some countries have taken action. The Marshall Islands in the Pacific, for example, created a shark conservation area the size of Mexico in 2011. Inside this zone, shark fishing, shark trading and fishing techniques that harm sharks are banned, and any sharks that are accidentally caught 8) _____ be returned to the sea.

1	A	assault	B	damage	C	attack	D	hit
2	A	before	B	for	C	until	D	within
3	A	in	B	to	C	of	D	from
4	A	reproduce	B	repeat	C	parent	D	conceive
5	A	a	B	the	C	such	D	so
6	A	however	B	whatsoever	C	whatever	D	whenever
7	A	any	B	no	C	none	D	not
8	A	may	B	could	C	should	D	must

Text 19



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Living and Learning on an Island

Children living on remote islands and in other areas where the population is very small often end up 1) _____ educated in very small schools, sometimes with no more than fifty students. Herm, for example, is one of the smallest of Britain's Channel Islands. It has a school that has 2) _____ than ten pupils of primary school age, and a teacher who is willing to come over from the larger island of Guernsey every day. Children over the age of ten 3) _____ to live, as well as study, at a secondary school on Guernsey, even though many would prefer to live at home. Small schools such as Herm are often threatened 4) _____ closure – because compared to bigger schools, they are expensive to run. 5) _____ schools close, the teachers lose their jobs and pupils are sent to another school which is often far away. This often turns out to be disruptive for the pupils' education.

1	A	been	B	being	C	have been	D	be
2	A	lesser	B	the least	C	few	D	fewer
3	A	have	B	must	C	ought	D	should
4	A	to	B	from	C	about	D	with
5	A	During	B	Before	C	When	D	While

Text 20



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Job interviews

Knowing as much as possible about the company can help you be more confident when answering the interviewer's questions. It will also show your potential employer that you have a genuine interest in 1) _____ with the organization. So, before you go for your job interview, prepare answers to the most 2) _____ asked questions.

If you feel that you 3) _____ to remain calm during the interview, take a few deep breaths before entering the room. Also, never underestimate 4) _____ power of dress. Wearing inappropriate clothes will make you feel uncomfortable and give out the wrong signals. Also, don't forget to wash your hair – if it 5) _____ greasy on the day, this won't make a positive impression on your interviewer. Remember all these points and you should be fine. Good luck!

1	A	work	B	to work	C	working	D	having worked
2	A	frequent	B	frequency	C	frequently	D	frequented
3	A	can't	B	don't have	C	mustn't	D	won't be able
4	A	the	B	some	C	a	D	such
5	A	is looking	B	looks	C	looked	D	will look

Text 21



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

New shopping trends

Little did we know twenty years ago that online shopping would become so popular. Every day more and more people 1) _____ the Internet to order everything from tablets to cars, food to flights. 2) _____ main advantage of Internet shopping is convenience. People can shop online from the comfort of their homes, saving the time and trouble of going to the shops.

As online stores are open around the clock, consumers can visit them 3) _____ they want. Consumers can browse products 4) _____ all around the world, and locate hard-to-find items such as out-of-print books.

What is more, items are usually cheaper on the web because warehouse and staff 5) _____ are lower. In short, the comfort and convenience online shopping offers make it the future of retail.

1	A	have used	B	do use	C	are using	D	should use
2	A	The	B	Such	C	That	D	A
3	A	whatever	B	whoever	C	wherever	D	whenever
4	A	are made	B	been made	C	have made	D	made
5	A	costly	B	costs	C	costing	D	cost

Text 22



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Kids pumping iron

For years, weightlifting has had a bad reputation. Many parents, doctors and even coaches believed lifting weights 1) _____ harmful to children. It was thought that this type of exercise 2) _____ damage bones and consequently affect a child's growth. Nowadays, however, 3) _____ growing number of experts recommend weightlifting. They point out that 4) _____ type of training has numerous benefits, including contributing to higher bone density, resistance to injury and even a reduced risk of some illnesses, such as diabetes. As a result, schools have started adopting strength training programmes 5) _____ children as young as ten. These programmes are meant to be perfectly safe, provided children have proper supervision.

1	A	being	B	to be	C	of being	D	been
2	A	should	B	might	C	ought to	D	shall
3	A	this	B	some	C	the	D	a
4	A	this	B	such	C	these	D	some
5	A	at	B	to	C	for	D	from

Text 23



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Coping with TRAFFIC

Many large cities around the world have struggled to keep up with the increase in traffic in recent times. Densely populated areas, growing car ownership, as well as narrow roads 1) _____ for much lower volumes of traffic all contribute to this. In 1975, Singapore decided to introduce a congestion charge – a fee paid 2) _____ drivers entering the most traffic-heavy zones of the city. London introduced a congestion charge in 2003. Public opinion was initially opposed to 3) _____ idea, but people soon became more supportive of the scheme. Despite this, its first decade 4) _____ mixed success, and the number of cars in the city fell by only 10%. However, the scheme proved massively profitable, 5) _____ allowed the city council to invest in other measures aimed at improving traffic conditions in London. These included cycle lanes, pedestrianized areas and better road surfaces.

1	A	build	B	built	C	building	D	are building
2	A	by	B	for	C	of	D	at
3	A	the	B	an	C	such	D	some
4	A	has been bringing	B	was bringing	C	brought	D	had been brought
5	A	who	B	which	C	what	D	that

Text 24



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A photo exhibition

When photographer Michael Peto died in 1970, he left a collection of 130,000 prints and negatives to the University of Dundee. While archiving the collection a few years ago, the university 1) _____ more than 400 photographs of The Beatles. The photos were taken during the period around the filming of *Help!* and none of 2) _____ had been seen in public before. The collection shows the Fab Four at 3) _____ peak of their success. Additionally, Peto's pictures of everyday scenes from 1960s England 4) _____ the band in social and historical context for visitors. His photos are known for their 5) _____ and emotional quality. Peto photographed other famous people as well, including several British prime ministers and artists.

1	A	was discovered	B	discovering	C	discovered	D	was discovering
2	A	them	B	that	C	those	D	they
3	A	a	B	some	C	the	D	their
4	A	to put	B	be put	C	have been put	D	put
5	A	truthful	B	true	C	truthfully	D	truthfulness

Text 25



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Olympic Games

The Ancient Greeks gave us the Olympics, but it was a Frenchman, Pierre de Coubertin, 1) _____ in Paris in 1863, who gave us the modern Olympic Games. He also founded the International Olympic Committee and served as 2) _____ President from 1896 to 1925.

Pierre de Coubertin came 3) _____ that sport should be an important part of what students learned at school. He also felt strongly that people should do sport out of passion, and not for money. These were the ideas behind the first Games of modern times, 4) _____ took place in Athens in 1896. The first modern Olympic Games were very different from today: most of the athletes were Greek, there were 5) _____ women at all, and the athletes were amateurs, not professionals.

1	A	born	B	has been born	C	was born	D	being born
2	A	it	B	its	C	it's	D	its'
3	A	believed	B	believe	C	believing	D	to believe
4	A	that	B	which	C	where	D	who
5	A	nothing	B	none	C	no	D	not

Text 26



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

To infinity and beyond

Having already explored all earthly territories, humans have moved on 1) _____ one of the last remaining uncharted areas: the universe. This desire for space exploration has resulted in numerous technological achievements. Technologies from space travel 2) _____ to create everyday items such as water filters and Velcro. In recent decades, satellites have given us vastly 3) _____ communication and weather forecasting systems. Then there are navigation systems, without 4) _____ many of us would be unable to find our way around unfamiliar cities. Undoubtedly, space travel opens up possibilities that 5) _____ exist without it. But the question still remains as to whether it is worth the cost.

1	A	discover	B	discovering	C	to discover	D	discovered
2	A	use	B	will use	C	have used	D	have been used
3	A	improved	B	improvable	C	improving	D	improve
4	A	whom	B	which	C	that	D	who
5	A	shouldn't	B	mustn't	C	wouldn't	D	don't have to

Text 27



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

WHY DO MILITARY UNIFORMS OFTEN HAVE BUTTONS UP THE CUFF OF THE SLEEVE?

According to legend, the answer dates back to the time of Napoleon. 1) _____ emperor was quite a snappy dresser and a perfectionist when it came to the appearance of his 2) _____. He hated the sight of soldiers 3) _____ their noses on the sleeves of their uniforms. 4) _____ this nasty habit, he had large buttons 5) _____. Have you ever tried to wipe your nose on a sleeve full of brass buttons? Not a pleasant experience, but still preferable to a trip to the guillotine for disobeying orders.

1	A	The	B	A	C	-	D	An
2	A	man	B	men	C	man's	D	men's
3	A	to wipe	B	wipe	C	wiping	D	were wiping
4	A	To discourage	B	To be discouraging	C	Having discouraged	D	Discourage
5	A	were sewing	B	sewing	C	sewn	D	been sewn

Text 28



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A MELTING POT

The term melting pot is 1) _____ associated with the United States. The United States is a melting pot of people from different cultures and races. While American English is generally standard, American speech can 2) _____ according to what part of the country you are in. Certain traits and personalities are connected with certain regions. Westerners are known as 3) _____ traditional of Americans, and the most tolerant of change and differences. Midwesterners are known for 4) _____ honest, straightforward people of traditional values. The southwest has had the least influence by European immigrants. Much of its culture 5) _____ by native Americans and by Spanish. Southerners are known for their hospitality. The Northeast is well known for its culture with excellent theatres and museums.

1	A	strong	B	stronger	C	strongest	D	strongly
2	A	be differed	B	be differing	C	to differ	D	differ
3	A	least	B	the least	C	the less	D	little
4	A	to be	B	be	C	being	D	been
5	A	has been defined	B	had defined	C	defined	D	is defining

Text 29



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

WHY HAS SWITZERLAND TRADITIONALLY BEEN A NEUTRAL COUNTRY?

Today, Switzerland is a peace-loving, perennially neutral country. 1) _____ Swiss have not always been such a docile people. During 2) _____, Switzerland 3) _____ one-third of its population due to wars and the death of many of its mercenary soldiers. The decision to become a nation of pacifists 4) _____ more by self-survival than by altruism. In fact, the Swiss government is so concerned with the survival of its people that they still have a program to build enough bunkers to protect the entire population of 6.8 5) _____ people in the event of a nuclear attack, even though the cold war has finally ended.

1	A	A	B	-	C	The	D	An
2	A	1700	B	1700-ieth	C	the 1700ieth	D	the 1700s
3	A	has lost	B	had lost	C	lost	D	is lost
4	A	may have been prompted	B	may be prompted	C	may prompt	D	may have prompted
5	A	millions	B	million's	C	million	D	millions'

Text 30



Read the text below. For questions (1-5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

LET THERE BE LIGHT

Thomas Alva Edison is considered one of the greatest inventors in history. In 1877 and 1878, Edison invented and developed the carbon microphone 1) _____ in all telephones. Edison is 2) _____ for the electric light bulb. Contrary to popular belief, he didn't invent the light bulb, but rather he improved upon a 50-3) _____-old idea. The problem other inventors 4) _____ was the ability to make it work for long periods of time. Edison solved this problem and created a light bulb that sustained light for 40 straight hours. More importantly, he created a system that allowed homes and businesses 5) _____ with electricity.

1	A	using	B	was used	C	used	D	was using
2	A	the most famous	B	still more famous	C	much famous	D	a most famous
3	A	years	B	year's	C	years'	D	year
4	A	have encountered	B	were encountered	C	had encountered	D	are encountered
5	A	be supplied	B	supplied	C	have been supplied	D	to be supplied

РОЗДІЛ 2

WORD FORMATION

Derivatives are formed from *noun roots*, *adjective roots* and *verb roots*. In this unit we will deal with adjectives, adverbs and nouns which derive from certain *noun roots*.

<i>Noun roots</i>	<i>Adjective = Noun + -ful</i>	<i>Adjective = Noun + -less</i>
Describing a quality or characteristic (often abstract nouns)	Having enough of that quality or characteristic	Not having that quality or characteristic
care	careful	careless
	<i>Adjective = Noun + -ful = Adjective = Noun + -less</i>	
	carefully	carelessly

Some other common nouns that form adjectives and adverbs in the same way are: *colour, harm, hope, meaning, pain, power and use*.

- The noun *doubt* forms the adjective in *-ful* and the adverb in *-fully* and *-less*.
doubt → doubtful → doubtfully – doubtless
- In some cases only one of the two adjectives – and corresponding adverbs – derives from the noun root, not both.
beauty → beautiful – ~~beautiless~~ / beautifully – ~~beautifully~~
end → ~~endful~~ – endless / ~~endfully~~ – endlessly

In the same way: *delightful, dutiful, grateful, aimless, effortless, heartless, homeless, nameless, pointless and shapeless*.

- The opposite of some adjectives in *-ful* is *un + noun root + -ful*, not *noun root + -less*,
success → successful ≠ unsuccessful
skill → skilful ≠ unskilful
truth → truthful ≠ untruthful
- Sometimes both adjective forms (*noun root + -less and un- + noun root + -ful*) derive from the same noun.

In such cases the two adjectives have different meanings. The adjective form *un + noun root + -ful* is the opposite of the adjective in *-ful*.

help → helpful (= sb who gives help) ≠ unhelpful (= sb who doesn't give help)
helpless (= sb who needs help)

- The opposite of some adjectives in *-less* is *noun root + -y* or *noun root + -ible*, not *noun root + -ful*.
guilt → guiltless → guilty
sleep → sleepless ≠ sleepy
sense → senseless ≠ sensible
value → valueless ≠ valuable (note the changes in spelling)

- Be careful with the meaning of the adjectives derived from *price*.
price → pricey (= expensive) → priceless (= too valuable to have a price)

<i>Noun roots</i>	<i>Noun = Noun + -ship</i>
1. Somebody in a certain position / occupation author	1. State of being in certain position / occupation authorship
2. Somebody having a relationship with sb else friend	2. Relationship between two people friendship

- Some common nouns that form nouns in the same way as *author* are: *citizen, leader, member* and *owner*.
- Some common nouns that form nouns in the same way as *friend* are: *companion, partner and relation*.
- Some nouns form nouns in *-ship* with a different meaning: *champion, scholar and sponsor*.

NOTE: When you are asked to complete a sentence with a suitable word deriving from a given root, read the sentence carefully to decide:

- 1) what part of speech the missing word is (noun, verb, adjective or adverb);
- 2) if the missing word has the same meaning as the given root (e.g. success – successful) or the opposite meaning (e.g. success – unsuccessful).

Complete the sentences with the correct form of the words in capitals.

1. The top model was _____ dressed in an elegant evening gown.	BEAUTY
2. My street is _____ because it's far from any main roads.	PEACE
3. Our football team won the _____ at the end of the season and received _____ from a large company.	CHAMPION
	SPONSOR
4. There are thousands of _____ people sleeping in the streets.	HOME
5. I bought a _____ dress but its colours faded after I washed it.	COLOUR
6. I was fined because I was driving _____.	CARE
7. The directions you gave us were rather _____, as we still got lost.	HELP
8. I am feeling quite _____ because I didn't get enough sleep last night.	SLEEP
9. I got into a business _____ with my cousin but it ended up being _____.	PARTNER
	SUCCESS
10. The musical performance was so _____ that the audience gave the orchestra a standing ovation.	POWER
11. The witness' statement didn't help the police in the investigation, so it proved to be _____.	VALUE
12. The man was found _____ of shoplifting and sentenced to one month in prison.	GUILT
13. He has _____ completed his postgraduate studies.	SUCCESS
14. The new lazer treatment can extract teeth _____.	PAIN
15. It's just a _____ dog. There is no need to panic.	HARM

In this unit we will deal with more nouns, adjectives and adverbs deriving from nouns.

Noun Root	Noun = Noun + -hood
Referring to a person	These nouns describe the state or period of being what the noun root refers to.
adult boy	adulthood boyhood

- Some other common nouns that form nouns in the same way are: **child, man, mother, parent** and **woman**.
- Pay attention to the following: neighbour → neighbourhood

Noun Root	Adjective = Noun + -al	Adverb = Noun + -ally
monument education	monumental educational	monumentally educationally

- Some other common nouns that form adjectives and adverbs in the same way are: **accident, addition, emotion, fate, intention, nation, nature, person, profession** and **tradition**.
- Note the changes in spelling:

commerce → commercial → commercially	finance → financial → financially
confidence → confidential → confidentially	part → partial → partially
artifice → artificial → artificially	essence → essential → essentially
benefit → beneficial → beneficially	

Noun Root	Adjective = Noun + -y	Adverb = Noun + -ily
luck	lucky	luckily

- Some other common nouns that form adjectives and adverbs in the same way are: **ease, fun, health, noise** and **sleep**.
- Pay attention to the following nouns that form only adjectives: **cloud, dirt, hair, rain, risk, snow, sun, wealth** and **worth**.
- Note the changes in spelling:

anger → angry → angrily	hunger → hungry → hungrily
-------------------------	----------------------------

Noun Root	Adjective = Noun + -ous
Referring to a quality or characteristic	Having the quality or characteristic of the noun root
danger	dangerous

- Some other common nouns that form nouns in the same way are: **adventure, fame, humour, nerve** and **poison**.
- Some nouns ending in -ion form adjectives in **-ious**:

ambition → ambitious	religion → religious
caution → cautious	suspicion → suspicious
infection → infectious	

- Some nouns ending in -e form adjectives in **-eous**:

advantage → advantageous	courage → courageous
--------------------------	----------------------

- Note the following irregularities:

anxiety → anxious	number → numerous	price → precious
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Noun Root	Adjective / adverb = Noun + -ly
day	daily

- Some other common nouns that form (both) adjectives and adverbs are: *month, mother, world* and *year*.

month → monthly:	His monthly salary is far above the average. (adjective)
	He gets paid monthly. (adverb)

Complete the sentences with the correct form of the words in capitals.

1. Four people died in a _____ accident due to the _____ road conditions. Local residents are _____ because _____ accidents have occurred there and no measures have been taken yet.	FATE, ICE NUMBER ANGER
2. If you require _____ information, do not hesitate to contact me.	ADDITION
3. I woke up this morning feeling happy because it was a _____, day. I realised that the miserable _____ days were over and that _____ summer was just around the corner.	DELIGHT SUN, RAIN LUCK
4. I get paid _____, which puts a lot of pressure on me _____ at the end of the month. I am _____ at controlling my money over a long period of time.	MONTH, FINANCE HOPE
5. Phil crosses the main road on a _____ basis to get to school. He does, however, cross _____ by looking both ways.	DAY CAUTION PARENT
6. _____ can be an enjoyable experience. Yet, more and more couples these days are deciding to remain _____.	CHILD FRIEND
7. Eliza isn't very _____ lately. I hope she wasn't offended by my comment. I didn't say it _____ to hurt her.	INTENTION ADVENTURE
8. My friend David liked going on _____ holidays until last summer when he was bitten by a _____ snake and nearly died.	POISON

This unit deals with more words deriving from nouns.

Noun Root	Verb = Noun + -ise
character	characterise

- Some other common nouns that form verbs in the same way are: *apology, computer, economy, hospital, memory, summary, symbol, sympathy* and *victim*.
- Pay attention to the following irregularities: *criticism* → *criticize*; *emphasis* → *emphasise*
- Verbs deriving from nouns in **-ice** are formed by changing the **-c** into **-s**: *advice* → *advise*; *device* → *devise*; *practice* → *practise*

Noun Root	Adjective = Noun + -ic	Verb = Noun + -ically
hero	heroic	heroically

- Some other common nouns that form adjectives and adverbs in the same way are: *democrat, diplomat, enthusiast, hygiene* and *optimist*.
- Nouns in **-y** usually form adjectives in **-etic**: *apology* → *apologetic*; *energy* → *energetic*; *sympathy* → *sympathetic*
- Some nouns form two adjectives, one in **-ic** and the other in **-ical** with no difference in meaning: *irony* → *ironic/ironical*; *symbol* → *symbolic/symbolical*

Noun Root (usually subject of study)	Noun (person) = Noun in -ist or -ian	Adjective = Noun in -ical or -ic
Art	artist	artistic
Biology	biologist	biological
Chemistry	chemist	chemical
Drama	dramatist	dramatic
Grammar	grammarian	grammatical
logic	logician	logical
Mathematics	mathematician	mathematical
Medicine	-----	medical
Music	musician	musical
Politics	politician	political
Psychology	psychologist	psychological
Science;	scientist	scientific

- The adverbs formed from these adjectives have the ending **-ically**:
logical → logically; scientific → scientifically
- Some nouns form two adjectives, one in **-ic** and the other in **-ical**, but their meaning is different:
economics → economic (= related to economy or the field of the economics)
→ economical (= inexpensive, saving money)
history → historic (= important in history)
→ historical (= belonging to history; related to sth that happened in the past)
- Very few nouns (e. g. physics) form nouns (person) both in **-ist** and in **-ian**, but their meaning is different.
physics → physicist (= a person who has studied or is studying physics)
→ physician (= a doctor)

Noun Root	Noun = Noun + -dom
bore	boredom
king	kingdom
star	stardom

Some nouns in **-dom** are derived from adjectives, not from nouns.
The most common ones are: free → freedom; wise → wisdom

Complete the sentences with the correct form of the words in capitals.

1. Melina was very _____ about picking up her new scooter.	ENTHUSIAST
2. The _____ is trying to find a _____ solution to the crisis.	POLITICS DIPLOMAT
3. Howard is a very _____ person.	ENERGY
4. We had to _____ a lot of words for the spelling test.	MEMORY
5. _____, I believe that the government should preserve the _____ buildings in the city centre.	PERSON, HISTORY
6. You must _____ to him for your rude behaviour.	APOLOGY
7. John had to get _____ help after his mother's death because he had become very _____.	PSYCHOLOGY
8. The fire-fighter was given a medal for the _____ rescue of the little boy from the burning building.	EMOTION
9. The play we saw at the theatre was _____.	HERO
10. The up and coming _____ finally exhibited her paintings in a gallery.	SYMBOL

11. Children should be _____ examined at least twice a year.	ART MEDICINE
12. I don't know what to do now that my friends are away. I feel that I'm going to die of _____.	BORE

The opposites of many English words are formed by adding a negative prefix to the words. The most common negative prefixes are **un-**, **in-**, **dis-** and **mis-**.

- Most words that derive from the same root take the same negative prefix as the root word: *approve* → *disapprove*; *approval* → *disapproval*; *approving* → *disapproving*; *approvingly* → *disapprovingly*
- Sometimes verbs, nouns, adjectives or adverbs deriving from the same root form their opposites with the addition of **different** negative prefixes:

comfort → discomfort (noun)	comfortable → uncomfortable (adjective)
fortune → misfortune (noun)	fortunate → unfortunate (adjective)
equality → inequality (noun)	equal → unequal (adjective)

- Some words of the same category (verbs, nouns or adjectives) deriving from **one** root form **two** opposites – using two different negative prefixes – but with a difference in meaning:

able (adj)	unable (= not able)	disabled (= handicapped)
informed (adj)	uninformed (= not informed)	misinformed (= wrongly informed)
used (adj)	unused (=not used)	misused (=wrongly/badly used)
un- + adjective/adverb → opposite adjective / adverb		
attractive → unattractive attractively → unattractively		
un- + noun (related to adjective) → lack of the quality described by the adjective		
certain → uncertain certainty → uncertainty		
BUT: able → unable ability → inability, disability		
un- + verb → doing the reverse of what the verb describes		
lock → unlock dress → undress		
in + adjective / adverb / noun (related to adjective) → the opposite of the original word		
efficient → inefficient efficiently → inefficiently efficiency → inefficiency		

- The prefix **in-** changes to:

il- before l-:	legal → illegal
im- before m- and p-:	mature → immature; patient → impatient
ir- before r-:	rational → irrational

- The prefix **in-** is **not** used to form opposites of **verbs**.
- The prefix **in-** is not used to form opposites of words beginning with **in-**:
interesting → uninteresting; interpret → misinterpret; integrate → disintegrate

dis- + verb → the opposite effect or reverse of the process described by the original verb	agree → disagree connect → disconnect
dis + noun / adjective / adverb / → the opposite of the root word	agreement → disagreement agreeable → disagreeable agreeably → disagreeably honesty → dishonesty honest → dishonest honestly → dishonestly
mis + verb → doing what the root describes wrongly or badly	judge → misjudge judgement → misjudgement

Complete the sentences with the correct form of the words in capitals.

Even though he's twenty years old, he is rather _____.	MATURE
Thomas said that he is _____ to attend the meeting because he's ill. I am a little _____ as to whether this is true or not.	ABLE DOUBT
The student was very _____ and answered the question _____ but the teacher asked him to try again.	NERVE, CORRECT
He has become rich in a _____ way.	HONEST
I didn't correct your essay because your writing was simply _____.	LEGIBLE
The teacher expressed her _____ with Tom because he's so _____ in class.	SATISFACTION OBEDIENT
It was _____ of you to leave the baby _____.	RESPONSIBLE, ATTENDED
Unfortunately, many climbers have been _____ in their attempts to climb Mt Everest.	SUCCESS
I detest people who _____ animals or use them in _____ research.	TREAT, SCIENCE
Driving at speeds of 150 kilometres per hour is not only _____ but also.	LEGAL SAFE
Her _____ to help got her into trouble.	WILLINGNESS
Why do you always have to _____ with what I say?	AGREE
She's a very _____ person. She wants everything done immediately.	PATIENT
Don't sit in that _____ armchair, sit here.	COMFORTABLE
Are you sure you didn't _____ him? He can't have said that.	UNDERSTAND

This unit deals with some verbs and nouns which derive from adjectives.

Adjective Root	Verb = Adjective + -en	Noun = Adjective + -ness
Describing a quality / state	Describing the process of acquiring the quality / state of the adjective	The quality / state described by the adjective
dark	darken	darkness

- Some other common adjectives that form verbs and nouns in the same way are: *fresh, hard, loose, quick, sharp, thick and weak.*
- The adjectives *broad, deep* and *wide* form nouns in **-th**:
 broad → broaden → breadth
 deep → deepen → depth
 wide → widen → width
- Some verbs in **-en** do not derive from adjectives, but from the corresponding nouns:

Adjective	Noun	Verb
high	height	heighten
long	length	lengthen
strong	strength	strengthen
-	fright	frighten
-	threat	threaten

- The adjective **short** forms two nouns with a difference in meaning:
 short → shortness (being short or having little of sth)
 → shortage (lack or insufficient quantity of sth)

Adjective Root in -nt	Noun in -nce or -ncy
Describing a quality / state	The quality / state described by the adjective
distant	distantce
intelligent	intelligentce
efficient	efficiency

- Most adjectives in **-ant/-ent** form nouns in **-ance** and **-ence**.
- Some common adjectives that form nouns in **-ance** are:
arrogant, assistant, ignorant, important, relevant, reluctant, resistant, significant and tolerant.
- Some common adjectives that form nouns in **-ence** are:
absent, confident, convenient, different, evident, innocent, patient, present, silent and violent
- Some common adjectives in **-ant/-ent** that form nouns in **-ancy/-ency** are:
consistent, efficient, fluent frequent pregnant, proficient, redundant, transparent, urgent and vacant.

Adjective Root in -te	Noun in -cy
Describing a quality / state	The quality / state described by the adjective
private	privacy

- Some other common adjectives that form nouns in the same way are: *(in)accurate, (in)adequate, (il)literate, immediate, intimate and obstinate.*
- The adjective **secret** forms two nouns with a difference in meaning:
 secret → secret (fact known only to few people and not told to others)
 → secrecy (having/keeping secrets)
- The adjective **fortunate** does not form a noun in **-cy** but derives from the noun **fortune**.

Complete the sentences with the correct form of the words in capitals.

Despite being a keen camper, I find the _____ in this forest _____.	DARK, BEARABLE
In order to _____ your shoulders, you have to do many push-ups at the gym.	BROAD DEEP
She didn't like the colour of her hair, so she decided to _____ it. She was, however, rather _____ about how dark it would become.	DARK ANXIETY
The suspect was released because of lack of _____ against him.	EVIDENT
Being unable to meet John, I rang to apologise for the _____ I had caused him.	CONVENIENT
_____ in at least two languages is essential if you want to become an interpreter.	FLUENT
The town council placed restrictions on the water supply due to a _____ of water that year.	SHORT
There are many complaints about the _____ of facilities for the handicapped.	ADEQUATE
The government attempted to reduce _____ by increasing police patrols.	VIOLENT
The _____ of that lake has never been measured.	
To calculate the area of a room, you multiply its _____ by its _____.	LONG, WIDE
The doctor advised me to exercise in order to _____ my back muscles.	STRONG
Amanda is unlikely to lose any weight, as she has a _____ for sweets and junk food.	WEAK
Many flights were delayed today, causing growing _____ among the passengers.	PATIENT
In some countries, the percentage of _____ is still very high.	LITERATE

This unit deals with verbs and nouns which derive from adjectives.

Adjective Root	Verb = Adjective + -ise
Describing a state or condition	Acquiring the state or condition described by the adjective
general	generalise

- Some other common adjectives that form verbs in the same way are: *familiar, fertile, legal, mobile, modern, neutral, special, stable and sterile.*
- Pay attention to the following irregularity: stable → stabilize

Adjective Root in -able / -ible	Noun in -ability/-ibility
(in)capable	(in)capability
(im)possible	(im)possibility

- Some other common adjectives that form nouns in **-ability** are: *available, stable and suitable.*
- Some other common adjectives that form nouns in **-ibility** are: *flexible, responsible, sensible and visible.*
- The nouns **ability** and **stability** form opposites with the addition of the prefix **-in**, not **un-**.
unable → inability
unstable → instability

	Adjective Root	Noun + -ity
-ous	generous	generosity
-e	secure	security
-al	original	originality
-ive	creative	creativity
-or	major	majority
-ar	similar	Similarity
-an	human	Humanity
-ic	authentic	Authenticity
-d	humid	Humidity

- Some nouns which derive from adjectives do not follow the rules presented above. Some of these are:
 ambiguous → ambiguity ferocious → ferocity
 anonymous → anonymity simple → simplicity
- Note the following irregularities: safe → safety; various → variety

Noun in -hood
likely → likelihood
lively → livelihood

Complete the sentences with the correct form of the words in capitals.

It is of vital _____ that doctors _____ surgical equipment before using it.	IMPORTANT, STERILE
It is your _____ to switch off the lights when you leave.	RESPONSIBLE
_____ was down to a metre due to the thick fog, so we had to drive very _____.	VISIBLE CAUTION
Supermarkets offer a _____ of products to consumers.	VARIOUS
They depended on growing tomatoes for their _____.	LIVELY
He is very _____ and has a lively _____, so he gets along with almost everyone.	CHEER, PERSONAL
For their own _____ passengers are advised to remain seated.	SAFE
The manager of the company is concerned about the decrease in _____.	PRODUCTIVE
Do you know the saying "_____ killed the cat"?	CURIOUS
Can you sign this document, please? Don't worry, it's just a _____.	FORMAL
Violent, trouble-causing hooligans are a _____ among football fans.	MINOR
We would like to point out the _____ between this new type of engine and the _____ one. They have nothing in common.	SIMILAR CONVENTION
You have to _____ plants if you want them to grow well.	FERTILE

When you are asked to form a derivative, first check what part of speech the missing word is; it could be a noun, a verb, an adjective or an adverb. Then, check what form of the missing word you should supply.

- Nouns can be in the *singular* or *plural* form. The plural of most nouns is formed by adding the endings **-s** or **-es** to the singular form of the noun.

Root Word	Deriving noun-singular	Deriving noun-plural
act	action	actions
	activity	activities

- **Adjectives** and **adverbs** can be in the **positive**, **comparative** or **superlative** degree. One-syllable adjectives and adverbs and some two-syllable adjectives form their **comparative** degree in **-er** and their **superlative** degree in **-est**.

Root Word	Derivatives	Comparative	Superlative
luck (noun)	lucky (adj) luckily (adv)	luckier more luckily	luckiest most luckily
fast (adj/adv)	-	faster	fastest
deep (adj/adv)	- deeply	deeper more deeply	deepest most deeply

NOTE: Adverbs in **-ly** and adjectives with **more than two syllables** form their comparative and superlative degrees with **more** and **most + adjective/adverb** respectively. You will **not** be asked to form the comparative/superlative degree of such adjectives and adverbs in this part of the examination.

- **Verbs** can be either in the **Present Simple**, the **Past Simple**, the **-ing** form or they could be **Past Participles**.

Root Word	Derivatives	Form		Examples
danger	endanger	Present Simple	-s/-es in the 3rd person singular	endanger -s mistake -s
		Past Simple	-ed irregular formation	endangered mistook
mistake	mistake	-ing form	-ing	endangering mistaking
		Past Participle	-ed irregular formation	endangered mistaken

Present participles in **-ing** and past participles in **-ed/ irregular forms** are also used as **adjectives**: interest → interesting / interested; grow → growing / grown

Complete the sentences with the correct form of the words in capitals.

I thought the colour of my room was very light, so I decided to paint it _____.	DARK
A _____ director who wants to _____ run a company must take on many _____.	MANAGE, SUCCESS RESPONSIBLE
The doctor I'm sending you to _____ in neurology.	SPECIAL
What are the _____ of your team winning the final?	CHANCE
I didn't have a pen to write down Kevin's phone number, so I _____ it.	MEMORY
Things are _____ here in summer than in winter.	LIVE
Many Third World _____ need _____ but this can only be _____ with the help of _____.	COUNTRY, MODERN ACHIEVE, DEVELOP, NATION
My friend is _____ than I am when it comes to finding _____ spaces.	LUCK PARK
Janet _____ anything I do. We simply can't get along.	LIKE
The new skylight definitely _____ up the room.	LIGHT
I am _____ not than I was before I had the soft drink.	THIRST
_____ have been working on this project for weeks but the problem remains _____.	SCIENCE SOLVE

She keeps _____ her money _____.	SPEND, THOUGHT
I ran the _____ I could to get to the hospital.	FAST
We found his behaviour so _____ that we had to leave the room.	ANNOY
When the teacher told the children that their excursion would be _____ all he could see was a room full of _____ faces.	CANCEL DISAPPOINT
Children learn hardly anything during _____ lessons	BORE

This unit deals with adjectives, adverbs and nouns that derive from verb roots.

Verb Root	Adjective = verb + -able
accept	Acceptable

- Many adjectives in **-able** signify that what the verb describes can be done:
believe → *believable* = *that can be believed*
- Some adjectives in **-able** deriving from verb roots have a different meaning:
agree → *agreeable* (=pleasant)
consider → *considerable* (=great in amount, substantial)
- Some other common verbs that form adjectives in the same way are: **advise, bear, cure, depend, enjoy, identify, predict, prefer, recognise, remark** and **respect**.
- When the verb root ends in **-ate**, the **-ate** is replaced by **-able**.
irritate → *irritable* *tolerate* → *tolerable*
- When the verb root ends in **-e**, the **-e** is dropped before the ending **-able**, unless there is a vowel, ac or ag before the **-e**.
admire → *admirable*; *notice* → *noticeable*; *change* → *changeable*
- Adjectives in **-able** form adverbs in **-ably**: *prefer* → *preferable* → *preferably*

Verb Root	Adjective = verb + -ible
access	accessible

- Many adjectives in **-ible** signify that what the verb describes can be done:
accessible = *that can be accessed*
- Some other common verbs that form adjectives in the same way are:
convert, digest, resist and **sense**.
- When the verb root ends in **-d** or **-de**, the **-d** / **-de** changes into **-s** before the ending **-ible**:
comprehend → *comprehensible*; *divide* → *divisible*
- When the verb root ends in **-mit**, the **-t** changes into **-ss** before the ending **-ible**:
permit → *permissible*
- Adjectives in **-ible** form adverbs in **-ibly**: *sense* → *sensible* → *sensibly*

Verb Root	Noun = verb + -ery
cook	cookery

- Some other common verbs that form nouns in the same way are: **rob** and **trick**.
- When the verb ends in **-e** or **-er**, the **-e/-er** is replaced by **-ery**.
discover → *discovery*; *forge* → *forgery*

Verb Root	Adjective = verb + -ent(-ant)	Noun = verb + -ence(-ance)
confide	confident	confidence
ignore	ignorant	ignorance

- Some other common verbs that form adjectives in **-ent** and nouns in **-ence** are:
correspond, depend, differ and **exist**.
- Another common verb that forms an adjective in **-ant** and a noun in **-ance** is: **resist**
- When the verb root ends in **-ate** the **-ate** is replaced by the **-ant** and the **-ance**:
tolerate → *tolerant* → *tolerance*
- Some verb roots form only nouns in **-ance**, not adjectives in **-ant**:
assist → *assistance*; *attend* → *attendance*

- Some adjectives and nouns which derive from verb roots do not follow the rules presented above: appear → apparent → appearance; perform → performing → performance insure → insured → insurance; please → pleasant → pleasure interfere → interfering → interference; signify → significant → significance obey → obedient → obedience

Verb Root	Noun (person) = verb + -ant
assist	assistant

- Nouns in **-ant** referring to people signify a person that does what the verb describes.
- Some other common verbs that form nouns in the same way are: **account attend, consult, contest, defend, depend, inhabit** and **serve**.
- When the verb root ends in **-ate** or **-y**, the **-ate/-y** are replaced by **-ant**: immigrate → immigrant; occupy → occupant
- Be careful with the noun (person) deriving from the verb apply: apply → applicant

Complete the sentences with the correct form of the words in capitals.

I have to buy a _____ book as I'm _____ at cooking.	COOK, HOPE
There has been a _____ change in his behaviour lately.	NOTICE
My friend was in for a(n) _____ surprise when he saw that his house had been _____.	PLEASE BURGLE
The food at the restaurant was _____, but the service was awful.	TOLERATE
I can't stand this _____ heat! I have to buy an air-conditioner.	BEAR
This disease is still _____, so it is _____ to be extra careful.	CURE, ADVISE
Many students lack in _____ when it comes to _____ English.	CONFIDE, SPEAK
He is _____ clever for his age.	REMARK
Some students are totally _____ and their behaviour in general is _____.	OBEY ACCEPT
Kelly's house was not _____ against fire, so the _____ company will not pay for the damage.	INSURE, INSURE
He was charged with _____ and was imprisoned for six years.	FORGE
My trip to Japan was _____ I had an _____ time.	FORGET, ENJOY
Visa _____ must have their passports with them.	APPLY
Despite his young age, he behaved very _____.	SENSE

This unit deals with nouns and adjectives which derive from verb roots.

Verb Root	Noun = verb + -ion	Adjective = verb + -ive
impress	impression	impressive

- Some other common verbs that form nouns and adjectives in the same way are: **act, attract, collect, connect, construct, direct, express, instruct, invent, object, possess, prevent, protect** and **select**.
- Some verbs form only nouns in **-ion**, **not** adjectives in **-ive**: **complete, contribute, discuss, inspect, pollute, predict, reject, revise** and **suggest**.
- Verb roots ending in **-mit** change the final **-t** to **-ss** before the endings **-ion** and **-ive**: permit → permission → permissive; omit → omission
- Verb roots ending in **-d** or **-de**, change the **-d/-de** to **-s** before the endings **-ion** and **-ive**: extend → extension → extensive; explode → explosion → explosive
- Pay attention to the following irregularities: attend → attention → attentive; defend → defence → defensive; offend → offence → offensive

- The adjective (in)expensive derives from the noun expense.

Verb Root	Noun = verb + -ation	Adjective = verb + -ative
inform	information	informative

- Some common verbs that form **nouns** and **adjectives** in the same way are: *conserve, imagine* and *represent*.
- Some verbs form only nouns in **-ation**, not adjectives in **-ative**: *combine, invite, oblige, observe, organise, realise, relax, starve* and *transform*.
- Pay attention to the following irregularities: prepare → preparation → preparatory; sense → sensation → sensitive; compare → comparison → comparative

Verb Root	Noun = verb + -tion	Adjective = verb + -ative
appreciate	appreciation	Appreciative

- Some common verbs that form nouns and adjectives in the same way are: *communicate, create, decorate, operate* and *relate*.
- Some verbs in **-ate** form only nouns in **-ation**, **not** adjectives in **-ative**: *calculate, celebrate, dictate, fascinate, investigate* and *separate*.
- The verbs *educate* and *hesitate* form nouns in **-ation**, but the corresponding adjectives do not end in **-ative**: educate → education → educational; hesitate → hesitation → hesitant.
- Pay attention to the following irregularities:

Verb	Noun	Adjective	Verb	Noun	Adjective
add	addition	-	introduce	introduction	introductory
compete	competition	competitive	oppose	opposition	-
consume	consumption	-	produce	production	productive
describe	description	descriptive	receive	reception	receptive
destroy	destruction	destructive	reduce	reduction	-
explain	explanation	explanatory	repeat	repetition	repetitive

Certain nouns in **-ion** and adjectives in **-ive** do not derive from verbs:
aggression → aggressive; mass → massive.

Verb Root	Noun = verb + -al
betray	betrayal

- Some common verbs that form nouns in the same way are: *approve, arrive, deny, dismiss* and *rent*.

Complete the sentences with the correct form of the words in capitals.

The student asked for _____ to leave the classroom.	PERMIT
Steven's _____ to the _____ received everyone's _____.	CONTRIBUTE DISCUSS APPROVE
Many car _____ companies have increased their rates this summer.	RENT
The student was given back her assignment as it was obvious no time had been spent in its _____ and it bore no _____ to the subject.	PREPARE, RELATE
Worried that everyone would be bored. Sally was _____ to give a highly _____ account of her holiday.	HESITATE DESCRIBE
Sandra chose aerobics because she doesn't like _____ sports.	COMPETE
He's got such an _____ of fine art.	IMPRESS. COLLECT
_____ is one of the simplest _____.	ADD, CALCULATE
It took a lot of _____ to get Celia to write to her mother, as there had been little _____ between them for years.	PERSUADE COMMUNICATE

As the students were tired, they were not very _____ to the teacher's _____ of the theory.	RECEIVE EXPLAIN
Many animals are _____ during the daytime and hunt during the night.	ACT
I find it difficult to be _____ about matters that concern me.	OBJECT

This unit deals with nouns which derive from verb roots.

Verb Root	Noun = Verb + -ment
	The process or the result of doing what the verb describes
develop	development

- Some other common verbs that form **nouns** in the same way are: *achieve, agree, amaze, amuse, announce, appoint, argue, arrange, employ, entertain, excite, improve, punish, replace* and *require*.

Verb Root	Noun = Verb+ -ure
depart	departure

- Some other, common verbs that form **nouns** in the same way are: *expose, fail, please* and *press*.
- The verb **create** forms a noun in **-ure**, but its meaning is different: create → creature.
- Pay attention to the following irregularities: mix → mixture; proceed → procedure; sign → signature

Verb Root	Noun (Person) = Verb + -er / -or
	The person who does what the verb describes
train	trainer
operate	operator

- Some other common verbs that form nouns in **-er** are: *advertise, announce, consume, employ, examine, found, hunt, insure, interview, observe, organise, own, perform, produce, report* and *work*.
- Some other common verbs that form nouns in **-or** are: *act, collect, construct, contribute, create, decorate, direct, govern, inspect, instruct, invent, investigate* and *protect*.

Verb Root	Noun (Think) = Verb + -ar / -or
	The thing that does what the verb describes
record	recorder
calculate	calculator

- Some other common verbs that form nouns in **-er** are: *blend, compute, cook, mix* and *print*.
- Some other common verbs that form nouns in **-or** are: *react, refrigerate* and *sense*.

Verb Root	Noun (Person)= Verb -ee
	The person who receives the action described by the verb
employ	employee

- Some other common verbs that form **nouns** in the same way are: *examine, interview, pay, refer, train* and *trust*.

Complete the sentences with the correct form of the words in capitals.

_____ to comply with the safety _____ may prove _____ .	FAIL, REGULATE, FATE
We already had a(n) _____ and I'm not in the mood for another _____ , so let's just drop the subject.	AGREE , ARGUE
Many people's purchases are influenced by _____ .	ADVERTISE
The panda Is a rare _____ , but unfortunately it is under	CREATE, HUNT

threat from _____ .	
What _____ must potential _____ have in order to get this job?	REQUIRE, EMPLOY
Scientists have proved that too much _____ to the sun is _____ .	EXPOSE, HARM
A lot of _____ film _____ and _____ had been invited to the cocktail party.	ACT, DIRECT, PRODUCE, SING
His _____ from the country guaranteed his _____ .	DEPART, SAFE
It's always a _____ to watch children play.	PLEASE
We had to ask the gym _____ what type of _____ he recommended.	INSTRUCT, TRAIN

- In the previous units we dealt with derivatives which are formed according to certain rules. There are, however, some less predictable formations. The most common of these are:

Verb	Noun	Adjective
bear	birth	-
behave	behaviour	behavioural
choose	choice	choosy
complain	complaint	-
die	death	dead
hate	hatred	hateful
heat	heat	hot
laugh	laughter	-
lose	loss	lost
marry	marriage	married
pride	pride	Proud
prove	proof	-
pursue	pursuit	-
relieve	relief	Relieved
see	sight	-
sing	song	-
solve	solution	-
speak	speech	Speechless
succeed	success	Successful
think	thought	Thoughtful
-	youth	Young

- You may be asked to form an adjective or noun which derives from the name of a country or continent.
e.g. England → English; Europe → European
- Finally, you may be asked to derive an adverb or a pronoun ending in **-body, -one, -thing, -where, -how, -ever** or **-self**.
e.g. some → somebody; any → anyhow; when → whenever; any → anyone; one → oneself; every → everything; else → elsewhere.

Complete the sentences with the correct form of the words in bold type.

Janet was at a _____ for words when she saw the damage done to her car.	LOSE
My parents have had a long and happy _____ .	MARRY
I need _____ to help me find the _____ documents, as I've looked _____ and can't find them.	SOME, MISS, EVERY

_____ people like to make _____ about London's _____ weather.	BRITAIN, RAIN COMPLAIN
He committed the crime out of racial _____.	HATE
The father was _____ of his son's _____ to Cambridge.	PRIDE, ADMIT
I can't stand the _____ of _____ animals!	SEE, DIE
_____ we go, we manage to enjoy _____.	WHERE, OUR
Many people can't stand extreme _____.	HOT
The _____ ambassador is giving a _____ tonight.	ITALY, SPEAK
He _____ managed to find _____ that he was innocent.	SOME, PROVE
The _____ of leaving my home town and going to live in the city filled me with _____ feelings, but I had made my _____.	THINK, MIX, CHOOSE
His _____ was _____ and I'm never going to speak to him again.	BEHAVE, ACCEPT
It is commonly accepted that _____ is the best medicine for stress.	LAUGH
His _____ doesn't allow him to admit his faults.	PROUD
The _____ crossed the _____ border.	IMMIGRATE, MEXICO
It was such a _____ for her when she found her dog.	RELIEVE
I believe that it's impossible to find a _____ to every problem.	SOLVE
They think very highly of _____ and prefer not to associate with _____ they consider inferior.	THEM ANY
The _____ of your book will depend on how well you promote it.	SUCCEED

РОЗДІЛ 3

PHRASAL VERBS

be after:	(tr) 1) want, try to gain, 2) chase
be against:	(tr) oppose (opp: be for)
be in for:	(tr) expect sth (usu bad)
be off:	(tr) 1) not want/like any more, 2) be absent (from school, work, etc)
be on:	(tr) be shown (on TV, at the cinema, etc)
be out of:	(tr) not have sth; lack
be over:	(int) come to an end
be up:	(int) 1) be awake and out of bed, 2) stay awake at night, 3) be wrong or unusual
break down:	(int) 1) stop working, 2) lose control of feelings, 3) fail
break in (int)/ break into (tr):	1) enter by force, 2) interrupt
break out:	(int) 1) begin suddenly (of war, fire, etc) BUT: a storm breaks, 2) escape
break up:	(int) 1) stop for holidays (of schools, etc), 2) separate; split up

Fill in the correct particle

- 1) War broke suddenly in the country.
- 2) My flat was brokenwhile I was away.
- 3) The police arethe bank robbers.
- 4) The washing machine has broken I'll call a repairman.
- 5) Many people are the new law.
- 6) The school will break for the holidays soon.
- 7) What's ? Is something wrong?
- 8) The supermarket was bread, so I didn't get any.
- 9) Jack was school last week because he had the flu.
- 10) Are you yet?' called Mum early this morning.
- 11) When she heard the bad news she broke and cried.
- 12) After three weeks, the exams are finally
- 13) Several prisoners broke of prison early this morning.
- 14) I wasall night because of my bad cough.
- 15) Government negotiations broke last week.
- 16) James isa new bicycle for his birthday.
- 17) Look at the clouds. I think we're bad weather today.
- 18) I used to love pizza, but I'm it now.
- 19) The couple broke for a while, but then got back together.
- 20) There is a new playat the Empire theatre.
- 21) The secretary brokeon the meeting to bring us coffee.

Phrasal Verbs

bring about:	(tr) cause to happen
bring forward:	suggest an idea (often passive)
bring on:	(tr) cause (usu sth unpleasant)
bring out:	(tr) publish; put on the market
bring round:	1) (tr) make sb regain consciousness; bring to, 2) (tr) persuade; bring over (to)
bring up:	1) (tr) raise a child, 2) mention; introduce a subject
call back:	(int) return a phone call
call for:	1) (tr) need; demand, 2) demand (sth); ask for
call off:	(tr) cancel
call out:	shout; yell
be carried away:	be very excited
carry off:	(tr) do sth successfully
carry on:	continue (after interruption)
carry out:	(tr) 1) fulfil (order, tasks), 2) conduct (an experiment)

Fill in the correct particle

- 1) When the noise stopped, she carried as if nothing had happened.
- 2) It's difficult to bring children alone.
- 3) The heavy rains brought severe flooding.
- 4) My favourite singer has just brought a new record.
- 5) Paul carried his plan very successfully.
- 6) I'm busy now, so I'll call you later.
- 7) Some excellent ideas were brought at the annual meeting.
- 8) Scientists carry experiments in their laboratories.
- 9) I'm trying to bring my fatherto my ideas.
- 10) This job calls knowledge of a foreign language.
- 11) The audience was carried by the singer's performance.
- 12) Janet's asthma attack was brought by the smoky atmosphere.
- 13) When their son was ill, they called the doctor.
- 14) The children carried their tasks quickly and quietly.
- 15) Having fallen in the river, the woman called for help.
- 16) Dad brought the subject of holidays during dinner last night.
- 17) The football match was called due to bad weather.
- 18) The nurse used smelling salts to bring the patient

Phrasal Verbs

come across:	(tr) meet/find by chance; run across
come along:	(int) 1) hurry up; come on, 2) appear; arrive by chance
come by:	(tr) obtain
come down with:	(tr) become ill; go down with
come into:	(tr) inherit
come off:	1) (int) succeed, 2) leave (sth)

come out:	1) go on strike, 2) (of flowers) begin to blossom, 3) (int) be published; bring out, 4) (news, truth) be revealed; bring out
come over:	(int) visit
come round:	1) visit casually, 2) (int) regain consciousness; come to/bring round, 3) change one's point of view
come up:	1) (int) be mentioned; bring up, 2) arise; occur
come up against:	(tr) encounter (difficulties); run up against
come up with:	(tr) find; think of (a solution, an answer, etc)
cut down:	(tr) 1) cause to fall by cutting, 2) (int) reduce sth
cut down on:	(tr) reduce consumption; cut back on
cut into:	interrupt; break in
cut off:	1) disconnect, 2) (usu passive) isolate
cut out:	(tr) take out, omit
be cut out for / to be:	be suited for (a profession)

Fill in the correct particle.

- 1) The truth came when the police started their investigation.
- 2) I camemy old school books yesterday when I was tidying the attic.
- 3) My house has a beautiful garden. Why don't you come and see it?
- 4) I'm sorry to cutyour conversation, but I'd like to ask a question.
- 5) The private detective came the case when he couldn't solve it.
- 6) I don't think Alison is cut to be a nurse. She faints at the sight of blood.
- 7) I was waiting for the bus when Emma came It was a lovely surprise to see her!
- 8) The boys came a brilliant idea for raising money.
- 9) Ellen is in bed. She's come the flu.
- 10) They decided to cutsome of the text to make it shorter.
- 11) You ought to cut the amount of sugar you eat.
- 12) Come boys; Let's get going.
- 13) The electricity was cutwhen they didn't pay the electricity bill.
- 14) I wish Dad would cometo the fact that I'm not a child any more.
- 15) How did you come that beautiful necklace?
- 16) His new novel has just come and it is bound to be a best-seller.
- 17) The village was cut during the heavy snowstorm.
- 18) A few problems came during the course of the project.
- 19) He came a fortune when his father died.
- 20) The patient slowly cameafter his operation.
- 21) The builders came some major problems while they were laying the foundations.

Phrasal Verbs

do away with:	(tr) 1) abolish, 2) murder
do up:	(tr) 1) fasten; tie, 2) wrap, 3) repair; redecorate, 4) make oneself more attractive, dress up
do with:	(tr) want; need
do without:	(tr) live/continue without having sb/sth

draw in:	1) (int) (of a bus/train) slow down to stop, 2) (tr) attract people
draw up:	1) (of a vehicle) stop, 2) (tr) write sth (a will/a contract, etc)
fall apart:	1) (int) break into pieces, 2) (int) end in failure
fall back on:	turn to sb/sth for help when other plans have failed; turn to
fall behind:	(int) 1) fail to keep up with, 2) be late (with payment)
fall for:	(tr) 1) be deceived, 2) fall in love with sb
fall in with:	(tr) agree with; go along with
fall out (with):	quarrel

Fill in the correct particle

- 1) This book is so old that it's falling
- 2) We could doa new washing machine. This one is very old.
- 3) I think Kate and Peter have fallen They aren't speaking to each other.
- 4) The car drew next to me, and the driver asked for directions,
- 5) The slowest runner fell very quickly after the race had started.
- 6) It's about time the government did housing tax.
- 7) We bought an old house last year and now we're doing it
- 8) Mike was so handsome and charming that Sarah Fellhim immediately.
- 9) The train drew to the station exactly on time.
- 10) The politician thought that someone was trying to do him, so he hired a bodyguard.
- 11) Lots of people fell the conman's tricks before he was caught by the police.
- 12) The landlord drew a contract for the new tenant.
- 13) Until you can afford to buy a car, you'll have to do one.
- 14) Don't forget to do your shoe laces or you'll trip over them.
- 15) Despite months of preparation, their plans fell at the last minute.
- 16) Jenny's doing herselfat the moment because she's going to a party tonight.
- 17) If you fallwith the payments, we may take legal action.
- 18) The parcel that was delivered to my house was done with string.
- 19) You can always fall your skills as a teacher if you don't make it as an artist.
- 20) I'll fall whatever you plan for the weekend.

Phrasal Verbs

get across:	(tr) communicate ideas; become understood
get along (with):	be on friendly terms; get on (with)
get at:	1) (tr) reach; find, 2) (int) imply
get away:	avoid capture
get away from:	avoid
get away with:	(tr) 1) escape punishment for wrongdoing, 2) escape capture with stolen goods
get by:	(int) survive despite difficulties
get down to:	(tr) start doing sth seriously
get off:	1) (int) avoid punishment, 2) start a journey
get off with:	(tr) not be punished; be treated leniently

get on:	1) (int) advance; make progress, 2) become late; get nearer 3) (int) have a friendly relationship with; get along
get on with:	(tr) 1) be on good terms with; get along with, 2) continue after an interruption
get over:	1) recover, 2) overcome
get round:	(int) to spread (news)
get round to:	(tr) find the necessary time to do sth
get through:	1) (tr) finish (a piece of work), 2) (int) survive through difficult times, 3) (tr) use up all of sth (supplies, money, etc), 4) (tr) reach sb by telephone; get through to
get to:	(tr) have an effect on sb's feelings

Fill in the correct particle.

- 1) I generally getmy boss, although we disagree sometimes.
- 2) You really must getwork. The exams start next week!
- 3) The teacher tried to getthe main ideas of the theory to her class without confusing them.
- 4) We have to getearly to get to London on time.
- 5) I haven't got.....ironing those clothes yet. I've been very busy.
- 6) I earn enough money to getbut I haven't managed to save much lately.
- 7) I don't understand what you're getting..... Can you explain what you mean?
- 8) We gettwo loaves of bread a day.
- 9 After the phone call, I got my work.
- 10) Because it was his first offence, he got a warning from the judge.
- 11) There's no getting paying taxes.
- 12) What he said really gother, and she started to cry.
- 13) Despite the cold, they gotthe winter without too many problems.
- 14) Bill gothis illness quickly and returned to work.
- 15) By the time we got home, it was gettingfor midnight.
- 16) The burglars got the jewellery.
- 17) After several attempts, I finally got the radio station.
- 18) No one should getbreaking the law.
- 19) The news got the office fast.
- 20) No problem is too big to get
- 21) The thieves managed to geteven though the police were looking for them.
- 22) I can't getthat box because the shelf it's on is too high.
- 23) Susan gotthe work quickly, so she was able to leave early.

Phrasal Verbs

give away:	(tr) 1) reveal sth; betray sb, 2) lose or waste (sth)
give in:	1) (int) surrender, 2) (tr) hand in
give off:	(tr) emit (heat, fumes, smell, etc.)
give out:	1) (int) come to an end, 2) (tr) distribute, hand out
give up:	(tr) 1) stop/abandon an attempt, habit, etc. 2) surrender; offer oneself as a prisoner, 3) stop doing or having sth
go ahead:	Continue
go along:	(int) advance; make progress; go on
go along with:	(tr) 1) agree with sb/sth, 2) advance with sth
go back:	(int) date back to

go back on:	(tr) break a promise or agreement
go by:	(int) 1) (of time) pass. 2) (of a chance) let it pass without taking it
go down:	(int) 1) be reduced, 2) (of the sun/ moon) set
go down with:	(tr) become ill
go in for:	(tr) take part in (a competition)
go into:	(tr) investigate thoroughly
go off:	(int) 1) (of a bomb) explode; (of an alarm) ring, 2) be switched off, 3) (of food) go bad
go on:	(int) 1) happen, 2) make progress, 3) be turned on
go out:	(int) stop burning, be extinguished
go over:	(tr) 1) examine details, 2) repeat
go round:	(int) 1) be enough for everyone to have a share, 2) visit; look round, 3) (of news, a disease) spread; circulate
go through:	(tr) 1) examine carefully; go over, 2) (of money, food, etc.) use up; spend, 3) experience; endure
go through with:	complete sth in spite of opposition; carry out
go up:	(int) rise (in price); increase
go without:	(tr) endure the lack of sth; do without

Fill in the correct particle

- 1) They wentthe survey results carefully.
- 2) The price of petrol has gone again; the cost of running a car is increasing.
- 3) You must give your assignments at the end of the week.
- 4) Let's sit and watch the sun go from your balcony.
- 5) The candle wentwhen a gust of wind blew through the window.
- 6) Pam isn't in today. She's gone the flu.
- 7) When their supplies gave the team decided to abandon their trip.
- 8) He has gone some difficult periods this year.
- 9) They had a difficult childhood – they often had to gothings they needed.
- 10) Please could you gowhat you said again?
- 11) My alarm wentat 6 o'clock this morning.
- 12) The fraud team are going the matter thoroughly.
- 13) Robert has decided to go his plan to change jobs this year.
- 14) Things are goingfine at the moment. There are no problems.
- 15) House prices are going which is good news for buyers.
- 16) Someone is giving secret information.
- 17) Did you gothe poetry competition?
- 18) Gowith the project since you have already started it.
- 19) This fire gives a lot of heat, doesn't it?
- 20) Time goesvery quickly when you're enjoying yourself.
- 21) The electricity wentwhen there was a power cut this afternoon.
- 22) Is there enough coffee to go or shall I make some more?
- 23) She gaveher chances of promotion when she shouted at her boss.
- 24) The thieves gave themselves and were taken to prison.
- 25) The records in the office go ten years.
- 26) The teacher gavehe exam papers after everyone had sat down.
- 27) The accountant wentthe receipt book to try to find the mistake.
- 28) Put the milk in the fridge, otherwise it will go
- 29) I hope he doesn't gohis promise.
- 30) The news went the office quickly.

Phrasal Verbs

hold back	1) (tr) control (tears, laughter), 2) (tr) delay, 3) (tr) keep secret, 4) (int) be reluctant to act
hold in:	(tr) restrain; keep under control
hold on:	(int) to wait (esp on the phone)
hold out:	(int) 1) persist; not give way, 2) last
hold up:	1) (tr) delay, 2) (tr) use violence in order to rob, 3) (int) last; hold out
keep away (from):	(tr) stay away
keep back:	(tr) conceal
keep behind:	(tr) make sb remain after others have left
keep (oneself) from:	(tr) 1) prevent from, 2) avoid (tr)
keep off:	1) make sb stay away from, 2) avoid (food, a habit, etc); keep away from
keep on:	1) (int) continue in spite of difficulties, 2)(tr) continue doing sth; carry on
keep out of:	(tr) stay away from (trouble)
keep up:	(tr) 1) maintain sth at the same level, 2) keep sb out of bed, 3) keep sth in good condition
keep up with:	(tr) 1) proceed at an equal pace with, 2) continue to be informed (news, events)
let down:	(tr) 1) (of clothes) lengthen (opp. take up), 2) disappoint
let off:	(tr) 1) not punish, 2) make sth explode (fireworks)
let out:	(tr) 1) (of clothes) make wider, (opp. take in), 2) say sth (usu a secret) unintentionally

Fill in the correct particle

- 1) The house is becoming too expensive for them to keep
- 2) You shouldn't holdyour anger. It will only make you feel worse.
- 3) I'm keepingchocolate for a while in an attempt to lose a little weight.
- 4) I didn't mean to let the secretIt was an accident.
- 5) We were heldin traffic. That's why we arrived late.
- 6) Our business is holdingquite well, despite the economic crisis.
- 7) The young man was letbecause he had never been in trouble before.
- 8) The secretary asked me to holduntil Mrs Harris was ready to take my call.
- 9) Kate is trying to keep her gradesat the same level.
- 10) The jury thought that one of the witnesses was keeping some important information
- 11) The joke was so funny that Jake couldn't holdhis laughter.
- 12) Sally buys a newspaper every day to keepthe news.
- 13) You mustn't holdsecrets if there's something I ought to know.
- 14) I've had a few problems, but I'm going to keeptrying until I succeed.
- 15) This skirt is too short. I'll let ita bit.
- 16) I think our water supplies will holdfor another four days.
- 17) Simon heldbecause he wasn't sure if it was the right thing to do.
- 18) You've put on weight! I'll have to letthe waist of your trousers for you.
- 19) When Jane had measles, her mother kept herschool for two weeks.

- 20) The demonstrators held.....for three weeks before ending their protest outside the factory.
- 21) I'm counting on you. Please don't let me
- 22) Don't walk so fast. I can't keep you!
- 23) George keeps watering the tree in the garden, but I'm sure it's dead.
- 24) The noise from the party kept meuntil the early hours of the morning.
- 25) While we're away, please try to keeptrouble.

Phrasal Verbs

look after:	(tr) take care of
look down on:	(tr) have a bad opinion of sb; disapprove of sb/sth (opp: look up to)
look for:	(tr) search for
look forward to:	(tr) anticipate (with pleasure)
look into:	(tr) investigate
look on:	watch (instead of doing sth)
look on/upon:	(tr) regard as; consider
look out for:	(tr) be alert in order to see/find sb/sth
look over:	1) examine carefully; go through, 2) revise briefly and quickly
look round:	examine (an area, place, etc.)
look through	(tr) 1) look at quickly, 2) study sth carefully
look up:	1) (tr) look for sth (such as an address, etc) in a book or list, 2) visit sb (specially sb living far away)
look up to:	(tr) respect (opp; look down on)
make for:	(tr) move in the direction of
make off:	(int) run away; escape; make away
make out:	(tr) 1) see sb/sth clearly, 2) understand; work out, 3) write out; fill in
make sth up to sb:	compensate sb for sth
make up:	1) (tr) invent; think up, (a story, an excuse, etc.) 2) (tr) put cosmetics on, 3) (int) become friends again, 4) (tr) compensate, 5) form as a whole
make up for:	compensate; repay sb for
pass away:	(int) die
pass off as:	(tr) pretend to be sth/sb else successfully
pass on:	(tr) give sth (usu clothes) to younger/ smaller member of family
pass out:	(int) lose consciousness

Fill in the correct particle

- 1) They looked the village before setting off down the mountain.
- 2) Fred passesat the sight of blood.
- 3) The actress made herself before she went on stage.
- 4) Nurses look patients in hospital.
- 5) Look the turning, I don't want to miss it.
- 6) Two members of staff and eight parents make.....the school committee.
- 7) What does this word say? I can't make the handwriting.
- 8) He looks people who are less privileged.
- 9) Julie lookedthe book quickly in the shop before she bought it.
- 10) Sadly, the chairman of the club passed last weekend.
- 11) I looked your telephone number in the telephone book.
- 12) This school is looked as being one of the best in the area.

- 13) The doctor looked the patient carefully before giving his diagnosis.
- 14) The shoplifter was makingthe door when the security guard stopped him.
- 15) They gave him a free meal to make the bad service he received.
- 16) I'll make the cheque to you, shall I?
- 17) We're really looking your birthday party.
- 18) Clive made an excuse for his being late.
- 19) I am looking a new house at the moment.
- 20) Most of her clothes are passed from her older sisters.
- 21) Look the contract before you sign it.
- 22) The jeweller tried to pass the ringsolid gold even though it wasn't.
- 23) The man madewith cash from the till, but was caught by the police a short time later.
- 24) I was in the area so I thought I'd look you we haven't seen each other for such a long time.
- 25) Please lend me your car this weekend. I'll make it you later, I promise.
- 26) The crowd lookedas the athlete finished the race in record time.
- 27) The police are lookingthe burglary.
- 28) All Arthur's employees look him and respect him very much.
- 29) They had an argument yesterday, but I think they've madenow.

Phrasal Verbs

pay back:	(tr) 1) return money owed. 2) get revenge on sb
pay for:	(tr) receive punishment for a wrongdoing
pull down:	(tr) demolish a structure
pull in:	(int) (of trains, etc) arrive, draw in (opp: pull out)
pull through:	(int) survive
pull up:	(int) slow down and stop
put aside:	(tr) save; put by
put away:	put sb into prison or mental hospital
put back:	(tr) cause to be delayed
put down:	(tr) 1) make a note; write down, 2) pay a deposit for sth
put down to:	(tr) attribute sth to sth else
put off:	(tr) 1) postpone. 2) discourage sb from liking sth
put on:	(tr) 1) dress oneself in, 2) increase (in weight), 3) switch on, 4) pretend, 5) cause to take place (show/performance)
put out:	(tr) 1) extinguish (fire, etc), 2) cause inconvenience to sb
put through:	(tr) 1) connect by telephone, 2) make sb undergo or suffer sth
put up:	(tr) 1) offer sth for sale 2) (of prices) increase, 3) offer hospitality (put sb up)
put up with:	tolerate; bear

Fill in the correct particle

- 1) The train pulled at the station and hundreds of people got off.
- 2) The taxi pulledoutside my house. I paid the driver and got out.
- 3) Put your ideas on paper and I'll look at them later.
- 4) I'll put youto the correct department, madam.
- 5) Putyour gloves. It's very cold outside.
- 6) Walter's parents tried to put himbecoming an artist.
- 7) She put her tiredness the fact that she had been working very hard.

- 8) Ignore James. He's not really ill. He's just putting it
- 9) That shop has put its prices again.
- 10) Kelly is trying to putsome money every week for her summer holidays.
- 11) The firemen put the firevery quickly.
- 12) You'll just have to put the noise until the repairs are finished, I'm afraid.
- 13) The snowstorm caused the team's expedition to be put a few days.
- 14) Gordon vowed to pay Steve for what he had done to him.
- 15) We put going on holiday because I was very busy at work.
- 16) The drama group are putting their first performance next month.
- 17) Alice said to Jane. You'll pay this one day.'
- 18) The young soldiers were put strict training in the first few weeks.
- 19) His house was put for sale after he lost his job.
- 20) He put a deposit of £100 when he booked the holiday.
- 21) He borrowed £20 from me but he still hasn't paid it.....
- 22) I'll put you for the night if you can't find a hotel.
- 23) It was a serious operation, but the patient pulled
- 24) If you don't stop eating sweets, you'll put weight.
- 25) I don't want to put you but could you babysit for me tonight, please?
- 26) All the old buildings in this area are going to be pulled
- 27) Put the television if you're bored.
- 28) The public called for the criminal to be put for a long time.

Phrasal Verbs

run across:	(tr) meet sb/find sth by chance
run away:	(int) escape (from home, duty, etc): run off
run away with:	(tr) steal sth and leave with it
run down:	1)(tr) knock down and damage or wound (with a vehicle), 2) (tr) speak badly of sb/sth, 3) (int) (of a clock/ batteries) stop working
run into:	(tr) 1) meet sb unexpectedly, 2) collide with sth in a vehicle, 3) experience (difficulties)
run out (of):	(tr) no longer have a supply of sth
run over:	1) (tr) knock down and damage or wound (with a vehicle); run down, 2) (int) overflow
run through:	(tr) repeat; practice
run up:	(tr) allow (debts, bills, etc.) to increase
run up against:	(tr) face, (difficulties, problems, etc.)
see about:	(tr) make enquiries about or arrangements about sth
see off:	(tr) 1) accompany a traveller to his/her plane, train, etc., 2) make sure that sb leaves (one's property, etc.)
see out:	(tr) last until the end of (a period of time)
see through:	(tr) 1) not be deceived by sb/sth, 2) support sb in difficulties
see to:	(tr) care for sb

Fill in the correct particle

- 1) I ran an old teacher of mine last weekend at the supermarket.
- 2) Be careful crossing that road. I don't want you to get run
- 3) The bath water ran because Dean forgot to turn off the taps.
- 4) The baby's crying again.' Don't worry. I'll see him this time.'
- 5) Henry ran a huge telephone bill and then he couldn't afford to pay it.

- 6) You'll never guess what I ran at a car boot sale yesterday.
- 7) The garage roof is leaking. I must see getting it fixed.
- 8) The actor ran his lines once more on the night of the opening performance.
- 9) One of the employees ran the money from the till.
- 10) The alarm clock isn't working. I think the batteries must have run
- 11) The politician ran great opposition in his election campaign, but he still managed to win.
- 12) He's going to see the rest of his contractand then leave the company.
- 13) They ran some difficulties when the jeep got a flat tyre while they were on safari.
- 14) We saw Linda at the airport, and then went home.
- 15) Neil ran from home when he was 17, but regretted it when he saw how hard life could be.
- 16) We've runmilk again. I'll go and buy some more.
- 17) It isn't nice to run peopleall the time. You ought to be more tolerant.
- 18) Lucy saw the man's tricks immediately.
- 19) He lost control of the car and ran a tree.
- 20) The farmer saw the boys his land, and told them not to come back.
- 21) His parents saw himthe difficult year, and gave him all the support they could.

Phrasal Verbs

set aside:	(tr) save for a special purpose: set by
set in:	(int) (of weather) start and seem likely to continue
set off:	(int) start a journey
set out:	1) (int) begin a journey, 2) intend (to do sth)
set up:	(tr) start a business
stand by:	(tr) support sb esp in difficulties
stand for:	(tr) be an abbreviation for
stand in for:	(tr) replace sb temporarily
stand out:	(int) be noticeable
stand up:	fail to meet (sb)
stand up for:	(tr) support sb or sth
stand up to:	(tr) resist; defend oneself against, (sb) without fear
take after:	(tr) look or act like a relative: resemble
take away:	(tr) 1) remove, 2) seize from people
take back:	(tr) admit saying sth wrong
take down:	(tr) separate into pieces so as to repair or remove
take in:	(tr) make clothes narrower (opp: let out)
take off:	1) (tr) remove clothes (opp: put on), 2)(int) (of planes) leave the ground, 3)(int) start to improve
take time off:	be allowed not to go to work for a short period of time
take on:	(tr) employ
take out:	(tr) remove; extract
take sb out:	(tr) take sb to a restaurant, etc.
take over:	(tr) gain control of sth
take to:	(tr) like
take up:	(tr) 1) begin a hobby, sport, job, 2) fill (time, space)
take up on:	(tr) accept sb's offer or invitation
be taken aback:	be strongly surprised
be taken in:	be deceived

Fill in the correct particle

- 1) The dentist took one of my teeth last month.
- 2) Tom set..... on his voyage, full of excitement.
- 3) Michael takes his mother. They've both got brown hair and green eyes.
- 4) Lan's wife stoodhim when he lost his job two months ago.
- 5) Once the cold weather setswe'll be glad of the fire in the living room.
- 6) Lesley's business is really taking She's had lots of orders.
- 7) The chef setsome strawberries to put on top of the cake.
- 8) The letters UN standUnited Nations.
- 9) I have decided to takeaerobics because I want to get fit.
- 10) I'm sorry. I takeeverything I said about this restaurant. The meal was delicious.
- 11) The group set on their journey, wondering what adventures lay ahead.
- 12) Of all the essays, that one standsbecause it is very well-written.
- 13) The teacher took ...the boy's football and put it in the cupboard.
- 14) No one was takenby her clever lies.
- 15) He stood melast night, so I'm very angry with him.
- 16) By the end of the day. Jack had done everything he setto do.
- 17) You ought to stand your boss. I'm sure he will respect you for it.
- 18) I took himhis dinner invitation, and we went to a lovely restaurant.
- 19) When their camping trip was over, the girls took their tent and put it away carefully.
- 20) The factory is taking more employees at the moment.
- 21) Work takesmost of my time these days.
- 22) Amanda has recently sether own accountancy business.
- 23) I bought this skirt but it's too wide. Could you take it a little bit, please?
- 24) My husband took mefor a meal last night to celebrate our anniversary.
- 25) I tookmy jacket and hung it in the wardrobe.
- 26) You ought to standyourself. Don't let anyone intimidate you.
- 27) The company is being takenby a very large firm.
- 28) I'm taking some time next month. I need a holiday.
- 29) Jenny hasn't really takenher new school. She's not at all happy.
- 30) Alex was taken when he heard the news.
- 31) I offered to standEmily yesterday, because she was ill.
- 32) If you've finished lunch, I'll take your plate
- 33) The plane sped along the runway and took

Phrasal Verbs

turn away:	(tr) not allow sb to enter a place
turn down:	1) (tr) refuse an offer; reject, 2) (tr) reduce volume etc (opp: turn up)
turn sb in:	(tr) give sb to the police
turn into:	(tr) change into, become
turn off:	(tr) switch off (opp: turn on)
turn on:	switch on
turn out:	1) (tr) produce. 2) (int) prove to be in the end; result, 3) (tr) force sb to leave 4) (tr) empty (one's pockets, handbag, etc)
turn over:	turn to a new page; change TV channel
turn sb over to sb:	(tr) deliver sb (to the police, authorities)
turn to:	(tr) go to sb for help, advice
turn up:	1) (int) arrive or appear (unexpectedly), 2) (tr) increase (volume, pressure)

wear sb down:	(tr) make sb gradually weaker
wear off:	(of feelings) disappear gradually
wear out:	1) (tr) use until no longer serviceable. 2) (tr) exhaust
work on:	(tr) have an effect on
work out:	1) (tr) find the solution to a problem by reasoning or calculation, 2) (int) develop successfully
work up:	(tr) develop, increase

Fill in the correct particle

- 1) I'm worn ! I've been working hard all day long.
- 2) We turned the heater because the room was cold.
- 3) The policeman asked him to turnhis pockets so he could examine the contents.
- 4) The effects of the anaesthetic the dentist gave me are gradually wearing
- 5) He had to work his courage before asking for a pay rise.
- 6) They turnedthe burglar to the police when they caught him in their house.
- 7) I've got a problem and I don't know who to turn for help.
- 8) Anna was offered the job, but she turned it
- 9) It turned to be the wrong road, so we had no idea where we were.
- 10) The class was silently trying to work the solution to the maths problem.
- 11) I can't hear the news. Please turn the volume on the TV.
- 12) Our neighbours have turned their garage a study.
- 13) That washing powder doesn't work grass stains. You'll have to use something stronger.
- 14) Sam turned on the doorstep at midnight in the pouring rain.
- 15) The old lady turned . the thief she had caught the police.
- 16) We turn about ten thousand of these cars every month.
- 17) The family were turned of their flat by the landlord when they couldn't pay the rent.
- 18) The tennis player gradually wore his opponent, until he finally won the match.
- 19) That music is very loud. Could you turn the volume please?
- 20) The children were turned from the cinema because there were no tickets left.
- 21) This arrangement has worked very well for everyone.
- 22) Turn the page and look at exercise ten.
- 23) If you're no longer watching TV, why don't you turn it
- 24) The vacuum cleaner is worn We need to buy a new one.

РОЗДІЛ 4

ONLINE RESOURCES TO PRACTISE GRAMMAR AND VOCABULARY

- 4.1. Automatic tests on verb tenses
- 4.2. Automatic tests on vocabulary
- 4.3. Automatic tests on prepositions
- 4.4. Automatic tests on articles

The use of computers in language teaching and learning has become an integral part of language education. Meeting the requirements of skill-oriented language tests, the corresponding generations of computer programs for individual language practice have been advancing rapidly. Computer-Assisted Language Learning (CALL) was originally designed as a supplement to in-class instruction.

Introducing computers into language classes is intended to make certain aspects of student learning more engaging, efficient, and/or effective. Computer-assisted language learning is remarkably effective when it comes to self-preparation for the language tests.

Computer in language practice can be viewed from two perspectives:

- computer as tutor – computer used primarily as a machine for delivering interactive language learning and practice material;
- computer as tool – a means for learners to experience the authentic language and communication opportunities and enhancements afforded by information technologies.

The analysis of modern technologies for language practice indicates that effective language learning can include elements of both. Skills-oriented language teaching and learning is naturally represented at all levels of language tests. Thus, the use of computer software for practicing all language skills remains a common approach for classes as well as for self-learning, and computer-assisted language learning is no exception.

In this appendix, we look at how both tool and tutor software can be used to support specific skills. In particular, we present an overview of some websites that focus on these skill areas. Many of these are for free, but like everything else that is free on the web, the sites need to be looked at carefully for their pedagogical value.

Englishpage.com is a powerful tool for practicing grammar and vocabulary officially recommended by ESL/EFL professional communities. It includes covering of grammar and lexis topics, as well as the list of exercises generated and checked automatically.

4.1. Automatic tests on verb tenses:

Verb Tense Exercise:

<https://www.englishpage.com/verbpage/verbs24.htm>:

Simple Present, Simple Future, Present Continuous, and Future Continuous

Using the words in parentheses, complete the text below with the appropriate tenses, then click the "Check" button to check your answers.

1. Right now, I am watching TV. Tomorrow at this time, I (watch) TV as well.
2. Tomorrow after school, I (go) to the beach.

3. I am going on a dream vacation to Tahiti. While you (do) paperwork and (talk) to annoying customers on the phone, I (lie) on a sunny, tropical beach. Are you jealous?
4. We (hide) when Tony (arrive) at his surprise party. As soon as he opens the door, we (jump) out and (scream) , "Surprise!"
5. We work out at the fitness center every day after work. If you (come) over while we (work) out, we will not be able to let you into the house. Just to be safe, we (leave) a key under the welcome mat so you will not have to wait outside.
6. While you (study) at home, Magda (be) in class.
7. When I (get) to the party, Sally and Doug (dance) , John (make) drinks, Sue and Frank (discuss) something controversial, and Mary (complain) about something unimportant. They are always doing the same things. They are so predictable.
8. When you (get) off the plane, I (wait) for you.
9. I am sick of rain and bad weather! Hopefully, when we (wake) up tomorrow morning, the sun (shine) .
10. If you (need) to contact me sometime next week, I (stay) at the Sheraton in San Francisco.
-

Verb Tense Final Test

<https://www.englishpage.com/verbpage/verbs30finaltest.htm>:

Cumulative Verb Tense Review

Complete questions 1-10 below with the appropriate tenses, answer questions 11-15, then click the "Check" button to check your answers.

1. When Carol (call) last night, I (watch) my favourite show on television.
2. I (work) for this company for more than thirty years, and I intend to stay here until I retire!

3. Sharon (love) to travel. She (go) abroad almost every summer. Next year, she plans to go to Peru.

4. Thomas is an author. He (write) mystery novels and travel memoirs. He (write) since he was twenty-eight. Altogether, he (write) seven novels, three collections of short stories and a book of poetry.

5. We were late because we had some car problems. By the time we (get) to the train station, Susan (wait) for us for more than two hours.

6. Sam (try) to change a light bulb when he (slip) and (fall) .

7. Every day I (wake) up at 6 o'clock, (eat) breakfast at 7 o'clock and (leave) for work at 8 o'clock. However, this morning I (get) up at 6:30, (skip) breakfast and (leave) for work late because I (forget) to set my alarm.

8. Right now, Jim (read) the newspaper and Kathy (make) dinner. Last night at this time, they (do) the same thing. She (cook) and he (read) the newspaper. Tomorrow at this time, they (do, also) the same thing. She (prepare) dinner and he (read) . They are very predictable people!

9. By this time next summer, you (complete) your studies and (find) a job. I, on the other hand, (accomplish, not) anything. I (study, still) and you (work) in some new high paying job.

10. The students (be, usually) taught by Mrs. Monty. However, this week they (teach) taught by Mr. Tanzer.

11.

Jane talks on the phone.

Bob has been talking on the phone for an hour.

Mary is talking on the phone.

Who is not necessarily on the phone now?

12.

I'm going to make dinner for Frank.

I'm making dinner for Judy.

I'll make dinner for Mary.

I make dinner for Ted.

I will be making dinner for Tony.

Who are you offering to make dinner for?

13.

Jane left when Tim arrived.

Bob left when Tim had arrived.

When Tim arrived, Mary was leaving.

John had left when Tim arrived.

After Tim arrived, Frank left.

Who did not run into Tim?

14.

Jane is talking in class.

Bob always talks in class.

Mary is always talking in class.

Whose action bothers you?

15.

Jane never left Jamestown.

Bob has never left Jamestown.

Who is still alive?

4.2. Automatic tests on vocabulary:

<https://www.englishpage.com/vocabulary/interactivelesson1a.htm>:

Unique Personalities

Vocabulary

A. = Adjective ADV. = Adverb IDM. = Idiom N. = Noun V. = Verb	
cynical	A. seeing little or no good in other people, believing that people do good things for bad reasons
eccentric	A. having strange, unusual or abnormal habits or tastes <i>This term is less insulting than strange, weird or bizarre.</i>

egotistical	A. thinking too highly of oneself, considering oneself better than others
imaginative	A. creative, having much imagination
indecisive	A. unable to decide quickly, not knowing what choice to make
picky	A. hard to please, too careful in choosing something
sensible	A. practical, reasonable, something that makes sense
sensitive	A. easily feels emotion, easily hurt emotionally <i>can be positive or negative</i>
sophisticated	A. representing high culture, very experienced in life
thoughtful	A. often doing things to make other people feel good

Exercises

Unique Personalities Vocabulary in Conversation

Fill in all the gaps using the new vocabulary, then click the "Check" button to check your answers.

cynical eccentric egotistical imaginative indecisive picky
sensible sensitive sophisticated thoughtful

Robin: Did you meet that guy, Richard, at the party last night?

Michelle: Oh my god, he was so . He kept talking about how intelligent he was and how much money he made. He even said he was thinking about becoming a professional model. Like that's ever going to happen!

Robin: And Brad, the artist from New York, he was rather ! He told me he sculpts and paints nothing but frogs. He even said he wanted to introduce a new line of frog jewelry. That's a little odd.

Michelle: He wasn't strange at all. I thought he was very . You have to be really creative to become such a successful artist. He was also incredibly – he almost started crying as he told me about his art. By the way, look at the ring he gave me.

Robin: He gave you a frog ring? That's the ugliest thing I've ever seen!

Michelle: It is not! I think it's really . He said his jewelry is the latest trend among the New York elite. Wasn't that of him to give me one of his creations?

Robin: Not really, I think he just wanted some free advertising.

Michelle: My god, you are so ! Wasn't there anybody you liked at the party?

Robin: Yeah, Bill was really nice. He was the only , clear-thinking person I met there.

Michelle: Oh, the waitress is coming. Have you decided what to order?

Robin: I'm not sure what to order. I just can't decide what I want.

Michelle: You're so . Nothing is ever good enough for you.

Robin: That's not true! I'm just a little .

Michelle: Well, you need to decide soon so we can order. I'm starving!

4.3. Automatic tests on prepositions: Location Prepositions

https://www.englishpage.com/prepositions/location_prepositions.htm

The prepositions of location *at*, *in*, *on* and *aboard* are a bit more complicated than basic position prepositions. Location prepositions are associated with specific types of locations, which must be memorized.

Sometimes, the location prepositions are logical. For example, *in a house* makes sense because you are physically standing inside the house. Other location prepositions are less logical. For example, *on a bus* means inside the bus rather than standing on top of the bus. Here is a list of location prepositions and the types of locations they are associated with. Scroll down for example sentences, usage notes, and location preposition exercises.

Preposition	Locations
at	specific locations, addresses, companies, stores, events, parties, desks, counters
in	enclosed spaces, buildings, organizations, regions, water, deserts, mountain ranges, forests, cities, countries, continents, the sky, space, cars, groups of people, little boats
on	surfaces, roads, corners, shores, single mountains, islands, planets, public transportation, bikes, big boats, stairs, balconies, walkways
aboard	boats, planes, trains

To help you understand the types of locations listed above, here are some real-life examples of *at*, *in* and *on* to get you started. There is a discussion of *aboard* further down the page.

At	In	On
at work	in class	on the floor
at home	in college	on the ground

at the bank	in the hospital	on the freeway
at the beach	in my car	on the lawn
at 123 Main Street	in a taxi	on the subway
at IKEA	in a canoe	on the Titanic
at the party	in the sky	on the plane
at the bus stop	in the universe	on Mount Everest
at the ticket counter	in the army	on the stairs
at my desk	in the Rocky Mountains	on Mars
at the dinner table	in the Pacific	on the shore
at the exit	in the crowd	on the sidewalk
at the supermarket	in the theater	on the balcony
at the wedding	in China	on Catalina Island
at the post office	in Africa	on his motorcycle

At School vs In School

It's important to remember that each preposition expresses an idea. For example, *at* expresses the idea of being at a specific location, whereas *in* expresses the idea of being in an institution. For this reason, *at school* and *in school* have two very different meanings. Take a look at the examples below to understand the difference.

Examples:

Tom wasn't at home; he was at school. *at that location*

Fred doesn't have a job yet because he is still in school. *enrolled in the institution of school*

On the Street vs In the Street

Again, different prepositions have different meanings. *On* is generally used for street locations (*on Main Street*), whereas *in* is used to talk about standing in the middle of the street.

Examples:

- My house was on Delaney Street. *at that location*
- The car almost hit him because he was in the street. *standing in the middle of the street*

At the Beach vs On the Beach

As described above, you must remember the meanings of the prepositions. *At the beach* is referring to the location. *On the beach* suggests the idea of being on the shore (standing on the sand).

Examples:

- Sarah wasn't at school; she was at the beach. *at that location*
- Lisa wasn't in the ocean when she saw the shark. Luckily, she was on the beach. *on the sand*

In Water vs On Water

Once again, the difference depends on the meaning of the prepositions. When you are *in water*, you are swimming in the water. However, when you are *on water*, you are floating on the surface of the water in a boat **OR** you are standing on the shore of that body of water. This applies to lakes, rivers, oceans and other bodies of water.

Examples:

- We were in the sea all day. *swimming*
- We were on the sea all day. *in a boat*
- I have a beautiful house on the sea. *on the shore*

In a Boat vs On a Boat vs Aboard a Boat

The word *boat* is a little more complicated. When English speakers are in small boats, they feel that they are inside something like a car, so they use the preposition *in*. On large boats or ships, it feels more like public transportation and they prefer to use the word *on* rather than *in*.

The preposition *aboard* is usually used in more formal language with large passenger vehicles such as planes, trains and ships and is often used to emphasize the moment you first step onto the vehicle. It is most commonly heard in the expression *welcome aboard*.

Examples:

- Jane was in a rowboat when she saw the whale. *small boat*
- Natalie was on a cruise ship when she saw the whale. *big boat*
- When everyone was aboard the ship, we departed. *more formal*

Location Preposition Exercises:

https://www.englishpage.com/prepositions/location_prepositions_1.htm

Location Prepositions Exercise 1

Complete the sentences below by choosing the correct prepositions then press "Check" to check your answers. Sometimes, more than one answer is possible.

1. We have high-speed Internet access work, but I have a bad connection home.
2. The kids are learning about the Civil War their history class school.
3. Toby was the hospital for two weeks after his motorcycle accident the freeway.
4. Jane and Debbie saw dolphins the ocean while they were having a picnic the beach.
5. Fred loves to go camping the desert, but Kyle prefers to camp the mountains.

6. The conference was held a ski resort Telluride, a small town southwest Colorado.

7. You can buy stamps the post office Delancey Street.

8. The old man who was standing the corner yelled at the kids who were playing the street.

9. While they were hiking Ridgeback Mountain, Laurelle and Frank saw a bear the woods.

10. They have a small house a beautiful lake California. When I visit them, I always love to sit the shore and watch the kids swimming the lake.

4.4. Automatic tests on articles:

https://www.englishpage.com/articles/articles_6.htm:

Articles Exercise 6

Choose A, AN or (/) for "no article" for each blank below, then click the "Check" button to check your answers.

1. This is amazing dance club, but you don't look like you are enjoying yourself. Aren't you having fun? Is there problem?

2. Vegetarians don't eat meat, they eat vegetables and fruit. Don't make him greasy hamburger; make him healthy salad instead.

3. We finally found apartment, but we don't have furniture yet. There is furniture store just around the corner and they have pretty good selection of beds. I think we'll start there.

4. Samir works for Egyptian company which specializes in information technology. He is going to European conference next month to discuss research on online sales in North Africa.

5. I love chocolate, but my husband doesn't. I want to get cat, but he hates cats. We don't agree on anything, but I still think we make great couple.

6. While I was in Japan, I stayed in hotel with walls made of paper. We ate rice with every meal. It was quite unique experience.

7. I wanted to buy new smartphone, but the salesman didn't have information on the model I wanted. I need help making decision before I buy anything.

8. How much does ticket cost? Unfortunately, I don't have money with me right now. Can I pay with ATM card? What about credit card?

9. He won award for his new science fiction novel called "Launch". Evidently, it's about astronaut who gets trapped in space for more than year. It sounds like incredible book.

10. He loves classical music, so he went to university where he could study the violin. That's unusual major, but he is so good I'm sure he'll find work as concert violinist.

Advanced articles in context:

https://www.englishpage.com/articles/articles_22.htm

Articles Exercise 22

Choose A, AN, THE or (/) for "no article" for each blank below, then click the "Check" button to check your answers.

Most people outside United States have never heard of Great Serpent Mound in Adams County, Ohio. One of most mysterious monuments in America, mound is ancient Native American construction built to look like snake. While there are mounds built in many parts of Midwest and South, not many look like animals. Researchers refer to this type of mound as "effigy mound".

Over 1,348 feet long, scientists agree it's very impressive monument, but there is disagreement over who built structure. Some people think Adena people built mound; others think it was Fort Ancient culture.

Articles: complex test:

<https://www.englishpage.com/articles/articles-final-test.htm>

English Articles

Choose A, AN, THE or (/) for "no article" for each blank below, then click the "Check" button to check your answers.

PART 1

1. I need egg for this recipe, but we're out.
2. I need milk for this recipe, but we're out.
3. I need potato for this recipe, but we're out.
4. Is that "8" or "B"? I can't read it.
5. Is that "U" or "O"? I can't read it.
6. He is from European country, but I don't know which one.
7. I enjoyed DVD you gave me for my birthday.

8. If I were rich, I would buy apartment in Manhattan and house in Hawaii.

9. Do you know name of her perfume?

10. This school has great teachers.

PART 2

11. What's longest river in world? Is it Amazon or Nile? I'm terrible at geography.

12. In 1824, Louis Braille developed system of writing for blind. Quickly, system, known as "Braille" after inventor, spread from France to dozens of countries.

13. "Travel Magazine" did extremely interesting article on world's most amazing buildings. If I remember correctly, first building on list was Angkor Wat, beautiful temple in Cambodia. And second was Pyramid of Khufu in Egypt.

14. Because she did not speak English, Silke had little chance of advancing her career, so she applied for year-long English course at Cambridge University.

15. Burt loves islands. He has been to Cuba, Bali, Bahamas, and Philippines. And next year, he wants to go to Madagascar.

16. Judy always says that patience is virtue, but she is least patient person I've ever met. Don't you think that's little ironic?

17. Kumiko discovered that there were quite few cultural differences between Danish and Norwegians. She had always assumed Scandinavians were the same.

18. Every year, Smiths go camping in Yellowstone National Park. But next year, they are going to visit Mr. Smith's mother in South instead.

19. We spent the whole day today at Venice Beach, and then we had dinner at little restaurant on Hollywood Boulevard. We decided to go to Disneyland tomorrow, and day after tomorrow, we are going to Las Vegas.

20. Wow, cheese is getting so expensive! Look, that cheese costs more than \$50 pound.

ДОДАТКИ

Додаток 1. VERBS, ADJECTIVES, NOUNS with PREPOSITIONS

Verbs, Adjectives, Nouns with Prepositions			
A	absent from (adj) accompanied by (adj) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) addicted to (adj) advantage of (n) (but: there's an advantage in - (have) an advantage over sb) advice on (n) afraid of (adj) agree to/on sth (v) agree with sb (v)	ahead of (prep) aim at (v) allergic to (adj) amazed at/by (adj) amused at/with (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) (be) anxious for sth to happen (adj) apologise to sb for sth (v) (make an) appeal to sb for sth (n) appeal to/against (v)	
B	bad at (adj) (but: He was very bad to me.) base on (v) basis for (n) beg for (v) begin with (v) believe in (v)	benefit from (v) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v) blame sth on sb (v) boast about/of (v)	
C	call at/on (phr v) call for (= demand) (phr v) campaign against/for (v) capable of (adj) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful of (adj) careless about (adj) cause of (n) certain of (adj) change into (v) characteristic of (n/adj) charge for (v) charge sb with (v) cheque for (n) choice between/of (n) clever at (adj) (but: It was very clever of you to buy it.) close to (adj) collaborate with (v)	collide with (v) comment on (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) conceal sth from sb (v) concentrate on (v) (have) confidence in sb (n) confusion over (n) congratulate sb on sth (v) connection between (n) (but: in connection with) conscious of (adj) connect to/with (v) consist of (v)	apply to sb for sth (v) approve of (v) argue with sb about sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask for (v) (but: ask sb a question) assure (sb) of (v) astonished at/by (adj) attached to (adj) attack on (n) attend to (v) (un) aware of (adj) bored with/of (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj) contact between (n) (but: in contact with) content with (adj) contrary to (prep) contrast with (v) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) count against (v) count on sb (phr v) cover in/with (v) covered in/with (adj) crash into (v) (have) a craving for sth (n) crazy about (adj) crowded with (adj) cruel to (adj) cruelty towards/to (n) cure for (n) curious about (adj) cut into (phr v) (= interrupt sb/a conversation)

D	<p>damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) definition of (n) delay in (n) delight in (v) delighted with (adj) demand for (n) demand from (v) depart from (v) departure from (n)</p>	<p>depend on/upon (v) dependent on (adj) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have) difference between/of (n) different from (adj) difficulty in/with (n) disadvantage of (n) (but: there's a disadvantage in doing sth) disagree with (v) disappointed with/about (adj) disapprove of (v) discharge sb from (v)</p>	<p>discouraged from (adj) discussion about/on (n) disgusted by/at (adj) dismiss from (v) dispose of (v) disqualified from (adj) dissatisfied with (adj) distinguish between (v) divide between/among (v) divide into/by (v) do sth about (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj)</p>
E	<p>eager for (adj) efficient at (adj) (put) effort into sth (n) emphasis on (n) engaged to sb/in sth (adj) engagement to sb (n) enter into (= start) (v) enthusiastic about (adj) envious of (adj) equal to (adj)</p>	<p>escape from/to (v) example of (n) excellent at (adj) exception to (n) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) expel from (v)</p>	<p>experienced in (adj) experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)</p>
F	<p>face up to (phr v) fail in an attempt (v) fail to do sth (v) failure in (an exam) (n) failure to (do sth) (n) faithful to (adj) fall in (n) familiar to sb (= known to sb) (adj)</p>	<p>familiar with (= have knowledge of) (adj) famous for (adj) fed up with (adj) fill sth with sth else (v) finish with (v) fire at (v) fond of (adj) forget about (v)</p>	<p>forgive sb for (v) fortunate in (adj) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)</p>
G	<p>generosity to/towards (n) genius at (n) glance at (v) glare at (v)</p>	<p>good at (adj) (but: He was very good to me.) grateful to sb for sth (adj) guess at (v)</p>	<p>guilty of (adj) (but: he felt guilty about his crime)</p>
H	<p>happen to (v) happy about/with (adj) harmful to (adj) hear about (v) (= be told)</p>	<p>hear from (v) (= receive a letter) hear of (v) (= learn that sth or sb exists) heir to (n) hint to sb about sth (v) (but: hint at sth)</p>	<p>hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)</p>

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v)	increase in (n) independent of (adj) indifferent to (adj) inferior to (adj) information about/on (n) (be) informed about (adj) insist on (v) insure against (v) intelligent at (adj) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj)	key to (n) knowledge of (n)
L	lack in (v) lack of (n) laugh at (v) lean on/against (v)	leave for (v) (= head for) lend sth to sb (v) listen to (v) live on (v)	long for (v) look after (phr v) (= take care of) look at (v) look for (= search for) (v)
M	married to (adj) mean to (adj)	mention to (v) mistake sb for (v)	mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj)	nominate sb (for/as sth) (v) (take) (no) notice of (n) notorious for doing sth (adj)
O	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obvious to (adj) occur to (v) offence against (n) operate on (v)	opinion of/on (n) opposite of/to (n)
P	part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (but: pay a bill) pay in (cash) (v) peculiar to (adj) persist in (v) (but: insist on) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj)	pleased with (adj) (take) pleasure in (n) (have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb from (v)	(take) pride in (n) pride oneself on sth/on doing (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) protest about/at (v) proud of (adj) provide sb with (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n)	qualified for (adj)	quick at (adj)

R	<p>react to (v) reaction to (n) ready for (adj) reason for (n) reason with (v) rebel against (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) regard as (v) regardless of (prep)</p>	<p>related to (adj) relationship between (n) (but: a good relationship with sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) research on/into (n) respect for (n) respected for (adj)</p>	<p>respond to (v) responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) resulting from (adj) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) rude to (adj) run into (phr v)</p>
S	<p>safe from (adj) same as (adj) satisfied with (adj) save sb from (v) scared of (adj) search for (v/n) (be) in search of (n) sensible of sth (adj) (= aware of sth) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) share in/of sth (n) shelter from (v) shocked at/by (adj) shoot at (v) short of (adj) shout at (v)</p>	<p>shy of (adj) sick of (adj) silly to do sth (adj) (but: it was silly of him) similar to (adj) skilful/skilled at (adj) slow in/about doing sth/to sth (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (but: I'm sorry for doing sth) speak to/with sb about (v) specialise in (v) specialist in (n) spend money on sth (v) spend time in/doing sth (v) split into/in (v) spy on (v)</p>	<p>stand for (phr v) stare at (v) strain on (n) subject to (adj/v) submit to (v) (but: submit for publication) subscribe to (v) succeed in (v) suffer from (v) sufficient for sth/sb (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) surrender to (v) surrounded by (adj) suspect sb of (v) suspicious of (adj) sympathetic to/towards (adj) sympathise with (v)</p>
T	<p>take sth to sb/sth (v) talent for sth (n) talk to sb about sth (v) (have) taste in (n) taste of (v) terrible at (adj) terrified of (adj)</p>	<p>thank sb for (v) thankful for (adj) think about/of (v) threat to sb/sth of sth (n) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch)</p>	<p>tired from (adj) tired of (adj) (= fed up with) translate from ... into (v) tread on (v) trip over (v) trouble with (n) typical of (adj)</p>
U	<p>unaware of (adj) understanding of (n)</p>	<p>uneasy about (adj) upset about/over sth (adj)</p>	<p>(make) use of (n) used to (adj)</p>
V	<p>valid for (length of time) (adj) valid in (places) (adj)</p>	<p>value sth at (v) vote against/for (v)</p>	
W	<p>wait for (v) warn sb against/about/of (v) waste (time/money) on (v)</p>	<p>weak in/at (adj) wonder about (v) worry about (v)</p>	<p>worthy of (adj) write to sb (v) wrong about (adj)</p>

At	<p>at the age of at the airport at the beginning of (when sth started) (but: in the beginning = originally) at breakfast/lunch etc at the bottom of at the bus stop at church at the corner/on the corner at all costs at the crossroads at dawn at one's desk at the door at the end (= when sth is finished) (but: in the end = finally at all events) at fault at first at first hand</p>	<p>at first sight at a glance at a guess at hand at heart at home at/in a hotel at ... km per hour at last at the latest at least at liberty at a loss at the match at midnight at the moment at most at night (but: in the night) at noon at once at peace/war</p>	<p>at present at a profit at the prospect at random at any rate at one's request at the same time at school at sea at the seaside at short notice at/in the station at sunset at the table at the time at times at the top of (but: on top of) at university at the weekend at work at 4 Rose St.</p>
By	<p>by accident by all accounts by appointment by the arm/hand by birth by bus/train/plane/helicopter/taxi/ coach/ ship/boat/sea/air/car etc (but: on a/the bus/plane/ train/coach/ship/boat in a taxi/car/helicopter/plane) by chance by cheque by correspondence</p>	<p>by day/night by degrees by the dozen by far by force by hand by heart by invitation by land/sea/air by law by luck by marriage by means of by mistake</p>	<p>by nature by now by oneself by phone by post/airmail by profession by request by (the/one's) side by sight by surprise by the time by the way by one's watch</p>
For	<p>for ages for breakfast/lunch/dinner for certain for a change for ever for fear (of) for fun (= for amusement) for good for granted</p>	<p>for hire for instance for luck for life for love for nothing for once for the rest of for safe keeping</p>	<p>for one's sake for the sake of for sale for short for the time being for a visit/holiday for a walk for a while</p>

In

in action	in general	in place of
in addition to (+ -ing form)	in good time	in politics
in advance (of)	in half	in pounds
in agreement (with)	in hand	in practice
in aid of	in haste	in principle
in all (all in all)	in good/bad health	in prison
in answer to	in honour of	in private/public
in an armchair	in the hope of	in all probability
in a good/bad temper	in hospital	in progress
in bed	in a hotel	in a queue
in the beginning	in a hurry	in reality
(= originally)	in ink/pencil/pen	in return
in a book	in sb's interest	in the right/wrong
in brief	in length/width etc	in a row/rows
in any case	in all sb's life	in ruins
in cash	in a line	in safety
in the centre of	in the long run	in season
in charge (of)	in love (with)	in secret
in code	in luxury	in self-defence
in colour	in the meantime	in short
in comfort	in a mess	in sight (of)
in common	in the middle of	in the sky
in comparison with	in a mirror	in some respects
in conclusion (to)	in a moment	in stock
in (good/bad) condition	in a good/bad mood	in the streets
in confidence	in the mood	in succession
in control (of)	in the morning	in the suburbs
in the country	in name only (= not in reality)	in the sun/shade
in danger	in need of	in good/bad taste
in the dark	in the news	in tears
in debt	in a newspaper	in theory
in demand	in the name of (= on behalf of)	in a tick
in detail	in the nick of time	in time
(be) in difficulty	in the north/south	in no time
in the direction of	in a nutshell	in touch
in doubt	in oils	in town
in a ... dress	in the open	in tune (with)
in the end (= finally)	in one's opinion	in turn
in exchange for	in orbit	in two/half
in existence	in order of/to	in uniform
in fact	in other words	in use
in fashion	in pain	in vain
in favour of	in pairs	in view of
in flames	in the park	in a loud/low voice
in the flesh	in particular	in a way (= in a manner)
in one's free time	in the past	in the way
in fun	in person	in writing
in future	in pieces	in a word

On	<p>on account of on a ... afternoon/evening on the agenda on the air on approval on arrival on average on bail on balance on the beach on behalf of on one's birthday on board on the border on business on call on a campsite (at a campsite) on the coast on condition on the contrary on credit on a(n) cruise/excursion/trip/tour on (a ...) day on demand on a diet on the dole</p>	<p>on duty on earth on edge on an expedition on a farm (but: in a field) on fire on the (4th) floor (of) on the floor on foot on the one hand on the other hand on holiday on horseback on impulse on the increase on an island (but: in the mountains) on a journey on one's knees on leave on the left on loan on the market (= available to the public) on one's mind on that morning on the move on New Year's Day on the news on order</p>	<p>on the outskirts on one's own on page ... on parade on the pavement on the phone on a platform on principle on purpose on the radio/TV on the right on the River Seine on sale on schedule on the screen on second thoughts on sight on the sofa on this street/on the street(s) on strike on good/bad terms on time on top of on the trail of on a trip on the way (to) (= as I was going) on the whole</p>
Out of	<p>out of breath out of character out of condition out of control out of danger out of date out of debt out of doors out of fashion</p>	<p>out of focus out of hand out of luck out of order out of the ordinary out of place out of practice out of print out of the question</p>	<p>out of reach out of season out of sight out of step out of stock out of tune out of turn out of use out of work</p>
Off	<p>off air off colour off duty off limits</p>	<p>off the map off the peg off the point</p>	<p>off the record off the road off school/work</p>
Under	<p>under age under arrest under one's breath under control</p>	<p>under discussion under the impression under orders</p>	<p>under pressure under repair under the weather</p>

Against	against the law
Ahead	ahead of schedule
Before	before long
Behind	behind schedule, behind the times
From	from time to time, from now on, from experience, from memory, from scratch
Into	into pieces
To	to one's astonishment, to one's surprise, to this day, to some extent
With	with regard to, with a view to (+ -ing form)
Within	within minutes
Without	without delay, without fail, without success, without warning

Prepositions of Time

at 10.30	in the morning/evening/afternoon/night	on Monday
at Christmas/Easter	in the Easter/Christmas holiday(s)	on Easter Sunday etc.
at noon/night/midnight	in January (months)	on Christmas Day
at lunch/dinner/breakfast (time)	in (the) winter (seasons)	on Friday night
at that time	in 1992 (years)	on July 30th
at the moment	in the 19th century	on a summer afternoon
at the weekend (on the weekend: Am. English)	in two hours (two hours from now)	on that day

We never use or before

. She's leaving **next** Sunday.

LINKING WORDS

Linking words show the logical relationship between sentences or parts of a sentence.

Rewrite the sentences from the table in as many ways as possible. Whenever this is not possible, make up a new sentence so that other linking words can be used.

e. g. *She is both young and successful. She's not only young but she's also successful, etc*

Positive Addition	and, both...and, not only...(but also/as well), too, moreover, in addition to, furthermore, further, also, not to mention the fact that, besides	She is young and successful.
Negative Addition	neither...nor, nor, neither, either	Neither Jane nor Paula has any desire to meet him again. Jane has no desire to meet him again. Nor does Paula.
Contrast	but, not... but, although, while, whereas, despite, even if, even though, on the other hand, in contrast, however, (and) yet, at the same time	She can speak Russian fluently; however she is unable to read or write it.
Similarity	similarly, likewise, in the same way, equally	When you move house, you must notify the post office of your change of address. Similarly, you must register with the local county council.
Concession	but, even so, however, (and) still, (and) yet nevertheless, on the other hand, although, even though, despite/in spite of, regardless of, admittedly, considering, whereas, while, nonetheless	She applied for the job even though she wasn't suitably qualified.
Alternative	or, on the other hand, either ...or, alternatively	They could take a holiday now or / on the other hand / alternatively they could wait until the summer.
Emphasis	besides, not only this but...also, as well, what is more, in fact, as a matter of fact, to tell you the truth, actually, indeed, let alone	I find him pushy and demanding and, what is more, he is self-centred.
Exemplification	as, such as, like, for example, for instance, particularly, especially, in particular	I enjoyed all the books you lent me but in particular I liked "Wild Swans".
Clarification	that is to say, specifically, in other words, to put it another way, I mean	He needs to concentrate more on his schoolwork. Specifically, he has to pay more attention in the classroom.
Cause / Reason	as, because, because of, since, on the grounds that, seeing that, due to, in view of, owing to, for, now that, so	The company has decided to take on more staff now that sales are increasing.

Manner	as, (in) the way, how, the way in which, (in) the same way (as), as if, as though	The manager explained how the organisation could increase productivity.
Condition	if, in case, assuming (that), on condition (that), provided (that), providing (that), unless, in the event (that), in the event of, as/so long as, granted/granting (that), whether, whether...or (alternative condition), only if, even if, otherwise, or (else), in case of	Please notify us in the event that / in case you are unable to attend the meeting.
Consequence of a condition	consequently, then, under those circumstances, if so, if not, so, therefore, in that case, otherwise, thus	I may take a long lunch break tomorrow, if so, I can go to the hairdresser's then.
Purpose	so that, so as (not) to, in order (not) to, in order that, for fear (that), in case	/ took plenty of magazines with me in case / got bored during the flight.
Effect / Result	such/so ... that, consequently, for this reason, as a consequence, thus, therefore, so	The room at The Ritz was double-booked and. as a consequence, we were moved to another hotel.
Comparison	as...as, than, half as...as, nothing like, the...the, twice as...as, less...than	You look nothing like your sister.
Time	when, whenever, as, while, now (that), before, until, till, after, since	As a freelance writer she can choose to work whenever she wants.
Place	where, wherever	She makes friends wherever she goes.
Exception	but (for), except (for), apart from	We have sent invitations to everyone apart from the Fords.
Relative	who, whom, whose, which, what, that	Let me introduce you to the man whose ideas have revolutionised the workplace.
Chronological	beginning: initially, first..., at first, to start/begin with, first of all continuing: secondly after this/that, second..., afterwards, then, next, before this concluding: finally, at last, in the end, eventually, lastly, last but not least	First of all, we need to decide what the problem is. Then, we need to consider all possible solutions. Finally, we must decide on the best alternative.
Reference	considering, concerning, regarding, with respect/regard/reference to, in respect/regard/reference to this/to the fact that	Considering the length of time he took to write the report, it is not up to standard. With reference to what we agreed last week, I would like to remind you that the deadline has been brought forward to 1 June.
Summarising	in conclusion, in summary, to sum up, as I have said, as (it) was previously stated, on the whole, in all, all in all, altogether, in short, briefly, to put it briefly	To sum up, the film was a complete waste of time.

IRREGULAR VERBS

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
1	arise	arose	arisen	виникати, походити; підніматися
2	awake	awoke (awaked)	awoken (awaked)	будити, прокидатися
3	be	was/were	been	бути, знаходитися
4	bear	bore	born	носити; народжувати, створювати
5	beat	beat	beaten	бити, лупити
6	become	became	become	зробитися, стати
7	befall	befell	befallen	траплятися, ставатися
8	begin	began	begun	починати(ся)
9	bend	bent	bent	гнути
10	beseech	besought (beseached)	besought (beseached)	заклинати, благати
11	bet	bet	bet	битися об заклад
12	bid	bid	bid	просити
13	bind	bound	bound	зв'язувати, переплітати
14	bite	bit	bitten	кусати (ся)
15	bleed	bled	bled	сходити кров'ю
16	bless	blest (blessed)	blest (blessed)	благословляти
17	blow	blew	blown	дути, роздувати
18	break	broke	broken	ламати(ся), порушувати
19	breed	bred	bred	розводити, вирощувати
20	bring	brought	brought	приносити, доставляти
21	broadcast	broadcast(ed)	broadcast(ed)	передавати по радіо
22	build	built	built	будувати
23	burn	burnt (burned)	burnt (burned)	горіти, палати
24	burst	burst	burst	лопнути, вибухнути
25	bust	bust, busted	bust, busted	збанкрутувати, збанкрутувати
26	buy	bought	bought	купувати
27	cast	cast	cast	кидати
28	catch	caught	caught	ловити, хапати
29	choose	chose	chosen	вибирати, добирати
30	cling	clung	clung	чіплятися, липнути
31	come	came	come	приходити
32	cost	cost	cost	коштувати
33	creep	crept	crept	повзати, плазувати
34	cut	cut	cut	різати, рубати, стригти
35	deal	dealt	dealt	розподіляти, торгувати
36	dig	dug	dug	рити, копати
37	dive	dived, dove	dived	пірнати, занурюватися

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
38	do	did	done	робити, виконувати
39	draw	drew	drawn	тягти, малювати
40	dream	dreamt (dreamed)	dreamt (dreamed)	мріяти, бачити уві сні
41	drink	drank	drunk	пити
42	drive	drove	driven	везти, гнати
43	dwell	dwelt	dwelt	жити, перебувати
44	eat	ate	eaten	їсти
45	fall	fell	fallen	падати
46	feed	fed	fed	годувати, вигодовувати
47	feel	felt	felt	почувати (себе)
48	fight	fought	fought	боротися, битися
49	find	found	found	знаходити
50	fit	fit (fitted)	fit (fitted)	підходити, обладнувати
51	flee	fled	fled	тікати, рятуватися
52	fling	flung	flung	кидати, жбурнути, швиргоннути
53	fly	flew	flown	літати
54	forbid	forbade	forbidden	забороняти
55	forecast	forecasted (forecast)	forecasted (forecast)	передбачати
56	forget.	forgot	forgotten	забувати
57	forgive	forgave	forgiven	прощати, вибачати
58	forsake	forsook	forsaken	залишати, кидати
59	foresee	foresaw	foreseen	передбачати
60	freeze	froze	frozen	мерзнути, заморожувати
61	get	got	got	одержувати, ставати, робитися
62	give	gave	given	давати
63	go	went	gone	іти, ходити
64	grind	ground	ground	молоти, терти
65	grow	grew	grown	рости, ставати, збільшуватися
66	hang	hung	hung	вішати, висіти
67	have	had	had	мати
68	hear	heard	heard	чути
69	hew	hewed	hewed (hewn)	рубати, різати, тесати
70	hide	hid	hidden	ховати
71	hit	hit	hit	вдаряти
72	hold	held	held	тримати
73	hurt	hurt	hurt	ранити, завдавати болю
74	input	input, inputted	input, inputted	вводити інформацію
75	keep	kept	kept	тримати, зберігати

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
76	kneel	knelt	knelt	ставати навколiшки
77	know	knew	known	знати
78	lay	laid	laid	класти, розкладати, висловлюватися
79	lead	led	led	вести
80	lean	leaned (leant)	leaned (leant)	нахиляти, нагинати
81	leap	leaped (leapt)	leaped (leapt)	стрибати
82	learn	learnt	learnt	вчити(ся), дiзнаватися
83	leave	left	left	залишати, заповiдати
84	lend	lent	lent	позичати
85	let	let	let	дозволяти, здавати в найм
86	lie	lay	lain	лежати
87	light	lit (lighted)	lit (lighted)	запалювати, засвiчувати
88	lose	lost	lost	губити, втрачати
89	make	made	made	робити, готувати, змушувати
90	mean	meant	meant	значити, припускати
91	meet	met	met	зустрічати
92	melt	melted	melted (molten)	танути, плавити
93	mislead	misled	misled	вводити в оману
94	mistake	mistook	mistaken	помилятися
95	misunderstand	misunderstood	misunderstood	неправильно зрозуміти
96	mow	mowed	mowed (mown)	косити
97	overhear	overheard	overheard	пiдслухувати
98	overpay	overpaid	overpaid	переплачувати
99	overtake	overtook	overtaken	наздоганяти
100	partake	partook	partaken	брати участь
101	pay	paid	paid	платити, винагороджувати
102	plead	pleaded (pled)	pleaded (pled)	звертатися з проханням, клопотатися
103	put	put	put	класти
104	read	read	read	читати
105	rewrite	rewrote	rewritten	переписувати
106	rebuild	rebuilt	rebuilt	перебудовувати
107	repay	repaid	repaid	повертати борг
108	rend	rent	rent	роздирати
109	retell	retold	retold	переказувати
110	rid	rid	rid	звільняти
111	ride	rode	ridden	їздити верхи
112	ring	rang	rung	дзвонити
113	rise	rose	risen	пiдводитися
114	rive	rived	riven	розколювати, розщеплювати
115	run	ran	run	бiгти
116	saw	sawed	sawn	пиляти

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
117	say	said	said ,	сказати
118	see	saw	seen	бачити
119	seek	sought	sought	шукати, домагатися
120	sell	sold	sold	продавати, торгувати
121	send	sent	sent	посилати, відправляти
122	set	set	set	поміщати, заходити (про сонце)
123	sew	sewed	sewed (sewn)	шити, пришивати, зашивати
124	shit	shit	shit	паскудити
125	shake	shook	shaken	трясти, коливатися, тиснути руку
126	shape	shaped	shaped(shapen)	надавати форму
127	shear	sheared	shorn	зрізати, стригти
128	shed	shed	shed	лити
129	shine	shone	shone	сяяти, блищати
130	shoe	shod	shod	взувати, підковувати
131	shoot	shot	shot	стріляти
132	show	showed	shown	показувати
133	shred	shred(ed)	shred(ed)	шматувати
134	shrink	shrank	shrunk	стискатись, скорочуватися
135	shrive	shrove(shrived)	shriven (shrived)	сповідати
136	shut	shut	shut	закривати
137	sing	sang	sung	співати
138	sink	sank	sunk	поринати, занурюватися, тонути
139	sit	sat	sat	сидіти
140	slay	slew	slain	вбивати
141	sleep	slept	slept	спати
142	slide	slid	slid	ковзати
143	sling	slung	slung	кидати, підкидати
144	slink	slunk	slunk	іти нишком
145	slit	slit	slit	розрізати, роздирати
146	smell	smelt (smelled)	smelt (smelled)	нюхати, пахнути
147	smite	smote	smitten	вдаряти
148	sow	sowed	sown	сіяти
149	speak	spoke	spoken	говорити, розмовляти
150	speed	sped (speeded)	sped (speeded)	поспішати
151	spell	spelt (spelled)	spelt (spelled)	читати по літерам
152	spend	spent	spent	витрачати, проводити (час)
153	spill	spilt	spilt	розливати, розсипати
154	spin	spun (span)	spun	прясти
155	spit	spat	spat	плювати
156	split	split	split	розщеплювати, розривати, розколювати

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
157	spoil	spoilt	spoilt	псувати
158	spread	spread	spread	поширювати
159	spring	sprang	sprung	стрибати
160	stand	stood	stood	стояти, ставити, триматися
161	steal	stole	stolen	красти
162	stick	stuck	stuck	встромляти, липнути приклеювати, дотримуватися
163	sting	stung	stung	жалити, кусати
164	stink	stank (stunk)	stank (stunk)	смердіти
165	strew	strewed	strewn	сипати, розкидати
166	stride	strode	stridden	крокувати
167	strike	struck	struck	бити, страйкувати
168	string	strung	strung	натягати
169	strive	strove	striven	старатися
170	sunburn	sunburned	sunburned	засмагати
171	swear	swore	sworn	присягатися, божитися
172	sweep	swept	swept	мести, підмітати
173	swell	swelled	swollen/swelled	розпухати, набрякати, збільшуватися
174	swim	swam	swum	плавати
175	swing	swung	swung	гойдатися, коливатися, махати
176	take	took	taken	брати, хапати
177	teach	taught	taught	вчити, навчати
178	tear	tore	torn	рвати
179	tell	told	told	казати, повідомляти
180	think	thought	thought	думати
181	thrive	throve	thriven	процвітати, квітнути
182	throw	threw	thrown	кидати
183	thrust	thrust	thrust	штовхати
184	tread	trod	trodden	ступати, топтати, давити
185	unbend	unbent	unbent	розгинати
186	undergo	underwent	undergone	випробовувати, перевіряти, знавати
187	underlie	underlay	underlain	лежати під чимось
188	underpay	underpaid	underpaid	недоплатити
189	understand	understood	understood	розуміти
190	undertake	undertook	undertaken	починати, розпочинати
191	underwrite	underwrote	underwritten	підписувати, підтверджувати
192	upset	upset	upset	перекидати, засмучувати
193	wake	woke	woken	прокидатися
194	wear	wore	worn	носити
195	weave	wove	woven	ткати, плести

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
196	weed	wed	wed	положити грядки, сапати
197	weep	wept	wept	плакати, лити сльози
198	win	won	won	перемагати
199	wind	wound	wound	заводити, крутитися
200	withdraw	withdrew	withdrawn	брати назад, викликати
201	withhold	withheld	withheld	утримувати
202	withstand	withstood	withstood	опиратися
203	wring	wrung	wrung	скручувати, чавити, видирати
204	write	wrote	written	писати

Програма ЗНО для магістрів
<http://osvita.ua/master/master-zno/program/64245/>

Програма єдиного вступного іспиту з іноземних мов для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста) затверджена наказом МОН № 411 від 28 березня 2019 року.

**ПРОГРАМА ЄДИНОГО ВСТУПНОГО ІСПИТУ
 З ІНОЗЕМНИХ МОВ**
**для вступу на навчання для здобуття ступеня магістра
 на основі здобутого ступеня вищої освіти
 (освітньо-кваліфікаційного рівня спеціаліста)**

ВСТУП

Програма єдиного вступного іспиту створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. У Програмі враховано особливості англійської, іспанської, німецької та французької мов.

Об'єктами оцінки є мовленнєва компетентність у **читанні**, а також мовні **лексичні та граматичні компетентності**. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення, прийнятого в країнах, мову яких вивчають, відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

УЧАСНИКИ ЄДИНОГО ВСТУПНОГО ІСПИТУ

У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), (далі – кандидати).

МЕТА ЄДИНОГО ВСТУПНОГО ІСПИТУ

Визначити результати навчання кандидатів з іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань предметного тесту з іноземної мови.

ЗАГАЛЬНА ХАРАКТЕРИСТИКА СКЛАДОВИХ ТЕСТУ

Частина I. ЧИТАННЯ

Мета – виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу.

Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання).

Для створення тестових завдань використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури.

Тексти для ознайомлювального читання можуть містити до 5% незнайомих слів, а для вивчального та вибіркового читання – до 3%, про значення яких можна здогадатися з

контексту за словотворчими елементами та за співзвучністю з рідною мовою (слова-інтернаціоналізми).

Загальний обсяг текстів становить до 2 500 слів.

У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

Кандидат уміє:

- читати текст і визначати мету, ідею висловлення;
- читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;
- читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;
- диференціювати основні факти та другорядну інформацію;
- розрізняти фактичну інформацію та враження;
- розуміти точки зору авторів текстів;
- працювати з різножанровими текстами;
- переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання;
- визначати структуру тексту й розпізнавати логічні зв'язки між його частинами;
- встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

Частина II. ВИКОРИСТАННЯ МОВИ

Мета – виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів.

Кандидат уміє:

- аналізувати й зіставляти інформацію;
- правильно вживати лексичні одиниці та граматичні структури;
- встановлювати логічні зв'язки між частинами тексту.

Лексичний мінімум вступника складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

СФЕРИ СПІЛКУВАННЯ І ТЕМАТИКА ТЕКСТІВ ДЛЯ ЧИТАННЯ ТА ВИКОРИСТАННЯ МОВИ

I. Особистісна сфера

- Повсякденне життя і його проблеми.
- Сім'я. Родинні стосунки.
- Характер людини.
- Помешкання.
- Режим дня.
- Здоровий спосіб життя.
- Дружба, любов.
- Стосунки з однолітками, у колективі.
- Світ захоплень.
- Дозвілля, відпочинок.
- Особистісні пріоритети.
- Плани на майбутнє, вибір професії.

II. Публічна сфера

- Погода. Природа. Навколишнє середовище.

- Життя в країні, мову якої вивчають.
- Подорожі, екскурсії.
- Культура й мистецтво в Україні та в країні, мову якої вивчають.
- Спорт в Україні та в країні, мову якої вивчають.
- Література в Україні та в країні, мову якої вивчають.
- Засоби масової інформації.
- Молодь і сучасний світ.
- Людина і довкілля.
- Одяг.
- Покупки.
- Харчування.
- Науково-технічний прогрес, видатні діячі науки.
- Україна у світовій спільноті.
- Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають.
- Традиції та звичаї в Україні та в країні, мову якої вивчають.
- Видатні діячі історії та культури України та країни, мову якої вивчають.
- Визначні об'єкти історичної та культурної спадщини України та країни, мову якої вивчають.
- Музеї, виставки.
- Живопис, музика.
- Кіно, телебачення, театр.
- Обов'язки та права людини.
- Міжнародні організації, міжнародний рух.

III. Освітня сфера

- Освіта, навчання, виховання.
- Студентське життя.
- Система освіти в Україні та в країні, мову якої вивчають.
- Робота і професія.
- Іноземні мови в житті людини.

ГРАМАТИЧНИЙ ІНВЕНТАР АНГЛІЙСЬКА МОВА

Іменник

- Граматичні категорії (однина та множина, присвійний відмінок).
- Іменникові словосполучення.
- Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні іменники, речовини, збірні поняття).

Артикль

- Означений і неозначений.
- Нульовий артикль.

Прикметник

- Розряди прикметників.
- Ступені порівняння прикметників.

Числівник

- Кількісні, порядкові та дробові числівники.

Займенник

- Розряди займенників.

Дієслово

- Правильні та неправильні дієслова.
- Спосіб дієслова.

- Часо-видові форми.
- Модальні дієслова.
- Дієслівні форми (інфінітив, герундій, дієприкметник).
- Конструкції з дієслівними формами (складний додаток, складний підмет, складний присудок).

Прислівник

- Розряди прислівників.
- Ступені порівняння прислівників.

Прийменник

- Типи прийменників.

Сполучники

- Види сполучників.

Речення

- Прості речення.
- Складні речення.
- Безособові речення.
- Умовні речення (0, I, II, III типів).

Пряма й непряма мова

Словотвір

ЗРАЗОК зошита ЄВІ, ст. 1



УКРАЇНСЬКИЙ
ЦЕНТР
ОЦІНЮВАННЯ
ЯКОСТІ ОСВІТИ

ВСТУПІ 2020

Зошит

1

ЄДИНИЙ ВСТУПНИЙ ІСПИТ З АНГЛІЙСЬКОЇ МОВИ

для вступу на навчання для здобуття ступеня магістра
на основі здобутого ступеня вищої освіти
(освітньо-кваліфікаційного рівня спеціаліста)

Час виконання – 60 хвилин

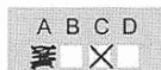
Тест має дві частини. Частина «Читання» містить 22 завдання. У частині «Використання мови» – 20 завдань. Відповіді на ці завдання Ви маєте позначити в бланку В.

Інструкція щодо роботи в зошиті

1. Правила виконання зазначено перед завданнями кожної нової форми.
2. Відповідайте лише після того, як Ви уважно прочитали та зрозуміли завдання.
3. За необхідності використовуйте як чернетку вільні від тексту місця в зошиті.
4. Намагайтеся виконати всі завдання.

Інструкція щодо заповнення бланка відповідей

1. У бланк В записуйте лише правильні, на Вашу думку, відповіді.
2. Відповіді вписуйте чітко, згідно з вимогами інструкції до кожної форми завдань.
3. Неправильно позначені, підчищені відповіді в бланку В буде зараховано як помилкові.
4. Якщо Ви позначили відповідь у бланку В неправильно, можете виправити її, замалювавши попередню позначку та поставивши нову, як показано на зразку:



5. Ваш результат залежатиме від загальної кількості правильних відповідей, зазначених у бланку В.

Ознайомившись з інструкціями, перевірте якість друку зошита та кількість сторінок. Їх має бути 12.

Позначте номер Вашого зошита у відповідному місці бланка В так:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
X														

Зичимо Вам успіху!

Частина «ЧИТАННЯ»

Reading

Task 1

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Some Psychological Tricks to Make People Like You Immediately

Most friendships develop so naturally that you don't even realize how or when they started. Sometimes, though, you want to make an effort to befriend a new acquaintance or become a better friend to existing pals. Read on to find out how to develop better relationships faster.

1 _____

This strategy is called *mirroring*, and involves mimicking the other person's behaviour. In 1999, New York University researchers documented the "chameleon effect", which occurs when people unconsciously mimic each other's behaviour, and this facilitates liking. The psychological experiments showed that the participants were more likely to say that they liked their partner when their partner had mimicked their behaviour.

2 _____

People tend to like things that are familiar to them. It was discovered that college students who lived closer together were more likely to be friends than students who lived farther apart. This could be because students who live close by can experience more day-to-day interactions with each other. Under certain circumstances, those interactions can develop into friendships. Even if you don't live near your friends, try sticking to a steady routine with them, such as going out for coffee every week or taking a class together.

3 _____

People will associate the adjectives you use to describe other people with your personality. According to Gretchen Rubin, "whatever you say about other people influences how people see you." If you describe someone else as genuine and kind, people will also associate you with those qualities. The reverse is also true: if you are constantly trashing people behind their backs, your friends will start to associate the negative qualities with you as well.

4 _____

People are more attracted to those who are similar to them. This is known as the similarity-attraction effect. In his experiment, Theodore Newcomb measured his subjects' attitudes on controversial topics and then put them in a university-owned house to live together. By the end of their stay, the subjects liked their housemates more when they had similar attitudes about the topics that were measured. If you hope to get friendly with someone, try to find a point of similarity between you two and highlight it.

5 _____

Self-disclosure may be one of the best relationship-building techniques. You can try this technique on your own as you're getting to know someone. For example, you can build up from asking them about their last trip to the movies to learning about the people who mean the most to them in life. When you learn personal information about another person, they are likely to feel closer to you and want to confide in you in the future.

- A Expect good things from people
- B Encourage people to talk about themselves
- C Spend more time together with others
- D Emphasize the shared values
- E Compliment other people
- F Always be in a good mood
- G Tell people your secrets
- H Imitate other people

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Cooking in the Classroom? Elementary!

The workplace of professional chef Catherine Pressler is a former storage room at Hunters Woods Elementary School. Outside Room 106, a sign proclaims, "Chef Pressler, Food FUNdamentals." This is where students come to take part in a cooking-based course which began several years ago when Pressler was looking for a way to be active in her children's school. Her kids aren't in elementary school anymore, but Pressler has stayed. Named Parent Teacher Association (PTA) Volunteer of the Year, she is the creator of a highly detailed and organised series of classes for kindergarten through sixth grade that adds to themes from daily course work.

How is cooking connected with math, science or history? Just look: Kindergartners whip up a recipe inspired by a popular children's tale, "Stone Soup"; as they handle the ingredients, they learn about geometric shapes, sorting, identification of fruits and vegetables, and the five senses. Lessons become more complex for the older kids. Fourth-graders prepare a grand menu from Colonial Virginia to review the state's history, culture and natural resources. Hunters Woods Principal Stephen Hockett says, "Everything she does is amazing. To have children use their thinking skills and make connections to the real world is incredible. When kids are having a good time is when they learn the most." Pressler spends up to 60 hours a week preparing lessons, buying supplies and teaching. She volunteers her time; the supply budget comes from student fees, the PTA and sometimes her own pocket. The program has grown so large that Pressler is looking for grants and other sources of income.

You have to see Pressler in action to truly understand the scope of her program, and her dedication to the kids. On a spring afternoon in Room 106, third-grade students arrive to find gleaming stainless-steel pasta machines and other carefully organized supplies waiting on clean tabletops. Pressler isn't two minutes into the lesson before she gives the first hints that the program is about a lot more than cooking.

Pressler manages to talk without stopping, but without losing her young audience. Their eyes follow her as she springs around the room discussing history and geography, pulling down a world map here and pointing to an architectural poster there. Pulling out packages of pasta, she wows the kids with the variety of ingredients used to make different kinds of it, including soy, buckwheat, rice, corn and rye. Soon the class is shrieking with delight as they run dough through pasta machines and measure it for the longest-noodle contest.

ЗРАЗОК зошита ЄВІ, ст. 5

Pressler is a role model with a diverse background. "I went to school in architecture and interior design. I'd always loved science, so then I went to graduate school in textile chemistry. Then I said, "I'm going to chef school now, as a hobby." And I found that's where my heart was. I worked as a pastry chef for a number of years and really loved that." She missed interacting with more people, however.

Pressler says she dreams of expanding the program to reach more students at other schools or taking her program to television. Her recipe for success is to integrate learning with life, instill enthusiasm for learning in the children, and inspire them to achieve their heart's desire.

- 6 Which of the following is **TRUE** of Catherine Pressler, according to **PARAGRAPH 1**?
- A Pressler used to cook meals for elementary school pupils.
 - B Pressler started her food-based course at the PTA's request.
 - C Pressler's work at school earned her public recognition.
 - D Pressler's kids gave her the idea of "Food **FUND**amentals".
- 7 What can be inferred from **PARAGRAPH 2** about Pressler's course?
- A It teaches children practical skills.
 - B It requires quick thinking.
 - C It is provided free of charge.
 - D It is arranged for one age group.
- 8 What problems does Pressler face in teaching her course?
- A creating the menu for pupils
 - B searching for additional financing
 - C getting the necessary ingredients
 - D clearing up the mess after classes
- 9 Which of the following is **NOT TRUE** of Pressler's teaching techniques?
- A She captures students' attention.
 - B She holds competitions in class.
 - C She applies an interdisciplinary approach.
 - D She conducts her lessons outdoors.
- 10 What are Pressler's plans for the future?
- A to open her own bakery
 - B to continue her education
 - C to widen her audience
 - D to develop her own recipes

Task 3

Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Famous Castles

11 Tintagel Castle

After a period as a Roman settlement and military outpost, **Tintagel, Great Britain**, became a trading settlement of Cornwall during the 5th and 6th centuries. The castle itself was constructed in the 13th century. Its remains are still breathtaking: steep stone steps and thick walls which encircle the great hall. There are many myths and unanswered questions surrounding Tintagel. It is even associated with the romance of Tristan and Isolde. The visitors of the local museum may see a display on the history of the site, including a series of finds from the medieval period excavations.

12 Arundel Castle

Arundel Castle, Great Britain, is a restored medieval castle. Since the 11th century, the castle has been in the family of the Duke of Norfolk, and is still the principal seat of the family. Although the present Duke and Duchess still live in a section of the castle, the rest is open to the public. Arundel has been renovated and refurbished many times over the last seven centuries and its spectacular gardens and beautiful exterior have served as a shooting area for several movies. The modern castle may also be used for Corporate Events and Conferences.

13 Ussé Castle

Ussé Castle, France, is a pretty castle situated close to the River Loire. It is said that Ussé was the inspiration for the Sleeping Beauty fairy tale. The castle is lived in, and much of it is not open to the public, but there is still plenty to enjoy, including the 15th century kitchen, an impressive dining room, and some richly decorated bedrooms. For the past two decades, the castle has been filled with wax figures dressed in costumes from the 18th century up to now. The exhibition is changed each year to show the development of people's outfit.

14 Eltz Castle

Eltz Castle, Germany, is set in the hills in the middle of the forest surrounded on three sides by the river. It seems to have just grown out of the rock itself. Thanks to its beneficial position, it is among a few castles in Germany that have never been taken by enemies or destroyed. Remarkably, it is owned by the same noble family who built it over eight centuries ago in the 12th century, 33 generations ago.

15 Leeds Castle

Leeds Castle, Great Britain, is what many people imagine when they think of an English castle. During its 900-year history, Leeds Castle has been the private property of six of England's medieval Queens and a palace used by Henry VIII. Lady Baillie, the last private owner, inherited the place in the early 1900s. In the 1930s Lady Baillie entertained high society from London coming to the castle for weekends. Today the interior offers visitors a glimpse of its rich past with a fine collection of art, porcelain and furniture.

16 Urquhart Castle

Urquhart Castle, Scotland, was one of the largest strongholds of medieval Scotland. Though now in ruins, abandoned in the late 17th century, it remains an impressive structure, overlooking Loch Ness. The castle is now owned by the National Trust for Scotland, and run by Historic Scotland Fund, which undertook a major construction program to create a visitor centre at the site, and to improve parking facilities. The visitor centre includes a display on the history of the site, a cinema, a restaurant and a shop. Urquhart Castle also hosts marriage ceremonies throughout the year.

Which castle _____?

- A is attractive to people interested in the history of dress
- B displays a collection of jewellery
- C is used for holding weddings
- D was protected by its location
- E was used as a venue for social events
- F was available as a film location
- G inspired a famous artist with its scenery
- H was a site of archaeological digging

Task 4

Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

World's Most Expensive Book Goes Up for Sale

A rare copy of John James Audubon's *Birds of America*, (17) _____, has been announced to go on sale at Sotheby's. Only 119 complete copies of the 19th-century book are known to exist, and 108 are owned by museums and libraries.

A separate edition of the wildlife book was sold for a record-breaking price of £5.7million a decade ago. The copy going under the hammer in December comes from the collection of Lord Hesketh. It contains 1,000 life-sized illustrations of almost 500 breeds. It took wildlife artist John James Audubon 12 years (18) _____. He did so by travelling across America, shooting the birds. He would then hang them on bits of wire to paint them. The artist then went to Britain to print the volumes and targeted the rich to buy copies.

Lord Hesketh's collection also includes a rare copy of Shakespeare's First Folio, which Sotheby's said is (19) _____. Of the 750 that were probably printed, only 219 are known to exist today. The copy, (20) _____, is offered for sale. It has a valuation of up to £1.5 million, and only has three pages missing. It is one of only three textually complete copies to exist in private hands in a comparably early binding.

Letters written from Elizabeth I relating to Mary Queen of Scots are also going under the hammer at the sale, (21) _____. David Goldthorpe, a senior specialist in Sotheby's books and manuscripts department in London, said: "To have all these items in one sale is remarkable; it's certainly never happened in my time, 15 years, and (22) _____.

- A "the most important book in all of English Literature"
- B which takes place on 7 December
- C billed as the world's most expensive book
- D the famous American naturalist and artist
- E which dates back to 1623
- F portrayed even the largest birds
- G to complete his study
- H people who've been here longer can't recall it

Частина «ВИКОРИСТАННЯ МОВИ»

Use of English

Task 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Tea and Ceylon are synonymous in many (23) _____. Sri Lanka (Ceylon) is a land which has inherited a rich history of tea and continues to grow the best tea in the world, with its different climatic (24) _____, producing variations in taste, quality, character and appearance. Ceylon tea is a brand of its own carrying out the (25) _____ flavours of all regions in Sri Lanka. The various soil conditions and different elevations in each region give its teas the diverse characteristics. And no two teas are the same even when grown in the same region. Tea may (26) _____ in flavour, colour and the aroma which embodies the sense of place.

As the world takes an organic (27) _____ to life, tea has become a beverage preferred by many. The health benefits in tea are numerous, the most outstanding one being its antioxidants. Scientific (28) _____ has confirmed that regular tea drinkers are protected from many chronic diseases, the main being heart diseases due to its powerful antioxidants. Ceylon tea is (29) _____ in antioxidants, since it is packed right where it's grown and (30) _____ within days to protect the freshness of the tea.

Ceylon tea is an element of the art of drinking tea. Each range of tea (31) _____ its own story related to the rich Sri Lankan heritage.

Each product means unique tea drinking (32) _____, which transports its tea drinkers to another time and place. It is the taste of Ceylon's finest tea at its best, creating luxury in everyday life.

23	A	means	B	ways	C	directions	D	routes
24	A	effects	B	positions	C	states	D	conditions
25	A	accurate	B	possible	C	probable	D	definite
26	A	exchange	B	differ	C	adapt	D	rotate
27	A	approach	B	style	C	manner	D	system
28	A	attention	B	research	C	thinking	D	progress
29	A	wealthy	B	rich	C	great	D	valuable
30	A	directed	B	shipped	C	moved	D	referred
31	A	imagines	B	plays	C	belongs	D	reflects
32	A	ability	B	view	C	experience	D	evidence

Task 6

Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Mary Kingsley

Mary Kingsley didn't travel during the first 30 years of her life. (33) _____, when her father died, leaving her an inheritance, she (34) _____ to set off for West Africa, that was still largely unmapped in (35) _____. Kingsley travelled alone, (36) _____ was almost unheard of for a female at the time. During her travels, she lived with local people and learned their skills and customs.

Kingsley became quite well known after returning to England. She spent a lot of time criticizing missionaries for trying to change the native (37) _____ traditions.

33	A	However	B	Although	C	Moreover	D	Besides
34	A	has decided	B	had decided	C	decided	D	decides
35	A	1890s	B	1890th	C	the 1890s	D	the 1890th
36	A	whether	B	which	C	when	D	how
37	A	Africans's	B	African's	C	Africans	D	Africans'

Typhoons Trick Japan's Cherry Trees into Blooming Months Early

Japan's famed cherry blossoms, *sakura*, are reported to be blooming several months ahead of schedule. The *Weathernews* website said it (38) _____ more than 350 reports of premature blossoms.

Experts said the flowers' surprise appearance (39) _____ to extreme weather events in Japan in recent weeks, including two particularly powerful typhoons: the violent storms had stripped many trees of their leaves. One purpose of the leaves is (40) _____ hormones that prevent buds from flowering ahead of time. Hiroyuki Wada, a tree doctor at the Flower Association of Japan said that the unusually warm weather that followed the typhoons (41) _____ have "tricked" the trees' buds into flowering as well. "This has happened before, but I don't remember (42) _____ anything on this scale," said Wada.

38	A	receives	B	was received	C	had received	D	has received
39	A	linked	B	had linked	C	was linking	D	was linked
40	A	release	B	to release	C	to be releasing	D	to have released
41	A	would	B	need	C	ought	D	might
42	A	seeing	B	to see	C	to be seen	D	being seen



Кінець зошита

12

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**АНГЛІЙСЬКА МОВА.
ПІДГОТОВКА ДО СКЛАДАННЯ ЄВІ:
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*Навчально-практичний посібник
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