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СБОРНИК

yпражнений и тестов по английскому языку для подготовки к

итоговому экзамену за курс бакалавриата.

Пособие для студентов IV курса биологического факультета

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Данный Сборник состоит из упражнений, соответствующих международным стандартам уровня B2, и предназначен для студентов IV курса, сдающих итоговый экзамен по английскому языку в бакалавтиате.

**SECTION ONE**

**TEST # 1**

**READING**

**Part I**

*You are going to read part of an article about an Arctic explorer. For questions 1-8, choose the Answer (А, В, С or D) which you think fits best according to the text.*

**Alone to the North Pole**

*Photographer Christina Franco wants to become the first woman to reach the geographic North Pole solo and on foot. She tells Emma Smith about it.*

Sixty days walking over ice and snow in temperatures as low as -45°C, with nothing to keep you company except the occasional polar bear. This is no small achievement. Only a few people have ever walked to the North Pole unassisted, and if Christina Franco succeeds, she will have earned a place in the history books and met one of the few remaining challenges of exploration left to women.

Her 480-mile journey will begin in northern Canada, dragging a sledge that weighs as much as she does. At the end of each day’s walking or skiing, she will pitch her tent in sub-zero temperatures, get into a sleeping bag filled with ice, and attempt to sleep to the **unsettling** background sounds of howling wind and cracking ice, which may or may not signal the approach of one of those polar bears. ‘I’ll carry a pistol to scare any bears away,’ says Franco, 42. ‘The bears that far north won’t have had contact with humans, fortunately, so they won’t associate me with food, but they will be curious and that’s dangerous. If it uses a paw to see what you are, it could damage your tent – or your arm. I imagine I’ll have quite a few sleepless nights.’

Many of the early polar explorers suffered from disease and injuries, and while modern technology (lightweight materials, satellite phones, planes on stand-by to carry out rescue missions) has lessened the dangers, it can never make such an inhospitable landscape anything approaching safe. It can take just five minutes for any uncovered skin to become frostbitten and, once the sun has risen, Franco will only be able to remove her sunglasses inside her tent, otherwise the intensity of the sunlight reflecting off the snow would cause snow blindness. Just to heighten the danger, the cold will slow down her brain functions, so it will be more difficult to make split-second decisions in the event of a sudden crisis.

She will use about 8,000 calories a day, losing nearly half a kilogram every 24 hours. ‘The problem is the human body can only take on about 5,500 calories a day,’ she says. ‘So you have to fatten up before you set off or you’ll run out of energy.’ Franco is currently trying to put on 19 kilos.

She may complain about not fitting into any of her dresses, but when Franco weighs herself in front of me and finds she’s lost one kilo rather than gained two, as she’d expected, she’s very upset. I hope my scales are wrong because, if not, I’ve lost weight,’ she says, reaching for one of many bars of chocolate lying around her kitchen.

Born in Italy, Franco moved to New York and then to London. She has become well known locally, thanks to a training routine that involves dragging a tractor tyre around the streets, fastened by a rope around her waist. When I meet her she is about to head out along the canal near her home. ‘I get a lot of comments,’ she says, laughing. ‘Cars stop and people take pictures. They think it’s really funny. Occasionally people sit on it when I’m not looking, or pull on it, to make it more difficult.’

Franco, who hopes her walk will raise money to fund research into motor neuron disease, has long been fascinated by exploring. ‘I remember, as a child, learning about the Italian Arctic explorer Umberto Nobile,’ she explains. ‘There are certain things that catch your imagination. The idea of people getting into frozen sleeping bags. It was remarkable to me, the idea of pushing the body like that and you didn’t just die. These things get hold of you and, if one day the opportunity comes your way, you can’t help yourself. Now, when I think how horrible it’s going to be, I know I’ve only got myself to blame!’

And if she gets there, will she celebrate? ‘Yes, my mum’s going to come in the plane to pick me up. She’s very worried and she hates the cold, but she’s going to conquer her fears to come and celebrate with me ... if I make it.’

1 What does the writer say about the history of exploration?

A Walking to the North Pole used to be considered easier than other journeys.

В No woman has ever completed the journey to the geographic North Pole.

С Female explorers have already done most of the world’s difficult journeys.

D Christina is already an important historical figure for her previous journeys.

2 ‘Unsettling’ **(*paragraph 2*)** means

A comforting. В worrying. С exciting D surprising.

3 What does Christina say about the danger from polar bears?

A They could injure her without meaning to. С In that part of the Arctic they are harmless.

В If they are hungry, they might attack her. D She will have to shoot any that attack her.

4 Which of these is a real risk to Christina during her walk?

A She won’t be able to think very quickly in emergencies.

В Sunlight reflected by the snow could quickly burn her skin.

С She will need to protect her eyes, even during the night.

D If she’s ill or has an accident, there will be no medical care.

5 Why, when she is talking to the writer, does Christina want to eat chocolate?

A She feels that she has little energy at the moment.

В She’s just found out her weight has gone down.

С She knows that her weight is actually going up.

D She always eats chocolate when she’s upset.

6 Some people are amused when they

A realize that she trains next to a canal.

В hear the funny remarks she often makes.

С learn that she intends to walk to the North Pole.

D see her pulling a heavy object behind her.

7 She decided to walk to the North Pole when she

A managed to survive a night in freezing conditions.

В was at last able to do something she felt she had to do.

С realized she was ill and she needed to pay for treatment.

D first heard about a famous explorer from her country.

8 What impression do we get of Christina’s attitude towards the walk?

A She now regrets deciding to go. С She knows how tough it will be.

В She wants to do it, but not alone. D She’s sure she will reach the Pole.

**Part II**

*You are going to read an article about fitness websites on the Internet. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.*

**The Benefits of Online Fitness Training**

*Thanks to the Internet you can now get into shape dressed in your pyjamas* By Lucy Atkins.

Fitness experts these days generally agree that 'natural exercise' is the answer to our unhealthy lifestyles. An activity such as stair-climbing or running for the bus, they say, gets the heart rate going for five or ten minutes, several times a day, without the boredom of going to a gym or jogging round the park.

**[ 1 ]** But thanks to the Internet it is now at least theoretically possible to get into great shape without even changing out of your pyjamas. The web is packed with creative, instant and varied exercises that are often available free. Just start typing and watch the kilos disappear.

Joanna Hall is a fitness expert who has set up a walking club on the Internet. At her *Walkactive* website, she promises that in six weeks you can achieve a 25% increase in fitness levels by following her activity programme based entirely on walking. 'These days people are used to finding what they need online,' she says. **[ 2 ]**  Perhaps the best way to deal with this problem is just to have a look around and see what's out there.

One click of your mouse can take you, for instance, straight into an aerobics, dance or yoga class, or introduce you to a variety of other lively activities. You can put together your own strength training programmes, concentrate on particularly weak body parts or learn fun new ways of getting fit. **[ 3 ]**  There are so many possibilities that you could spend the entire day sitting on your chair just surfing the websites and chatting with all these new friends you have made.

Quality, however, can be harder to find. Some sites try to tempt you into buying DVDs after they've started you off with free beginners' programmes. **[ 4 ]** Sometimes the quality of the picture or the sound can be extremely poor.

You may have to put up with advertisements that suddenly appear on the screen, and there is the annoying tendency of some computers suddenly to pause in the middle of an activity, then return to the beginning of the video when you start clicking the mouse.

'Online programmes allow you to **[ 5 ]** fit your training times around other things you have to do, such as going to college or work,' says Hall. 'They can be a very effective and achievable way to exercise, something you can do all year round.' You can use them any time of the day or night, in an office, hotel room or at home. In addition, you do not have to turn up at a gym or studio on time, wear embarrassing clothing, or deal with annoyingly fit people.

If a particular fitness programme doesn't completely suit you, the website may suggest ways of adjusting it to your own needs. It should also, most importantly, offer advice on healthier living in general. **[ 6 ]** Some sites will help you bring this about by providing charts showing how much change you can expect for a given amount of exercise. They may even encourage you to keep to your training programme by sending you regular emails, perhaps including a daily 'fit tip'.

All that is fine, but the trouble is that you do also need to have a certain amount of self-discipline to ensure that you keep going once you have started. **[ 7 ]** There's also the danger that family, friends or colleagues could come in and start laughing at you at any time. And there is a risk of injury if you don't follow the more complex instructions (though this issue arises with exercise DVDs and poorly taught classes too). Still, if you want a cheap, possibly funny and definitely varied way to get fit, then sit back and surf.

**A.**  Once you manage to find a more worthwhile website, however, there are real advantages.

**B.**  Of course, it's not easy to include exercise in your daily routine if you are lazy and spend all day sitting around at home.

**C.**  Best of all, you can do so with the support of an online community who have the same aims as you.

**D.**  Otherwise it's just too easy to give up, because you've paid nothing and nobody cares if you log onto (or off) the website, or whether you actually do any exercise at all.

**E.**  Others require a large joining fee in order to progress to more advanced activities.

**F.**  Because of the amount of time they spend on the Internet, many of these people are actually doing less exercise than before.

**G.**  Good eating habits are essential for achieving this, particularly if you want your weight to decrease, or increase.

**H.** True, but it can be hard to know exactly what that is when there is such an enormous range of online choice.

**Part III**

*You are going to read an article containing reviews of restaurants throughout the United States. For questions* ***1-15,*** *choose from the reviews (A-F). The reviews may be chosen more than once.*

**Good Food Guide to the States**

*For tourists who love to visit interesting restaurants while on holiday, here is my pick of six special places which I’ve enjoyed in the USA.*

**In which review are the following stated?**

|  |  |
| --- | --- |
| The writer let someone else choose what he ate. | **1** |
| The customers make an effort with their appearance. | **2** |
| There are contrasting dining areas. | **3** |
| Creative variations on a popular dish are offered. | **4** |
| The writer would like to have eaten much more of one dish. | **5** |
| The location is unusual for an expensive restaurant. | **6** |
| The server was more skilled then he initially appeared. | 7 |
| The restaurant resembles another place from the past. | **8** |
| The food was sophisticated and surprisingly inexpensive. | **9** |
| It is possible to watch the staff preparing the food. | **10** |
| The food is not what you’d expect from the décor. | **11** |
| Not all the tables can be booked in advance. | **12** |
| It will eventually be possible to sleep there. | **13** |
| The writer was tempted to make a noise. | **14** |
| The décor is simple and elegant. | **15** |

**A Flour and Water**

Reservations at Flour and Water in San Francisco are tough. Lines are long — half the tables are saved for walk-ins. The music is too loud; techno the night I ate there. The servers look as though they're ready to toss aside their order pads and dance. The design appears to be inspired by the Wild West. Nothing hints at the brilliance of the dishes you will be served there. Flour and Water offers simple Italian dining in a very special way using remarkable ingredients and providing stunning layers of flavor. San Francisco produces the most fascinating pizza toppings on earth, and these are among the most original and delicious: bone marrow, soft cheese, broccoli leaves, and fresh horseradish on one; tomato, spiced meat and olives on another. Pizza gets no better than this.

**В The Tasting Kitchen**

I wasn't impressed by the menu at The Tasting Kitchen, not at first. "Very confusing. I apologise," the waiter admitted. To be honest, he didn't seem all that coherent, either. When I told him I had no idea what to order, he suggested I trust the chef. I rather apprehensively said okay. Nothing to lose. That's when the experience changed. The Tasting Kitchen then began to feel like a top-class restaurant in Paris, despite the fact that its prices are actually remarkably reasonable. The food was creamy, complex, and compelling. The only break from richness was two different salads, the lettuces piled high, accented with beautifully biting vinaigrettes. The wines were exquisitely matched. That waiter suddenly transformed into a mastermind, when it came to the wine list. This meal at The Tasting Kitchen had turned out to be a masterpiece.

**С Longman and Eagle**

The way I heard it from my waiter, Longman and Eagle aspires to become a guesthouse. That will happen once the planned half dozen rooms are completed and ready to be made available for overnight stays. Longman and Eagle has two dining areas, wildly dissimilar. The back one looks like it was decorated by an 11-year-old with crayons. The front room, substantially more popular, has an unpainted plank ceiling, black tables, rusted industrial lamps, exposed pipes, a few plants, and no art except that found on the bodies of the customers. The food is first-class. A considerable number of dishes were triumphant, including spicy chicken wings with a blue-cheese dip, chicken-liver mousse and a sunny-side-up duck egg with truffle vinaigrette.

**D Commis**

Across the street from Commis is Anatoly's Men's Clothing, new suits for $99. (Not cheap enough? Take advantage of the liquidation sale.) An unlikely locale for a restaurant with such style. Commis is a block buster, a neighborhood-changer, a primal economic and cultural force. Whether or not it's embraced by locals, it has to be admired for venturing where nobody is used to paying serious prices for food. The kitchen staff works out front, behind a tiny counter, eerily silent — as is the entire restaurant. The food was perfect but so much quiet made me desperate to shatter the hush, yell out, "Hey, there's a sale at Anatoly's—anybody want to join me?"

**E Menton**

Menton is one of Boston's fanciest restaurants. It is cool, minimalist, all blacks, whites, and grays, not a hint of color in the dining room. The servers are so discreet they seldom talk to the table, preferring to lean in and have a conversation with each diner. The patrons are living up to the restaurant — I can't recall seeing such a nicely dressed dinner crowd in America's worst-dressed city. The food tends toward upscale French, lush and rich. The meat preparations stand out, particularly the thick, juicy slab of pheasant and the tender, barely gamy Scottish hare, presented rare. Menton is gracious, serious, luxurious, and very un-Boston.

**F The Walrus and the Carpenter**

You walk down a long hallway to a half-hidden door where a cheerful young mattre d' seats you in a room that's joyous, lively, and oh so cramped. It's filled with diners enjoying oysters and other sea food. The Walrus and the Carpenter feels like a throwback to an earlier era of Seattle dining. It reminds me of the once wonderful Pike Place, long before it got touristy and bland. On the zinc bar are wire baskets filled with chopped ice and fresh oysters. There's so much else: including my favorite savory course: smoked trout with pickled red onions on a lentil salad studded with walnuts. The panna cotta dessert was so light I was thinking of eating a half-dozen portions, the way I ate a half-dozen oysters. In my opinion, this restaurant offers the very best food in the area.

**USE OF ENGLISH**

**Part I**

*Read the text below and decide which answer (А, В, С or D) best fits each gap. There is an example at the beginning.*

**0** **A**. reporting **B.** quoting **C. according D.** informing

***Fingernails growing faster***

People's fingernails and toenails, **(0) C***,* to a recent study, are nowadays growing more quickly. Research **…** out **(1)** at the University of North Carolina indicates that the speed at which human nails are growing has increased by **(2) …**  to 25 per cent over the last 70 years.

The results of the study show that the **(3) …** human fingernail now grows about 3.5 mm a month, **(4) …** with just 3 mm seven decades ago. Toenail growth, **(5) …** only about 2 mm per month, was also up on the figure **(6)** … in a similar survey done 70 years ago.

Researchers **(7)** … the rapid increase down to changes in lifestyle, particularly the greater **( 8 )**  …. of the importance of regular exercise and a healthy diet. This, they point out, is in **(9)** .„ with similar trends in the height and weight of present-day adults. Interestingly, it appears that nails **(10)** … to grow fastest in warmer conditions, with the quickest growth **(11)** … among young people, and men. The fastest-growing nail is on the middle finger, while that on the little finger is **(12)** … far the slowest, at only a fraction over 3 mm each month.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** **A**. taken | **B**. carried | **C.** studied | **D.** worked |
| **2 A.** near | **B.** just | **C.** close | **D.** next |
| **3 A.** average | **B.** medium | **C.** common | **D.** standard |
| **4 A.** opposed | **B.** measured | **C.** related | **D.** compared |
| **5 A.** although | **B.** despite | **C.** however | **D.** nevertheless |
| **6**  **A.** achieved | **B.** concluded | **C.** arrived | **D.** obtained |
| **7 A.** set | **B.** write | **C.** put | **D.** say |
| **8** **A.** belief | **B.** information | **C.** familiarity | **D.** awareness |
| **9 A.** way | **B.** rule | **C.** line | **D.** case |
| **10** **A.** tend | **B.** lean | **C.** head | **D.** aim |
| **11 A.** pace | **B.** rate | **C.** speed | **D.** step |
| **12 A.** by | **B.** so | **C.** as | **D.** too |

**PART II**

*For questions* ***1-12,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**A short history of tattooing**

Tattoos, **(0)** **which** some people call 'body art', have become more and more popular in recent years. In **(1)** …… of the pain caused by having a needle make hundreds of holes in their skin, millions of people **(2)** …..vary widely in age and background are nowadays

having their bodies decorated with ink in all kinds of ways.

Many of today's young people, **(3) …** parents were the first generation to experiment with tattoos, see it as a way of expressing their individuality, and in **(4) …** to do this, they are constantly looking for new styles and designs. **(5)** …. to this increasing demand, tattoo studios have appeared in many towns and villages.

**(6) …** people tend to think of it as a modern practice, tattooing has in fact been around for a long time. There is evidence of tattoos being worn in Siberia over 4,000 years ago, as **(7)** … as in Ancient Egypt at that time, and it is thought to have existed in Japan 10,000 years ago. Even **(8)** … , it was not until the late 18th century, **(9)** … Captain James Cook sailed to Polynesia, that Europeans took an interest.

It was on the island of Tahiti, **(10) …** tattooing had an important role in society, that Cook and his crew first saw tattooed men and women, and **(11)** …of that, the English word comes from the Tahitian word *tatau.* Ever since then, sailors have had tattoos done, often **(12)** … show the distant places they have visited.

**Part III**

*For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line.*** *There is an example at the beginning* ***(0).***

India's rainforest by night

|  |  |
| --- | --- |
| India has amazing countryside with some of the most **(0) .***..* ***remarkable****.*wildlife on Earth, and its 96 National Parks are becoming **(1) …** popular. These parks contain a huge **(2)** … of creatures, from multicoloured butterflies to magnificent tigers, but **(3)** … for visitors,many of them are active mainly at night and then seem to **(4) …** during the day. In southern India's Periyar National Park, however, they have found a solution to this problem: night tours. Walking through the rainforest in the dark is a wonderful way to observe creatures in their natural **(5) … .** You quickly become more **(6) …** to the sounds of birds and animals, and you soon begin to recognise some of their calls. You are accompanied by local guides to prevent you getting lost, and also for **(7) …** reasons: there are big cats around, and **(8)** … snakes, too. Many visitors want to continue their **(9)** ... of the jungle all night, but if you want a break from the tropical **(10)** … there are rivers where you can go for a cooling swim by moonlight. | **0 - REMARK**  **1 - INCREASE**  **2 - VARIOUS**  **3 - FORTUNATE**  **4 - APPEAR**  **5 – SURROUND,**  **6 - SENSE**  **7 - SAFE, 8-POISON,**  **9 - EXPLORE**  **10 - HOT** |

**Part IV**

*For questions* ***1-8,*** *complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *You must use between* ***three*** *and* ***six*** *words, including the word given. Here is an example* ***(0).***

**Example:**

**0** I hope things will improve soon.  
**TURN**I hope things better soon.

**Example: will take a turn for the**

1.Emily's hair badly needs cutting.  
**TIME**

It's high cut.

2. There must be a simple way to explain what happened.  
**BOUND**

There's for what happened.

3.I'll support you whatever you decide to do.  
**MATTER**

I'll support you you take.

4. For me this is the best place to live.  
**RATHER**

There live.

5. I wish I hadn't said that to her.  
**TAKE**

If only I said to her.

6. I was looking out of the window when I saw a boy take something from a man's pocket.  
**SIGHT**

I was looking out of the window when I………..something from a man's pocket.

7. It was the film's music that impressed me most.  
**IMPRESSION**

The film's music was me.

8. My brother and I are alike in many ways.  
**LOT**

My brother and I common.

**LISTENING**

**Part I – Multiple Matching**

*You'll hear five different young people talking about renting homes. For questions 1 to 6, choose from the list A to F what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.*

A Something dangerous needed to be repaired.

Speaker 1

В It was often cold indoors.

Speaker 2

С There was a pleasant view from the window.

Speaker 3

D The neighbours were very noisy.

Speaker 4

E The rent was too high.

Speaker 5

F The furniture was good quality.

**Part II – Sentence Completion**

*You will hear part of an interview with a man called Ewan Richardson, who is trying to persuade people to use less paper. For questions* ***1-10,*** *complete the sentences.*

Every year, the average UK citizen uses about [ 1 ] \_\_\_\_\_\_ of paper.

Most of the world's paper comes from very [ 2 ] \_\_\_\_\_\_\_ forests.

The production of paper causes terrible [ 3 ] \_\_\_\_\_\_\_ in some places.

The destruction of the forests is a much bigger cause of global warming than [ 4 ] \_\_\_\_\_ .

Ewan says that there are already paper recycling bins in many [ 5 ] \_\_\_\_\_ .

You can use less paper by avoiding unnecessary [ 6 ] \_\_\_\_\_ when you are studying or working.

You can often reuse [7] \_\_\_\_ that you have received.

To receive more junk mail, don’t ask for [ 8 ] \_\_\_\_\_ when you buy something.

Stop receiving any magazines you don't always read, or [ 9 ] \_\_\_\_\_

Most [ 10 ] \_\_\_\_\_\_\_ published in Britain are now printed on recycled paper.

**Part III – Multiple Choice**

*You’ll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, А, В or C.*

1 You hear a woman and a man talking about taking up sailing. What does the woman say about it?

A it's too expensive В it's too difficult С it's too dangerous

2 You overhear a man talking on the phone in a hospital. Who is he?

A a doctor В a visitor С a patient

3 You hear a young person talking about an interest she has. Where is she?

A a bookshop В a museum С a library

4 You hear a teacher talking to a student. Why is she talking to him?

A to warn him not to do something В to offer to help him do something

С to suggest he should do something

5 You overhear a man and a woman talking about meeting two other people. Where are these people going to meet their friends?

A at a restaurant В at a hotel С in the street

6 You overhear a woman speaking on the phone about her apartment. Why is she talking to the other person?

A to deny an accusation В to make a complaint С to refuse to do something

7 You hear two young people talking about going to the coast for the day. What do they agree about?

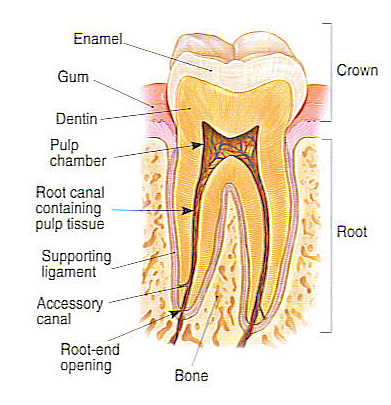
A the disadvantages of the bus В the need to set off early С the best route to take

8 You hear a woman being interviewed on the radio. Why did she decide to become a lawyer?

A to help people in need В to do the same job as her sister С to earn a large salary

**SPEAKING**

*Describe the picture.*



**TEST II**

**READING**

**Part I**

*You are going to read an article from a music magazine. For questions 1-7, choose the Answer (А, В, С or D) which you think fits best according to the text.*

**Never too old to rock**

*Clive Myrtle explores the issue of ageism in the world of entertainment*

There are few spectacles less edifying than a television presenter trying to hang on to a job. When one of the presenters of the BBC programme *Crimewatch* resigned recently, rather than suffer the inevitable indignity of being uninstalled and replaced by a younger version, he made the usual hurt noises about his masters' excessive emphasis on youth. People in the media listened sympathetically before he slid from view with a soft splosh to join the ranks of television's has-beens.

The presenter's argument, that the viewers don't care how old you are so long as you can 'do the job', unfortunately is not backed up by the evidence. When you're on TV, viewers are always thinking about whether you're losing your hair or your figure and, latterly, whether you've had cosmetic work done. This is what they're actually doing when you think they're listening to the wise things you say. Viewers actually don't perceive much of what the job entails, they just see you sitting there looking the part. Like double-jointedness or the ability to pat one's head while rubbing one's stomach, TV presenting is just one of those knacks. Some of those who possess this knack can hit the big time. Inevitably as they become more attached to the lifestyle **this** brings, however, the more inclined they are to overstate the knack.

In reality, if somebody is paying you a lot of money to do a job, it's often on the tacit understanding that your services may be dispensed with abruptly - it's part of the deal. Unlike football managers, TV presenters affect not to understand this brutal compact. If they've had many years being paid silly sums to read a script from an autocue, it's difficult for them to accept that they've been the beneficiary of good fortune rather than anything else; even harder to face the fact that a commissioning editor's whim could all too easily banish them to the shopping channels.

Something similar eventually awaits all the people who are currently making fortunes that would have been unimaginable to earlier generations of presenters. One day we'll decide that their face no longer fits and they'll be dragged away complaining about the same ageist policy from which they no doubt previously profited. Show business is a brutal business. The one thing it reliably punishes is age, particularly amongst women. That's why, at the age of fifty, female TV presenters become female radio presenters and why girl bands planning to re-form need to get it done before they're forty, after which it will get too hard for everyone to suspend their collective disbelief.

Only one species of show-business folk manages to hold back the years and this is a group that, by rights, shouldn't. Its members should, like all childish things, have been put away years ago. And yet they keep on performing as if there was no tomorrow. I'm talking about rock stars, usually male ones. As these heroes of a bygone era drift into the pensionable zone, they may no longer sell records in the way that they used to, but they have a power to magnetise huge sections of the population - and part them from their cash - that makes them the envy of everybody else in the show-business fraternity.

The likes of Bruce Springsteen, Mick Jagger and Elton John sailed past their fiftieth and sixtieth birthdays with barely a mumble of complaint from their fans. The larger the scale of their sold-out shows, the more distant they are from audiences and the less noticeable are their jowls or their waistlines. People wonder why the stadiums are dominated by acts who made their names thirty years ago; is **it** indicative of some fatal streak of nostalgia running through the music business? Hardly. It simply proves that in this day and age, the Hot New Thing can never be quite as hot as the Hot Old Thing. Rock musicians may not have had the fat monthly salaries enjoyed by their grumbling autocue-reading counterparts on TV, but they have something their parents would never have predicted when they quit school and first joined a band - a job for life.

1. What does the writer imply about the *Crimewatch* presenter he mentions in the first paragraph?

A He was unwise to resign when he did.

В Не will soon be forgotten by the viewers.

С Не may well have had a valid point to make.

D He was treated insensitively by his employers.

2. The word 'this' in ***paragraph 2*** refers to

A an image. В a level of success. С an exaggerated claim. D a common misperception.

3. Why does the writer mention football managers in the third paragraph?

A to show how relatively secure TV presenters are in their jobs

В to underline how important luck is in certain occupations

С to illustrate a general rule about certain types of high-profile jobs

D to support his view that presenters are overpaid

4. In the fourth paragraph, the writer says that TV personalities who may worry about ageism

A should look for work in other forms of broadcasting.

В may have benefited from it themselves at some point.

С are less well respected than the presenters of the past.

D are being unfair to up-and-coming younger colleagues.

5. The word 'it' in ***paragraph 6*** refers to

A the size of the venues played by ageing rock stars.

В the way ageing rock stars keep their fans at a distance.

С the backward-looking nature of the rock music business.

D the continuing appeal of live performances by certain stars.

6. Why does the writer mention rock stars' parents in the final paragraph?

A to underline an irony about the stars' careers

В to remind us of the stars' humble beginnings

С to put the stars' ongoing popularity in context

D to expose an inconsistency in the stars' attitude

7. In the text as a whole, the writer reveals himself to be

A critical of show-business personalities who complain.

В concerned about the way certain celebrities are treated.

С supportive of older people in the world of entertainment.

D envious of the success of certain high-profile performers.

**Part II**

*You are going to read an article in which the writer looks at the harm done by plastic bags and ways of reducing this. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.*

**GETTING RID OF PLASTIC BAGS**

*By Michael McCarthy*

Plastic bags are one of the greatest problems of the consumer society - or to be more precise, of the throwaway society. First introduced in the United States in 1957, and into the rest of the world by the late 1960s, they have been found so convenient that they have come to be used in massive numbers. In the world as a whole, the annual total manufactured now probably exceeds a trillion - that is, one million billion, or 1,000,000,000,000,000.

According to a recent study, whereas plastic bags were rarely seen at sea in the late eighties and early nineties, they are now being found almost everywhere across the planet, from Spitsbergen in the Arctic to the South Atlantic close to Antarctica. They are among the 12 items of rubbish most often found in coastal clean-ups. [1] Windblown plastic bags are so common in Africa that a small industry has appeared: harvesting bags and using them to make hats and other items, with one group of people collecting 30,000 per month. In some developing countries they are a major nuisance in blocking the drainage systems of towns and villages.

What matters is what happens to them after use. Enormous numbers end up being buried or burnt, which is an enormous waste of the oil products which have gone into their manufacture.

[2] ­­­­­­­­\_\_\_\_\_ Turtles mistake them for their jellyfish food and choke on them; birds mistake them for fish with similar consequences; dolphins have been found with plastic bags preventing them breathing properly.

The wildlife film-maker Rebecca Hosking was shocked by the effects of the bags on birds on the Pacific island of Midway. She found that two-fifths of the 500,000 albatross chicks born each year die, the vast majority from swallowing plastic that their parents have mistakenly brought back as food. [3]\_\_\_\_\_ Many local residents and shopkeepers joined in, and the idea of getting rid of them completely soon spread to other towns and villages.

Although some people remain unconvinced, it does seem possible that the entire country could eventually become plastic-bag free. Who could have imagined half-a-century ago that our public places would one day all become cigarette-smoke free? Or that we would all be using lead-free petrol? Who would have thought even a decade ago, come to that, that about two-thirds of us would by now be actively involved in recycling? [4]\_\_\_\_\_\_\_\_

What is needed is a general change in consumer attitudes, towards the habit of using re-usable shopping bags. Older people will remember how this used to be entirely normal as every household had a 'shopping bag', a strong bag which was used to carry items bought in the daily trip to the shops. [5] Today, many of us tend to drive to the supermarket once a week and fill up the car with seven days' worth of supplies, for which plastic bags, of course, are fantastically useful. It's a hard habit to break.

However, there has already been a bis drop in plastic bag, use, partly because the leading supermarkets and other shopkeepers are making a major effort to help us give up the habit, with a whole variety of new ideas. [6]\_\_ It is clear that habits are starting to change; reusable bags are more visible than they were even two years ago.

Many believe there should be a tax on plastic bags, and the governments of a number of countries are considering the idea. What people have in mind is the example of Ireland, where a tax of €0.22 was introduced on all plastic bags, the first of its kind in the world. [7] In addition, all the money from the new tax is used for environmental clean-up projects.

**A**. Major changes in public opinion and behaviour can certainly occur.

**В.** On land they are everywhere, too.

**С**. These range from cheap ‘bags for life’ offers to bag-free check-outs.

**D**. Worse still, billions get into the environment, especially the ocean environment, where they become a terrible threat to wildlife.

**E**. But there was a very different pattern of

household shopping then: the purchase of a much smaller number of items, on a daily basis, after a walk to small, local shops.

**F**. She realised then that it was too late to do anything about this man-made disaster.

**G**. This quickly brought about a quite amazing reduction of 90 per cent, from 1.2 billion bags a year to fewer than 200,000 and an enormous increase in the use of cloth bags.

**H**. As a result, she started a movement to turn her home town into the first community in the country to be free of plastic bags.

**Part III**

*You are going to read about four women who are vegetarian. For questions 1-15, choose from the women (A-D). The women may be chosen more than once.*

EAT TO LIVE

**Which woman**

|  |  |
| --- | --- |
| was influenced by someone? | 1 |
| is aware that she might not be eating a healthy diet? | 2 |
| admits to not always making homemade food? | 3 |
| has joined an organisation to find out more? | 4 |
| has enjoyed cooking for a long time? | 5 |
| was surprised when she found out what was in convenience food? | 6 |
| checked with a specialist that being a vegetarian is healthy? | 7 |
| dislikes some vegetarian food? | 8 |
| is vegetarian for moral reasons? | 9 |
| still enjoys eating the occasional meat dish? | 10 |
| had some problems at first? | 11 |
| took a while to decide to change? | 12 |
| suffers physically after eating meat? | 13 |
| lives with someone who doesn't completely agree with her? | 14 |
| never enjoyed eating meat? | 15 |

**A LUISA**

Luisa has been a vegetarian for four and a half years. She says, 'I've never really liked meat, and throughout my teens ate less and less of it. Then, I went abroad on holiday one year and when I came back I decided to give up meat for good. I'm more interested in food and cooking now

than I used to be. My husband and I love food and we spend hours experimenting with different recipes - there's so much you can do with vegetarian food. Our favourite foods are mainly Italian and Indian. We probably eat too much fat in our diet and are aware that we need to cut down. We're not that keen on brown rice and lentils. I also hate things that try to imitate meat. I study labels carefully but we don't worry too much when we eat out.'

**B RACHEL**

Rachel has been a vegetarian for four months. 'It was my New Year's resolution,' she says. 'It's been a real eye-opener. I didn't realise that a lot of things I eat *-* like sauces - have meat products in them. I became a member of the Vegetarian Society to get more information. It's made me realise how much goes into our food and how little we consumers know. I eat lots of pasta and lentils because they are so cheap and easy to prepare. At first I put on a lot of weight because of all the cheese I was eating. Now I'm much better at experimenting with food and I'm enjoying cooking new things. I'm now trying to convince the other people in my flat to become [vegetarian](file:///C:\eeetarian) too.'

**C CHLOE**

Having a vegetarian boyfriend at school led Chloe to think about giving up meat. Then she saw a TV programme about badly treated farm animals and it gave her the final push. 'I gave it up

there and then,' she says. 'I did worry about my kids eating only vegetarian food, but my doctor says it's fine. As a family, we eat a lot of fresh food, pasta and lentils, and try to eat organic food - although it’s not always easy. I do use convenience food quite a bit as I work full-time. We don't often eat puddings and usually have fresh fruit after a meal. The children have the worst time because their friends tell them it's unhealthy to be vegetarian. However, the children are keen to stay vegetarian.'

**D KATE**

'I love vegetarian food and cat it at least four days a week, sometimes more,' says Kate. 'I prefer the taste, textures and flavours - there are so many interesting ingredients to choose from. I've never been a great meat eater, even as a child, but I haven't been persuaded to cut out meat entirely, as 1 love dishes like chicken curry and salmon. I've been a keen cook for years. Being vegetarian has made me more aware of my health. When I do eat meat, I feel sleepy and slow.

**USE OF ENGLISH**

**Part I**

*Read the text below and decide which answer (А, В, С or D) best fits each gap. There is an example at the beginning.*

**The sticking plaster**

Nowadays, one of the most **(0)** ***common*** items found in the home is the sticking plaster.

Protecting a cut by covering the affected area with a piece of material that sticks to the skin may seem a rather **(1) …** idea, so it is perhaps surprising to learn that the plaster was not **(2) …** until about ninety years ago.

The person who thought **(3) …** the idea was Earle Dickson, an employee of the Johnson & Johnson company. Concerned that his wife Josephine sometimes **(4) …** accidents while cooking and doing other jobs, he used pieces of cotton material placed inside strips of sticky tape to cover her injuries. This prevented dirt getting into the **(5) …** and protected it from further harm as she did the **(6) …** .

Dickson's boss was impressed, so in 1921 Johnson & Johnson put the new sticking plaster into **(7) …** under the brand name Band-Aid. Sales at first were slow, but somebody at the company came up with the **(8) …** idea of giving free plasters to the Boy Scouts. This created publicity and from then **(9) …** it became a commercial success. Dickson was **(10) …** within the company, eventually becoming a senior executive.

Although the basic design of the sticking plaster has remained similar to the **(11) …** , there have been many developments in the materials used and it is now **(12) …** in a variety of shapes, sizes and colours. Total worldwide sales are believed to have exceeded 100 billion.

|  |  |  |  |
| --- | --- | --- | --- |
| **0 A. common** | **B.** frequent | **C.** general | **D.** routine |
| **1 A.** clear | **B.** evident | **C.** plain | **D.** obvious |
| **2 A.** realized | **B.** imagined | **C.** invented | **D.** dreamt |
| **3 A.** up | **B.** over | **C.** in | **D.** forward |
| **4 A.** did | **B.** had | **C.** made | **D.** took |
| **5 A.** wound | **B.** damage | **C.** breakage | **D.** tear |
| **6 A.** homework | **B.** household | **C.** housework | **D.** homecoming |
| **7 A.** creation | **B.** formation | **C.** production | **D.** construction |
| **8 A.** keen | **B.** bright | **C.** eager | **D.** shining |
| **9 A.** after | **B.** to | **C.** since | **D.** on |
| **10 A.** raised | **B.** lifted | **C.** advanced | **D.** promoted |
| **11 A.** model | **B.** original | **C.** sample | **D.** standard |
| **12 A.** available | **B.** achievable | **C.** accessible | **D.** attainable |

**PART II**

*For questions* ***1-12,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**How the Tour de France began**

The very first Tour de France, the greatest cycle race **(0) in** the world, was held in  
1903. It began when two French journalists, Henri Desgrange and Geo Lefevre, came **(1) …** with the idea of a race right round the country, **(2)** … that had never been tried anywhere before.

Nowadays we might think the aim of **(3)** …an idea would be to bring in lots of television money, or even tourists, but at the beginning of the twentieth century what they wanted to do **(4)** … sell more copies of their newspaper. And they succeeded. Circulation figures, **(5) …** had been 25,000, went to 65,000 within a year, and on to half a million by 1923.

The reporters were in fact quite closely involved in organising the race, and Desgrange would go **(6) …** to remain Tour Director from 1903 right up to 1939. Even **(7) …**their initial design for the race changed in several important ways before the first one was run. For instance, they had intended **(8)** … to be held over five weeks, but such a long race was just too much for most riders and very **(9)** … wanted to take part.

So it became half **(10)** … length, and it would be run entirely in July **(11)** … than from late May to early July. As, however, it would still go right round France, the distance travelled each day would be much longer, with cyclists sometimes **(12)** … to ride at night.

**Part III**

*For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line.*** *There is an example at the beginning* ***(0).***

The city of Miami

|  |  |
| --- | --- |
| The **(0)** ***American***  city was founded in 1896 by Julia Tuttle, a **(1) …** Florida businesswoman. From a population then of just 300, it has become a vast urban area of 5.5 million **(2) …**, attracting **(3)** … from all over the world. Its excellent transport links mean it can. The city's continuing **(4) …** as a tourist and financial centre has led to a construction boom. Many of the new buildings are over 120 metres in **(5)** … , giving Miami the most impressive skyline in the country after New York and Chicago.  Its wide variety of **(6)** … includes sandy beaches, nightclubs, music and dancing, as well as activities such as skateboarding and cycling in the world-famous, **(7) …** South Beach area. The city centre has a number of **(8)** … parks and gardens, and of course there is the wonderful weather: **(9)** ... any other major city in the USA, it has a genuinely tropical climate which offers hot and humid summers and short, warm winters with a marked drier season in the winter. Its sea-level **(10) …**, coastal location, position just above the Tropic of Cancer, and proximity to the Gulf Stream shapes its climate. | **0 – AMERICAN,**  **1 - WEALTHY**  **2 - INHABIT, 3 -VISIT**  **4 - GROW**  **5 - HIGH**  6 - **ATTRACT**  **7 - FASHION**  **8 - DELIGHT**  **9 - LIKE**  **10 - ELEVATE** |

**Part IV**

*For questions* ***1-8,*** *complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *You must use between* ***three*** *and* ***six*** *words, including the word given. Here is an example* ***(0).***

**Example:**

**0** It didn't stop raining but Jake still enjoyed his day out.  
**RAIN**Despite good time on his day out.

**Example: the rain Jake still had a**

1.What would you have done differently in my position last year?  
**SHOES**

What would you have done differently if last year?

2.Surely you should have informed him about the problem sooner?  
**ATTENTION**

Why didn't you sooner?

3.We need to decide how we're going to go to the theatre.  
**DECISION**

We need to get to the theatre.

4. Jane loves New York now but it seemed a strange place to her for several months after she moved there.  
**USED**

It took Jane several months New York.

5. It's important to defend what you believe in when others express their doubts.  
**STAND**

You must when others express doubts about them.

6. The judge told the jury that they should remember how young Smith was when considering their verdict.  
**ACCOUNT**

The judge told the jury when considering their verdict.

7. I imagine Paul missed the train he usually gets as he isn't home yet.  
**USUAL**

Paul can't or he'd be home by now.

8. What I do in my free time has got nothing to do with my boss, has it?  
**BUSINESS**

What I do in my free time , is it?

**LISTENING**

**Part I – Multiple Matching**

*You'll hear five different young people talking about why they have decide to live in another country. For questions 1 to 6, choose from the list A to F what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.*

A She had lost her job

Speaker 1

B She wanted to earn more money.

Speaker 2

C A relative had already moved to the same country.

Speaker 3

D She was bored in her home town.

Speaker 4

E Her new country had a more pleasant climate.

Speaker 5

F She wanted to learn another language.

**Part II – Sentence Completion**

*You will hear part of an interview with a woman called Sophie Doyle, who organizes adventure holidays in Australia for teenagers. For questions* ***1-10,*** *complete the sentences.*

**Australian Adventure Holiday**

The Australian Adventure Holiday is usually in the month of **… (1)**. In each group there are **… (2)** teenagers plus four leaders. The price covers everything except **… (3)**. When they visit the islands, they will sleep in a **… (4)**. They will first meet the other young people at the **… (5)**. They will visit the largest **… (6)** island in the world. They will sleep next to a **… (7)** when they are in the outback. At the Great Barrier Reef, **… (8)** will be available for those who need them. From the boat on the river, you will see **… (9)** on the banks. Teenagers normally stay in touch with people at home by **… (10) .**

**Part III – Multiple Choice**

*You’ll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, А, В or C.*

1 You hear an advertisement for a local taxi firm. Which aspect are they emphasising?

A low fares В reliable service С comfortable cars

2 You hear a radio phone-in programme about a plan to build a new supermarket. Why has the woman phoned?

A to protest about the building of the supermarket

В to demand that it should employ local staff only

С to support the plan if certain conditions are met

3 You hear a young woman talking about a concert by her favourite band. What aspect of the concert disappointed her?

A the length of the band's performance В the quality of the sound there

С the distance she was from the stage

4 On the radio news, you hear a story about a missing dog. Where was the dog found?

A in a street in town В in the countryside С in a town-centre park

5 In a radio play, you hear a man talking to a woman. What is he doing?

A complaining about something В requesting something

С promising to do something

6 You overhear two people coming out of a football stadium. What does the man think?

A The referee was unfair. В The match was boring. С The better team won.

7 You hear a young woman talking about her favourite free-time activity. What is it?

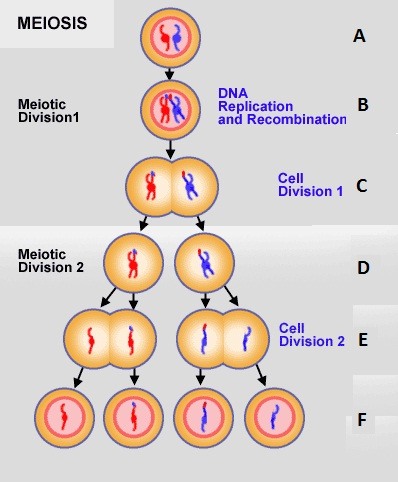
A walking in the hills В playing tennis С going swimming

8 You overhear a man talking in an airport. Who is he?

A a passenger В a flight attendant C a taxi driver

**SPEAKING**

*Describe the picture below.*



**TEST # 3**

**READING**

**Part I**

*You are going to read part of an article about genealogy. For questions 1-7, choose the Answer (А, В, С or D) which you think fits best according to the text.*

***Genealogy, or researching your family tree, is a hobby that can rapidly develop into an obsession. Before you start looking for your own ancestors, read this advice from genealogist Maria McLeod.***

The first question to ask yourself is why you want to research your family tree. Genealogy is not about discovering that you are the heir to the throne of an unknown country. It's about finding out more about yourself. For most people the important question is 'why am I like I am?' You might not look like other members of your immediate family and you want to know where your green eyes or curly hair come from. You may be curious about why you have such a quick temper or are utterly hopeless at mathematics. You may even be suffering from a medical condition and want to know if something in your genetic makeup has caused it.

Another common motive for researching your family tree is that you plan to visit the place that your ancestors came from and you secretly hope that you will find some long lost cousins with whom you can share your memories. There can be few more exciting things that meeting a distant cousin who is living on the other side of the globe and finding that she looks just like your younger sister. But you should also bear in mind that they may not necessarily want to have anything to do with you. Sometimes there are skeletons in the cupboard that you and your branch of the family are unaware of, but which are still fresh in the minds of your more distant relatives.

This brings up an important aspect of this kind of research that some people do not anticipate. Of course you want to find out about yourself and what makes you 'you', but you may not be so keen on discovering some unpleasant facts about your relatives. Your ancestors were human beings too and there is no reason to expect them to have led blameless lives. It is all part of your own history, after all, and if you are going to do the research, you should accept this fact and understand that you cannot change it.

Once you are clear about your motives, you need to take a moment to think about just how many ancestors you might have and how far back you intend to go. You have, no doubt, thought about your parents' parents and your parents' parents' parents; you may even know quite a bit about them. But go back ten generations and the picture becomes much more complicated. To begin with, many more people are involved. You can work **it** out for yourself. You may be descended from no fewer than 1024 people through ten generations and that means there are a lot of different individuals to trace and stories to check. This can mean that you spend hours going through official records, either in person at the records office or on the Internet. Are you prepared for such a huge task?

1. What is Maria McLeod's first piece of advice to people researching their family tree?

A. 'Don't expect to find out that you are a member of a royal family.'

B. 'Be prepared to find out disturbing things about yourself.'

C. 'Don't expect to like your relatives in other parts of the world.'

D. 'You may find you have serious health problems you didn't know about.'

2. Why might some relatives be reluctant to meet you?

A. You bring back memories for them.

B. You remind them of their younger relatives.

C. They think they might have to tell you family secrets.

D. They suspect you of having wrong motives.

3. You might have to accept that your ancestors

A. did not want to be found. C. were rather unpleasant.

B. were not like you at all. D. did some things that were wrong.

4. What does Maria McLeod assume that the reader has already done?

A. Found out about their family ten generations ago.

B. Considered the three previous generations.

C. Decided how far back in time they want to go.

D. Asked their parents about their grandparents and great grandparents.

5. What does the underlined word **it** in ***paragraph 4*** refer to?

A. How far back you should go in your research

B. How many people you are descended from

C. Why doing genealogical research is so complicated

D. When the tenth generations were alive

6. Why might you think twice about researching your family tree?

A. You already know about your grand-grandparents. C. You don't have time to do it.

B. Going back ten generations is too far. D. You have a lot of relatives.

7. What is the best title to the article?

A. Uncovering family secrets: do you dare?

B. The science of genealogy: new developments

C. A step-by-step guide to researching your family tree

D. Research your family past

**Part II**

*You are going to read an extract from a novel. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (1-6). There is one extra paragraph which you do not need to use.*

**Chance encounter**

I ease behind a slender tree trunk, then hold an opened palm toward my dog Keta. In our silent language it means 'lie down and stay'. She obeys. A few minutes later the deer steps into plain sight, and leans down to graze, nuzzling back and forth amid the lush grass. So exquisite is she that it takes a supreme act of self-control to keep myself from jumping up and shouting aloud.

**[1] \_\_\_\_** I turn to look into Keta's eyes. Firmly now, I point to a low spot behind the little hillock where we stand. She folds back her ears and walks away, stopping several times to face me, sad-eyed and pleading, but obedient. When I give the signal, she lies down. I start toward the deer, always closely watching to be sure she's busy feeding, so the sound of her picking and chewing will mask the unavoidable crunch of my boot steps.

**[2] \_\_\_** Perhaps it's because I haven't brought a rifle, not even for protection against stumbling into a bear. I've come here to hunt only with my eyes, and to marvel at this graceful creature. I wonder if hawks and herons, wolves and killer whales are ever astounded by the loveliness, grace and perfection of their prey.

**[3] \_\_\_\_** I turn from her gaze and view the landscape it encompasses: the green tangle at her feet; the forest that shelters her from rain, wind and snow: the dense thickets that shade and conceal her; nearby shore, where kelp left by winter storms sustains her through the lean months; and tundra heights where she finds seclusion in the long summer days.

**[4] \_\_\_\_\_** I know immediately that Keta must have forgotten her instructions or chosen to ignore them. Sure enough, she's on the move: she's zigzagging excitedly, weaving herself through streamers of scent, still trying to spot the deer beyond the pine The deer breaks into a stylized mechanical stiff heading up the slope toward a scatter of trees a» underbrush. There's nothing to lose, so I imitate the soft, sheeplike bleat of a young deer.

**[5] \_\_\_\_\_** The call keeps her from dashing off but can't ea: her alarm. She moves slowly and silently. She looks at us repeatedly, but seems less trusting of her eyes than of the telling evidence a different sense w give her. I know exactly what she's trying to do and vainly wish for a way to change it.

**[6] \_\_\_\_** For a brief moment I had felt that we were more alike than different, and that I had known an understood her. But in the vast quiet she leaves behind, I am quite overwhelmed by the sense of distance between our two worlds.

***A.*** *But now, looking back at the deer, I find that something has gone awry. She's standing in a rigid pose: head raised, ears wide, body tense. What could have frightened her, since I haven't moved, haven't given a hint of my presence? Then I realise she isn't looking at me at all, but past me, and I hear a shuffle in the grass.*

***B.*** *But like Keta, I hold a tenuous grip on myself, standing still in the warm breeze, holding my binoculars to my eyes. The deer is unaware of us, contentedly plucking at the undergrowth. Her eyes move this way and that as she feeds, revealing the white crescents at their edges.*

***C****. Keta's behaviour telegraphs the scent's increasing strength: she moves forward, catches herself and looks back, like someone pacing at a line she's been warned not to cross. She probes her nose into the breeze, occasionally reaching to the side for a stronger ribbon of scent.*

***D****. As if in answer to my question, she lifts her elegant head and looks toward me. I stare back through my binoculars. Her globed eyes stand out from her face so she can look forward along her snout. The morning sky reflects on their dark surface the way clouds shimmer on still water.*

***E****. She stops immediately ... then turns and steps deliberately back toward us, as if I were pulling a line attached to her neck. She's caught by an insuppressible curiosity, yet I can almost feel the quavering intensity of her fear.*

***F****. She lifts her snout into the air, and picks up our scent. With utmost dignity she raises one foreleg and slowly turns aside. Then she bounds to the crest of the slope, springs over a fallen log, and vanishes into the forest, as if on a cloud of her own breath.*

***G****. I know myself as a predator. And considering how I've stalked this animal — slipped through the boundaries of her solitude, hidden my shape, and used the wind to conceal my footsteps - I wonder that I can feel so innocent.*

**Part III**

*You are going to read an article in which four young people say how they deal with the everyday stress in their lives. For questions* ***1-15,*** *choose from the people (A-D). The people may be chosen more than once. When more than one answer is required, these may be given in any order.*

**Which person**

|  |  |  |
| --- | --- | --- |
| regularly does a job without getting paid? | | **1** |
| no longer agrees to do things they don't want to do? | | **2** |
| tries to see the funny side of things that are worrying them? | | **3** |
| accepts that they sometimes make mistakes? | | **4** |
| is disappointed they can't see a particular kind of entertainment? | | **5** |
| prefers to do unpleasant jobs as soon as possible? | | **6** |
| is not doing as well in their studies as they would like? | | **7** |
| now enjoys doing something which they used to dislike? | **8** | **9** |
| likes to tell friends about their problems? | | **10** |
| goes to bed quite early nowadays? | | **11** |
| sometimes breaks their own rules about eating when they are not alone? | | **12** |
| finds that acting makes them feel better? | | **13** |
| likes to think back to times when they felt less stressed? | | **14** |
| believes in putting off certain tasks? | | **15** |

**Beating stress**

A. School student **Ester Montoya** knows she has to improve her marks in her main subjects. She's trying hard, but it's not easy and sometimes she feels she's doing too much work. 'I have to get away from it now and then,' she says, 'so recently I've joined a local youth theatre group. It really helps because it takes my mind off everything, it's a kind of escape from reality. Also I'm meeting other people of my own age and I'm hoping to make some friends there. Apart from that I suppose there's TV, but there's not a lot on. I've read that laughing can be very relaxing, but I'm afraid none of the comedy series they're showing right now is worth watching. Something I've been meaning to try, though, is work helping others, perhaps old people. A friend of mine does it, and she says it really makes a difference -both to them and to her.'

**B.** For seventeen-year-old **Steve Ellison,** life is particularly busy right now. He's revising for some important exams but he still manages to find time for his favourite free-time activities, which include long-distance running. 'It's funny,' he says, 'I only took to it recently when I found it helped me wind down, because at school I never looked forward to those cross-country runs we had to do every Monday morning. Yet nowadays I run a lot at weekends, and I do some voluntary work with local kids at the sports centre.' As well as doing plenty of exercise, he also tries to maintain a healthy diet. 'I've told myself I must always eat a variety of healthy food, with lots of fruit and green vegetables, though if I'm out with my mates I may give in to temptation and have a burger and chips. I never drink coffee, though, because it makes you talk and act nervously, and it keeps you awake at night, too, which is bad for your stress level.'

**C.** First-year university student **Amelie Lefevre** believes that the best way to beat stress is to organise your life more sensibly. 'My life used to be pretty chaotic, there always seemed to be so much to do, often jobs that other people should have been doing. So what I eventually learned to do was to say *no,* politely, to extra work. That helped, as did making a list of priorities for each day, with some things scheduled for today, others for tomorrow and some that could be postponed for longer. I also make rules for myself about meal times, and the amount of sleep I need. There was a time when I was staying up until all hours, but I was exhausted the next day so I don't do that any more. I think I manage my time quite well now, but nobody's perfect and occasionally I still oversleep and turn up late for lectures!'

**D.** Student **Ndali Traore** likes to get up early so he has a relaxed start to the day. I hate leaving jobs till the last minute, and I always try to do those I like least first,' he says. 'These days I always listen to music while I'm working,' he adds, 'whereas a couple of years ago I found it annoying - it always seemed to spoil my concentration.' When he has some free time, he goes to the cinema, or out with friends. 'If something's bothering me,' he says, T often find that just talking to them about it helps. Particularly if you can make a joke about it, because it always seems a lot less serious when you do that.' If he's on his own, he has a special way of dealing with stress: T try to relive occasions when I was really relaxed, such as spending the day by a beautiful lake in the sunshine. That often works,' he says.

**USE OF ENGLISH**

**Part I**

*Read the text below and decide which answer (А, В, С or D) best fits each gap. There is an example at the beginning.*

**The Orient Express**

In 1867, a wealthy Belgian called Georges Nagelmackers took a long **(0) …** across the United States in one of George Pullman's transcontinental trains with their rubber shock absorbers and luxurious compartments. Before the 1860s, train carriages were little more than boxes on wheels, in which passengers were **(1) ...** jolted around. The revolutionary Pullman sleepers meant that Americans could now travel from one side of their vast country to the other in **(2) ….** comfort.

Realising how **(3) …** it would be to be able to travel across Europe in similar **(4) ….** , Nagelmackers spent the next decade **(5) ….** with the authorities to allow his own specially designed sleeper trains to cross European **(6) …** .

It was not until 1919 that Nagelmackers' dream of a fast, first-class service from Paris in the west to Constantinople in the east finally became **(7) …** .The Orient Express, as this train is called, immediately **(8) ….** the imagination of the public and became the subject of **(9) …** tales and legends. Not just the fictional James Bond in *From Russia with Love,* but many real-life spies are known to have **(10) ….** out secret assignments on the train, and a **(11) …** element in the plot of Agatha Christie's novel *Murder on the Orient Express* is based on an actual incident from 1929.

For half a century, the train flourished. As passenger flights gradually replaced rail travel, **(12) …** , the Orient Express became increasingly uncompetitive and only a few carriages remain today.

|  |  |  |  |
| --- | --- | --- | --- |
| **0. A.** passage | **B.** voyage | **C.** expedition | **D. trip** |
| **1. A.** painfully | **B.** harmfully | **C.** wrongfully | **D.** hurtfully |
| **2. A.** high | **B.** entire | **C.** total | **D.** major |
| **3. A.** fair | **B.** advantageous | **C.** accessible | **D.** suitable |
| **4. A.** custom | **B.** method | **C.** style | **D.** form |
| **5. A.** discussing | **B.** dealing | **C.** contracting | **D.** negotiating |
| **6. A.** borders | **B.** limits | **C.** lines | **D.** margins |
| **7. A.** practice | **B.** reality | **C.** truth | **D.** certainty |
| **8. A.** took | **B.** kept | **C.** pulled | **D.** caught |
| **9. A.** immeasurable | **B.** countless | **C.** immense | **D.** infinite |
| **10.** A. held | **B.** brought | **C.** carried | **D.** sent |
| **11.** A. compulsory | **B.** crucial | **C.** primary | **D.** necessary |
| **12.** A. nonetheless | **B.** however | **C.** moreover | **D.** additionally |

**PART II**

*For questions* ***1-15,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**In pursuit of excellence**

In the early 1990s, the psychologist К Anders Ericsson and two colleagues conducted some research into the relationship **(0) between** talent and hard work at Berlin's elite Academy of Music. The curious thing **(1)** … they couldn't find any musicians who could excel without any effort, or who could get to the top without practising as much as all **(2)** … peers. Also, they were unable to find any people who worked harder than everyone else and yet just didn't have exactly **(3)** … it takes to break into the top ranks. So their research would certainly seem to indicate that once someone makes **(4)**  … into a top music school, the thing that distinguishes one performer from **(5)** … is how hard he or she works. That's it. What's more, with the musicians right **(6)** … the very top, it's not just a case of their **(7)** … worked harder, they have) worked much, much harder.

This idea **(8)** … excellence requiring a minimum level of practice, arises time **(9)** …time in studies of expertise in various fields. In fact, researchers have come **(10)** … an agreement on what they believe to be the number of hours of practice required **(11)** … true expertise: 10,000. In their research, they have yet to come across **(12)** … who has accomplished world-class expertise in less time. It seems that people need **(13)** … amount of time in order for them to take **(14)** … everything they need to know to achieve genuine mastery. This is true even with individuals we think of **(15)** …geniuses.

**Part III**

*For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line.*** *There is an example at the beginning* ***(0).***

**The people of the Orinoco Delta**

|  |  |
| --- | --- |
| The Orinoco Delta is a vast **(0)…** of waterways weaving through a jungle Which carries the **(1) …** waters of the River Orinoco to the Atlantic Ocean. The delta has formed over thousands of years as the river has deposited millions of tonnes of sediment into the ocean, creating 41,000 sq km of densely **(2) …** islands, swamps and lagoons.  The Warao, **(3) …** the 'Canoe People', are the native **(4 ) …** of the delta. They constitute the second largest indigenous tribe in Venezuela with a population of 24,000. Although they were forced to **( 5 ) . ..** to remote areas of the jungle by major damming work in the 1960s, family groups still reside **(6) …** in wooden houses raised on stilts along the banks of the river, and spend most of their time either fishing in **(7) …** waterways in canoes, or hunting and gathering in the **( 8 ) …** forests.  The Warao build their houses and canoes from forest wood using traditional techniques and make **(9) …** and other jewellery, baskets and hammocks from the leaves and seeds of the moriche palm. Otherwise known as the 'tree of life', the moriche provides the Warao with fruit, juices and sweet pulp to make bread. Also, the trunk of the palm is used to cultivate a small worm, which provides a **(10) …** nutritious supplement to their diet. | **0 - NET**  **1 - MUD**  **2 - FOREST**  **3 – LITERAL,**  **4 - INHABIT**  **5 - LOCATE**  **6 - PEACE**  **7 - NEAR**  **8 - ROUND**  **9 - NECK**  **10 - RELATE** |

**Part IV**

*For questions* ***1-8,*** *complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).*

**Example:**

0 Free membership of the gym is offered to all hotel staff.  
**PROVIDES**The hotel…………......................................membership.

**Example: provides all staff with free gym**

1. Pete finds it very satisfying to play the violin.  
**LOT**

Pete gets the violin.

2. Patrick maintains that he kept his word that he would not tell anyone Jane's secret.  
**PROMISE**

Patrick denies Jane's secret.

3. The first thing Suzie does on waking is open the curtains to see what the weather is like.  
**SOON**

Suzie opens the curtains to see what the weather is like.

4. For a long time Jose found it strange to drive on the left in Britain.  
**USED**

It took Jose a long time on the left in Britain.

5. It doesn't seem to me as if Louise is worried about her course.  
 **TELL**

As , Louise isn't worried about her course.

6. A series of poor harvests led to many families leaving the island for good.  
 **REASON**

A series of poor harvests left the island for good.

7. Jack said he didn't know what sort of person Tessie was.  
**IDEA**

Jack said he like.

8. They would never make a decision so quickly again.  
**MINDS**

Never again so quickly.

**LISTENING**

**Part I – Multiple Matching**

*You will hear five different people talking about airports they have recently been to. For questions 1-5, choose from the list (A-F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.*

A We could see lots of planes taking off.

Speaker 1

В It took a long time to get through security.

Speaker 2

С Public transport to the airport was poor.

Speaker 3

D Our children enjoyed the play area.

Speaker 4

E I didn't have to pay to go on the Internet.

Speaker 5

F The airport was badly organised.

**Part II – Sentence Completion**

*You will hear part of a talk by a biologist called Jonas Hahn about carrots. For questions* ***1-10,*** *complete the sentences.*

**The magnificent carrot**

The carrot is the …(1) most popular vegetable in the world.

Nowadays, ….. (2) produces more carrots than any other country.

Carrots were first grown …. (3) ago, in Afghanistan.

Thousands of years ago, most cultivated carrots were …. (4) not orange.

The carrot used to be regarded as …. (5) rather than something to eat.

Dutch …. (6) of the 16th century show orange carrots.

Carrots grown in …. (7) soil are less bright in colour.

Jonas says that carrots are better for you if you …. (8) them.

Eating carrots can help to prevent the …. (9) harming you.

In ten years’ time, it may be possible to use carrots as …. (10).

**Part III – Multiple Choice**

*You will hear people talking in eight different situations. For questions 1-8, choose the best answer (А, В or C).*

1 You hear a man talking on the radio about a special kind of computer mouse. How does this mouse differ from others?

A It can help people avoid injury. В It is cheaper than a standard mouse.

С It changes what's on the screen faster.

2 You switch on the radio and hear a woman talking. Why did she decide to go abroad?

A to help people in another country В to make money by working hard

С to spend several months as a tourist

3 You overhear a man talking to a colleague about a company training course. What is the man's opinion of the course?

A It was difficult to understand. В It was a waste of time. С It didn't last long enough.

4 You hear two people talking. Where are they?

A at an airport В at a bus stop С at a railway station

5 You hear a young man talking about moving to a big city. What was his biggest problem there?

A making new friends В not having enough money С having to live on his own

6 You overhear a woman talking on the phone about an airport expansion plan. What is she most worried about?

A more frequent noise В longer traffic jams С increased pollution

7 You overhear a man talking to a shop assistant about a DVD. What does he want?

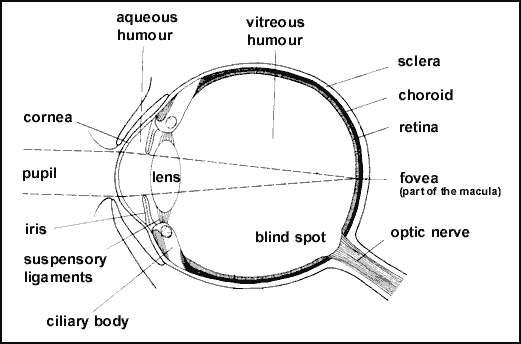
A to have his money back В to obtain a better copy of it С to exchange it for something else

8 You overhear two people discussing holidays. Where did the woman go last month?

A Mexico В the USA С Canada

**SPEAKING**

*Describe the picture below.*



**SECTION TWO**

**EXAM PRACTICE**

**READING**

**PART I**

**Exercise 1.** *You are going to read an article. For questions* ***1-7****, choose the answer* ***(A, B, C or D)*** *which you think fits best according to the text.*

**Science flying in the face of gravity**

It looked just like another aircraft from the outside. The pilot told his young passengers that it was built in 1964, a Boeing KC-135 refuelling tanker, based on the 707. But appearances were deceptive, and the 13 students from Europe and the USA who boarded the aircraft were in for the flight of their lives.

Inside, the area that normally had seats had become a long white tunnel. Heavily padded from floor to ceiling, it looked a bit like a lunatic asylum. There were almost no windows, but lights along the padded walls **eerily** illuminated it. Most of the seats had been taken out, apart from a few at the back, where the young scientists quickly took their places with a look of apprehension.

For 12 months, science students from across the continents had competed to win a place on the flight at the invitation of the European Space Agency. The challenge had been to suggest imaginative experiments to be conducted in weightless conditions.

For the next two hours the Boeing's flight resembled that of an enormous bird which had lost its reason, shooting upwards towards the heavens before hurtling towards Earth. The intention was to achieve weightlessness for a few seconds.

The aircraft took off smoothly enough, but any feelings that I and the young scientists had that we were on anything like a scheduled passenger service were quickly dismissed when the pilot put the plane into a 45-degree climb which lasted around 20 seconds. Then the engines cut out and we became weightless. Everything became confused, and left or right, up or down no longer had any meaning. After ten seconds of free-fall descent the pilot pulled the aircraft out of its nosedive. The return of gravity was less immediate than its loss, but was still sudden enough to ensure that some students came down with a bump.

Each time the pilot cut the engines and we became weightless, a new team conducted its experiment. First it was the Dutch, who wanted to discover why cats always land on their feet. Then it was the German team, who conducted a successful experiment on a traditional building method to see if it could be used for building a future space station. The Americans had an idea to create solar sails that could be used by satellites.

After two hours of going up and down in the plane doing experiments, the predominant feeling was one of exhilaration rather than nausea. Most of the students thought **it** was an unforgettable experience and one they would be keen to repeat.

1. What does the writer say about the plane?

A. It had no seats.

B. The inside was painted white.

C. It had no windows.

D. The outside was misleading.

2. What does 'eerily' in ***paragraph 2*** mean?

A. clearly B. badly C. strangely D. brightly

3. According to the writer, how did the young scientists feel at the beginning of the flight?

A. sick B. nervous C. keen D. impatient

4. What did the pilot do with the plane?

A. He quickly climbed and then stopped the engines.

B. He climbed and then made the plane fall slowly.

C. He took off normally and then cut the engines for 20 seconds.

D. He climbed and then made the plane turn over.

5. What was the point of being weightless?

A. To see what conditions are like in space.

B. To prepare the young scientists for future work in space.

C. To show the judges of the competition what they could do.

D. To allow the teams to try out their ideas.

6. What does 'it' in ***paragraph 7*** refer to?

A. the exhilaration B. the trip C. the plane D. the opportunity

7. Why was this text written?

A. To encourage young people to take up science.

B. To show scientists what young people can do.

C. To report on a new scientific technique.

D. To describe the outcome of a scientific competition.

**Exercise 2.** *You are going to read a newspaper article about how dancing can be good for your health. For questions* ***1-6,*** *choose the answer (****A, B, C or D****) which you think fits best according to the text.*

***An Apple Day***

*Flo Marsden, aged 71, is learning how to belly dance thanks to a local dance scheme in the UK.*

Dance is increasingly being introduced to anyone who is interested for both health and recreational reasons. The National Lottery is funding courses and training, as are local authorities and regional arts associations. In addition, family doctors are prescribing dance to patients, and young footballers are learning about rhythm and balance through hip-hop lessons. There is barely a hall in the country that does not shudder with the sound of stamping feet every week.

The Yorkshire Dance Centre runs Flo's classes. Simon Dove, the dance centre's organiser and promoter, says that attendance has doubled in the last three years. He attributes this to more choice and easier access. And what a choice there is! There are 35 different lessons every week - everything from Arabic dancing to Egyptian, American tap, Asian and South African Township dance. 'Aerobics and fitness regimes can be an introspective and solitary way of keeping fit,' Simon explains. 'People like coming here because it helps you stay fit and engages your mind, enabling you to interact with others.' Steve Johnson, 28, is one of the company's teachers. He goes into schools and introduces kids to jazz, street dance and hip-hop. He thinks that for the less academic, it gives them something to focus on. 'Several school teachers have reported back to me that normally difficult and disruptive children have become more manageable because of the lessons. I think it is because they have found something at school that they excel at, making them more confident. The lessons also make them more aware of their bodies and how they work.'

For Flo, who already keeps fit by doing aerobics, her weekly dance lessons play a more social role in her life. It's the togetherness of dancing that is the best. A keep fit class doesn't get you so involved with others. When I go out shopping I see people from the lessons and say hello, jt makes you feel you are part of a community.'

Dance is one of the five activities the Health Education Authority is promoting in its current Active for Life campaign, and this summer saw one of the first health and dance conferences in the UK. John Dunbar, one of the speakers, says that on a fitness level, dance can be just as effective as going on a running programme: There were tests done in the US where two previously sedentary 30-year-olds were put on fitness programmes, one using dance, the other running and the results were the same. People are far more likely to keep up dancing rather than a running programme, so in that way **it** can be more suitable.'

So, if you're lucky enough to have dance classes near where you live, my advice to you would be to have a go!

1. The dance classes are being paid for by

A. the participants themselves. C. family health centres.

B. a variety of public bodies. D. local sports centres.

2. What does Simon say about the dance classes in the second paragraph?

A. Some are more popular than others. C. They are a very sociable way to exercise.

B. They are the quickest way to make friends. D. There is no limit to the number you can take.

3. Steve Johnson believes that dance

A. is suitable for the less active type of child.

B. has grown in popularity in less academic schools.

C. can be taught by ordinary school teachers.

D. helps children who have low self-esteem.

4. Flo enjoys going to dance classes because

A. they make her feel more relaxed than other classes.

B. they provide her with a sense of belonging.

C. they allow her to meet people from outside the area.

D. they have enabled her to get over her shyness.

5 What does 'It' refer to in ***paragraph 4***?

A. dancing B. a community C. keeping fit D. the social role

6 According to John Dunbar, dancing

A. is much better for you than running.

B. needs to be done regularly to be effective.

C. has most effect on the health of older people.

D. motivates people more than running.

**Exercise 3.** *You are going to read a newspaper article. For questions* ***1-7,*** *choose the answer (****А, В, С or D****) which you think fits best according to the text.*

**The dog**

When they first saw the dog, they weren't sure, in fact, that it was a dog. A small pile of rubbish by the side of the litter bin began to move. Verity and Sally, walking past on their way to the beach, both jumped back, expecting a rat to emerge from the litter. What they saw instead was the back end of a small brown dog, which seemed to be connected to a plastic bag. They both let out shrieks of delight.

'Oh, it's a puppy!' cried Verity, and bent down to release the dog's head from the plastic bag. The dog looked up at them with ketchup on its face. Now that they could see the whole animal, it was clear that it was not quite as young as Verity had thought at first sight. It carried one or two scars of life on the streets - it had a cut below one eye and one ear seemed to be permanently at an angle - but on the whole it was not in bad health for a stray dog. Its coat was shiny and you couldn't see its ribs under the skin, like you could with many dogs in a similar position. Judging by the litter bin, visitors to the beach were a good source of chips, hot dogs and hamburgers without knowing it. The dog sat, looking up at the girls with its tongue hanging out as it panted.

'Come on,' said Verity. 'Let's take him down to the beach!' Sally hesitated a moment before agreeing. She could see where it was leading. Her father always told her to walk away from a stray animal because there was a danger you would want to keep it. Then it would be harder when you actually did have to walk away. However, she couldn't deny that the dog was cute, so she was pleased when it trotted along behind them on the way to the beach.

They spread their towels on the beach and got sun cream out of their bags. When they turned round, the dog had settled on one of the towels as if he owned the place. He seemed glad of the opportunity to rest and Verity could imagine the constant battle he faced each day to survive. Apart from the search for food and shelter, which perhaps were less of a problem here than they would have been in the city centre, there was the competition from other dogs. This dog must be pretty smart, she decided, to survive against the others because he certainly wouldn't win too many fights, even if his injuries showed that he didn't give up easily.

They spent the day lazing in the sun, swimming and playing beach tennis. The dog joined in after resting for a while. To the casual observer, it would have looked like two girls and their dog playing together. Sally knew, however, that that wasn't the case and she was dreading the moment when they would have to leave. Eventually, the sun began to set and it got cooler. Verity stared at the sun, as if willing it to stay in the sky for another hour. She avoided looking at Sally and didn't seem to notice Sally looking at her watch. Verity stroked the dog, which was lying on the towel next to her. Sally knew that they couldn't put it off any longer.

'It's probably time we were getting back,' she said at last. Verity turned round and Sally saw tears running down her face. The dog looked from one of them to the other and waited.

1. Verity and Sally's first reaction is

a) amusement at the dog's appearance. c) fright at what might be under the rubbish.

b) worry about the dog's condition. d) curiosity at the dog's behaviour.

2. The dog seems to be

a) in good condition despite its injuries. c) rather overweight for its size.

b) in a worse state than most stray dogs. d) in urgent need of medical attention.

3. It seems that people who go to this beach

a) enjoy feeding the stray dogs. c) throw a lot of food away.

b) are careless with their rubbish. d) don't know they are harming the dogs.

4. Sally doesn't immediately agree to take the dog to the beach because

a) they don't have a lead to put on the dog to control it.

b) her father stops her from doing what she wants to do.

c) she thinks the dog might be dangerous., in spite of his appearance.

d) she doesn't want to form a relationship with the dog.

5. Verity thinks that the dog

a) needs their help to avoid the other dogs.

b) is a coward when it comes to fighting other dogs.

c) is more attractive than the other dogs.

d) uses his brains to beat the other dogs.

6. The girls don't want to leave the beach because

a) they think the dog will be attacked. c) they want people to think it's their dog.

b) they want to sunbathe for another hour. d) they are trying to delay leaving the dog.

**7**. Sally feels uncomfortable because

a) she and Verity have argued about the dog.

b) she thinks that someone is watching them.

c) she knows that leaving the dog will be hard.

d) she wants to get rid of the dog without Verity knowing.

**Exercise 4.** *You are going to read an article from a website. For questions* ***1-7,*** *choose the answer (****А, В, С or D****) which you think fits best according to the text.*

**A New Approach to Cooking**

*Popular TV presenter and journalist James May shares his unusual ideas on eating habits with readers.*

For some time, I've been campaigning for a new departure in airline food.

The gist of it is this. The problem with airline food is that they try to do something a bit posh, with several courses drizzled with extra words, but then give it all to you on a tray the size of a mouse mat. Even at the pointy end of the aeroplane it's a bit of an elbows-in affair, but if you want to butter a bread roll in the cheap seats your neighbours will have to get up and stand in the aisle.

So what I'd like to see is healthy, balanced and nutritious food that can be eaten one-handed from one item of crockery. Every nation on earth can provide a 'signature dish' for its own airline: stews, hot-pots, casseroles, stir-fries, pasta, bowls of noodles, wraps and the cheeseburger are a few that spring to mind.

Everybody benefits from this scheme. The food is simpler to eat, and, above all, it's more straightforward to prepare and serve. There's more space on the little table for drink, and less packaging to fall on the floor. As there's less equipment involved, there can be more actual food, and clearing up will take no time at all.

But now I wonder if I haven't been, as usual, a bit unambitious.

How often do most people fly? Twice a year maybe, perhaps less. My mate Cookie has never been abroad, and is relatively unfamiliar with the pressurised carton of UHT milk. The idea needs wider social application for it to work. Now, as I have argued in previous articles, the reason cooking has become so popular, especially amongst blokes, is because the kitchen is the new workshop. Deprived of the requirement to hone his innate craft skills in wood or metal, the modern man turns to the formica worktop instead - previously this was more likely to be the woman's domain - and makes an intricate prawn cocktail. It involves tools, process and planning, and satisfies a natural desire to produce something.

I like fooling about in the kitchen, to be honest. I know you like it, too, because by far the biggest forum response I've ever had to a column (apart from the time you all fell out) was when I instigated a debate about the best way to make cheese sauce. The trouble, though, is that I'm really not very good at it. Last night, spurred on by too many visits to over-priced restaurants where I've eaten over-intellectualised dinners, I tried to do something a bit clever with liver, a selection of vegetables and some clever chemistry involving oils, herbs and spices. It was all right, I suppose. I mean, my guest and I both *ate* it, but in a slightly ashen-faced and awkward sort of way. It was all a bit brown.

More to the point, it took hours and hours that could have been better spent on something more constructive, such as mending the cooker, the door of which has dropped off. There are also three dead motorcycles in the garage, and they're not going to repair themselves. I have therefore revised my original scheme and yoked it to a new mantra in a "Strength Through Simplicity" style: one burner, one utensil, one implement. And the new arena of culinary progress shall be the garage.

I'm hoping to incorporate the notion of garage cooking in a forthcoming TV series and, as usual, would welcome any suggestions; anything suitable for consumption by a man who has one reasonably clean hand and one coated with something so toxic he'd rather not put it near his face. This is not, in fact, without precedent. I've been in a die-casting factory in India where the blokes baked exotic breads on the tops of hot machines, and they somehow tasted better for being a by­product of industrial endeavour. In former times, the foundry or the footplate of the steam locomotive afforded working men the opportunity to cook with the heat from the raging furnaces they attended. There is a great legacy of one-course, one-handed meals for us to draw on.

I imagine the garage cafe experiment would be very appealing to production engineers in car companies. It might also dispel the myth of men's inability to multi-task. What's the point of waiting for something to boil? In the garage, you can be stripping something down while that's going on. This way, the artificial division between the kitchen and the garage – both workshops, after all - will be demolished, although ‘hег in the main bit of the house' might not be so keen on the idea. I've made a start already. Tonight I've had an oil and filter change with a side of chain adjustment accompanied by beans ‘n’ sausages.

1. The writer's main objection to airline food is that it

A. does not taste as good as it should.

В. is described in over-complicated language.

С. comes in too small portions.

D. is presented in an inappropriate way.

2. The writer's main argument for his airline food suggestion is that

A. airlines could serve food typical of their own country.

В. airline meals would be better for passengers' health

С. it would make things easier for the crew.

D. there would be benefits for the environment.

3. The writer argues that men are increasingly interested in cooking because

A. they find it more enjoyable than making things with wood or metal.

В. they have fewer opportunities to create things than used to be the case.

С. it is now more socially acceptable for men to spend time in the kitchen.

D. women are generally spending less time cooking than they used to.

4. What do we learn about the meal the writer prepared?

A. He used a recipe for a dish he had eaten in an expensive restaurant.

В. His meals are usually much more successful than this one was.

С. It looked considerably better than it tasted.

D. It was a waste of time that he could have spent more usefully.

5. Why does the writer refer to 'Strength through Simplicity'?

A. It is the principle he intends to apply to cooking.

В. It suggests a masculine approach to cookery.

С. It reflects the simplicity and strength of his ingredients.

D. It is the name of his future TV series.

6. The writer uses the example from India to illustrate that

A. skills learnt in a factory can be applied to cooking a meal.

В. meals have previously been prepared in unusual workplace settings.

С. food cooked in this way tastes as delicious as that from a kitchen.

D. his inspiration came from a country well-known for its tasty food.

7. One reason why the writer says he likes his idea of garage cooking is that it will

A. show that men can do two things at the same time.

В. please his wife that he is helping with the cooking.

С. give him opportunities to improve his cooking skills.

D. enable him to spend more time in his garage.

**Exercise 5.** *You are going to read a newspaper article. For questions* ***1-7,*** *choose the answer* ***(А****,* ***В, С or D****) which you think fits best according to the text.*

**ZOOKEEPERS FOR A DAY**

A visit to the zoo is one of the defining day trips of childhood, but the fascination tends to fade during teenage years. However, the 'Keeper for the Day' schemes currently being offered by several British zoos are proving a surprising hit among adolescents.

Peter Maltby, 16, has travelled from his home to be a keeper for the day at Colchester Zoo. The trip is a present from his parents, who are accompanying him. 'We used to take Peter and his sister to the zoo as children and it gave them both a love of wildlife,' says his mother. Peter heard about the scheme from a school friend. 'He raved about how good it was,' he says. The zoo offers two options, and while his school friend chose the carnivores (white tiger, snow leopard and lions), fed red pandas, penguins and seals, and visited the iguana incubation room, Peter chose the 'primates, birds of prey, small mammals and elephants' option. His first session involves feeding lemurs and rare gelada baboons and, as he dispenses bananas, some sit on his head. Then it is on to the Falconry Centre, where, gingerly at first but with growing confidence, he handles several fearsome-looking birds of prey, including hawks, falcons and vultures.

Colchester Zoo's business manager, Alex Burr, says the scheme has become extremely popular. Elsewhere, it is a similar story. Geoff Worden of Blackpool Zoo says their scheme has really taken off. The days do not come cheap, but they do provide essential funds for conservation and endangered species programmes for the zoos. 'They also offer a unique opportunity for participants to learn a lot about how a zoo works and to spend time with everything from birds, reptiles and sea lions to gibbons, tigers and zebras,' says Worden. 'Naturally, we get youngsters who are thinking of a career with animals or in a zoo, but its appeal is broader than that. Afterwards, everyone realises just what hard work it is looking after animals. They lose any idea that it's a cushy job and come away impressed with the care and dedication of zookeepers who might spend a full night with a sick animal - and realise that there are some things that are not about money, which can be very refreshing.'

At Paignton Zoo, keepers for the day are also expected to 'muck in' and 'muck out'. 'This is not just a chance to meet some of the animals close up, this is real work,' says the Zoo's Phil Knowling. 'We get our share of youngsters on the scheme, some budding vets included, and everyone gets something different out of it. Not surprisingly, some are a bit wary of the reptiles and it can be unnerving to go into an enclosure full of hanging, twittering bats, but they gain a lot from their day.'

Some lucky participants in these schemes experience the drama of an animal birth, or are present at the introduction of a new species to the zoo, but although the reality is likely to be less dramatic, most seem entranced by the experience. 'From feeding giant tortoises, stroking the belly of a pregnant tapir, to holding out live locusts for the excitable lemurs, I had a fantastic day,' one participant wrote to Bristol Zoo. T can't actually remember the last time I was in such a rush to get up in the morning. It was a great day. I left full of information and experience that I would never normally have come across,' another reported back.

1. The writer says in the first paragraph that many young people

1. are unaware of the 'Keeper for the Day' schemes.
2. don't like being taken to zoos when they are very young.
3. tend to lose interest in zoos as they get older.
4. only become interested in zoos when they are teenagers.

2. We are told that when Peter Maltby took part in the scheme,

1. his parents went with him because he was nervous.
2. his school friend's advice was of little help to him.
3. he chose the option he thought would be the easiest.
4. he began to feel better as one of the sessions went on.

3. What does Geoff Worden say about the scheme at his zoo?

1. It is not exactly the same as schemes at other zoos.
2. All kinds of young people take part in it.
3. It is particularly useful for people considering a career with animals.
4. His zoo has to charge more for it than other zoos charge.

4. What is meant by 'cushy' in the third paragraph?

1. easy
2. boring
3. dangerous
4. glamorous

5. What does Phil Knowling say about the scheme at his zoo?

1. A few people regret taking part in it.
2. He has made changes to it since it started.
3. It involves more contact with animals than some other schemes.
4. Not all the people who take part in it are young.

6. In the final paragraph, the writer says that taking part in one of the schemes

1. often includes experiencing dramatic events.
2. can be a more exciting experience at some zoos than at others.
3. may change people's views of what happens in zoos.
4. is usually a very enjoyable experience.

7. One of the participants who wrote after taking part in a scheme mentioned

1. a feeling of great excitement before the event.
2. a feeling of surprise at the variety of activities involved.
3. overcoming their fear when dealing with creatures.
4. learning about creatures they had not previously heard of.

**PART II**

**Exercise 1.** *You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs* ***A-G*** *the one which fits each gap (****1-6).*** *There is one extra paragraph which you do not need to use.*

**Two Journalists and the Butterflies of Britain**

*Independent journalist Michael McCarthy reports on a new book about butterflies which has made a remarkable impression on him.*

It's not often that you're brought up with a start, right at the beginning of a book, but here's an insight from the first page of a new volume on butterflies which did that for me. "For most of us," writes the author, "butterflies are bound up with childhood." **[1]** That was certainly the case with me, in a hot August long ago, when I was seven and my brother was nine, and we had been sent to live with an aunt and uncle as my mother was ill and my father was abroad.

**[2]** Every morning when I was let out to play I would run up to it and gaze up at these dazzling creatures and long for them, and perhaps because of the time in my life when they appeared, something in me has longed for them ever since.

**[3]** Early last year, Patrick, now a feature writer on a well-known daily paper, decided to bring his own enthusiasm to a climax by seeing every species of British butterfly in a single summer, and his book, *The Butterfly Isles,* is the narrative of this undertaking.

**[4]** We were aware of each other's activities, but we never actually met, although we saw several species in exactly the same place. Reading his book I realised how close our paths came to crossing: I saw the large blue, for example, at Green Down in Somerset on 15 June, and he saw it at Green Down on 16 June; and I saw the Lulworth skipper at Lulworth Cove in Dorset on 23 July and, once again, he saw it in the same place the following day.

**[5]** His account of all these is beautifully written and enormously entertaining, full of curious pieces of butterfly lore; I for one certainly did not know that you can tell the sex of a small tortoiseshell by tossing a stick gently in its general direction - if it's a male, it will rise up to attack the stick. (Patrick calls it "the playful dog of the butterfly world.")

**[6]** For this, the influence of his father, an ecologist, is responsible: the enthusiasm he inspired in his son proves stronger than mere fashion or peer-group pressure. But it becomes clear as the story unfolds that he gave Patrick much more than just his passion for butterflies; ultimately, the book is about that: it is a splendid and accomplished account of all of Britain's butterflies, but it touches something deeper as it is a tribute from a son to his father, thanking him from the heart for a very special childhood.

**A** And here's an extraordinary thing. At the same time as Patrick was doing it, so was I. The chances of two journalists deciding, simultaneously but entirely independently, to pursue every British butterfly in a single summer must be infinitesimally small, but that's what happened: I wrote a series for this newspaper about my own search, and we invited readers to join in what we called The Great British Butterfly Hunt'.

**В** In the front garden two doors away was a buddleia bush, and that August it was crawling with the bright quartet of late summer British butterflies - the red admiral, the small tortoiseshell, the peacock and the painted lady; glittering in their colours.

**С** I have known since I was a small child, in a way you can think just plain silly, that butterflies will always have significance in my life.

**D**  But it is more personal aspects of his search which give depth to the book, such as his personal struggle between wanting to be Cool and wanting to pursue butterflies, which he worries is extremely Uncool, certainly for someone of his generation. Eventually the butterfly-desire wins out, even to the extent of bringing himself to use binoculars and risk the ultimate horror of Looking Like A Nerd.

**E** The new book's author, Patrick Barkham, encountered his butterflies at a similar time in his life but his attraction to them was founded not in the absence of parents but in their presence: he inherited his father's love for them. Maybe "inherited" is the wrong word, as it was not something passed on in the genes, but rather by his father's enthusiasm, companionship and friendship for his small son, who accompanied him on butterflying expeditions.

**F** I felt the shock of recognition in reading that, and even more in the sentence that followed: "Many of our earliest and most vivid memories of a garden, a park or flower will feature a butterfly, and, our little hand trying to close around it."

**G** We eventually met not long ago and laughed about it ("it feels like we spent last summer in a parallel world," he said) and as you might imagine, I was fascinated by his account in *The Butterfly Isles.* He did better than I did, for although we both managed to see in one summer all 58 species which breed regularly in Great Britain, he went over to Ulster to see the one which makes the total 59 for the United Kingdom as a whole.

**Exercise 2.** *You are going to read an article about a man who is not afraid of bears. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (1-6). There is one extra paragraph which you do not need to use.*

**Learning about Black Bears**

*Most of us are afraid of meeting a bear in the wild. Lynn Rogers certainly isn't. Find out more about this unusual man below.*

OK, I admit it – I’m scared. I’ve been walking for two hours through a spooky forest in northern Minnesota with bear biologist Dr Lynn Rogers, following the beeping radio signals of a female black bear and her three cubs. It’s a hot July morning and the bugs are beginning to hit us hard.

[**1]** Lynn has been interested in bears since childhood. He grew up in what Midwesterners call the ‘Northwoods’ – a huge band of mixed forest that sweeps across the northern states of the USA. As a child he also heard many scary stories about bears, but as he spent more time outside he began to question these tales.

**[2]** After leaving college over 40 years ago, Lynn began studying bears for the US Forest Service. At that time little was known about their biology. Unlike their polar and grizzly cousins, black bears prefer dense forest and so are hard to observe in the wild.

**[3]** For an incredible two decades, he persisted with these standard methods, until one day, he'd had enough and made a momentous decision. He decided to move awayfrom convention and he made it his aim to try to work directly with the bears.

**[4]** One of the assumptions that has long been made by wildlife managers is that feeding bears makes them aggressive towards humans. So a lot of time and effort is spent trying to keep bears out of campsites, and if they won't stay away then they often end up shot.

**[5]** Bear experts warned him that it was both wrong and dangerous to do this. But, over time, some bears learned to associate Lynn's voice with food and allowed him to approach to within a few metres of them. After more than a year of fighting convention in this way, he finally gained the trust of a few bears. They even allowed him to feed them by hand and stroke their fur. Then once they'd had a few handfuls of nuts from him, they'd ignore him and behave naturally.

**[6]** As a result, he has begun to paint the first accurate and intimate portrait of the life history of these animals. For the first time, a scientist has been able to directly observe bear habitat use, language, social relationships and individual personalities.

**A** It takes only a few hours in Lynn's charismatic, bear-like company to understand why he found this goal easier to achieve than most other people would. He puts it down to the fact that he was aided by the remoteness of his study site and the fact that his nearest boss was more than 350 km away. So he was able to break with conventional approaches without interference.

**B**  Getting bears used to his touch eventually allowed Lynn to fit radio-collars on them without using tranquilisers. Working against the advice of most bear experts, he had achieved what no other human had dreamed possible. He had earned the trust of wild bears and so won the first ringside seat from which to observe their natural behaviour.

**C** As we go deeper into bear territory, I realise that Lynn resembles the bears he studies. His huge frame moves silently through the forest, aided by hands as large as paws. As he listens to the bear's signal with an antenna, he grunts and murmurs in a deep, gravelly voice.

**D**  Yet this wild bear, One-eyed Jack, who had no reason to be friendly to humans, silently allowed Lynn to stroke his fur and touch his claws while investigating his wounds. That moment spoke volumes about both Lynn j and the true nature of black bears.

**E**  When he started in that job, Lynn did what all other bear scientists did: he tranquilised the animals at their dens or in traps and fitted them with radio-collars. Once a bear was collared, the only data that he could collect, via an aircraft or vehicle, was its position. The bears would not allow anyone to approach them in the forest. As Lynn says, "After many years of research, all we had were dots on

**F** Lynn decided to test this golden rule' and began taking food into the forest when looking for his collared bears - the ultimate no-no. He'd follow their signs, get as close as he dared and then leave a pile of nuts for them.

**G** He found that animals that had a reputation for being dangerous ran away from him, while gentler ones could be tempted to take treats from his hand. These early experiences made a lasting impression and he decided to become a bear biologist.

**Exercise 3.** *You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs* ***A-G*** *the one which fits each gap* ***(1-6).*** *There is one extra paragraph which you do not need to use.*

**Conserving Jaguars**

*An interesting plan to help jaguars survive is being developed in Latin America. Mel White reports for* National Geographic.

At dusk one evening, deep in a Costa Rican forest, a young male jaguar rises from his sleep, stretches, and silently but determinedly leaves forever the place where he was born.

**[1]** But the wanderer chooses the wrong direction. In just a few miles he reaches the edge of the forest; beyond lies a coffee plantation. Pushed by instinct and necessity, he keeps moving, staying in the trees along fences and streams. Soon, though, shelter consists only of scattered patches of shrubs and a few trees, where he can find nothing to eat. He's now in a land of cattle ranches, and one night his hunger and the smell of a newborn calf overcome his reluctance to cross open areas. Creeping close before a final rush, he kills the calf.

**[2]** This story has been played out thousands of times throughout the jaguar's homeland, stretching from Mexico (and formerly the United States) to Argentina. In recent decades it's happened with even greater frequency, as ranching, farming, and development have eaten up half the big cat's prime habitat, and as humans have destroyed its natural prey in many areas of remaining forest.

**[3]** Rabinowitz is the world's leading jaguar expert, and he has begun to realise his dream of creating a vast network of interconnected corridors and refuges extending from the U.S.-Mexico border into South America. It is known as Paseo del Jaguar — Path of the Jaguar.

**[4]** Rabinowitz hopes to convince national governments throughout the jaguar's range to support this conservation program through enlightened land-use planning, such as choosing non-critical areas for major developments and road construction.

**[5]** Talking to governments and bringing Paseo del Jaguar into existence will take many years. Rabinowitz is currently focusing on Mexico and Central America, where officials in all eight countries have approved the project. Costa Rica has already incorporated protection of the corridor into laws regulating development.

**[6]** Today even mobile-phone-carrying government ministers sitting in urban offices feel what Rabinowitz calls "a powerful cultural thread binding them to their ancestors. Nobody can say that the jaguar is not part of their own heritage. What better unifying symbol can there be than the jaguar?"

**A**  Alan Rabinowitz wants this situation to stop and is doing something about it. He imagines that the young jaguar, when he leaves his birthplace, will pass unseen by humans through a near-continuous corridor of sheltering vegetation. Within a couple of days he'll find a small tract of forest harboring enough prey for him to stop and rest a day or two before resuming his trek. Eventually he'll reach a national park or wildlife preserve where he'll find a home, room to roam, plenty of prey, females looking for a mate.

**В** Later he'll tackle South America, where landscapes are more diverse and challenging. Rabinowitz is encouraged, though, by his audiences' emotional response when he talks about jaguars — a response based on the animal's enduring aura of beauty, strength, and mystery. Indigenous peoples around Mexico's central plateau, and the Maya, farther south, incorporated the jaguar into their art and mythology.

**С**  Environmentalists consider such a scheme the best hope for keeping this great New World cat from joining lions and tigers on the endangered species list.

**D**  The jaguar is the only large, wide-ranging carnivore in the world with no subspecies. Simply put, this means that for millennia jaguars have been mingling their genes throughout their entire range, so that individuals in northern Mexico are identical to those in southern Brazil.

**E** There's shelter here, and plenty of food. He has sensed, too, the presence of females with which he might mate. But there's also a mature male jaguar that claims the forest — and the females. The older cat will tolerate no rivals. The breeze-blown scent of the young male's mother, so comforting to him when he was a cub, no longer binds him to his home.

**F**  "We're not going to ask them to throw people off their land or to make new national parks," he said. The habitat matrix could encompass woodlands used for a variety of human activities from timber harvest to citrus plantations. Studies have shown that areas smaller than one and a half square miles can serve as temporary, one- or two-day homes — stepping-stones — for wandering jaguars.

**G** The next day the rancher finds the remains and the telltale tracks of a jaguar. He calls some of his neighbors and gathers a pack of dogs. The hunters find the young male and take their revenge.

**Exercise 4.** *You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs* ***A-G*** *the one which fits each gap (****1-6****). There is one extra paragraph which you do not need to use.*

**Ecology in a Volcanic Lake**

*McKenzie Funk investigates how the area round Mount St Helens has changed thirty years after its eruption.*

Discarded cans once lay at the bottom of Spirit Lake at the foot of the Mount St Helens volcano. Mark Smith remembers them perfectly: shiny gold lettering somehow preserved by the clear, cold water. He remembers ten-inch rainbow trout. He remembers a sunken rowboat, resting on a submerged tree stump. A teenager when he began scuba diving in the shadow of Mount St. Helens, he remembers the lake as it was before the May 1980 eruption, before the top 1,300 feet of the volcano — more than three billion cubic yards of mud, ash, and melting snow — avalanched into it.

**[1]** What Smith remembers best from his teenage dives is what he called the "petrified" forest: a ghostly group of sunken, branchless firs, buried upright dozens of yards below the surface. The underwater forest was a mystery to him until the mountain exploded. Then it made perfect sense. The trees were evidence of a past eruption — a sign Spirit Lake has always been in the line of fire.

**[2]** Biologist Bob Lucas of the Washington Department of Fish and Wildlife believes someone illegally planted them. In the late 1990s, an anonymous call to his home seemed to confirm it: "I'm the one who stocked the fish."

**[3]** "There are as many stories as there are fish tales," he says, "and all of them start, I know somebody who put those fish in there." To him the important question is not how they arrived but how they grew so big.

**[4]** This is because the 2,700-acre lake now sits at the center of a restricted research area, which Congress set aside in 1982 "to protect the geologic, ecologic, and cultural resources ... in as natural a state as possible." Mostly closed to the public, this part of the blast zone has become one of our planet's grandest experiments.

**[5]** Almost daily, callers inquire about the lessons of St. Helens. One woman is interested in salamanders, another in toads. Officials in Alaska and Chile want to know what to expect after eruptions of their own.

**[6]** Starting with a single plant Crisafully discovered in 1981 on the barren, 3,750-acre area covered by the eruption, purple prairie lupines became the first color in a world of sterile gray. In life they were nutrient factories, food for insects, habitat for mice and voles; in death they, and the organisms they attracted, enriched the ash, allowing other species to colonise. Gradually the blast zone began to bloom.

**A**  Indeed, as a natural lab to study the rebirth of ecosystems, the area has no equal. "It's the most thoroughly studied large-forest disturbance in the world," says Crisafulli. It's been examined from nearly every angle, at nearly every scale, from molecules to ecosystems, bacteria to mammals, steaming geothermal vents to waterlogged meadows.

**B** Three decades later, Spirit Lake holds a new mystery: How did fish, now twice the length of those pre-eruption rainbows, reappear? Everyone has a theory. Smith, who runs Eco Park Resort at the edge of the volcanic monument, thinks the trout slid down from the smaller, higher St. Helens Lake during a flood year. But that lake has only mackinaw—and the Spirit Lake fish are rainbows.

**C** A key realisation is the importance of "biological legacies" — fallen trees, buried roots, seeds, amphibians — that survived the eruption, thanks to snow cover, topography, or luck. Ecologists had assumed rebirth would happen from the outside in, as species from border areas encroached on the blast zone. But recovery has also come from within.

**D** Mark Smith grew up at the lake and, as a boy, he fished there. Today he'd have to break the law if he wanted to catch any of those temptingly large fish.

**E** What I remember from my swim in Spirit Lake is not a sunken forest but an underwater jungle. Last August I drove behind Crisafulli on a sinuous two-lane road along Windy Ridge, through a damaged gate secured by a makeshift chain—"You'd think there'd be enough money to buy a new gate," Crisafulli said — and down a scary, slopeside jeep trail into the restricted area.

**F** So it was before the lake became twice as big but half as deep. Before virtually all evidence of life, animal and human — the cabins and roads and camps and cans — were obliterated. Before the lake became a stinky soup, devoid of oxygen and covered with a floating mat of tree trunks ripped from the landscape.

**G** Preliminary genetic testing by Forest Service ecologist Charlie Crisafulli also suggests the trout did not descend from the pre-emption population, but he's given up on figuring out their origin.

**Exercise 5.** *You are going to read an article about* *David Willey, a lecturer in Physics at the* *University of Pittsburgh. Six paragraphs have been removed from the article. Choose from the paragraphs* ***A-G*** *the one which fits each gap* ***(1-5).*** *There is one extra paragraph which you do not need to use.* *There is an example at the beginning (****0****).*

**The not so nutty professor**

David Willey, a lecturer in Physics at the University of Pittsburgh, recently showed a dramatic video of himself in one of his classes. It was a film in which he walked on hot coals. Why did he do this? He was demonstrating a law of physics to his first year students in a memorable way. Willey, chosen as the University's Teacher of the Year' last year, believes there is real value in starting his lectures with a bang.

**0 - G**

Other experiments are quieter, though no less dramatic. For a class on energy and pressure, Willey lay on a bed of nails while others broke a concrete block on his chest. But although all of Willey's experiments are interesting and demonstrate fun ways to learn physics, none of them quite captures the students' attention like walking barefoot on red hot coals.

**1 –**

'Just because something is at a high temperature, doesn't mean that it has a lot of heat to give out,' he explains. 'Firstly, the burning wood does not conduct heat well, and on top of this the walker's feet are only in contact with the burning material for a short time.'

**2 –**

Although traditionally people have seen fire-walking as proof of the power of mind over matter, in other words, that people could control pain with their minds, in his article Taylor explained that that psychology has nothing to do with it. The secret of fire-walking lies in physics.

**3 –**

The very first time I tried to step on them, my foot went to the side of the fire,' Willey says. 'My body just said "No Dave!" and I panicked. The second time I made a much more conscious effort, put my foot on the coals, stepped across them and said to myself, "Wow! I'm OK.'"

**4 –**

Willey has repeated it quite a few times on three different occasions, but the University administration will not allow him to fire-walk on the campus because they are worried about a possible fire, and insurance.

**5 –**

The other teachers like the idea, but what do Willey's students think of it all? They just think it's me being crazy as usual. They're fairly used to me doing strange demonstrations.'

**A.** After reading the article, Willey remembered his mother picking up hot wood coals that had fallen out of the fireplace and throwing them back without burning her hands. He knew from her example that he would not get burnt fire-walking, but he was still hesitant when it came to actually stepping onto a pile of hot coals he put down in his back garden.

**B.** Fire-walking as a ritual has been practised by people from all parts of the world for thousands of years, according to Willey. The first written reference to it appears in a story from India dating back to 1200 B.C. Since then, it has been observed and recorded in numerous cultures and religions

**C.** He thought that these two facts made fire-walking useful for teaching, and this was reinforced when he was looking through the March 1989 issue of The Physics Teacher'. There he came across an article entitled *Fire-Walking as a Lesson in Physics* by John R. Taylor.

**D.** In spite of this, Willey has posted information about his experiments on his webpage for other physics teachers who would like to use fire-walking or some of his other experiments in the classroom.

**E.** Having passed his own test on a small pile of hot coals in private, Willey then decided to try a full fire-walk, and film it. After the first step he again found that his foot was fine. Then he made his full walk.

**F.** He feels that this is because the principle is demonstrated so clearly in what looks like a very dangerous thing to do. He uses his video to demonstrate the difference between temperature and heat, and backs this up with a simple explanation.

**G.** Sometimes there is a real explosion! To demonstrate the effects of heat, for instance, Willey has been known to pour liquid nitrogen into a soft drink bottle and cover it with a plastic rubbish bin. The nitrogen changes into gas, expands and then causes the bottle to explode.

**PART III**

**Exercise 1.** *You are going to read a magazine article about teenagers driving go-karts around a track. For questions* ***1-15,*** *choose from the people (****A - D****). The people may be chosen more than once.*

**Which person**

|  |  |
| --- | --- |
| was grateful that someone with them wasn't worried about their own performance? | **1** |
| had assumed they'd be far more successful than they actually were? | **2** |
| expresses an ambition to try driving somewhere apart from on a track? | **3** |
| found it hard to remember what they'd been told before they started driving? | **4** |
| was given confidence by the instructors despite initial nerves? | **5** |
| felt embarrassed by what they had to wear? | **6** |
| was thrilled to be among the most successful in their group? | **7** |
| became keen to go to the track on a more regular basis? | **8** |
| was concerned that someone with them was having problems? | **9** |
| suspected the speed they'd achieved wasn't as impressive as they thought? | **10** |
| thinks their success was thanks to being shown what to do? | **11** |
| was given the opportunity for a truly memorable trip in a very different vehicle? | **12** |
| found the people with them behaved differently from usual at the track? | **13** |
| got to take part in an activity that was almost cancelled? | **14** |
| was told they needed to make a change in their driving? | **15** |

**A. Jane**

I went to the go-kart track with some friends, and never done anything like this before so I was a bit worried before I went. But the instructors couldn't have been nicer, and once I'd put on my safety suit and got into the go-kart, they made me feel completely at ease behind the wheel. The go-kart I drove was in great condition - although maybe not so great after I'd finished with it! The only thing was, things got much more competitive amongst my friends than I would ever have imagined - I'd really never seen them like that before, and I even thought there'd be some tears at one point as one friend took a while to learn how to get the car moving. But I was far more worried than she was. Once she'd got it, she was fine - and actually just as fast as everyone else around the track!

**B. Mark**

We'd been to similar events as a family, but I suspect my mum never likes it that much. She had a go at driving this time, but she was so slow that my brother and I passed her twice on the same lap round the track! She laughed about it as usual, though, I'm relieved to say; she just wanted us to have a good time. The instructor drove with us round the track as an example of how it should be done - I don't believe I would have remembered it all so quickly without that. Part of the track was wet too, in places, so at one point there was a chance we wouldn't be allowed to drive after all, but in the end they decided it was safe enough to show us how to brake safely in the wet! I was a bit nervous at first, but it was fine. Our lap times were being displayed on a big electronic scoreboard - and I was one of the fastest! Not surprisingly, my mum definitely looked worried at that!

**C. Katie**

I’d always been keen to start driving, even when I was small. I had a toy pedal car I used to drive all the time. So I guess I expected I was really well prepared for go-karting, but maybe I was a bit too self-confident, as I couldn't even get the car to move forward initially! Still, I did learn how to go round corners really fast - or at least it seemed fast to me, but probably not to the spectators. My mum said I'd done brilliantly, but then she always says something positive! I think, though, I might have appreciated a bit more training when I first got into the car and a bit less in the training room, as it wasn't easy to keep it all in my head before I'd actually tried driving. I can't say the safety suit I had to put on was particularly stylish either - I'm really glad my mates at school couldn't see me!

**D. Harry**

It was an amazing day - I went with my school class, and we were allowed to see how a go-kart is put together, and how to build your own. I learnt a lot just from that, so I decided to join the group that meets at the track every Saturday to learn how to *fix* old go-karts - and improve my driving skills, of course! I'm keen to start driving as soon as I'm old enough, anyway - we live out in the country, so it's pretty important. Anyway, driving on the track was cool - we were shown exactly what to do, then the instructors watched us and gave us individual feedback on our driving. Mine was OK, although there were areas for improvement -attempting to be the fastest round bends, for one thing! So I had to slow down. The highlight, though, was when some of us were taken for a ride in a yellow Lamborghini - a very expensive, luxury sports car! That was an experience I'll never forget!

**Exercise 2.** You are going to read an article about people’s experiences of going to the theme parks. For questions **1-15**, choose from the people (**A-D**). The people may be chosen more then once.

**Which person**

|  |  |
| --- | --- |
| found a way to avoid the crowds who were walking around in the park? | **1** |
| welcomed the opportunity to wander round the park without their parents? | **2** |
| was pleased to that one ride completely lived up to its promise? | **3** |
| found the trip distracted them from fights with family members? | **4** |
| felt they attempted to do too much during their visit? | **5** |
| was happy about the short time it took to get on the rides? | **6** |
| admired their parents for the amount of planning that had been done? | **7** |
| had planned before they arrived how they'd spend their time? | **8** |
| was concerned that not everyone had got to do what they wanted at the park? | **9** |
| says their trip was spoilt slightly by the weather? | **10** |
| says they felt excited rather than nervous about one ride? | **11** |
| took home a lot of purchases? | **12** |
| was surprised by the size of the park? | **13** |
| was relieved to discover they had things in common with their companions | **14** |
| says it was expensive to go to the park | **15** |

**A Joanna**

We went on a four-day trip to a huge theme park, and I feel now that we might have burnt out too quickly. The first day was fantastic, going on absolutely every ride, however scary! But by the fourth day, we were getting a bit fed up with the constant race to fit in as many attractions as possible. And my parents must have spent loads - by the end of the trip we seemed to have acquired half the contents of the souvenir shops! But we had a great time and for once my brothers and I forgot all about the stupid arguments we have with each other over trivial stuff. They're usually friendly but a bit annoying for my mum and dad, especially if we're stuck somewhere in the pouring rain - like we were sometimes on this trip! That was a pity as it meant we missed out on some of the rides. But never mind -we still managed not to quarrel!

**B Matthew**

My family had insisted we sat down at home with the friends who were going with us and discussed who wanted to do what, so that we weren't wasting time fighting when we got there - and it seemed to work! Anyway, if we'd ended up waiting around in the burning heat that we had that day, we'd have been in trouble, I reckon. The theme park was amazing. The roller coaster alone was worth the high entrance fee - although my parents might not agree! It claimed to be the fastest in the world, but I doubted that. Still, judging by the track, I suspected the ride would be a different experience from the usual stuff, so I was determined to have as many goes as possible. I still found myself shaking in the queue, but it was definitely from the thrill of what was to come. And we weren't disappointed. Once the ride took off, the massive loops and drops just forced us back in our seats - all part of the fu

**C** **Tim**

Mum and Dad gave us each some spending money for the day, so there'd be no further argument over buying must-have souvenirs from the shops! And to my relief we were allowed to go off by ourselves for a bit - luckily I’ve got an older brother and sister to accompany me, and we all managed to do the rides we wanted. That was important as the place was far more extensive than even my wildest dreams, and that's saying something! Dad had got some special offers that reduced the price of entry - and this doubled the fun, as they entitled us to go to the head of the queue for the rides, like celebrities. That was lucky - we could have wasted hours otherwise. And it meant I managed endless goes on my favourite, Ghost Train. Even in the pouring rain that we had at one point, it never failed to thrill!

**D Kaori**

We went to the theme park with another family my parents knew, and their teenage daughters. My sister and I hadn't met them before, so I was a bit doubtful. But it turned out they were just like us – especially when it came to wanting stuff from the souvenir shops! First we sat in the park cafe and sorted out who was going where, so that no-one got cross about missing out on the roller coaster or whatever. I reckoned our friends were too polite to say what they really wanted, though. Then we overtook everyone and headed immediately for the end of the park, where it was quiet, and worked backwards - we missed a few queues that way, too. The weather was on our side too - mid-20s. Mum and Dad had even checked the forecast when they arranged the day - amazing. Can't imagine I'll be doing all of that when I've got kids!

**Exercise 3.** For questions 1-15, chose from the sections (A-G). The sections may be chosen more than once.

**LIGHTNING STRIKES!**

**Which section**

|  |  |
| --- | --- |
| talks about a gadget? | **1** |
| refers to a person who has made a change to when they do something? | **2** |
| mentions a person who only seemed unharmed on the outside? | **3** |
| mentions victims being in an enclosed space? | **4** |
| mentions a myth? | **5** |
| describes how someone felt when they were struck? | **6** |
| states that someone was brought back to life? | **7** |
| mentions possible warning signs of a lightning strike? | **8** |
| mentions some people who had a lucky escape? | **9** |
| blames lightning for certain natural disasters? | **10** |
| recommends the best position to get into? | **11** |
| mentions keeping souvenirs of being hit? | **12** |
| mentions a person who was given wrong information? | **13** |
| mentions someone who made a discovery about lightning? | **14** |
| recommends a safe location to be in? | **15** |

**A** Three years ago a bolt of lightning all but destroyed Lyn Miller's house in Aberdeen - with her two children inside. There was a huge rainstorm,' she says, recalling the terrifying experience. 'My brother and I were outside desperately working to stop floodwater from coming in the house. Suddenly I was thrown to the ground by an enormous bang. When I picked myself up, the roof and the entire upper storey of the house had been demolished. The door was blocked by rubble, but we forced our way in and found the children, thankfully unharmed. Later I was told that being struck by lightning is a chance in a million.' In fact, it's calculated at one chance in 600,000. Even so, Dr Mark Keys of AER Technology, an organisation that monitors the effects of lightning, thinks you should be sensible. 'I wouldn't go out in a storm -but then I'm quite a careful person.' He advises anyone who is unlucky enough to be caught in a storm to get down on the ground and curl up into a ball, making yourself as small as possible.

**B** Lightning is one of nature's most awesome displays of sheer power. No wonder the ancient Greeks thought it was Zeus, father of the gods, throwing thunderbolts around in anger. 250 years ago, Benjamin Franklin, the American scientist and statesman, proved that lightning is a form of electricity, but scientists still lack a complete understanding of how it works.

**C** Occasionally there are indications that lightning may strike, Positive electrical charges streaming upwards from trees or church spires may glow and make a buzzing noise, and people's hair can stand on end. And if you fear lightning, you'll be glad to know that a company in the USA has manufactured a hand-held

**D** Nancy Wilder was playing golf at a club in Surrey when she was hit by a bolt of lightning. Mrs Wilder's heart stopped beating, but she was resuscitated and, after a few days in hospital, where she was treated for burns to her head, hands and feet, she was pronounced fit again. Since that time, she has been a strictly fair-weather golfer. In fact, a golf course is one of the most dangerous places to be during a thunderstorm. The best place to be is inside a car!

**E** Lizzie Anne Bright was on a camping trip when lightning struck a tree and then travelled to where she was sitting. The feeling I got is hard to explain. I felt as if I was rising above the ground. I couldn't move and my shoulder really hurt and had burns. I was in hospital for five days. I still keep the clothes I was wearing that day. My jacket has a large black hole in it and my trousers and socks just melted.'

**F** Harold Deal, a retired electrician from South Carolina, USA, was struck by lightning 26 years ago. He was apparently unhurt, but it later emerged that the strike had damaged the part of the brain which controls the sensation of temperature. Since then the freezing South Carolina winters haven't bothered Harold, since he is completely unable to feel the cold.

**G** Animals are victims of lightning too. Hundreds of cows and sheep are killed every year, largely because they go under trees. In East Anglia in 1918, 504 sheep were killed instantaneously by the same bolt of lightning that hit the ground and travelled through the entire flock. Lightning is also responsible for starting more than 10,000 forest fires each year world-wide.

**Exercise 4.** *You are going to read an article containing reviews of computer games. For questions* ***10-15,*** *choose from the reviews (****A-E****). The reviews may be chosen more than once.*

**About which of the games is the following stated?**

|  |  |
| --- | --- |
| The impression given by the graphics depends on the speed of your vehicle. | **1** |
| It will keep people who like this kind of game occupied for some time. | **2** |
| It is possible to personalise the location for the game. | **3** |
| You can only go to some locations when you have been successful at a task. | **4** |
| The most special thing about the game is its cross-country courses. | **5** |
| It is an improved version of an earlier game. | **6** |
| It is an easy game to learn. | **7** |
| You need to use skill to avoid an accident. | **8** |
| Some of the details of the visual effects are not very realistic. | **9** |
| The concept does not sound very exciting. | **10** |
| What you have to achieve varies depending on the options you choose. | **11** |
| It has recreated some real places. | **12** |
| You can design your own vehicles. | **13** |
| The supporting material is inadequate. | **14** |
| You can choose the angle from which you see the action. | **15** |

**The Latest Computer Games**

*Read our reviews of this week's game releases.*

**A**  Last year's *Motor Racers* left me feeling a little underwhelmed. After the impressive heights of their earlier Formula One game, which it replaced, the lesser-powered vehicles and disappointing graphics felt like a bit of a step back for the developers. But this year's update has added a considerable amount of extra content. You can choose to control more or less any type of car that you wish. The driving model is solid, letting the player experience what it's really like to drive round most of the world's most famous racing tracks. That includes practice laps and men at the side of the track waving flags to alert you of crashes up ahead. There are half a dozen new tracks to choose from. Noodsberg is perhaps the best addition, offering some picturesque street racing action. The graphics have generally improved but there's still something lacking. The cars throw really unnatural shadows and when I got a puncture, the car just sunk into the ground on that side, rather than the tyre being deflated.

**В**  Many people might imagine that rail simulators are dull. Might you even think the idea of recreating a largely event-free one-dimensional journey is absurd? Well, they've actually made a game just like that. Your first hour in *Rail Game* might run like this: you jump in, expecting an in-game tutorial, and utterly fail to move anything. So, after 20 minutes of turning your wipers on and off, you're forced into reading the manual. And that's the biggest disappointment. It tells you how to get moving, but when it comes to the expert controls on a steam engine, the game and the manual assume you already know quite a lot about E locomotive operation. When on earth should I 'inject water', eh? I don't drive steam trains for a living. However, I persevered and once I eventually got more or less to grips with it, I decided I actually quite liked *Rail Came.* I took a simple pleasure, for example, in constructing a track running around my own name. It's an inexplicably satisfying and therapeutic experience.

**С**  *Rally Rider* takes a different approach to the racing genre by abandoning smooth roads and sports cars in favour of heavy suspensions and cross­country courses. The game stands out because of its tracks; it offers six very different ones each with enough bumps and turns to make cars spin like they're in washing machine. These courses are unfriendly enough, but when they're being approached at speeds nearing 1 50 kph they're downright dangerous. Going too fast when hitting a hill or even just going into a bump at the wrong angle is likely to send a car flying into the air, and possibly onto its roof. It means the game has to be played with care because screaming round corners at full speed will cause a time-consuming crash. Looks-wise the game is a mixed bag. Tracks look good on the move, but as soon as the action slows down or stops and a closer inspection is taken, the surroundings start to look like you're travelling through a rather simply drawn child's picture book.

**D**  *Star Travel* is set in the distant future, when humans start to explore and colonise space. Inevitably, mankind stumbles across alien races and rather than everyone trying to get to know each other in a friendly, civilised fashion, war breaks out. There are 30 pre-set campaigns to choose from, each with its own goals and problems. There are also 1 6 races which you can select. In order to succeed in any campaign, you must not only defend the star systems under your rule, but expand to the other ones as well. One of this game's best features is that you can construct ships to your own specifications, which adds an extra element to your strategy. For example, against some enemies, you'll need to concentrate on building a few highly powerful ships, instead of trying to outman them. On the whole, it's an amusing if uninspired strategy game, and if you're a fan of the genre, it should provide you with several weeks of entertainment.

**E** *Wonder Racer* succeeds in bringing the body-breaking speed of time-trial biking to the PC, but its difficulty may leave you shaking. The approach is simple and unsophisticated. There are only three controls, far fewer than in many other modern games. Players start by selecting one of sixteen riders, from a set of teams. There are ten tracks, of which three are available at the outset. Only by scoring gold in both classes on all of these can you gain access to the next three, and so on. The courses are a fictitious mix of country lanes, exotic beaches and snowy mountain passes. The 3D is excellent in its speed, smoothness, and level of detail. A selection of viewpoints, including a breakneck 'biker's eye view' are offered. This game will push your skills and patience to the limit.

**Exercise 5.** *You are going to read an article containing descriptions of campsites in Australia. For questions* ***1-15,*** *choose from the descriptions (A-F). The descriptions may be chosen more than once.*

**Campsites of Australia**

*We investigated the best campsites in Australia. This is what we found out.*

|  |  |
| --- | --- |
| 1. Guests can go to bed in the open air if they wish. | **1** |
| 2. It is possible to arrive at this camp by air. | **2** |
| 3. The absence of technology is a bonus. | **3** |
| 4. Guests are asked to show consideration for the ancient landscape. | **4** |
| 5. The camp provides guests with simple means of transport free of charge. | **5** |
| 6. Guests can find and prepare their own food here in the traditional way. | **6** |
| 7. Guests can relax by enjoying the folklore of the region. | **7** |
| 8. Guests have a personal washing area in a special facilities complex. | **8** |
| 9. The camp offers guests some health and beauty activities. | **9** |
| 10. The geography of the region is unusually varied. | **10** |
| 11. Guests can dine in a very special location high up in a forest. | **11** |
| 12. The people who built this camp liked something similar elsewhere. | **12** |
| 13. Guests sleep in an elevated position from which there are wide views. | **13** |
| 14. The colours in the area are particularly striking. | **14** |
| 15. Guests don't have to tidy their own tents. | **15** |

**A Bamurru Plains, Northern Territory**

Watch grazing water buffalo and kookaburras while basking in the pool at this luxury camp. The nine safari tents offer comfortable seclusion in a delightful position close to the Mary river flood plains and the abundant wildlife. With no televisions or telephones, this is a wonderful retreat where the focus is the wilderness. Guests can take river cruises, go hiking or explore nearby Kakadu National Park. This is home to some 236 species of bird. The significance of the area lies in the variety of habitat: black soil floodplains, paperbark swamps, savannah woodland, river mangroves and coastal beaches support an extraordinary diversity of birdlife. Even in the dry season the Swim Creek floodplain retains large areas of water where the birdlife congregates in vast numbers.

**В Kangaluna Camp, South Australia**

Set in the ancient volcanic landscape of Gawler Ranges National Park, Kangaluna Camp comprises environmentally sensitive tents that harvest rainwater and are ventilated by curving roofs. They are pitched in woodland where emus and kangaroos are in abundance, but for a wilder experience, mattresses and sleeping bags can be set up under the stars. A popular day trip is to Lake Gairdner, a glistening white salt pan contrasting with the crimson Outback. Fantastic country style food is prepared in the main living area and, after dinner, enjoying drinks around the camp fire listening to local legends or stargazing in the clearest night sky imaginable is the perfect way to end an unbelievable and action-packed day.

**С Paperbark Camp, New South Wales**

Inspired by African safari holidays, the owners of Paperbark Camp decided to create their own version just over two hours south of Sydney on Jervis Bay. The camp has evolved from a rustic retreat to a more sophisticated set-up of elevated canvas tents - some with roll-top baths - pitched among eucalyptus and paperbark trees. Think camping for grown-ups! There's plenty to do -forest walking trails, beach activities by the bay, and back at camp, an architect-designed tree-top restaurant serving modern European food. Complimentary bikes and canoes are provided for guests' enjoyment and are an eco-friendly way to explore the local area. Take the Paperbark Challenge and canoe to Huskisson and back, stopping off for a picnic and a swim on the banks of the Currambene Creek, a great day's activity!

**D Wilson Island, Queensland**

On this small coral island in the Great Barrier Reef, you find more turtles than people. There are six luxury double tents (each with raised timber floors, king-size bed wit duvets and pillows, bathrobes, complete screening an a daily housekeeping service). The central amenities building is the hub for your stay, with solar power allowing for a host of creature comforts including piping hot showers. Each tent has its own designated private shower and dressing area in the bathhouse, only a she stroll away. Other than diving or snorkelling, all you really can do - and all you would want to do - is swing in a hammock and enjoy the view.

**E Faraway Bay Camp, Western Australia**

On the north-west corner of the Australian continent, there is a place so remote, so far away from anywhere it's called Faraway Bay. Time appears to stand still. When it does move, it's measured in tides and sunsets. Gath cook and eat the traditional delicacies of the indigenous population at this wilderness retreat set on a rocky hill in the eastern Kimberley region. The secluded bush-style cabins and outdoor kitchens offer panoramic Timor Se vistas and provide a comfortable base for exploring this remote region. Guests wake up each morning to birdsong and enjoy breakfast in the open air 'Eagle Lodge', perfect for lounging, dining and daydreaming. Cruise tothe spectacular King George Falls; fish the tidal creeks, explore; discover ancient rock art, then cool off in the spring-fed pool back at camp.

**F Eco Beach Broome, Western Australia**

For this luxury experience, you can take a helicopter to its ocean-front location, sail across Roebuck Bay, or take a leisurely drive from Broome. At the resort, you сan enjoy spa treatments, yoga and turtle-spotting tours, then retreat to your chic tent overlooking the Indian Ocean. Many visitors enjoy walking throughout the traditional land of the Yawuru people. Their connection to this land spans thousands of years and you can feel their presence. The culture and traditions of the Yawuru people are still carried on today and visitors are asked to respect the land and the environment.

**USE OF ENGLISH**

**PART I**

**Exercise 1.** *For questions* ***1-15,*** *read the text below and decide which answer (****A, B, C or D****) best fits each gap. There is an example at the beginning* ***(0).***

**Example:**

**0 A remember** B remind C memorise D recognize

**WHAT MAKES SOMEONE INTELLIGENT?**

Some people claim that only humans are truly intelligent. But what about animals - are they intelligent too? They can certainly learn and **(0**)… However, many of their actions are instinctive, even **(1)…..** they may look intentional. Generally, animals cannot (**2**)..... one crucial test of self awareness - they are unable to identify themselves in a mirror.

In fact, we're not really sure exactly what intelligence is or how to measure it. In the competitive **(3)…..** market, IQ scores and formal **(4)…..** are used in the selection of employees, although many successful people did not actually **(5)…..** very well at school.

So how are education, intelligence and success (**6)…..**? It is generally agreed that intelligence is all about the ability to learn, **(7)…..** problems and be successful in life. But is there more (**8)…..** it than that? What about the **(9)…..** of emotions?

Successful people often show a (**10) ..** level of 'emotional intelligence'. This is described (**11)…..** selfawareness - they can understand their feelings, organise and (**12)…..** them. And above (**13)…..,** this understanding means that they can motivate themselves, which seems to be the (**14)…..** to success.

So is there any **(15)…..** in teaching emotional intelligence in schools? It would seem that there is - if only we knew how.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** since | **B.** though | **C.** but | **D.** that |
| **2. A.** get | **B.** succeed | **C.** win | **D.** pass |
| **3. A.** occupation | **B.** work | **C.** job | **D.** business |
| **4. A.** certificates | **B.** abilities | **C.** qualifications | **D.** talents |
| **5. A.** make | **B.** do | **C.** get | **D.** go |
| **6. A.** connected | **B.** joined | **C.** united | **D.** tied |
| **7. A.** answer | **B.** decide | **C.** open | **D.** solve |
| **8. A.** for | **B.** to | **C.** at | **D.** with |
| **9. A.** role | **B.** part | **C.** situation | **D.** work |
| **10. A.** big | **B.** high | **C.** tall | **D.** huge |
| **11. A.** on | **B.** by | **C.** for | **D.** as |
| **12. A.** manage | **B.** deal | **C.** administer | **D.** command |
| **13. A.** all | **B.** each | **C.** every | **D.** whole |
| **14. A.** lock | **B.** handle | **C.** key | **D.** door |
| **15. A.** reason | **B.** worth | **C.** use | **D.** point |

**Exercise 2.** *For questions* ***1-12,*** *read the text below and decide which answer (****A, B, C or D****) best fits each gap. There is an example at the beginning* ***(0).***

**Eхample: 0 A.** struggle **B. combat** **C.** threaten **D.** contest

**Answer: B**

**Why people laugh**

Sunday May 4th will be World Laughter Day. Dr Madan Kataria, who introduced this annual event, says we need more laughter in our lives to (**0**) … the global rise of stress and loneliness. But surely that strange sound that we make periodically can't be the (**1**) … to such problems. If an alien were to land on our planet and (**2**) … a stroll among a crowd of earthlings, it would hear a lot of 'ha-ha' noises. It might wonder what (**3**) … this strange habit served. If we ask ourselves what (**4**) … a good laugh, the obvious answer is that it is a response to something funny. But one scientist, Robert Provine, says humour has surprisingly little to (**5**) … with that. Instead, it lies at the (**6**) … of such issues as the perception of self and the evolution of language and social behaviour. Provine realised that you cannot capture **(7**) … laughter in the lab because as soon as you **(8**) … it under scrutiny, it vanishes. So, instead, he gathered data by hanging around groups of people, noting when they laughed. He collected 1,200 laugh episodes - an episode being **(9**) … as the comment immediately preceding the laughter and the laughter itself. His analysis of this data (**10**) … some important facts about laughter. "It's a message we send to other people - it (**11**) … disappears when we're by ourselves," he says. "And it's not a choice. Ask someone to laugh and they'll either try to (**12**) … a laugh or say they can't do it on command."

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** way | **B.** answer | **C.** end | **D.** response |
| **2. A.** make | **B.** get | C. walk | **D.** take |
| **3. A.** reason | **B.** purpose | **C.** idea | **D.** meaning |
| **4. A.** results | **B.** leads | **C.** prompts | **D.** concludes |
| **5. A.** go | **B.** bring | **C.** do | **D.** set |
| **6. A.** root | **B.** stem | **C.** head | **D.** back |
| **7. A.** complete | **B.** authentic | **C.** contemporary | **D.** current |
| **8. A.** place | **B.** lay | **C.** stand | **D.** keep |
| **9. A**. defended | **B.** decided | **C.** defined | **D.** depicted |
| **10. A.** revealed | **B.** investigated | **C.** displayed | **D.** declared |
| **11. A.** absolutely | **B.** constantly | **C.** undoubtedly | **D.** virtually |
| **12. A.** offer | **B.** pretend | **C.** fake | **D.** imagine |

**Exercise 3.** *For questions* ***1-12,*** *read the text below and decide which answer (****A, B, C or D****) best fits each gap. There is an example at the beginning (0).*

**Example: 0** **A.** bring **B.** work  **C.** run **D. keep**

**Answer: D**

**The value of walking**

New research reveals that walking just 9.5 kilometers (six miles) a week may **(0**) … your brain sharper as you get older.

Research published in the October 13 online issue of *Neurology* (**1**) … that walking may protect aging brains from growing smaller and, in (**2**) ... preserve memory in old age.

'Brain size shrinks in late adulthood, which can (**3**) … memory problems,' study author Kirk Erickson of the University of Pittsburgh said in a news release. 'Our findings should encourage further well-designed scientific (**4**) … of physical exercise in older adults as a very (**5**)……approach for preventing dementia and Alzheimer's disease.' For the study, the team asked 299 dementia-free seniors to record the (**6**)… they walked each week.

Four years later, the participants were tested to see if they had developed (**7**) … of dementia. Then after nine years had passed, scientists (**8**) … the participants' brains to measure size. At the four-year test, researchers discovered subjects who walked the most had **(9**) … their risk of developing memory problems by 50 per cent. At the nine-year checkpoint, those who walked at least 9.5 kilometers a week, had brains with a larger (**10**)….than those who didn't walk as much.

This is not the first study to (**11**) … the benefits of walking in seniors. For example, last spring, Harvard University found that women who walked regularly at a (**12**) …. pace had an almost 40 per cent lower risk to stroke.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1.** | **A.** informs | **B.** | provides | **C.** | suggests | **D.** | notifies |
| 2. | **A.** result | **B.** | turn | **C.** | sequence | **D.** | case |
| **3.** | **A.** account | **B.** | lead | **C.** | set | **D.** | cause |
| **4.** | **A.** trials | **B.** | attempts | **C.** | searches | **D.** | courses |
| **5.** | **A.** indicative | **B.** | promising | **C.** | fortunate | **D.** | ideal |
| **6.** | **A.** distance | **B.** | length | **C.** | duration | **D.** | extent |
| **7.** | **A**. signals | **B.** | factors | **C.** | signs | **D.** | features |
| **8.** | **A.** skimmed | **B.** | scanned | **C.** | screened | **D.** | sounded |
| **9.** | **A.** depressed | **B.** | declined | **C.** | reduced | **D.** | dropped |
| **10.** | **A.** volume | **B.** | amount | **C.** | dimension | **D.** | quantity |
| **11.** | **A.** advertise | **B.** | promote | **C.** | respect | **D.** | admire |
| **12.** | **A.** brisk | **B.** | hard | **C.** | crisp | **D.** | brief |

**Exercise 4*.*** *For questions* ***1-15,*** *read the text below and decide which answer (****A, B, C or D****) best fits each gap. There is an example at the beginning (****0****).*

***Example*: 0. A said**  B spoken C talked D explained

**FASHION HURTS**

Wearing fashionable clothes can be bad for you! This may surprise you, but it is **(0) said** that some clothes can cause a (**1**)…of problems. Do you find this (**2**)…to believe? Well, researchers have discovered that following the latest fashion (**3**)… can be unhealthy. For example, if you (**4**)… a scarf or tie too tightly it increases your blood pressure. Tight jeans and trousers, short skirts and even sensible (**5**)…shoes may all cause (**6**)…

Experts say that things we wear can also (**7**) to stomach problems, rashes, backache and painful feet. Yet how can we explain this? Very tight clothes can (**8**)…people moving naturally, and this is not good for you. If you wear trousers or skirts that are too tight around the waist, then your stomach does not have (**9**)…to expand after you have eaten, and this can cause stomachache. Rashes can be caused by an allergic (**10**)…to synthetic material. And last, but not (**11**)…- wearing shoes with high (**12**)…can lead to foot and back problems. Even practical shoes can cause backache if they don't (**13**)…you properly.

So is it worth being at the (**14**)…of fashion? I think that we will all continue to (**15**)…that risk!

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1. A.** variety | **B.** | group | **C.** | bundle | **D.** | collection |
| **2. A.** puzzling | **B.** | complicated | **C.** | complex | **D.** | difficult |
| **3. A.** directions | **B.** | trends | **C.** | changes | **D.** | cultures |
| **4. A.** fasten | **B**. | fix | **C.** | tie | **D.** | install |
| **5. A.** flat | **B.** | level | **C.** | smooth | **D.** | even |
| **6. A.** complaints | **B.** | conditions | **C.** | illnesses | **D.** | sickness |
| **7. A.** move | **B.** | lead | **C.** | go | **D.** | grow |
| **8. A.** prevent | **B.** | avoid | **C.** | block | **D.** | check |
| **9. A.** extent | **B.** | area | **C.** | place | **D.** | room |
| **10. A.** reply | **B.** | response | **C.** | reaction | **D.** | return |
| **11. A.** final | **B.** | least | **C.** | end | **D.** | terminal |
| **12. A.** heels | **B.** | toes | **C.** | soles | **D.** | laces |
| **13. A.** shape | **B.** | match | **C.** | suit | **D.** | fit |
| **14. A.** top | **B.** | height | **C.** | peak | **D.** | summit |
| **15. A.** have | **B.** | get | **C.** | take | **D.** | catch |

**Exercise 5.** *Read the following article about the environmental group Greenpeace and decide which answer (****A, B, C or D****) best fits each gap. There is an example at the beginning* ***(0****).*

**Example:**

**0 A** protect **B** care **C** look **D** tend

**Answer: A**

**GREENPEACE**

Greenpeace is an independent organisation that campaigns to (**0**)… the environment. It has approximately 4.5 million Members worldwide in 158 countries, 300,000 of these in the United Kingdom. (**1**) … in North America in 1971, it has since opened offices round the world. As **(2**) … as its campaigning (**3**)…, it also has a charitable trust which (**4**) … scientific research and (**5**) ... educational projects on environmental issues. Greenpeace **(6**)… in non-violent direct action. Activists **(7**) … public attention to serious threats environment. (**8**) … issues on which the organisation is campaigning include the atmosphere (global warming), the (**9**)…of the rainforests and toxic (**10**) … being emitted from factories. Greenpeace is committed to the principles of political independence and internationalism.

By exposing (**11**) … to the environment and in working to (**12**) … solutions, Greenpeace has no permanent allies or enemies.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** built | **B.** formed | **C.** invented | **D.** produced |
| **2. A.** long | **B.** far | **C.** good | **D.** well |
| **3**. **A.** work | **B.** job | **C.** occupation | **D.** position |
| **4**. **A**. pays | **B.** funds | **C.** reward | **D.** earns |
| **5. A**. undertakes | **B.** engages | **C.** commits | **D.** enters |
| **6. A.** accepts | **B.** depends | **C.** holds | **D.** believes |
| **7. A.** draw | **B.** pay | **C.** get | **D.** take |
| **8.** **A.** instant | **B.** current | **C.** immediate | **D.** next |
| **9**. **A.** ruin | **B.** extinction | **C.** destruction | **D.** downfall |
| **10. A.** waste | **B**. litter | **C.** rubbish | **D.** leftovers |
| **11.** **A.** warnings | **B**. threats | **C**. promises | **D.** difficulties |
| **12**.**A.** find | **B.** make | **C**. set | **D.**  sort |

**PART II**

**Exercise 1.** *For questions* ***1-13,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**EXAMPLE: 0 of**

**The flu pandemic of 1918-19**

The influenza pandemic of 1918-19 killed millions **(0) of** people at the end of World War One. As **(1)…..**as 40 million people are believed to have died and more or less **(2)…..** part of the world was affected. As might be expected, a **(3)…..** number of the victims were soldiers. In fact, in some parts of the war zone, **(4)…..** many soldiers died of influenza as died in the fighting. In the US army at home and abroad ten **(5)…..** as many soldiers died of influenza. Unusually, in the civilian population there were relatively **(6)…..**  victims among the young and elderly, the usual victims of influenza. Instead, most of the **(7)…..** millions who died were the strongest members of the population, between the ages of 20 and 40. Doctors at the time had **(8)…..** little idea of how to treat the disease and it spread rapidly as the war ended and **(9)…..** numbers of people returned home. At the time, **(10)…..** of people believed that the epidemic was caused by biological warfare. However there is **(11)…..** evidence to support this suspicion. Scientists now believe that a pandemic occurs **(12)…..** time the influenza virus changes its genetic composition. This pandemic is sometimes known as the Spanish Flu because it was believed to have caused as many **(13)…..** 8 million deaths in Spain in 1918. However the outbreak is now believed to have originated in China.

**Exercise 2.** *For questions* ***1-10,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**EXAMPLE: 0 many**

**Salt consumption and health**

Health experts believe that **(0**)…**many**  people are consuming far too (**1**)…..salt, and that this is a health risk. There are plenty (**2**)….. studies which show that increased salt consumption raises blood pressure and can cause heart problems, and the recommendation is that we should all be consuming (**3)**….. salt. Even if we add **(4**)….. any salt to our food at the table, we may be consuming a (**5**)….. of salt without realizing. The daily recommended amount is 6 grams, but many people are consuming twice as much (**6**)….. this and the average daily consumption in the UK is over 9 g per day. Bread, biscuits, ketchup and ready made meals all contain (**7**)…. a lot of salt, so each time we eat a slice of bread, for example, we are adding to our daily intake. So what is the solution? We all need to be more aware of (**8**)….. much salt we are consuming, and try to limit our intake. Governments are encouraging food manufacturers to cut down on the (**9**)….. of salt they put into food, and every food product should state clearly on the wrapper how (**10**)….. salt it contains.

**Exercise 3.** *For questions* ***1-9,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**EXAMPLE: 0 unless**

**Environmental issues**

Everyone agrees that (**0**) **unless** the world's tiger population is protected, tigers (**1**)…..eventually become extinct. If it (**2**)..…not for the efforts made by international campaigns over past decades, the extinction (**3**)..…already have become a fact. Tigers can coexist with human beings, (**4**)..…local people are involved in conservation. However, (**5**)…..if tiger habitats are redeveloped there is no guarantee of success. Government agencies must be involved, and there must be adequate finance: (**6**)..…conservation projects are neglected. An organized programme with safeguards must be introduced. If (**7**)….. the illegal hunters quickly move back in. (**8**)…..there were no tigers left in the world: how (**9**)…..we all feel? According to some environmentalists, that day may be coming sooner rather than later.

**Exercise 4.** *For questions* ***1-15,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**EXAMPLE: 0 one**

**Kangaroos**

The kangaroo is **(0) …** of Australia's most iconic animals. Kangaroos of different types live in all areas of Australia, **(1)** … cold-climate areas and desert plains to tropical rainforests and beaches.

Kangaroos are herbivorous, eating a range of plants and, (**2)** … some cases, fungi. Different kangaroo species inhabit different habitats. Some, for example, make nests on the ground while tree-kangaroos live **(3)** … the ground. Larger species of kangaroo tend **(4) …** shelter under trees or in caves. Most kangaroos are distinguished from **(5)** … animals by the way they hop on their strong back legs. A kangaroo's tail is used to balance while hopping and **(6) …** a fifth limb when moving slowly. All female kangaroos have front-opening pouches that contain four teats. **(7) …** is in here that the 'joey' **(8)** … baby kangaroo is raised (**9) …** it can survive outside the pouch. Most kangaroos have no set breeding cycle and are able to breed all year round. **(10) …** they are such prolific breeders, a kangaroo population can increase fourfold in five years.

Kangaroos have long been important to the survival of Australia's indigenous people, **(11) …** have hunted them for tens of thousands of years, using both the meat and the skins. **(12)** … Europeans arrived in Australia in the late eighteenth century, they too hunted kangaroos **(13) …** survival. Kangaroos continue to be used as a resource, but only under strict government controls. Nowadays only the four most abundant species of kangaroo may **(14) …** commercially harvested for export, and then only by licensed hunters in accordance **(15) …**  an approved management plan.

**Exercise 5.** *For questions* ***1-15,*** *read the text below and think of the word which best fits each gap. Use only* ***one*** *word in each gap. There is an example at the beginning* ***(0).***

**EXAMPLE: 0 out**

**Flamingos**

Flamingos, those beautiful long-legged pink birds, rub the reddish pigments, released in oil from a gland near their tail, into their feathers to bring **(0**) … their vibrant colour. The result, according to researchers studying the birds in Spain, (**1) …** that the birds seem to become far **(2) …** likely to find themselves a mate.

Scientists Noticed that, (**3**) … they were arranging their feathers, many flamingos scraped their cheeks across the gland before rubbing their face against their breast, back and neck **(4**) … the aim of spreading the colour.

In a journal article, the experts explained that **(5**) … so helped the birds appear extra attractive to potential mates - not so **(6)** … because of their eye-catching colour, but because other flamingos could tell they had (**7**) … an effort with their appearance.

One of the researchers says: 'The rubbing is time-consuming. And **(8) …** more frequently the birds practise it, the pinker they become.

'If the birds stop rubbing, their colour fades in a **(9**) … days because the pigments bleach quickly in the sunlight.'

Rubbing the pigment into the feathers takes time and effort, and, (**1 0) …** a result, colourful feathers are a sign to the opposite sex that a flamingo is healthy and well-fed, because it **(11)** … afford to spend time on **(12**) … it looks.

The behaviour is more common in female flamingos (**13**) … in males, the researchers said.

They added that the brightest coloured birds also took the best breeding sites, **(14**) … gives them a reproductive advantage **(15)** … their paler rivals.

**Part III**

**Exercise 1.** *For questions****1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example: 0 exceptional**

**Genius**

|  |  |
| --- | --- |
| We all know stories about people with **(0) …** memories who have the **(1)** … to remember hundreds of numbers after hearing them only once. Now experts are saying that such feats can be taught. For example, most people can **(2) …**  about nine numbers if they are read out one a second. In one experiment, ten hours' training **(3)** ... only a small **(4) ... ,**  but the results after practising for a thousand hours were (**5) …**  some people remembered 80 or even 100 numbers. Similarly, most adults can **(6) …** only about five out of a set of 21 colours that are only **(7) …**  different. But after 80 training hours one person could recognise 18 of them. Studies of 76 major (**8) …** show that it took at least ten years of **(9)** … training before any of them wrote a major work. Psychologists are therefore raising the **(10)** … that genius is the product of teaching. | **0 - EXCEPTION**  **1 - ABLE**  **2 -REPETITION**  **3 - PRODUCT**  **4 - IMPROVE**  **5 - AMAZE**  **6 - IDENTITY**  **7 - SLIGHT**  **8 - COMPOSE**  **9 -MUSIC**  **10 - POSSIBLE** |

**Exercise 2.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line.*** *There is an example at the beginning* ***(0).***

**Example: 0 usually**

**An unusual park**

|  |  |
| --- | --- |
| Parks in large cities are **(0) …** thought of as refuges, as islands of green in seas of concrete. Yet the High Line Park in the **(1)** … of Chelsea in New York looks on first **(2) …** like something that urban parks were created to get away from. It's an **(3) …** steel structure supporting an **(4)** **…** rail line that once brought freight cars right into the city's factories. Now the structure has been turned into an **(5) …** and inviting public park. Walking on the High Line is **(6**) **…** any other experience in the city. You can sit surrounded by **(7) ...** tended plants taking **(8**) **…** from the views, or you can walk the line as it slices between old buildings and past **(9)** **…** new ones. I have walked the High Line dozens of times, and the **(10) …** thing is that its vantage point, different from that of any ordinary street, or park, never ceases to surprise and delight. | **0 - USUAL**  **1 - NEIGHBOUR**  **2 - SEE**  **3 - ATTRACT**  **4 - ELEVATE**  **5 - INNOVATE**  **6 - LIKE**  **7 – CARE,**  **8 - ENJOY**  **9 - STRIKE**  **10 - REMARK** |

**Exercise 3.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line.*** *There is an example at the beginning* ***(0).***

**Example:**  **0**  *extremely*

**THE IMPORTANCE OF PETS**

|  |  |
| --- | --- |
| Having friends is (**0**) *…*important, and most people spend a lot of time with them. But is there another important type of (**1**) … that they may be missing out on? Would having a pet be just as good? There is some (**2**) … to support this interesting (**3**) … .It is well-known that dogs can form strong bonds with people, and can show signs of (**4**) … if their owner suddenly leaves (**5**) … . In the same way, some people feel as close to their pets as to their human friends, gaining (**6**) … and comfort from their animals. It seems that the (**7**) … between animals and people goes deeper than might be expected. Studies into the (**8**) …of gorillas show that these creatures have **(9)**… relationships that are not so different from our own. So although a pet may never (**10**) … replace a friend, there is clearly a place for both. | **0 - EXTREME**  **1 - FRIEND**  **2 - EVIDENT**  **3 - SUGGEST**  **4 - HAPPY**  **5 - EXPECTED**  **6 STRONG**  **7 - CONNECT**  **8 - BEHAVE**  **9 – EMOTION**  **10 - COMPLETE** |

**Exercise 4.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line.*** *There is an example at the beginning* ***(0).***

**Example: 0 presence**

**The smell of New Zealand birds**

|  |  |
| --- | --- |
| New Zealand's native-bird body odour is so strong, it's alerting predators to the birds' **(0) …**  ongoing research shows. The smells may drive some species to **(1) …** Many bird scents stem from a gland that produces waxes **(2) …** to keeping feathers healthy. In Europe and the Americas, birds' bodies alter this wax during the **(3) …** season. During this period the wax's **(4) …** changes in a way that reduces smells and keeps the birds' nests less **(5) …** by predators that use their noses to find food. Native New Zealand birds did not do this and their smells are remarkably **(6**) … Scientists say they have (**7) …** that New Zealand's birds may be so pungent largely because they were able to get away with it for so long. Native birds never had to mask their scents to improve their **(8) …** chances. But things eventually changed when rats and cats were introduced into the islands. **(9) …** of the nests was easy for animals with such good noses. Now many Native New Zealand birds are listed as **(10) …** byconservation organisations. One solution might be to put some kind of deodorant into the smelly nests in order to prevent predators finding them. | **0 - PRESENT**  **1 - EXTINCT**  **2 - ESSENCE**  **3 - BREED**  **4 - COMPOSE**  **5 - DETECT**  **6 – PLEASE**  **7 - SUSPECT**  **8 - SURVIVE**  **9 - COVER**  **10 – THREAT** |

**Exercise 5.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap* ***in the same line****. There is an example at the beginning* ***(0).***

**Example: 0 densely**

**Evidence of ancient towns found in Amazon**

|  |  |
| --- | --- |
| Satellite images of the Upper Amazon Basin have revealed interesting new information about the area. Dozens of ancient, **(0) …** packed towns arranged in an organised pattern have been mapped. Scientists say the repeated patterns noted within these **(1) …** suggest a highly ordered way of life. The isolated tribes that remain in the Amazon today are the last **(2)** … of these once great societies, according to the theory. If this theory is correct, then it is anticipated that it will provide scientists with **(3**) … that will **(4) …** help better protect the indigenous populations remaining in the Amazon. Between the towns, which today are almost completely **(5) …** was a patchwork of fields for crops along with ponds which were in all **(6) …** used for fish farms. The structure of these towns is similar to that **(7) …** by planner Ebenezer Howard who proposed the **(8)** … of 'garden cities'. Now these Amazonian 'garden cities' have been found, scientists must study them closely in the hope of finding a possible **(9)** … to the modern system of town-building which is destroying vast reaches of the Amazon and **(10)** … the last of the region's indigenous tribes. | **0 - DENSE**  **1 - SETTLE**  **2 - SURVIVE**  **3 - SIGHT**  **4 - DOUBT**  **5 - GROW**  **6 - LIKELY**  **7 - VISION**  **8 - DEVELOP**  **9 - ALTER**  **10 - PLACE** |

**PART IV**

**Exercise 1.** *For questions* ***1-8****, complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *You must use between* ***two*** *and* ***five*** *words, including the word given. Here is an example (0).*

Example:

0 Our school sports day is held at the end of the summer term.

**PLACE**

Our school sports day at the end of the summer term.

Example: **takes place**

1. Jenny has no intention of joining the hockey team.  
**INTEND**

Jenny the hockey team.

2. CDs are much cheaper than they used to be.  
**NEARLY**

CDs are not as they used to be.

3. 'I'm sixteen now and I can look after myself,' said Holly.  
**CARE**

Holly said that she could now that she's sixteen.

4. Pippa's parents had planned to visit Denmark this year but in the end they visited Portugal instead.

**GOING**

Instead Denmark this year, in the end Pippa's parents visited Portugal.

5. Callum doesn't run as fast as Max.  
**FASTER**

Max is a Callum.

6. I don't have enough money for a birthday present for her.  
**AFFORD**

I her a birthday present.

7. It's the captain's job to motivate the team.  
**RESPONSIBLE**

The captain the team.

8. Joshua's in a bad mood today, so don't bother to ask to borrow his laptop.  
**POINT**There's Joshua if you can borrow his laptop as he's in a bad mood today.

**Exercise 2.** *For questions* ***1-8****, complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *You must use between* ***two*** *and* ***five*** *words, including the word given. Here is an example (0).*

Example: **(0)**

It's a pity I don't know how to play the guitar!  
**KNEW**

I how to play the guitar!

Example: **wish I knew**

1. Going shopping wasn't much fun because I went by myself.  
 G**ONE**  
 I wish I my own because it wasn't much fun.

2. Someone is building a pool at my uncle's house at the moment.  
 B**UILT**  
 My uncle at his house at the moment.

3. I failed to catch the bus because I got up too late.  
 **MISSED**  
 If I had got up earlier,……………… the bus.

*4. If* you had told me about your homework, maybe I could have helped you. **ABLE**

If you had told me about your homework, I may help you.

5. I regret saying Assad could borrow my bike - I really needit today.

**LENT**

I really need my bike today - if only I Assad.

6. I'm sure Jonas's mum took him to school by car because he wasn't on the bus.  
 **GIVEN**  
 Jonas's mum lift to school because he wasn't on the bus.

7. So many people were in the gym that we didn't all have a chance to work out.

**BEEN**

I fewer people in the gym, we would all have had a chance to work out.

8. It's not convenient for you to visit on Saturday because I'm busy.

**IT**

I’d prefer……………….visit on Saturday because I’m busy.

**Exercise 3.** *For questions* ***1-8****, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).*

Example:

1. Our school sports day is held at the end of the summer term.

**PLACE**

Our school sports day at the end of the summer term.

Example: **takes place**

1. It's a pity I don't know how to play the guitar!  
**KNEW**

I how to play the guitar!

2. Our coach thinks it should be easy for us to win this match.  
**FAR**

As concerned, it should be easy for us to win this match.

3. Jim will be late for school unless he hurries up!  
**HURRY**

Jim will be late for school up!

4. Hi, Lee, can I borrow your pen for a moment, please?  
**MIND**

Hi, Lee, I borrow your pen for a moment, please?

5. Anna said she thought Greta had eaten all the ice cream.  
**ACCUSED**

Anna all the ice cream.

6. They all had a great day out, even though it rained.  
**SPITE**

They all had a great day out, the rain.

7. My brother thinks of some very interesting ideas for his poems.  
**COMES**

My brother some very interesting ideas for his poems.

8. Leah doesn't like dancing as much as I do.  
**KEEN**

Leah dancing than I am.

**Exercise 4.** *For questions* ***1-8,*** *complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *You must use between* ***three*** *and* ***six*** *words, including the word given. Here is an example* ***(0).***

**0** Milly burst out laughing when she saw herself in the mirror.  
**SIGHT**Milly burst into herself in the mirror.

**Example: laughter when she caught sight of**

1. They all assume that Penny will provide hospitality.

**GRANTED**

Everyone Penny will provide hospitality.

2. I need to arrange to have my hair done soon.

**TIME**

It ……………………………………………………with the hairdresser.

3. The way he behaves is intolerable.

**PUT**

I can't any longer.

4. Sarah has responsibility for encouraging pupils to read at the school where she works.

**CHARGE**

Sarah at the school where she works.

5. When writing for the student magazine you should remember that teachers will read it too.  
**WORTH**

When you write for the school magazine ….. mind that teachers will read it too.

6. Tim and his twin agree about most things.  
**EYE**

Tim and his twin as most things are concerned.

7. It isn’t Suzie’s fault that the window got broken.  
 **BLAME**

Suzie …. the window.

**8.** Today Gina jumped higher than anyone in the world has ever done before.  
 **BROKE**

Today Gina high jump.

**Exercise 5.** *For questions* ***1-8,*** *complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *You must use between* ***three*** *and* ***six*** *words, including the word given. Here is an example* ***(0).***

**Example:**

1. Had Penny not invited me, I wouldn't have gone there.  
    **ONLY** I me.

**Example: only went there because Penny invited**

1.I don't usually make such foolish mistakes.  
**HABIT**

I'm such foolish mistakes.

2. Most medical students study for their degrees until they are 25.  
**GRADUATE**

Most medical students of 25.

3. I enjoyed the view from the top of the tower despite the fact that I hate being in high places like that.  
**HEAD**

Although I …. I enjoyed the view from the top of the tower.

4. Of all the cities I know, there are few that are more beautiful than St Petersburg.  
**LOVELIEST**

St Petersburg is one visited.

5. I'm not sure which year saw the abolition of capital punishment in this country.  
**DID**

I'm not sure when they capital punishment in this country.

6. It's a pity Nico is so unreliable.  
 **COUNT**

I wish I Nico.

7. People say that, if you run, you burn calories efficiently.  
**SUPPOSED**

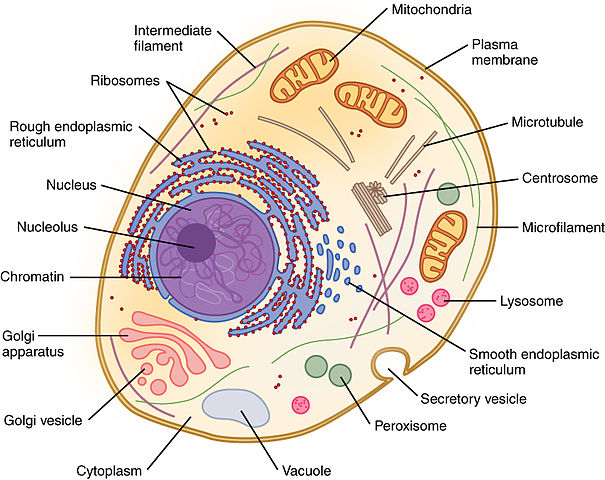
Running way of burning calories.

8. France may be Flora's birthplace but she has never lived there.  
 **BORN**

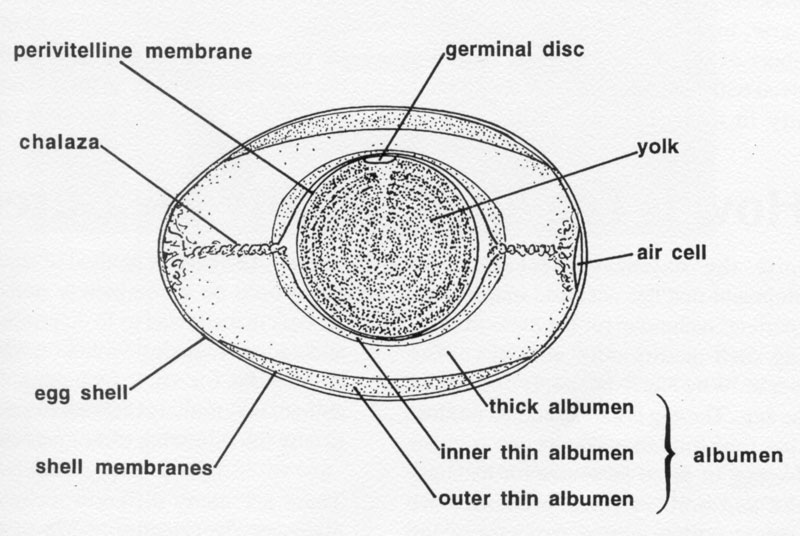
Despite the France, Flora has never lived there.

**SPEAKING**

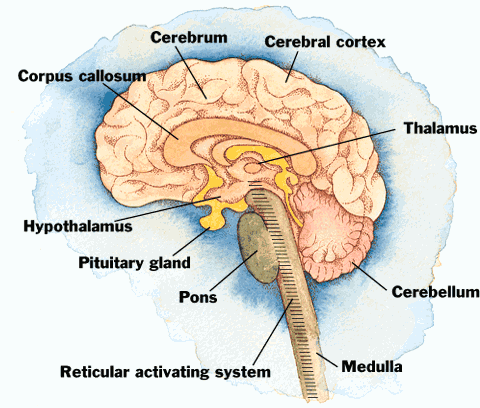
**Exercise 1.** *Describe the picture.*

****

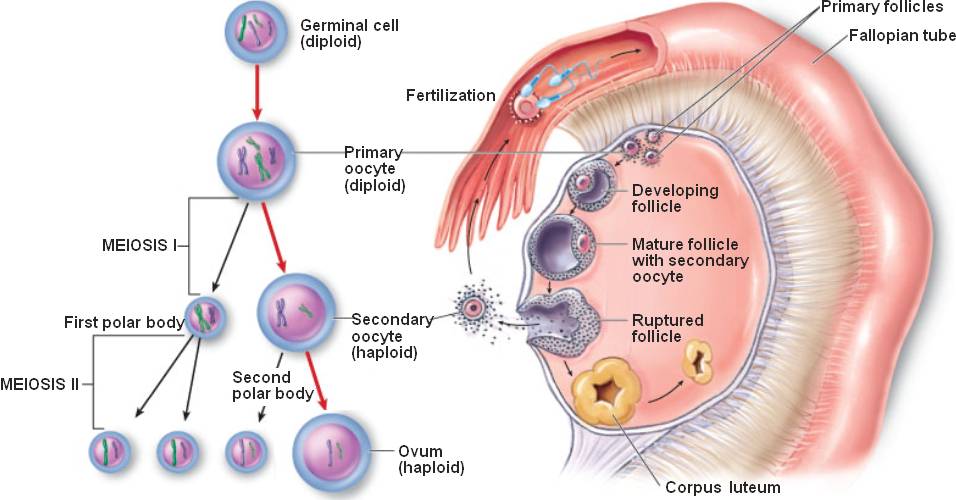
**Exercise 2.** *Describe the picture.*

****

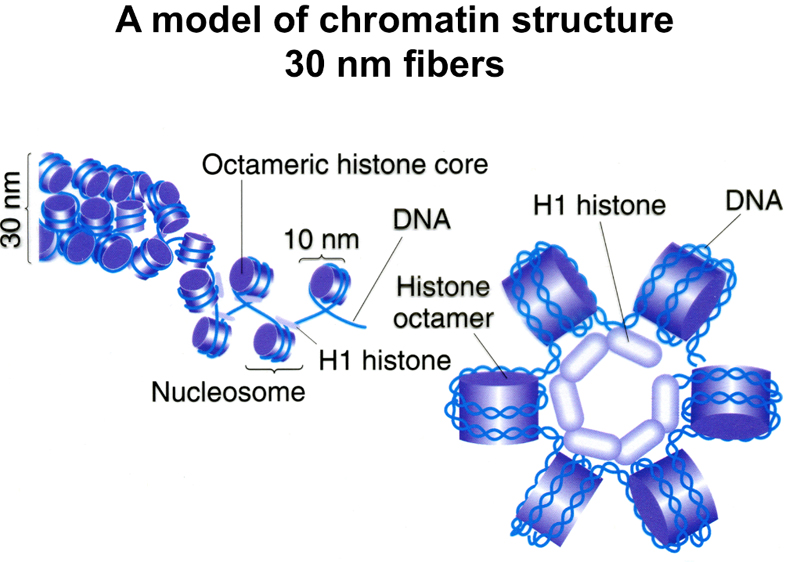
**Exercise 3.** *Describe the picture.*

****

**Exercise 4.** *Describe the picture.*

****

**Exercise 5.** *Describe the picture.*



**Exercise 6.**

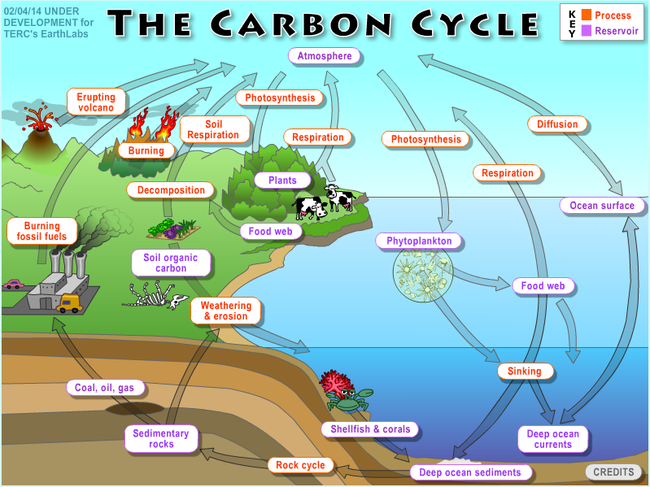
*1. Describe the picture.*

*2. What process is shown in the picture?*

*3. How does carbon cycle work and where does carbon originate from?*

*4. Where does carbon go in the nature?*

*5. What do you know about carbon footprint?*



**Exercise 7.**

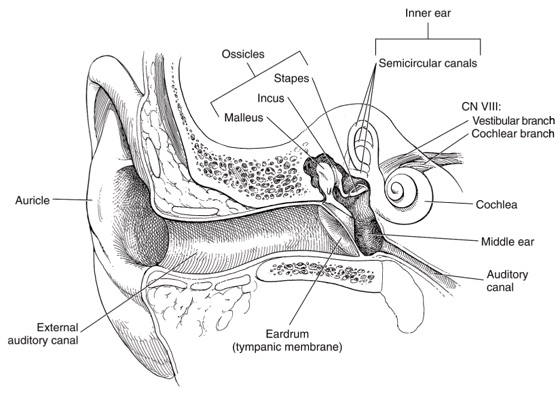
*1. Describe the picture.*

*2. What does the picture show?*

*3. What functions does eardrum perform?*

*4. What do you know about inner ear?*

*5. What do you know about the organ of balance? Where is it located?*



**Exercise 8.**

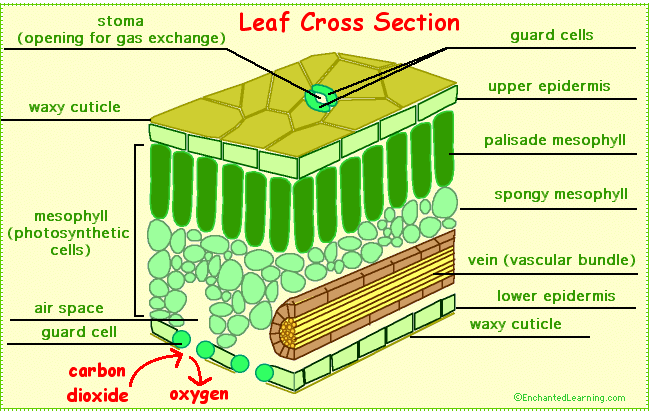
*1. Describe the picture.*

*2. What can you say about plant nutrition?*

*3. What does a leaf consist of and what functions do these parts perform?*

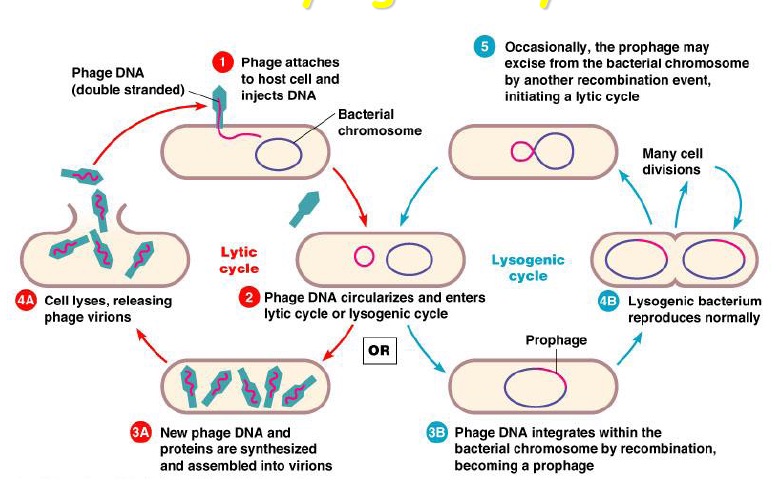
*4. How does plant nutrition take place?*

*5. How does plant nutrition differ from animal nutrition?*



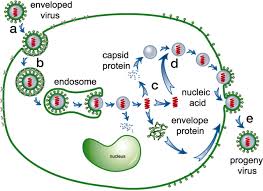
**Exercise 9.**

1. *Describe the picture.*
2. *How does phage DNA become prophage?*
3. *What events happen with phage DNA?*
4. *What does a bacterium chromosome consist of?*

**

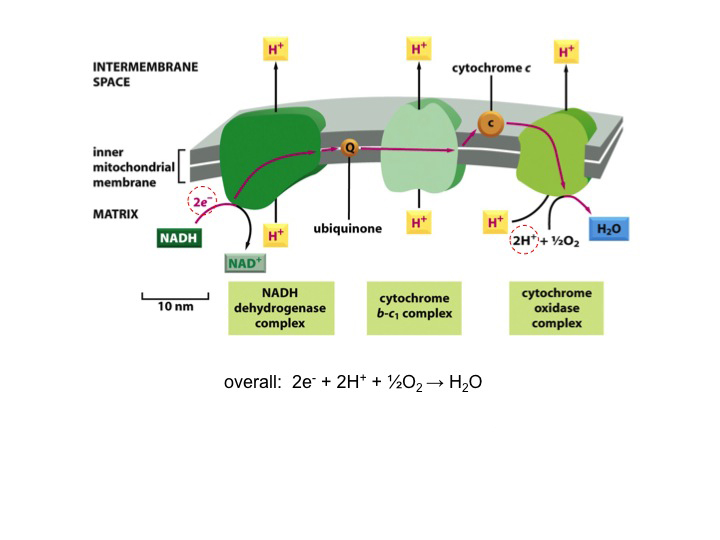
**Exercise 10.**

1. *Describe the picture.*
2. *Describe the cycle of asexual reproduction (agamogenesis).*
3. *What development cycle is described in the picture?*
4. *Describe sexual reproduction cycle.*
5. *Who is the basic host in sexual reproduction cycle?*



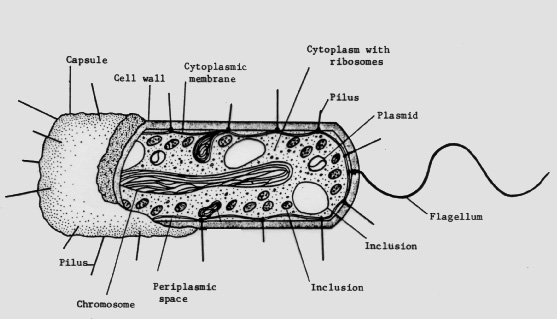
**Exercise 11.** *Describe the picture.*

1. *Describe the picture.*
2. *What does ubiquinone serve for?*
3. What is the chemical compound of mitochondria membrane?
4. Is cytochrome C an interlink? If so, what does it link?
5. What transformations does NADH complex undergo?
6. How does substance transport via inner membrane happen?



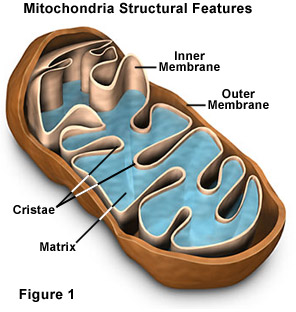
**Exercise 12.**

1. *Describe the picture.*
2. *Which organelle is described in the picture?*
3. *What are the functions of plasmid?*
4. *What is cytoplasmic membrane necessary for?*



**Exercise 13.**

1. *Describe the picture.*
2. *How are mitochondria important for an organism?*
3. *What are crisps necessary for?*
4. *Are there any double membrane organelles?*



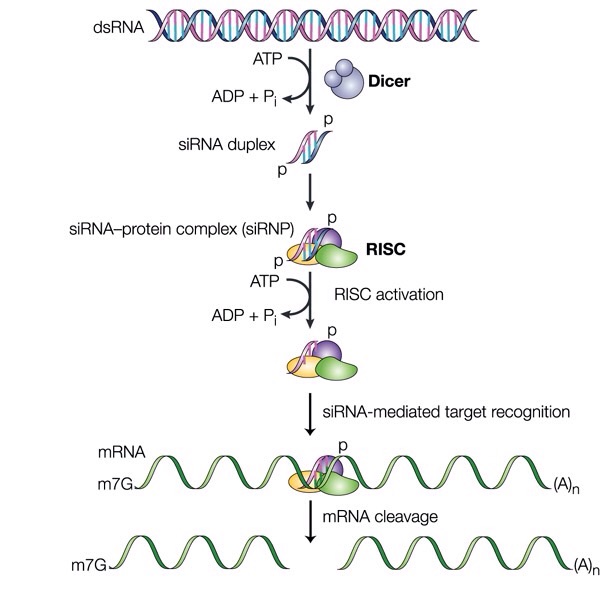
**Exercise 14.**

*1. Describe the picture.*

*2. What is RISC?*

*3. What is siRNA necessary for?*

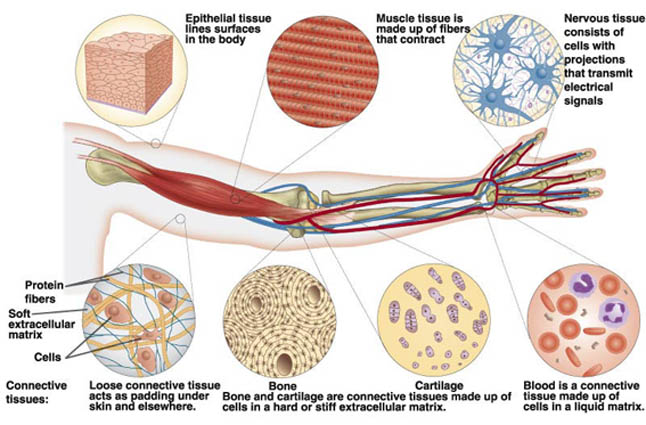
*4. What is the function of protein complex?*



**Exercise 15.**

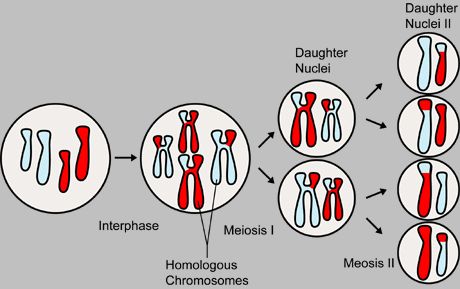
1. *Describe the picture.*
2. *What can you say about muscles?*
3. *What are nervous tissues responsible for?*
4. *What functions do bones and cartilage perform in a living organism?*

*5. Could you name characteristic features of nervous tissues?*

**

**Exercise 16.**

1. *Describe the picture.*
2. *How is meiosis I called?*
3. *In which cells does meiosis take place?*
4. *What are the common features of mitosis and meiosis?*

****

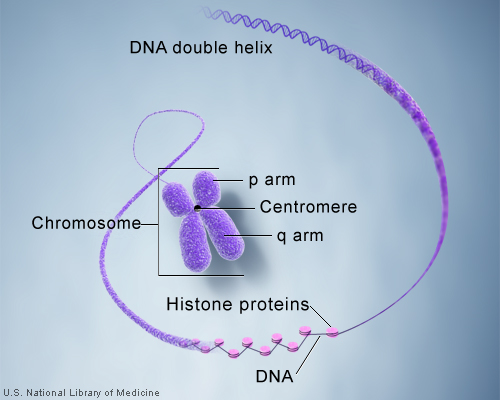
**Exercise 17.**

1. *Describe the picture.*
2. *What are the differences between this picture and the one in exercise 11?*
3. *What are centrioles necessary for?*
4. *What role do ribosomes play?*



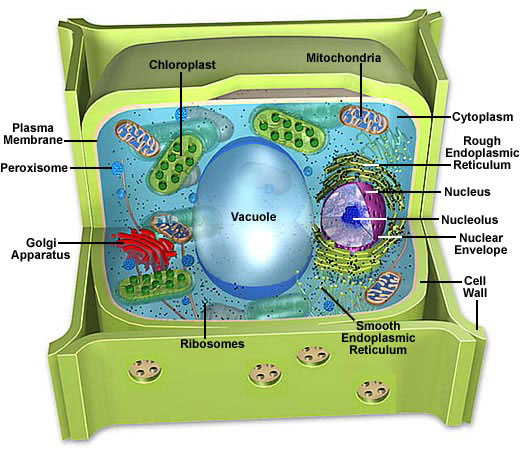
**Exercise 18.**

1. *Describe the picture.*
2. *What kinds of DNA packing in chromosome do you know?*
3. *What are the functions of Histone proteins?*
4. *What other proteins participate in DNA packing?*



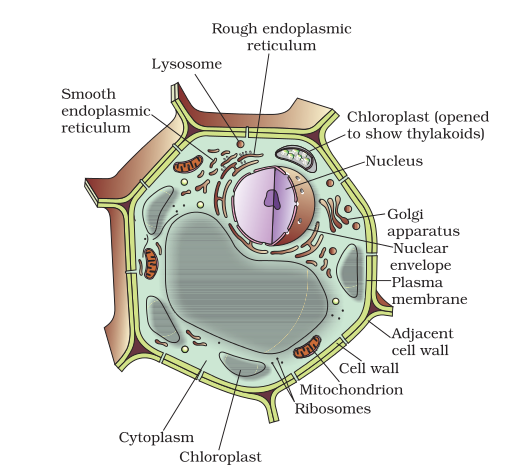
**Exercise 19.**

1. *Describe the picture.*
2. *What cell is described in the picture?*
3. *What is Golgi Apparatus necessary for?*
4. *What functions do nucleus and nucleolus perform?*

****

**Exercise 20.**

1. *Describe the picture.*
2. *What ate the functions of Lysosome in a cell?*
3. *What role in cell activity do chloroplasts play?*
4. *What is Golgi apparatus necessary for?*
5. *What role does a nucleus play?*
6. *What similarities and differences in plant and animal cells can you name?*



**LISTENING**

***In this part of the section you will hear short talks. After each talk you will be asked some questions. The talks will be spoken just one time. After you hear a question, read the four possible answers and decide which one is the best answer to the question you have heard.***

**Exercise 1.**

1. A. Because Dr. Scarsdale designed the diet.

B. Because the doctor who designed the diet was fro Scarsdale, New York.

C. Because the book that outlined the diet was published by Scarsdale.

D. Because the diet leaves scars.

2. A. Five pounds B. Ten pounds C. Twenty pounds D. forty pounds

3. A. It is a limited-intake diet. C. It is a restricted-menu diet

B. It is a new high-energy diet. D. It is a two-thousand-calorie diet.

4. A. Two weeks ago. B. Last year. C. Two years ago. D. Twenty years ago.

**Exercise 2.**

1. A. The climax association. C. A forest fire.

B. Pioneer plants. D. A disturbance in the balance of nature.

2. A. To demonstrate how man destroys his environment.

B. To show the process in establishing a climax association.

C. To prove that the balance of nature is not disturbed by local agitations.

D. To explain the “web of life”.

3. A. Because it prepares the environment for the forms that will replace it.

B. Because it is stable.

C. Because it assures that plants, animals and minerals are replaced by exactly the same flora and fauna.

D. Because it is the only life that will ever be able to grow in areas where the balance of nature has been disturbed.

4. A. That association can continue to withstand competition for the area by other flora and fauna.

B. That the same kind of plants and animals are in evidence as were in the area prior to the disturbance.

C. That the only one more stage of transition will follow it.

D. That the balance of nature is in a state of disturbance.

***Exercise 3.***

1. A. The scientist exploited the laws of nature.

B. The engineer was more practical.

C. The engineer was more intellectual.

D. The scientist was deeply involved in the practical application of his or her work.

2. A. A French chemist and bacteriologist.

B. A Dutch astronomer, mathematician, and physicist.

C. A British mathematician and philosopher.

D. A Dutch chemist and philosopher.

3. A. As examples of pure scientists.

B. As examples of scientists who represented the best of each century.

C. As examples of scientists who made practical as well as theoretical contributions.

D. As examples of engineers who knew something about pure science.

4. A. That is detached from engineering.

B. That is related to engineering.

C. That is best explained by the historical distinctions made between science and engineering.

D. That is a purely theoretical field.

***Exercise 4.***

1. A. By the water displacement method.

B. By the limestone method.

C. By the carbon dioxide method.

D. By the hydrochloric acid method.

2. A. Magnesium.

B. Limestone.

C. Carbon.

D. Water.

3. A. The hydrochloric acid broke the carbon bonds in the carbon dioxide.

B. The magnesium oxide broke the carbon-oxygen bonds in the carbon dioxide.

C. The burning magnesium broke the carbon-oxygen bonds in the carbon dioxide.

D The gas collection method broke the carbon-oxygen bonds in the carbon dioxide.

4. A. They could not light the magnesium ribbon.

B. They did not understand the result.

C. They couldn’t collect enough gas.

D. They didn’t know how to explain the procedure.

**Exercise 5**. *This section measures your ability to understand spoken English. Choose the right option to the sentence you have heard.*

*Questions 1 through 6. Listen to a lecture given to physiology class about smoking.*

1. What is the purpose of the lecture?
2. To persuade the students to stop smoking.
3. To explain newly accepted research on smoking.
4. To gain support for anti-smoking legislation.
5. To inform the students of the side effects of smoking.
6. According to the speaker, why did the North Native Americans smoke tobacco?
7. To seal peace treaties among tribes.
8. To suppress appetite when food was scarce.
9. To reduce fatigue and indigestion.
10. To communicate with other tribe members.

3. What is true about smoking during pregnancy?

A. The infants are born earlier than expected.

B. The birth weight is substantially higher.

C. The infants are more likely to have asthma as adults.

D. It interferes with the babies' ability to digest food.

4. What was the main reason behind newly passed anti-smoking legislation?

A. Governmental tax increases on cigarette prices.

B. The refusal of insurance companies to pay for smoking-related diseases.

C. Recent studies on the dangers of second-hand smoke.

D. The sudden increase in teen-age smoking.

5. According to the lecture, which of the following does the autonomic nervous system control? Choose 2 options.

A. Heart rate. B. Muscular movement. C. circulation. D. Speech.

6. What is true regarding nicotine and habitual cigarette smokers?

A. They have difficulty digesting it.

B. They need more to bring about the same effects.

C. It decreases their ability to concentrate.

D. It makes them more tired.

*Questions 7 through 12. Listen to a lecture about moths.*

7. What is the main idea of the lecture?

A. Why butterflies are more popular than moths.

B. The effects of pesticides on moth populations.

C. The physical differences between butterflies and moths.

D. The survival techniques of moths.

8. According to the professor, why are moths less likely to be seen than butterflies?

A. Moths are active during the night. C. There are more butterflies than moths.

B. Butterflies are larger than moths. D. Moths are faster than butterflies.

1. What does the professor say about the antennae of moths?
2. They are thin and smooth. C. They are long and straight.
3. They resemble the antennae of wasps. D. They are knobby and feathery.
4. According to the passage, what do moths imitate in order to camouflage themselves? Choose 2 answers.
5. Flowers. B. Leaves. C. Antennae. D. Sticks.

11. The professor briefly explains a process. Summarize the process by putting the events in order. Choose the correct sentence. Use each sentence only once.

A. The larvae release a highly offensive smell.

B. The caterpillars weave a communal silk tent.

C. Thousands of larvae begin to wiggle and squirm.

D. A predator threatens the larvae.

12. What does the speaker say about the monkey moth?

A. Its legs detach from its body. C. It is in danger of extinction.

B. It has a horrible taste. D. The predator cannot catch it

*Questions 13 through 18. Listen to a lecture about different types of joints.*

13. What does the professor mainly discuss?

A. The types of joints of highly evolved creatures.

B. The symptoms of arthritic joints.

C. The reasons why joints are so important to mammals.

D. How various joints differ from each other.

14. Based on the professor’s description, classify the following types of joints. Choose the right phrase. Use each phrase only once.

A. Ball and socket joint B. Hinge joint C. Pivot joint

Neck Shoulder Elbow

15. According to the professor, what is true about the ball and socket joint?

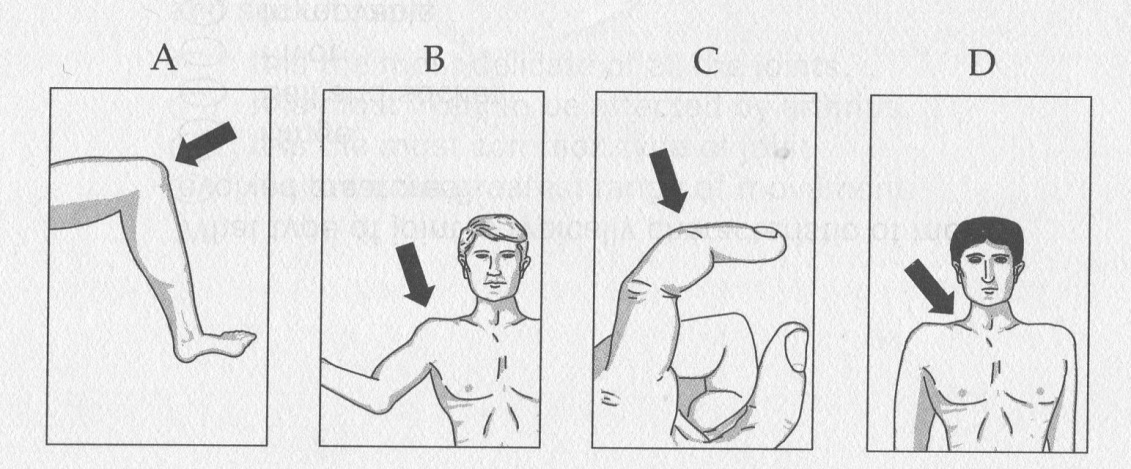
A. It is the most delicate of all the joints. C. It is the most common type of joint.

B. It is most likely to be affected by arthritis. D. It allows the greatest range of movement

16. What type of joint is typically characteristic of more evolved creatures?

A. Hinge B. Ball and socket C. Pivot D. Immovable

17. According to the professor, which of the following is the best example of a synovial joint?



A. Picture A.

B. Picture B.

C. Picture C.

D. Picture D.

16. What happens if the cartilaginous joint becomes damaged?

A. It is surgically replaced with an artificial replacement.

B. The ligaments automatically grow stronger.

C. It becomes painful and movement is limited.

D. The synovial fluid is removed

18. According to the lecture, why is information lost from the short-term memory?

A. It disappears into an unknown section of the brain C. It is transferred into the long-term memory.

B. It is replaced by newer information. D. It is blocked by short-term memory inhibitors.

*Questions 19 through 22. Listen to a lecture about memory.*

19. According to the lecture, why is information lost from the short-term memory?

A. It disappears into an unknown section of the brain.

B. It is replaced by newer information.

C. It is transferred into the long-term memory.

D. It is blocked by short-term memory inhibitors.

20. How does the lecturer recommend remembering a person's name?

A. Repeat the name over and over.

B. Write the name down and memorize it later.

C. Associate the name with something ridiculous or absurd.

D. Spell the name repeatedly.

21. According to the lecture, what is the most important factor affecting memory recollection?

A. How full the memory is of unimportant material.

B. How well the material was stored in the association stage.

C. The concentration level during the registration stage.

D. The number of memory self-help books read.

22. What are two disturbances that could possibly affect the recall stage? Choose two answers.

A. Medicine. B. Fatigue. C. Age. D. Disuse.

**Exercise 6.** *In this part of the section, you will hear longer conversations and talks. After each conversation or talk you will be asked some questions. You will hear the talks and conversations and the questions about them only one time. After you hear a question, read the four possible answers and decide which one is the best answer to the question you heard.*

*Questions 1 through 3. Listen to a talk given by a professor to nursing students.*

1. What is the talk about?

2. In what way is the interactive computer system important?

3. What aspect of the program is mentioned as being particularly helpful?

1. A. A way of training nursing students.
2. A computer system that makes critical decisions.
3. Diagnosis of chronic pulmonary disease.
4. Emergency room procedures.
5. A. Students can practice on elderly patients. C. Students can get grades.

B. Students can learn how to use a stethoscope. D. Students can make critical decisions.

3. A. Its ability to grade students.

1. Its ability to simulate body parts.
2. Its ability to take students through emergency situations.

D. Its ability to show elderly people.

*Questions 4 through 7. Listen to a talk.*

4. What is the lecture mainly about?

5. What were the original monkeys taught to do?

6. Where did the original monkeys live?

7. What was said about the taught behavior?

4. A. 100 monkeys on an island.

B. Islands off the coast of Japan.

C. A study showing the interconnectedness of life.

1. The Japanese sweet potato monkey.

5. A. Copy the behavior of other monkeys. C. Contact monkeys 200 miles away.

1. Eat sweet potatoes in a particular way. D. Teach monkeys on other islands.

6. A. Japan. B. An island off Japan. C. 200 miles from Japan. D. A sweet potato farm.

7. A. It was not typical of monkeys. C. It was difficult to learn.

1. The other monkeys refused to learn it. D. Monkeys learned it at different rates.

*Questions 8 through 10. Listen to a talk.*

8. What is the talk about?

1. What was one of the ways to improve efficiency of movement?
2. What is said of arm strength training?

8. A. Improving your ability to perform sports skills.

B. Carrying through a sport-specific motion.

C. Ingraining patterns in your subconscious movement memory.

D. Improving arm muscles for better perfrmnce.

9. A. Repeating the movement.

B. Memorizing the pattern.

C. Performing with less effort.

D. Applying greater speed.

10. A. It is less important than strengthening the larger muscles.

B. It is time consuming.

C. It reduces your risk of injury.

D. It is not part of most athletes’ fitness program.

**Exercise 7.** *In this part of the section you will hear several short talks. After each talk you will hear some questions. After you hear a question, read the four possible answers and choose the best answer.*

*Questions 1 through 5. Listen to a talk given by the leader of a hiking club.*

1. **According to the speaker, what is the first thing to do if you get lost?**
2. **What's the greatest danger of eating snow to satisfy your thirst?**
3. **According to the speaker, what is the best way to reduce body heat loss by half?**
4. **Why does the speaker feel that the hikers shouldn't worry too much about the upcoming hike?**

**5. How will the speaker know who wants to join the hike?**

1. А. Find water. С. Look for food.

В. Get settled in one place. D. Start walking in a likely direction.

2. А. You will lower your body temperature too much. С. It is hard to take in enough snow.

B. You will become ill. D. Snow doesn't really quench your thirst.

3. А. Keep extremely active. В. Wear a hat. С. Dress warmly. D. Stay dry.

4. А. They have just heard the talk. С. They will be well equipped.

В. They have done this many times before. D. They will be accompanied by guides.

5. А. People will tell him after the talk. С. People will send in a registration.

В. People will raise their hands. D. People have notified him prior to the talk.

*Questions 6 through 9. Listen to a lecture given in a marine biology class.*

6. Where can the midwater be found?

7. According to the speaker, why are the small jellies interesting?

8. According to the speaker, why do we know so little about the midwater?

9. According to the speaker, what is one characteristic of midwater animals that is not yet completely explained?

6. А. In science fiction. С. Under the ocean floor.

В. In every ocean on earth. D. In the wilderness.

7. А. They are the most abundant animals in the midwater. C. They have no skeleton.

B. They have razor sharp teeth. D. They can link together to form very long chains.

8. A. Because people are afraid to go there. C. Because it is not easy to get there.

B. Because it is so vast. D. Because no one knows exactly where it is.

9. A. Their ability to glow. C. Their mating behavior.

B. Their huge stomachs. D. Their ability to find prey.

**Exercise 8.** *Listen carefully to each dialogue and the corresponding question. Choose the letter that best answers the question you hear.*

1. A. Dentist. B. Nurse. C. Weather reporter. D. Teacher.

2.. A. In a library. B. In a classroom. C. In a bookstore. D. In a lawyer's office.

3. A. She thinks the man's luggage will arrive soon. C. She is too short to see what's in the bag.

B. She wants to turn at the next street. D. She will pick up the man's groceries for him.

4. A librarian. B. A teacher. C. A student. D. The woman's best friend.

5. A. In a movie theater. B. In an airport. C. In a car. D. In Chicago.

6. A. She would like to have her coat back.

B. Her house doesn't need another coat of paint.

C. She wants the man to pay her now.

D. She would like to buy the coat she has on.

***Exercise 9.*** *In this section of exercises you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, circle the letter that corresponds to the answer you have chosen.*

1. A. Receptionist. B. Teacher. C. Doctor. D. Librarian.

2. A. She doesn't know the house. C. She likes the house very much.

B. She agrees with the man. D. She doesn't know what to say.

3. A. Larry didn't want to borrow the book. C. Larry had lost the book.

B. Larry hadn't read the book yet. D. Larry found the book he had lost.

4. A. She didn't want to see Peter. C. She arrived after Peter left.

B. She saw Peter after she left. D. She will miss Peter.

5. A. It is very frank. B. Frank typed it. C. It is the wrong type. D. He got it from Frank.

6. A. She has never had such a delicious dessert before.

B. She loves living in the desert.

C. She is quite sure there are better desserts available.

D. She can't understand why the man likes the desert so much.

7. A. In a bank. B. In an attorney's office. C. In a math class. D. In an art class.

8. A. Bob and Judy shouldn't go away for so long.

B. Bob is feeling too weak to go anywhere.

C. They should also tell Bob about their plans.

D. He doesn't want Bob to know about their plans.

9. A. She will try to help the man find a good job.

B. The descent is too steep for her bike.

C. She will be able to ride her bike to work.

D. She can't purchase a bike until she earns some money.

10. A. Anxiety about the exams is keeping the man awake.

B. Final exams are nothing to worry about.

C. She is finally going to take exam next week.

D. The man must be careful not to fall asleep during exams.

11. A. The man thinks buying a used car is a bad idea.

B. The man wants to borrow Jane's car.

C. The man thinks Jane should buy a car.

D. Jane will find the man a used car after all.

12. A. He doesn't want to proofread the woman's paper C. He will be back in two days.

B. He doesn't see very well. D. He isn't there.

13. A. It is violent. C. He wants to think about it.

B. The volume is too high. D. It helps him think.

14. A coach. B. An athlete. C. A close friend of the woman's. D. A teacher.

15. A. Has everyone been invited to the wedding?

B. Should she invite her family?

C. Did the man take her family to the wedding?

D. Is her family included in the people counted?

**Exercise 10.** *In this exercise, you will hear short passages. Listen to each short passage and the question about it and answer each spoken question.*

1. A. Skiing. B. Studying.

2. A. That they carry germs. B. That he hides his food from them.

3. A. She likes to be outdoors. B. She has some new camping equipment.

4. A. She was a happy person. B. She was a writer.

5. A. They will be costly. B. They will be postponed.

6. A. That they are helpful. B. That life would be easier without them.

7. A. Watching a concert. B. Playing in a concert.

8. A. Collect the papers. B. Go to her office.

9. A. She is no longer alive. B. She was a pony express rider.

10. A. Wait a while before making his phone call. B. Forget about making his phone call.

**Exercise 11.** *Listen to each short talk and the questions which follow it. Remember to listen to the short introductory sentences that precede each talk. Circle the correct answer to each spoken question.*

**Questions 1 through 5. Listen to the following talk given on a tour.**

1. *What is the main topic of this talk?*
2. *What is the speaker's job?*
3. *According to the speaker, what does sway-backed mean?*
4. *What is the average weight of an adult male elephant?*
5. *What will the speaker probably do next?*

1. A. Impressive zoo exhibits. C. Two kinds of elephants.  
B. Facts about elephants. D. The size of elephants.

2. A. Circus performer. B. Elephant trainer. C. Tour guide. D. Ticket vendor.

3. A. Having a highly arched back.

1. Moving rhythmically back and forth.
2. Having a back which curves down in the middle.
3. Having a very flexible back.

4. A. 11,000 pounds. B. 22,000 pounds. C. 200 pounds. D. 15,000 pounds.

5. A. Look for a baby elephant. C. Enter the zoo.

B. Wait for a little while. D. Leave the lion's den.

**Questions 6 through 11. Listen to a talk given in a university course.**

1. *What would be a good title for this lecture?*
2. *In what course was this lecture most probably given?*
3. *According to the speaker, where was the first English settlement in North America?*
4. *What happened to the Roanoke settlers?*

6. A. The Lost Colony C. The Voyages of John White

1. The Colonists at Jamestown D. Croatoan Island

7. A. Environmental studies. B. History. C. Geography. D. Political science.

8. A. Plymouth Rock. B. Jamestown. C. Chesapeake Bay. D. Roanoke.

9. A. They moved farther north. C. They were never found.

* 1. The left for Croatoan. D. They returned to England.

A. Because the Indians learned from it.

B. Because the colonists arrived in

C. England safely. Because the colonists were able to settle in Roanoke.

D. Because future colonists learned from it.

11. A. Other mysteries. C. The settlement of Jamestown.

B. Marine life in the Chesapeake Bay area. D. John White's family.

**Exercise 12.** *In this exercise, you will hear several short talks. After each of them, you will hear several questions. After you hear a question, read the four possible answers and choose the best answer. Answer all questions on the basis of what is* ***stated*** *or* ***implied*** *in the talk.*

1. *What would be a good title for this talk?*
2. *What fire temperature causes fatal injury to most trees?*
3. *Why do redwoods sometimes survive forest fires?*
4. *What will the man see at Craters of the Moon?*
5. *What is the man going to do next?*

1. A. Preventing Forest Fires

B. Factors Affecting a Tree's Resistance to Fire

C. The Redwood's Ability to Withstand Fire

D. Ground Fires and Crown Fires

2. A. 100 degrees centigrade. C. 40 degrees centigrade.

B. 20 degrees centigrade. D. 120 degrees centigrade.

3. A. They have deep roots. C. They have thick bark.

1. They have few leaves. D. They grow close together.

4. A. They are more likely to have large leaves. C. They have a high resistance to all types of fire.

1. They are susceptible to ground fires. D. They usually fall down during a fire.

5. A. The top of a tree. C. Tree roots that grow close to the surface.

B. A very hot fire. D. The highest flame in a fire.

**Questions 6 through 9. Listen to a biology professor give an introductory lecture to his students.**

1. *According to the speaker, what is an organism?*
2. *What will students learn to do during the first part of the course?*
3. *According to the speaker, why is it impossible to learn about every organism?*
4. *According to the speaker, what is it that usually makes living things similar?*

6. А. A branch of biology. C. A club.

В. A group of people working together. D. A living thing.

7. A . Categorize major groups of organisms.

В. Write a comprehensive definition of the word *life.*

С. Study all of the organisms that exist today.

D. Study similarities in the activities and functions of organisms.

8. А. Because there are too many of them.

В. Because they are too complex to.

С. understand. Because they are not easy to find.

D. Because no one knows everything about them.

9. А. Their appearance. C. The means by which they make food.

В. Their activities and functions. D. Their methods of communication.

**Questions 10 through 14. Listen to this talk about birds which navigate over oceans.**

1. *According to the speaker, how are shorebirds different from oceanic birds?*
2. *How do experts believe that oceanic birds navigate?*
3. *What is the significance of the story about the shearwater taken from its home in Great Britain?*
4. *In which university class would this talk most likely take place?*
5. *What can we infer about the speaker's attitude toward nature's mysteries?*

10. A. They use landmarks to navigate.

1. They fly at higher altitudes.
2. They are disoriented by large bodies of water.

D. They don't spin, turn and wheel.

11. A. They have a strong sense of smell and can keep track of land.

B. They are guided by the Arctic and the Antarctic.

C. Their urge to breed leads them back to land.

D. They use the stars and some innate magnetic sense

12. A. It seems cruel to take a bird so far from its home.

B. It was a new experiment to fly a bird on an airplane.

C. The bird was able to find its way home under seemingly impossible circumstances.

D. The bird was able to fly from the north to the south pole without getting lost.

13. A. Ocean geology. B. Biology. C. Psychology. D. Geography.

14. A. Science and technology will eventually unlock all mysteries.

B. Some of nature's mysteries may be beyond our understanding.

C. It is hard to believe that ocean birds don't breed at sea.

D. All we need to do is wait; ocean birds will show us how they navigate.

**Questions 15 through 18. Listen to a psychology professor's talk about the effects on personality of birth order.**

1. *What conclusion does the speaker draw from the fact that birth order differences seem to exist?*
2. *What does the speaker say about parents' ability to counteract the effects of*

*birth order?*

1. *Why does the speaker say that middle children often have the most comfortable spot in the family?*
2. *What significance does the speaker give to the fact that first-born children are outnumbered in the U.S. population by nearly two to one?*

15. A. Parents tend to want and love their first-born children more than the others.

B. Parents know that their first-born children are likely to be brighter, so they push them to succeed.

C. Parents tend to treat children differently depending on whether they are first-, second-, or later-born children.

D. Parents run out of time and energy and neglect their later-born children.

16. A. Children's personalities are fixed by birth order and nothing can be done about it.

B. With sensitive parenting, parents can take steps to reduce the effects of birth order.

C. If parents continue to pay attention to the middle child, he or she will be more flexible.

D. Oldest children would be more sociable if they were given more independence.

17. A. Older and younger children tend to fight with each other more often than with the middle child.

B. The middle child gets better quality attention and more love from the parents.

C. Middle children are less dependent on their parents' approval than the oldest child but free from the pressure of being the youngest.

D. Middle children are brighter, more capable, more serious-minded and more flexible than their siblings.

18. A. First-born children are under a lot of pressure to compete successfully since they are so outnumbered.

B. First-born children have to dominate their younger siblings or else face being overwhelmed by them.

C. First-born children are brighter and more capable; therefore, they don't have to worry about being outnumbered.

D. In spite of this statistic, a large percentage of high achievers are first-born children

***Questions 19 through 22. Listen to this talk about pests and pesticides given in an environmental science class.***

19. A. Insecticides encourage pests to stay in the garden and multiply.

B. Insecticides kill helpful insects as well as pests.

C. Insecticides give beneficials energy to search for prey.

D. Insecticides reduce the amount of pollen and nectar produced by flowers.

20. A. By providing enough pollen and nectar to kill ladybugs, suffrage flies, and parasitic wasps.

B. By providing beneficials with the nectar and pollen they need for energy.

C. By reducing the amount of food for pests, which induces them to kill each other.

D. By providing large amounts of protein and carbohydrates, which are bad for pests.

21. A. Some look for pests in garden centers where plants are plentiful; others look in smaller gardens.

B. Some look only in plants which produce pollen; others look only in nectar-producing plants.

C. Some look for bugs in plants with shallow flowers; others look in sunflowers and fetches.

D. Some look for food on the ground; others look higher in the leaves and flowers of plants.

22. A. Specialists like pollen; generalists like nectar.

B. Specialists are ground spiders; generalists are beetles.

C. Specialists are picky eaters; generalists eat lots of different pests.

D. Specialists eat bugs; generalists eat plants.

**Exercise 13**. *You will hear a story about different sleep habits. Listen and choose the best answer.*

1. How much time do cats sleep?

**A.** 24 hours **B.** half their lives **C.** as long as their masters

2. …and horses?

**A.** 3 hours **B.** as long as they want **C.** 8 hours

3. …and fish?

**A.** 7 hours **B.** 17 hours **C.** they don’t sleep

4. What a strange habit do fish have when sleep?

**A.** they smile **B.** they don’t close their eyes to sleep **C.** they don’t breathe

(Do you know why?)

5. How many hours a year do people do nothing?

**A.** 2.688 **B.** 268 **C.** 26.8

6. How many dreams do people have every night?

**A.** 4 or 5 **B.** 14 or 15 **C.** no dreams

**Exercise 14.** *You will hear an interview with an expert on different senses. For questions 1-7, choose the best answer A, B or C.*

1. Jane studied the sense of smell because

A. she had always been interested in it. B. it was part of her course.

C. she found it easy to understand.

2. The sense of smell used to be important for

A. identifying danger B. finding food C. encouraging eating

3. Jane thinks that people react to smells

A. sensibly B. logically C. emotionally

4. The smells of autumn can

A. make everyone feel depressed B. bring back memories

C. remind people that winter days are dark

5. Perfume companies use different marketing techniques to

A. sell an image B. make people feel good C. create associations

6. What is special about the sense of smell?

A. It makes things more memorable B. It changes when we eat food

C. It is the most enjoyable sense

7. The speaker's favourite smell is because of

A. family holidays B. exciting travel C. a sense of belonging

**Exercise 15.** *Listen to two people giving explanations about how to do something. Mark the sentences true (T), false (F) or doesn't say (?).*

1.You need to make some plans before you even buy your rabbits.

2. Rabbits eat almost any type of food.

3. You should be vaccinated.

4. You should have at least two rabbits in a hutch.

5. Lots of people choose their dog because it looks cute.

6. The speaker thinks it's a bad idea to keep a dog outside.

7. The owner's lifestyle is an important consideration in choosing the breed of dog.

8. The speaker knows a lot of dog-owners.

**Exercise 16*.*** *Listen to the first part of David Hewson's story. Answer the questions.*

1. What does David need from the bureaucrat's office?
2. What is the bureaucrat's attitude to David's trip? How do we know?
3. The bureaucrat has a sense of humour. What does he say that shows this?

*Listen to the second part of the story.*

*Discuss in pairs/groups*.

1 Why do you think David wanted to make this journey? What was his motivation?

1. Why do explorers go to extreme places?
2. Why do you think David is disappointed with the Danakil Depression?
3. How would you feel if you were him? Would you like to go there? Why/why not?
4. 'It is better to travel than to arrive.' Do you agree with this proverb?

**Exercise 17*.*** *Listen and complete the summary.*

SharonEdwards is (1)\_\_\_\_\_\_\_\_\_ at Heathrow Airport. She (2)\_\_\_\_\_\_ theanimals that pass through. Thebiggest animal they ever had was a(3*)\_\_\_\_\_\_\_*

No individual who works there knows about allof the (4)\_\_\_\_\_ They have a (5)\_\_\_\_\_\_and the (6)\_\_\_\_\_\_\_\_\_to help them if they need moreinformation. The mostcommonanimals they deal with are (7)\_\_\_\_\_\_\_ . Children even sometimes try to (8)\_\_\_\_\_\_\_\_\_ their petsin their

pocket. There are no (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between 1a.m. and 4ra.m. Whenworking atnight, Sharon (10) \_\_\_\_\_\_ the lights.

**Exercise 18*.*** *Listen to the interview and answer the questions.*

1. Do great scientists always make their discoveries in the lab? Give the examples.
2. What are the hobbies of the Nobel Prize winners?
3. How do creative hobbies help the scientists?
4. Should we conclude that only a creative person can be a genius?

**Exercise 19.**  *You are going to listen to a radio programme about 'eco-tourism'. Listen to the first part of the programme.*

**A.** What are most people looking for in a holiday, according to the introduction?

**B.** Which negative aspects of going on holiday ore mentioned?

**C.** How does Gavin Allan define eco-tourism? Is his definition similar to yours?

**D.** What does he see as 'the way forward'?

In the second part of the programme you will hear two holidays described. Complete the grid.

Location Holiday 1 Holiday 2

Reasons to go there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Typical activities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other unusual features\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 20.** You will hear a girl called Sophie giving a presentation to her class about sharks. For questions 1-10, complete the sentences.

**Sophie's** **shark project**

Sophie chose the project because her\_\_\_\_\_1\_\_\_\_\_\_\_\_\_\_\_\_\_suggested it. Sophie found most of her information on the website [www.\_\_\_\_\_\_2\_\_\_\_\_\_\_com](http://www.______2_______com/). Sohie says that sharks have been around for\_\_\_\_\_\_\_3\_\_\_\_\_\_\_years. Sophie was surprised to learn that sharks occasionally eat\_\_\_\_\_\_\_4\_\_\_\_\_. The least dangerous sharks are the\_\_\_\_\_\_\_\_5\_\_\_\_\_\_\_\_ones. Sophie says her favourite shark is the\_\_\_\_\_\_\_\_\_\_\_\_6\_\_\_\_\_shark.

Sophie says sharks only attack about\_\_\_\_\_\_\_\_\_\_\_7\_\_\_\_\_\_\_\_\_\_\_\_times a year. Sophie also read an article about sharks in a magazine called\_\_\_\_\_\_\_8\_\_\_\_\_\_\_\_\_\_\_. The article said that it is now illegal to kill sharks in a large region in the\_\_\_\_\_\_\_\_\_\_\_\_\_\_9\_\_\_\_\_\_\_\_\_\_. Sharks are in particular danger because they become because they become\_\_\_\_\_\_\_\_\_\_10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ quite slowly.

**SECTION THREE**

**SUPPLEMENTARY FILES**

**Exercise 1.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0** humans

**An Autism Treatment as Easy as H2O?**

|  |  |
| --- | --- |
| As **(0) …**, we are always putting things into our bodies to get some kind of reaction. Whether its caffeine for **(1) …,** liquids for hydration, or fiber for **(2)…,** we’re constantly aiming to have our bodies in the best, most **(3)…** state. Even when we’re not at our best, we put **(4) …** inside of us to alleviate symptoms and kill **(5) …** . In order to heal, the body needs to return to a **(6) …**state, replenishing things it’s missing, and taking away the overkill of some other things. In Autism cases, brain **(7) …** is a prominentfeature as certain immune components that promote inflammation are often triggered in autism cases. Also, the autistic person often has oxidation stress. **(8) …** , antioxidant supplements are used to treat this symptom. In order to neutralize the neuro-inflammation, an ideal **(9) …** , no matter if it’s an antioxidant or other form, should have a slight alkaline pH level, an increased anti-oxidation **(10) …,** and a very small molecular structure to make for an easier passage through cells. | **0 - HUMAN**  **1 - STIMULATE**  **2 - REGULAR**  **3 - HEALTH**  **4 – MEDIC, 5 - VIRUS**  **6 - BALANCE**  **7 - INFLAME**  **8 - TYPE**  **9 - TREAT**  **10 - ABLE** |

**Exercise 2.** *For questions****1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0 DIRECTIONS**

**Ants Are First Animal Known To Navigate By Stereo Smell**

|  |  |
| --- | --- |
| Desert ants in Tunisia smell in stereo, sensing odours from two different **(0) …**  at the same time. By sniffing the air with each antenna, the ants form a **(1)…** 'odour map' of their **(2)…** . They then use this map to find their way home. Pigeons, rats and even people may also smell in stereo, but ants are the first animal known to use it for **(3) …** . **(4) …** investigated how the desert ant *Cataglyphis fortis* navigates around its surroundings. Each day, individual ants leave the nest **(5) …** and travel up to 100m in search of food.  When they find some, they return straight home, somehow finding their tiny nest entrance again within a bleak, **(6) …** featureless desert landscape. Scientists knew the ant uses a **(7) …** array of **(8) …** cues to find much of its way home. But it has been found that the insect does much more than that. First, they placed four odours marked A, B, C and D around a barely visible nest entrance. They then tested the ants by **(9) …** and placing them in a remote location, without a nest entrance but with the same four odours. The ants immediately headed to exactly where their nest should have been, **(10) …** that they use the odours as olfactory landmarks. | **0 - DIRECT**  **1 - MENTALITY,**  **2 - SURROUND**  **3 - NAVIGATE,**  **4 - SCIENCE**  **5 - ENTER**  **6 - RELATIVE**  **7 - SOPHISTICATE, 8 - VISION**  **9 - REMOVAL**  **10 - CONFIRM** |

**Exercise 3.** *For questions****1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0 anxiety**

## As Elders Rock, Emotional Burden Of Dementia Eases

|  |  |
| --- | --- |
| Nursing home residents who have dementia can literally rock away their **(0) …** and [depression](http://www.sciencedaily.com/releases/1998/05/980501083053.htm), nurse researchers have found, simply by rocking back and forth in a rocking chair for about an hour or two a day. **(1) …** who rocked the most in a research study even requested less [medications](http://www.sciencedaily.com/releases/1998/05/980501083053.htm) to **(2) …** their daily aches and [pains](http://www.sciencedaily.com/releases/1998/05/980501083053.htm), and their balance improved. It turns out that the **(3) …** really does bring some peace of mind to many folks. It's been very well documented with infants that a gentle repetitive motion has a **(4) …** effect. We've shown that the same is **(5) …** in an older population that is **(6) …** distressed. Scientists studied 25 nursing home **(7) …** diagnosed as having dementia, either due to Alzheimer's disease or other causes. Nurses **(8) …** monitored patient behavior for the six weeks residents rocked and compared it to their **(9) …** during six weeks when the rocking mechanism on the chairs was [**(10) …**](http://www.sciencedaily.com/releases/1998/05/980501083053.htm) . During the weeks they rocked, most residents' psychological and emotional well-being improved. | **0 - ANXIOUS**  **1 - PATIENCE**  **2 - EASY**  **3 - ACTIVE**  **4 - SOOTHE**  **5 - TRUTH**   1. **- EMOTION**   **7 - RESIDE**  **8 - CLOSE**  **9 - BEHAVE**  **10 - DISABILITY** |

**Exercise 4.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0 Egiptians**

**Beyond the Brain**

|  |  |
| --- | --- |
| The ancient **(0) …** thought so little of brain matter they made a practice of scooping it out through the nose of a **(1) …** leader before packing the skull with cloth before **(2) …** . They believed **(3) …** resided in the heart, a view shared by Aristotle and a legacy of medieval thinkers. Even when consensus for the locus of thought moved northward into the head, it was not the brain that was **(4) …** to be the sine qua non, but the empty spaces within it, called ventricles, where ephemeral spirits swirled about. French philosopher René Descartes codified the **(5)…** of conscious thought from the **(6) …** flesh of the brain. Cartesian "dualism" exerted a **(7) …** influence over Western science for centuries, and while **(8) …** by most neuroscientists today, still **(9) …** the popular belief in mind as a magical, transcendent quality. Thomas Willis - often referred to as the father of neurology – was the first to suggest that not only was the brain itself the locus of the mind, but that **(10) …** parts of the brain give rise to specific cognitive functions. | **0 - EGYPT**  **1 - DIE**  **2 - BURY,**  **3 - CONSCIOUS**  **4 - BELIEF**  **5 - SEPARATE,**  **6 - PHYSICS,**  **7 - POWER,**  **8 - DISMISSAL,**  **9 - FOOD**  **10 - DIFFERENCE** |

**Exercise 5.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0 selection**

# In Sheep, an Upside To Immune Weakness

|  |  |
| --- | --- |
| A weak immune system makes an animal vulnerable to disease and parasites, but strangely, natural **(0) ….** does not always weed out **(1) …** that have what appear to be severe disadvantages, according to a new study. That may be because the **(2) …** confer some advantages. The study it is also associated with **(3) …** reproductive success. The last **(4)** … of St. Kilda moved away about 80 years ago because of the harsh winters and difficult living conditions. But they left behind their sheep, unmanaged and **(5) …** freely. No longer selected by **(6) …** , the sheep are now subject to natural selection. Scientists sampled sheep feces to count parasites and drew blood from the sheep to measure antibody **(7) …** .They found that the average life span of the 410 ewes surveyed was 6 years. But there was a wide **(8) …**, with some living 15 years, and many others dying at age 3 or 4. The short-lived ewes had lower concentrations of antibodies than the longer-lived ones, which suggested why their lives were so short. But why was natural selection not **(9) …** them out? The answer, she said, was that the short-lived ewes were more **(10) …** to produce lambs. Those that died young reproduced almost every year, often having twins. Sheep that lived longer did not reproduce every year. | **0 - SELECT,**  **1 - CREATE**  **2 - WEAK**  **3 - REDUCE,**  **4 - HABIT**  **5 – ROAM,**  **6 - BREED**  **7 -PRODUCT**  **8 - VARY**  **9 - WEED**  **10 - LIKE** |
|  |

**Exercise 6.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0 essential**

**ARTHRITIS**

|  |  |
| --- | --- |
| Arthritis is a general term for aches and pains in the body's joints. Most types of arthritis involve the deterioration of cartilage, which is an **(0) ….** material covering the ends of the bones in the joint. When the **(1) ….** Cartilage wears out, it becomes rough and this causes pain when the joint moves. This condition is more common among the elderly, but some people can be **(2) …** from **(3) ..…** . Apart from **(4) …** painkillers, little or no treatment is available. However, **(5) …** scientists have designed**(6) …** joints that can replace the **(7) …** , worn-out ones. These new joints could prove very **(8)…** to arthritis sufferers. Although some believe that joint replacement may be **(9) …** , numerous patients are **(10) …** waiting for this medical breakthrough. | **0- ESSENCE**  **1 - HEALTH**  **2 - SUFFER,**  **3 – CHILD,**  **4 - TRADITION**  **5 - AMBITION**  **6 – ARTIFICE,**  **7 - PAIN,**  **8 - BENEFIT**  **9 – COST,**  **10 -ANXIOUS** |

**Exercise 7.** *For questions* ***1-10,*** *read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning* ***(0).***

**Example 0 officially**

|  |  |
| --- | --- |
| The longest-living person **(0) …** recorded lived to be 122 years old and 164 days old. In general, the number of people who live to be over one hundred is increasing, especially among women, yet there isn't a single **(1) …** who can fully explain this phenomenon. Some of them claim that it's purely a **(2) …** fact. However, in the developing countries, where **(3) …** progress is slower, life expectancy is much less. According to **(4) …** records, life expectancy for these people is about forty years. **(5) …** reasons are mainly responsible for this and as a result a high **(6) …** of the population suffers from malnutrition. One must also **(7)** … the fact that sanitary conditions in developing countries are rather **(8) …** . To **(9) … ,** proper housing and sanitation, adequate healthcare and a(n) **(10) …** diet play an important role in a person's life expectancy. | **0 - OFFICIAL**  **1 - SCIENCE**  **2 - BIOLOGY**  **3 - SCIENCE**  **4 - MEDICINE**  **5 – ECONOMICS**  **6 - PER CENT**  **7 - EMPHASIS**  **8 - HYGENE,**  **9 - SUMMARY**  **10 - NUTRITION** |

**Exercise 8.** *For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).*

*Example:*

**(0)** There won't be any oil left soon.

RUN

We will ***run out of*** oil soon.

1 I'm still optimistic about climate change although the predictions are depressing.

**DESPITE**

I'm still optimistic about climate change predictions … .

2 Endangered species will become extinct if we don't do more to protect them.

**UNLESS**

Endangered species will become extinct to protect them.

3 Rising sea levels are a real threat to many coastal regions.

**RISK**

Many coastal regions rising sea levels.

4 Governments have done too little to protect the environment.

**ENOUGH**

Governments to protect the environment.

5 I always travel to work by train so that I don't waste time in traffic jams.

**AVOID**

I always travel to work by train traffic jams.

6 It hasn't rained for six months.  
**SINCE**

It it rained.

7 The lake always used to freeze over in the winter.  
**WOULD**

The lake in the winter.

8 He left before the thunderstorm started.  
**ALREADY**

He the thunderstorm started.

**Exercise 9.** *For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).*

**Example:**

**0** Children's diets are not as healthy as they used to be.  
**MORE**

Children's diets are ...***more unhealthy than*** … they used to be.

1 The doctor said I should give up smoking.  
**ADVISED**

The doctor smoking.

2 You won't lose weight unless you stop eating junk food.  
IF

You won't lose weight eating junk food.

3 Parents who have overweight children, should be given special help.

**WHOSE**

Parents should be given special help.

4 'Why don't we go for a jog?' Mike said.  
**SUGGESTED**

Mike for a jog.

5 I expect people ate more vegetables in the past.  
**MUST**

People in the past.

6 I didn't start playing tennis until I was fifteen.  
**WHEN**

I started fifteen.

7 Til give you a check-up next week,' said Amy's doctor.

**TOLD**

The doctor give her a check-up the following week.

8 Ella was so tired she couldn't study properly.  
**TOO**

Ella study properly.

**Exercise 10.** *For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).*

0 The washing machine is not working properly.  
**WRONG** There is ***something wrong*** with the washing machine.

1 Unfortunately, most people didn't have a good time at the party.  
**HARDLY**

Unfortunately, .

2 I didn't like a single song from their new CD.  
**NONE**

I from their new CD.

3I'm pretty sure that Mary doesn't like jazz music and Susan doesn't either.  
**DISLIKE**

I'm pretty sure that .

4 There isn't enough petrol on the market.  
**LACK**

There is .

5 We realised that both cars were expensive.  
**CAR**

We realised that .

6 There aren't a lot of things to remember from that awful trip.  
**LITTLE**

There from that awful trip.

7 I'm afraid I can't study both Maths and Physics tonight - just one of the two.  
**OR**

I'm afraid I can .

8 They were looking for their lost dog all week.  
**THE**

They spent looking for the lost dog.

9 The concert was sold out two weeks in advance.  
**ANY**

There for the concert two weeks in advance.

**Exercise 11.** *For questions 1-12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

***The effect of climate change on migratory birds***

Human-induced climate change has begun to affect our; planet and the organisms that live **(0)****on....,**it. Many migratory birds are very sensitive to environmental changes and are already **(1) …** affected by climate change. Increasing temperatures, changing vegetations and extreme weather conditions lead to significant changes of the birds' essential habitats. **(2) …** are the most likely reasons for the dramatic decline in some bird populations and changes in migration patterns.

Pie ways in **(3) …** migratory birds respond to these environmental changes differ across species. Generally speaking, short and middle distance migrating birds can adapt to climate changes more easily, **(4)…** long distance migrants **(5) …** at a disadvantage. Their migration pattern is usually more fixed and they struggle **(6) …** readjusting to changing temperatures. **(7) …** of this inflexibility they suffer more **(8) …** the impacts of climate change than other birds.

Species that are already in decline are especially vulnerable to climate change. In **(9) …** words, climate change may give these already very vulnerable species the final push **(10) …** extinction. It is not only in the interest of migratory birds, **(11) …** also in our own interest to protect all species **(12) …** the impact of climate change.

**Exercise 12.** *For questions 1-10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.*

**Allergy Alert**

To have an allergy means that a person is affected either by a substance in the atmosphere **(0) *or*…** by some sort of food. **(1) …** days a lot of people suffer from one kind of allergy or another.

So, what can people do to fight allergies? If someone is allergic to chocolate, for instance, the simplest **(2)** **…** to do would be to avoid eating any chocolate. If, on the **(3) …** hand, the allergic reaction is caused by **(4) …** unknown or difficult to avoid, then the only solution is prescribed medication.

The chances of having an allergy are bound to be great if allergies **(5) ...** the family. In other words, if one parent suffers from allergies, the child has a thirty percent chance of being allergic, too. **(6) …** parents are affected, the risk doubles.

However this is absolutely **(7) …** logical reason to be terrified **(8) …** that possibility. Those who suffer can carry **(9) …** with their lives and not let their allergies wear them out.They shouldn’t feel different **(10) …** everyone else.

**Exercise 13.** *For questions 1-12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

A British psychologist says he can prove that the last Friday in June is the happiest day of the year.

Cliff Arnall, a University of Cardiff psychologist specialising **(0) *in*** seasonal disorders, **(1) …** created a formula for finding happiness. The research looks **(2) …** everything from increased outdoor activity and rising energy levels, **(3) …** picnics and beach trips with families.

Mr Arnall’s happiness formula depends **(4) …** six factors: outdoor activity, nature, social interaction, positive memories of childhood summers, temperature, and holidays and anticipation of time off. "At the end of June, the days are at their longest so **(5) …** are more hours of sunshine to enjoy and it's a time **(6) …** people have lots of gatherings with friends and family," Mr Arnall said. "Happiness is associated with many things in life and can **(7) …** triggered by a variety of events. Whether it's a sunny I day **(8) …** a childhood memory that triggers a feeling of happiness, I think this formula proves that the path to finding happiness is a simple **(9) …** "

The research **(10)** **…** commissioned to coincide with the launch **(11) …** a photography competition asking people to capture moments of happiness associated **(12) …** the experience of summer in Britain.

**Exercise 14.** *Read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning.*

Scarlet fever is an ***(1) infectious …*** disease, caused by bacteria, which usually enter the body through the nose or mouth; it is transmitted from person to person by direct contact, that is, by sprays of droplets from the respiratory tract of an infected person, or by indirect contact through the use of uten­sils previously handled by an infected person. The disease most commonly **(2) …** children between the ages of two and ten.

The typical **(3) …** symptoms of the disease are headache, sore throat, chills, fever, and general malaise. From two to three days after the first appearance of symptoms, red spots may appear on the palate; bright red papilla **(4) …** on the tongue, giving it an appearance commonly called strawberry tongue. A characteristic skin eruption appears on the chest and usually spreads over the entire body except the face. The rash fades on pressure. The fever, which frequently runs as high as 40° to 40.6°C, generally lasts only a few days but may **(5) …** to a week or longer. The rash usually fades in **(6) …** a week, and at that time the skin begins to peel.

Scarlet fever may be **(7) …** by other diseases, for example, by pneumonia. Since the **(8) …** of penicillin, however, most instances of scarlet fever can be **(9) …** without the **(10) …** of permanent after­ effects.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** infectious | **B.** infection | **C.** infect | **D.** infected |
| **2. A.** affection | **B.** affected | **C.** affects | **D.** affecting |
| **3. A.** initials | **B.** initial | **C.** initialize | **D.** initialized |
| **4. A.** emerged | **B.** emerge | **C.** emerging | **D.** emergence |
| **5.** **A.** extent | **B.** extending | **C.** extended | **D.** extend |
| **6 .****A.** approximately | **B.** approximate | **C.** approximation | **D.** approximated |
| **7. A.** complication | **B.** complicate | **C.** complicated | **D.** complicating |
| **8. A.** introduce | **B.** introducing | **C.** introduced | **D.** introduction |
| **9. A.** cure | **B.** cured | **C.** curing | **D.** cureless |
| **10.** **A.** occurrence | **B.** occur | **C.** occurred | **D.** occurring |

**Exercise 15. Read the text below and decide which answer (A, B, C or D) best fits each space.**

Cereals are various species of the grass family, **(1) …** for their seed, which is used as food. The name is **(2) …** from Ceres, the Roman god­dess of grains and agriculture. Although the cereals do not belong to any **(3) …** tribe of the grasses, the use of particular species as bread plants seems to have been determined chiefly by the **(4) …** size of the seed or by the **(5) …** of obtaining it in **(6) …** quantity and of freeing it from rye, oats, rice, corn or maize. These have all been cultivated since ancient times. Maize is the only grain that **(9) …** in America; the others were developed in Europe, Asia, and Africa.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** cultivation | **В.** cultivable | **С.** cultivated | **D.** cultivar |
| **2. A.** derived | **B.** derivative | **С.** derivation | **D.** deriving |
| **3. A.** particularly | **B.** particularity | **C.** particularized | **D.** particular |
| **4. A.** superiority | **B.** superior | **C.** superiorly | **D.** super |
| **5. A.** easy | **B.** easily | **C.** ease | **D.** easement |
| **6. A.** suffice | **В.** sufficient | **С.** sufficiency | **D.** sufficiently |
| **7. A.** edible | **В.** edibly | **С.** eat | **D.** edibility |
| **8. A.** extensively | **B.** extensive | **C.** extent | **D.** extensible |
| **9. A.** origin | **В.** original | **С.** origination | **D.** originated |

**Exercise 16.** *Read the text below and decide which answer (A, B, C or D) best fits each space.*

Periodic floods **(1) …** naturally on many rivers, forming an area known as the **(2) …** plain. These river floods often result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks; a flood that rises and falls rapidly with little or no **(3) …** warning is called a flash flood. Flash floods are usually caused by **(4) …** rainfall over a **(5) …** small area. Coastal areas occasionally are flooded by unusually high tides **(6) …** by **(7) …** winds over ocean surfaces, or by tsunamis caused by undersea earthquakes. Floods not only damage property and **(8) …** the lives of humans and animals, but have other **(9) …** as well.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** occurred | **В.** occurrence | **С.** occur | **D.** occurring |
| **2. A.** flow | **В.** flood | **С.** flowed | **D.** flooding |
| **3. A.** advance | **В.** advanced | **С.** advances | **D.** advancing |
| **4. A.** intensity | **В.** intense | **С.** intensify | **D.** intensely |
| **5. A.** relative | **В.** relativity | **С.** relate | **D.** relatively |
| **6. A.** induced | **В.** induce | **С.** inducement | **D.** inducing |
| **7. A.** severely | **В.** severity | **С.** severe | **D.** severing |
| **8. A.** danger | **В.** endanger | **С.** in danger | **D.** dangerous |
| **9. A.** effectiveness | **В.** effects | **С.** effective | **D.** effectively |

**Exercise 17.** *Read the text below and decide which answer (A, B, C or D) best fits each space.*

Although several cane-cutting machines have been used with some **(1) …,** most of the sugarcane in the world is **(2) …** by hand. The cutting instrument most commonly used **(3) …** of a large steel blade 50 cm **(4) …** and about 13 cm **(5) …** , **(6) …** with a small hook on the back, and set into a wooden handle. Cane is cut at or near the surface of the ground, stripped of its leaves by the knife hook, and trimmed at the top near the last **(7) …** joint. The cane is then piled in rows along the ground until picked up by hand or machine, tied in bundles, and transported by cart or truck to the sugar factory, where the **(8) …** mill extracts the from the cane.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A.** succeed | **B.** successful | **C.** success | **D.** succeeding |
| **2. A.** harvesting | **B.** harvester | **C.** harvested | **D.** harvest |
| **3. A.** constituent | **B.** consists | **C.** constituency | **D.** consisting |
| **4. A.** length | **B.** lengthen | **C.** longer | **D.** long |
| **5. A.** wide | **B.** widen | **C.** width | **D.** widening |
| **6. A.** equipment | **B.** equipping | **C.** equipped | **D.** equips |
| **7. A.** mature | **B.** maturate | **C.** maturating | **D.** maturely |
| **8. A.** grind | **B.** grinding | **C.** ground | **D.** grindable |

**Exercise 18.** *You are going to read an article. Seven sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.*

**Fire Crews Hunt Escaped Hamster**

Eight firefighters have been called in to help find an escaped hamster. Two crews used a chocolate-covered camera and a vacuum cleaner **[1]**, called Fudgie, at the home of a six-year-old girl in Dunbar, Scotland.

The girl's mother said: 'We came down for breakfast and disco­ vered Fudgie had opened the top lid of her cage and had made her way into the kitchen and we think she has gone **[2].**'

The fire crews spent five hours trying to recover the pet after it ran down a hole in the kitchen floor. But, the hamster still refused **[3]**.

In the search for Fudgie, the firefighters took the family cooker and gas pipes apart. They also dropped a mini-camera coated with chocolate under the floorboards.

They then hoped to take out the hamster using a vacuum cleaner. Despite all their efforts, they failed to find Fudgie.

In the end, the firefighters put another camera down the hole **[4]**, connected to the screen of the family home computer, to see if Fudgie appeared. Besides, the girl and her parents regularly dropped food **[5]**.

At last, after eight days the hamster returned to her cage safe and sound. She crawled from the hole in the kitchen floor early in the morning. It was the girl's father who first found Fudgie **[6]**.

The girl said that day it was like Christmas morning for her. Her parents added that they too felt extremely happy when Fudgie had finally returned.

A. through a small hole in the floor

B. through the hole for the hamster

C. and locked the runaway hamster

D. to come out of the hole

E. to look after the pet

F. to try and locate the missing hamster

G. and left it under the floorboards

**Exercise 19.** *Choose the best answer.*

1. Many genetic engineers are very interested \_\_\_\_ bioluminescence.

**A.** on **B.** of **C.** in **D.** for

2. When the amorous male responds\_\_1\_\_ a female’s return flash and arrives\_\_\_\_2\_\_\_

the meeting, he becomes her meal instead.

1. **A.** to **B.** on **C.** in **D.** at

2. **A.** for **B.** at **C.** in **D.** on

3. Hanner’s sister is a post-graduate who specializes\_\_\_\_\_\_\_\_\_\_\_\_microbiology.

**A.** of **B.** on **C.** in **D.** for

4. If you continue\_\_\_\_\_\_\_\_\_\_\_practise, you’ll get better.

**A.** for **B.** in **C.** to **D.** into

5. Rafi doesn’t participate\_\_\_\_\_\_\_\_\_discussion in class.

**A.** at **B.** in **C.** for **D.** of

6. A study which\_\_\_\_1\_\_\_\_at school start times has shown that a later start can\_\_\_\_\_2\_\_\_\_

in improved attention and mood of student.

1. **A.** reviewed **B.** looked **C.** researched **D.** watched

2. **A.** develop **B.** lead **C.** result **D.** follow

7. The student all \_\_\_\_\_\_ in a questionnaire both before and after the study.

**A.** completed **B.** finished **C.** answered **D.** filled

8. \_\_\_\_\_\_\_ their hard work, they’ve been very successful.

**A.** owing to **B.** because **C.** for **D.** because for

9. There’s no point\_\_\_\_\_\_\_\_\_ for him any longer.

**A.** waiting **B.** to wait **C.** having waited **D.** be waited

10. \_\_\_\_\_\_\_\_\_\_to many people, Harry Houdini was the best escape artist ever.

**A.** Agreeing **B.** Owing **C.** Referring **D.** According

11. One day\_\_\_1\_\_\_\_\_every week my dad would take\_\_2\_\_\_\_the teaching and that was the day

we got\_\_\_\_\_3\_\_\_\_\_music.

1. **A.** on **B.** for **C.** out of **D.** during

2. **A.** over **B.** up **C.** ---- **D.** for

3. **A.** conduct **B.** to do **C.** to invent **D.** create

12. It is so hot that visitors have to wear\_\_\_1\_\_\_suits and carry backpacks of ice-cooled air to\_\_\_2\_\_\_ they can survive for just a few minutes.

1. **A.** protectious **B.** protecting **C.** protected **D.** protective

2. **A.** assure **B.** insure **C.** ensure **D.** sure

13. It usually takes a little bit of sophisticated computer imaging to\_\_\_\_\_a cloud really look like a person’s face.

**A.** achieve **B.** get **C.** make **D.** create

14. Most teenagers need from about eight and a half to more\_\_\_\_\_nine hours of sleep each night.

**A.** that **B.** than **C.** then **D.** -----

15. Cacti can also store enough water to\_\_\_\_\_\_\_\_\_\_\_them to survive for long periods without any rainfall.

**A.** able **B.** be able **C.** enable **D.** make able

16. There are around 1200 different \_\_\_\_\_\_\_\_of cactus and they come in a wide range of shapes and size.

**A.** various **B.** vary **C.** varieties **D.** variety

17. I could just go and live there \_\_\_\_\_\_\_\_.

**A.** myself **B.** on myself **C.** on my own **D.** by my own

18. I knew I’d tell \_\_\_\_\_\_\_\_\_.

**A.** at the end **B.** by the end **C.** in the end **D.** for the end

**Exercise 20.** *Choose the best answer.*

1. It’s a truly\_\_\_\_\_\_\_\_\_\_ experience.

**A.** awful **B.** awesome **C.** awkward **D.** afraid

2. My coach says that it lessens \_\_\_\_\_\_\_\_of injury.

**A.** likeliness **B.** opportunity **C.** likelihood **D.** option

3. By 1923 the First World War \_\_1\_\_ over for five years, but Europe was still \_\_2\_\_ from its effects.

1. **A.** was **B.** has been **C.** had been **D.** been

2. **A.** recovering **B.** recovered **C.** being recovered **D.** been recovered

4. In the last ten years, the British government has spent over £170 million \_\_\_\_CCTV equipment.

**A.** in **B.** for **C.** on **D.** for

5. Do you agree that it`s a \_\_\_\_ deadline?

**A.** real **B.** realistic **C.** realizing **D.** realised

6. Nobody in the shop \_\_1\_ anything because they \_\_2\_ their shopping.

1. **A.** notice **B.** noticed **C.** have noticed **D.** had noticed

2. **A.** were doing **B.** had been doing **C.** have done **D.** were done

7. Snake owners are \_\_\_\_less strange than you might expect.

**A.** much **B.** lot **C.** more **D.** a lot

8. I`ve got an idea! I \_\_\_\_that three trunk to make logs for the fire.

**A.** will use **B.** shall use **C.** am using **D.** will be using

9. We \_\_\_\_you in the race on television.

**A.** watch **B.** will be watching **C.** will be watched **D.** will watched

10. In 1960 the first James Bond film \_\_\_\_ along with the classic Lawrence of Arabia.

**A.** was releasing **B.** released **C.** was being released **D.** was released

11. \_\_\_\_my accountant, what would you advise me to do?

**A.** for **B.** as **C.** like **D.** to

12. It`s \_\_\_\_ awful weather today, isn`t it?

**A.** so **B.** an **C.** such **D.** such an

13. A recent survey revealed that only one in four people under 30 can change a plug \_\_\_\_.

**A.** themselves **B.** himself **C.** itself **D.** themself

14. \_\_\_\_of my nieces calls me aunt.

**A.** not any **B.** neither **C.** no any **D.** nobody

15. A few years ago I set \_\_\_\_ a jewellery making company in Mexico.

**A.** in **B.** out **C.** up **D.** down

16. It`s a shame you \_\_1\_\_ come to our party – you \_\_2\_\_ really enjoyed it.

1. **A.** wouldn’t **B.** couldn’t **C.** shouldn’t **D.** won’t

2. **A.** could **B.** would have **C.** should have **D.**-----

17. The last person didn`t leave until about 3:00 a.m., but no one stayed overnight, so we\_\_\_\_ any beds ready, which was a relief.

**A.** didn’t need to get **B.** needn’t have got **C.** hadn’t to get **D.** get

18. The last train \_\_1\_\_at ten and that means we\_\_2\_\_rush to catch it.

1. **A.** will go **B.** goes **C.** is going **D.** will be going

2. **A.** won’t have to **B.** aren’t having to **C.** haven’t to **D.**

19. The only reason\_\_\_\_Neil doesn’t like Liam is because Liam always gets better marks at school.

**A.** why **B.** if **C.** for **D**. of

20. This soup is too\_\_\_\_ - I can’t eat it.

**A.** salty **B.** salted **C.** saltised **D.** saltened