

**TRAINING TESTS FOR IELTS  
EXAMS**

**Кам'янець-Подільський  
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У 52

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Навчальний посібник “Training Tests for IELTS Exams” написаний з урахуванням новітніх технологій навчання іноземних мов, містить тренувальні тести для складання міжнародних іспитів з англійської мови. На особливу увагу заслуговують такі рубрики як Listening Comprehension Tests (слухання), Reading Comprehension Tests (читання) та Writing Tasks (письмо). Така організація надає можливість викладачу іноземної мови сприяти формуванню навчання, нових методів та організаційних форм навчання іноземних мов, забезпечити високий науковий і методичний рівень викладання й індивідуальний підхід у навчанні.

Посібник “Training Tests for IELTS Exams” може бути рекомендований студентам, магістрантам, аспірантам та викладачам.

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## ПЕРЕДНЄ СЛОВО

Іноземна мова, зокрема англійська, є важливим засобом міжкультурного спілкування, вона сприяє вербальному порозумінню громадян різних країн, забезпечує такий рівень їхнього культурного розвитку, який дозволяє вільно орієнтуватися і комфортно почуватися у країні, мова якої вивчається. Таким чином, сучасні нормативні матеріали орієнтують викладачів на формування у студентів високого рівня іншомовної комунікативної компетенції. Важливу роль при цьому відіграють нові технології та методи навчання. В цьому плані посібник відповідає потребам часу і може служити ґрунтовним навчальним забезпеченням формування навичок і вмінь професійного спілкування.

Навчальний посібник “Training Tests for IELTS Exams” розрахований на студентів вищих навчальних закладів, підготовлений з урахуванням вимог чинних типових програм. На особливу увагу заслуговують такі рубрики: Listening Comprehension Test (слухання), Reading Comprehension Test (читання) та Writing Tasks (письмо). Така організація надає можливість викладачу іноземної мови сприяти формуванню навчання, нових методів та організаційних форм навчання іноземних мов, забезпечити високий науковий і методичний рівень викладання й індивідуальний підхід у навчанні. У процесі навчання за навчальним посібником студенти матимуть можливість розвивати навички мовлення та читання, тренувати навички письма. Матеріал даного посібника використовується з широким залученням сучасних інформаційно-комунікативних технологій навчання, а саме: аудіо записів, що сприятиме розвитку мовлення на слух. Крім того, детально розглядається кожна частина міжнародного іспиту (IELTS). Такий підхід до навчання англійської мови забезпечує використання максимуму практичного потенціалу студентів, розвиваючи їх інтереси, пізнавальні процеси та когнітивну діяльність.

*Бажаємо успіхів!*

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# **Listening Comprehension Tests**

## Exam techniques

### Listening

#### 1. General Guidelines

Do	Don't
<ul style="list-style-type: none"><li>▪ Read the instructions and the task before listening to the recording for the first time. In the exam itself, you will also hear the instructions. Ask yourself these questions: How many people am I going to hear? Where are they? What are they going to talk about? What have I got to do?</li><li>▪ As you listen for the first time, try to understand the general meaning. If you feel confident, note down a few answers.</li><li>▪ In the pause between the two hearings, check the task again to make sure you know what to do.</li><li>▪ As you listen for the second time, write your answers.</li></ul>	<ul style="list-style-type: none"><li>➤ Don't worry if you can't understand every word that you hear. It is more important to understand the gist of the piece.</li><li>➤ Don't write answers during the first hearing if this means that you have to stop listening.</li><li>➤ Don't leave any empty spaces or unanswered questions. Make a sensible guess if necessary.</li></ul>

#### Practice

Now try out the guidelines on this practice exercise.

You are going to hear a street interview between a member of the public and a market researcher who is investigating people's Christmas shopping habits. Fill in the missing information on the researcher's interview record sheet.

#### Interview Record Sheet

*Note: Tick the boxes or fill in the missing words.*

##### A. Interviewee profile

1. Age     11–19     20–29     30–39     40–49     50+
2. Occupation    \_\_\_\_\_
3. Marital status     single     married     separated     divorced     widowed
4. Children's ages    \_\_\_\_\_

##### B. Christmas spending

5. Main shopper in house    \_\_\_\_\_
6. Total spent by the household at Christmas  
 0–£100     £100–£250     £250–£500     £500+
7. How was this money spent? (Tick items interviewee spent money on.)  
 Cards     Cinema     Clothes     Decorations     Drinks  
 Food     Presents     Theatre     Travelling     Other

##### C. Attitudes

8. Richer or poorer than last year?    \_\_\_\_\_
9. Optimistic or pessimistic about future?    \_\_\_\_\_

## Listening 1

**Think!** How does your voice change when you're excited? How do you sound when you express other emotions?

**A. Listen. What are the speakers doing?**

**B. Listen again. Circle the correct answer.**

1. How does the man sound at the beginning of the conversation?  
a) bored   b) happy   c) excited
2. How does the woman sound when she sees her favorite actress?  
a) angry   b) excited   c) sad
3. How does the man feel about the bank robber?  
a) happy   b) bored   c) angry
4. How does the woman sound when she talks about the sick girl?  
a) bored   b) sad   c) excited

## Listening 2

**Think!** Are all languages related to each other? Discuss this question with your partner.

**A. Listen. Circle True (T) or False (F).**

- |   |   |   |
|---|---|---|
| 1. Children are still learning Silbo Gomero and Hadza.        | T | F |
| 2. Silbo Gomero and Hadza both use clicks and pops.           | T | F |
| 3. Both Silbo Gomero and Hadza are unusual forms of language. | T | F |
| 4. Silbo Gomero and Hadza are both forms of Spanish.          | T | F |

**B. Listen again. Answer the questions.**

1. Why did the people on La Gomera need to use a whistling language?
2. What other language is Silbo Gomero related to?
3. How many people speak Hadza?
4. How do people make the noises used in Hadza?

## Listening 3

**Think!** Why do people like to look up at the stars at night?

**A. Listen. Match each question with a reason.**

- |  |   |
|--|---|
| 1. Why are stars so easy to see on Grandpa's farm?       | a) It's close to Earth and has clouds that bounce sunlight to Earth.        |
| 2. Why is Venus so bright?                               | b) It's shaped like a disk. We are in the disk, and we can look through it. |
| 3. Why can we see the Milky Way galaxy when we're in it? | c) There are fewer lights shining outside of a big city.                    |

**B. Listen again. Why is our galaxy called the Milky Way? Write your answer.**

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### **Listening 4**

**Think!** Are there places on Earth that people have never explored? Should we explore them?

**A. Listen. Circle the correct answer.**

1. Where is Lake Vostok?  
a) the Arctic   b) Antarctica
2. How long has the lake been hidden?  
a) 10 million years   b) 20 million years
3. How many hidden lakes are there in Antarctica?  
a) about 400   b) about 100
4. How wide is Lake Vostok?  
a) 48 kilometers   b) 257 kilometers

**B. Listen again. Answer the questions.**

1. What are the scientists looking for in Lake Vostok?
2. How are they removing water samples?
3. What makes Lake Vostok different from other underground lakes in Antarctica?
4. Why do you think the scientists would send a robot to explore the lake?

### **Listening 5**

**Think!** How would the world be different if nothing was symmetrical?

**A. Listen and check.**

	<i>Symmetrical</i>	<i>Not Symmetrical</i>
1. Has four legs	—	—
2. Things fall off it	—	—
3. Difficult to use	—	—
4. Has equal proportions	—	—
5. Doesn't look right	—	—

**B. Listen again. Write the answers.**

1. Joey's uncle is a \_\_\_\_\_ .
2. The wood he uses has to be good \_\_\_\_\_ .
3. The most important thing about making furniture is for it to be \_\_\_\_\_ .
4. Uncle George has been a carpenter for \_\_\_\_\_ years.

### **Listening 6**

**Think!** How are bridges and tunnels important in your daily life?





**B. Listen again. Circle True (T) or False (F).**

- |   |   |   |
|---|---|---|
| 1. Pressure builds up in the Earth's crust, creating gas. | T | F |
| 2. Liquid rock is called magma.                           | T | F |
| 3. When magma is in the ground, it's called lava.         | T | F |
| 4. A volcanic eruption can include rock, dust, and ash.   | T | F |
| 5. We can be sure some volcanoes will never erupt.        | T | F |

**Listening 9**

**Think!** How would acting with a mask be different from acting without one?

**A. Listen. Circle the correct answer.**

- Actors must *never* / *always* put the mask on while facing away from the audience.
- Actors must never take the mask off while *facing* / *facing away from* the audience.
- You need to make sure the mask is comfortable *before* / *after* you turn around.
- You must *sometimes* / *never* touch the mask while you're wearing it.
- Never act as *your character* / *yourself* while you're wearing the mask.

**B. Listen again. Circle the correct answer.**

- Mitch is \_\_\_ with the West City Theater Group.  
a) an actor    b) a director
- \_\_\_ of the main actors in the play wear masks.  
a) Some    b) All
- Mitch \_\_\_ the challenge of wearing a mask while acting.  
a) likes    b) doesn't like

**Listening 10**

**Think!** How many sports can you name that use masks?

**A. Listen. Write the answers.**

mask    feet    training    clothing    reflexes

- To be good at fencing takes a lot of \_\_\_\_\_ .
- You need to be quick on your \_\_\_\_\_ and have good \_\_\_\_\_ .
- Fencers have to wear protective \_\_\_\_\_ and a \_\_\_\_\_ .

**B. Listen again. Circle the correct answer.**

- Tanya is \_\_\_ fencing champion.  
a) a seventh grade    b) an Olympic
- \_\_\_ is crucial in fencing.  
a) Danger    b) Safety
- The most common injuries are \_\_\_ and muscle strains.  
a) twisted ankles    b) good reflexes
- The sword \_\_\_ when it touches you.  
a) bends    b) breaks

## Listening 11

You will hear a man named Theo talking about his job. You will hear the recording twice. Choose the right answer (a, b, or c) for each question.

1. How does Theo spend most of his time with patients?
  - a) feeling discouraged and unhappy
  - b) listening and asking questions
  - c) talking to people about their jobs
2. Why does Theo have a full schedule?
  - a) because he insists that his patients come once a week
  - b) because he's not satisfied with his job
  - c) because this is normal for counselors
3. Theo believes that counseling can help people to
  - a) learn to listen and ask questions.
  - b) feel skeptical about talking.
  - c) overcome obstacles and change situations.
4. Theo helps people understand their problems by
  - a) having a busy schedule.
  - b) talking about them.
  - c) encouraging people to work more.
5. Theo says that young parents at home sometimes feel
  - a) isolated and unhappy.
  - b) pressure to find work.
  - c) unhappy about counseling.
6. Theo says it's normal for people to
  - a) enjoy their jobs.
  - b) feel discouraged sometimes.
  - c) work as counselors.

## Listening 12

**Think!** Where do you see shapes that repeat in nature?

**A. Listen. Write the answers.**

far away    symmetry    scale    close up

1. Fractals are an example of \_\_\_\_\_ .
2. Fractal patterns look the same from \_\_\_\_\_ as they do from \_\_\_\_\_ .
3. Fractals have a kind of symmetry called symmetry of \_\_\_\_\_ .

**B. Listen again. Write the answers.**

1. Does a fractal pattern ever end?
-

2. Where can fractals most easily be found?

---

3. What are three examples of fractals?

---

4. If you could magnify lightning, would it look the same close up as it does from far away?

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### Listening 13

**Think!** History can be recorded in a book. What are some other ways we record history?

**A. Listen. Check the main idea.**

\_\_\_ In the 1920s, people from different countries came to America.

\_\_\_ There are more fast-food restaurants now.

\_\_\_ By recording someone, we can pass on their memories.

**B. Listen again. Circle True (T) or False (F).**

Phil is interviewing Sylvia in order to pass on her story. T F

In America, Sylvia's dad was an accountant. T F

Sylvia took a lot of cab rides when she was a girl. T F

Sylvia collected milk bottles to earn money. T F

Sylvia still lives in New York City. T F

### Listening 14

**Think!** Why would someone use audio to record history instead of writing it down?

**A. Listen. Circle fact or opinion.**

1. There are recording booths in locations around the United States. fact opinion

2. It's always fun to hear a story. fact opinion

3. Phillip was born 30 years ago in Rome, Italy. fact opinion

4. Italians make the best icecream. fact opinion

**B. Listen again. Answer the questions.**

1. Why do people record their stories at recording booths?

2. How much does it cost to record a story?

3. What happens to a story after you record it?

4. How old was Phillip when he recorded his story?

### Listening 15

**Think!** What emotions do birds make you feel? Why?

**A. Listen. Circle the correct answer.**

1. You have to believe in happiness or \_\_\_\_ .  
a) believe in the grass in days of snow  
b) happiness never comes
2. What's the reason a bird can sing? \_\_\_\_  
a) On his darkest day, he believes in spring.  
b) It isn't an outward thing.

**B. Listen again. Circle True (T) or False (F).**

1. The poet says birds chirp even when they only find snow.    T    F  
2. The poet says birds believe in spring.    T    F  
3. This poem is about happiness and hope.    T    F  
4. The poet is complaining in this poem.    T    F

**Listening 16**

**Think!** What sounds can you imitate? Can only humans imitate sounds?

**A. Listen. Fill in the charts.**

Natural Sounds	Artificial Sounds
<i>noises other animals make</i> _____	_____
_____	_____
_____	_____

**B. Listen again. Circle True (T) or False (F).**

1. The speaker is an ornithologist.    T    F  
2. Birds only imitate natural sounds.    T    F  
3. Birds imitate sounds to make their songs less diverse.    T    F  
4. The lyre bird can imitate a car alarm.    T    F  
5. Birdsong is a random collection of noises.    T    F

**Listening 17**

**Think!** Everyone has fears. What is it about the things you fear that makes them scary?

**A. Listen. Check the correct answer.**

1. What is Petra afraid of?  
\_\_\_ the dark    \_\_\_ spiders    \_\_\_ monkeys
2. What is Dan afraid of?  
\_\_\_ heights    \_\_\_ big cities    \_\_\_ spiders
3. What is Joe afraid of?  
\_\_\_ going to sleep    \_\_\_ heights    \_\_\_ the dark

**B. Listen again. Circle the correct answer.**

1. Who does Petra ask to help her?

- a) her sister   b) her brother   c) her mom
2. Where did Dan go?
- a) New York City   b) New Orleans   c) Montreal
3. What did Joe feel when the lights were turned out?
- a) his mind racing   b) his palms sweating   c) his heart racing

### Listening 18

**Think!** What sports do you think are scary or possibly dangerous? Why?

**A. Listen. Match the statements to the reactions.**

- |  |   |
|--|---|
| 1. I did my first jump when I was fourteen years old.        | a) Cool! How did it feel?                   |
| 2. I was going to jump off a very high bridge into a canyon. | b) At that age, you must've been terrified. |
| 3. Finally, I persuaded myself to jump off the bridge.       | c) That sounds dangerous and very scary!    |

**B. Listen again. Circle True (T) or False (F).**

- |  |   |   |
|--|---|---|
| 1. Fred's first bungeejump was frightening and fantastic.          | T | F |
| 2. When it was Fred's turn to jump, his face went white with fear. | T | F |
| 3. To calm himself, Fred took a deep breath.                       | T | F |

### Listening 19

**Think!** What kind of lessons can stories teach us?

**A. Listen. Check the main idea.**

- You should protect your goats or a lynx will eat them.
- People don't like liars.
- If you lie then no one will believe you, even when you tell the truth.

**B. Listen again. Answer the questions.**

- Where does Ahmed live?
- What animal are people afraid of in the story?
- What happens when Ahmed says "lynx, lynx"?
- How do people react when they find out Ahmed has tricked them?
- What does Ahmed's father tell him?
- Why didn't anyone listen to Ahmed at the end of the story?

### Listening 20

**Think!** What do you think this whale eats?

**A. Listen to the conversation. Are killer whales carnivores or omnivores?**

**B. Listen again and circle the correct answer. There may be more than one correct answer.**

1. Killer whales are \_\_ .
  - a) the biggest predators of warm-blooded animals.
  - b) the top predators in the ocean.
  - c) the biggest predators of cold-blooded animals.
  - d) the largest mammals on Earth.
2. Killer whales eat \_\_ .
  - a) seaweed.
  - b) fish.
  - c) seals, sea lions, and walruses.
  - d) fishing boats.
3. Killer whales hunt \_\_ .
  - a) alone.
  - b) in pairs.
  - c) in groups.
  - d) with other killer whales.
4. Killer whales have \_\_ .
  - a) small teeth.
  - b) large teeth.
  - c) over 40 teeth.
  - d) bad teeth.

**Listening 21**

**Think! Why would someone act out a story?**

**A. Listen. Answer the questions.**

1. Who is Susan Wu?
2. Where is she speaking?
3. What is she there to talk about?

**B. Listen again. Circle True (T) or False (F).**

- |   |     |
|---|-----|
| 1. Susan was a storyteller before she was an actress.                     | T F |
| 2. Telling stories out loud is an ancient tradition.                      | T F |
| 3. Susan thinks oral storytelling helps bring stories to life.            | T F |
| 4. Susan believes that reading a story is more fun than listening to one. | T F |
| 5. Susan probably uses her talent for acting to tell stories.             | T F |

**Listening 22**

**Think! What type of wheel do you think is the most important?**

**A. Listen to someone speak about the printing press. Then check the main idea.**

\_\_\_ Books used to be copied by hand.

- \_\_\_ Rollers spread ink over paper.
- \_\_\_ There would be no books and no education without wheels.
- \_\_\_ The printing press gave us cheap books.
- \_\_\_ The printing press is a machine that prints books.

**B. Listen again. Then tell your partner two facts you heard while you were listening.**

### Listening 23

**Think!** What are the biggest mammals you can name? Can you guess what animal weighs between 4 and 7 tons?

**A. Listen. What animal do you think makes this sound?**

**B. Listen again and circle the correct answers. There is more than one correct answer for each question.**

1. Elephants use their trunks to \_\_\_\_
  - a) listen and clap.
  - b) hide from other elephants.
  - c) know where other elephants are.
  - d) touch and smell.
2. Elephants use their ears to \_\_\_\_
  - a) show excitement or happiness.
  - b) touch and smell.
  - c) cool down.
  - d) make sounds.
3. Elephants use their voices to \_\_\_\_
  - a) make sounds that humans can't hear.
  - b) communicate over several kilometers.
  - c) communicate over 1,000 kilometers.
  - d) make sounds that humans can hear.

### Listening 24

**Think!** Where did the Olympic Games first start? What do you know about the Olympics?

**A. Listen for facts. What country does the girl come from?**

**B. Listen again. Circle Yes or No.**

- |   |     |    |
|---|-----|----|
| 1. The Olympic Games started in Athens.                   | Yes | No |
| 2. The Olympic Games are named after the city of Olympia. | Yes | No |
| 3. The Olympic Games started 1,000 years ago.             | Yes | No |
| 4. The race in the Olympic Games was 170 meters.          | Yes | No |
| 5. The runners wore sneakers for the race.                | Yes | No |
| 6. The Greeks invented the Olympic Games.                 | Yes | No |



## Listening 25

**Think!** Why do we have umbrellas? Which country do you think invented the umbrella?

**A. Listen to the conversation. Circle the correct answers.**

1. Umbrellas first came from \_\_\_\_  
a) Japan. b) Korea. c) China.
2. They were invented \_\_\_\_  
a) 1,700 years ago. b) 700 years ago. c) 17 years ago.
3. A \_\_\_\_ can make its own umbrella.  
a) donkey b) monkey c) elephant
4. The Chinese made umbrellas out of \_\_\_\_  
a) wood and metal. b) plastic and rubber. c) paper and bamboo.

**B. Listen again. What do monkeys use to make umbrellas?**

## Listening 26

**Think!** Do you listen to or watch weather reports? How can a weather report help you plan your day?

**A. Listen. Who is speaking?**

**B. Listen again and circle the correct answer.**

1. In the early morning, it will be *cloudy and breezy* / *sunny and calm*.
2. By noon, people will be able *to go skiing* / *go hiking*.
3. Hikers should take *a sweater/an umbrella*.
4. After 4:00 p.m., hikers should *go home* / *keep hiking*.
5. On the upper slopes, there will be *fog and heavy rain* / *clouds and sunshine*.

## Listening 27

**Think!** Do you save money? Do you think it's easier to spend money or save it?

**A. Listen to the conversation. Circle True (T) or False (F).**

1. The money bank has five separate slots. T F
2. The money bank is transparent. You can see the money in it. T F
3. Saving money is for things you want to buy in many years' time. T F
4. Investing money is for things you want to buy in many years' time. T F
5. You cannot get your money out of the money bank. T F
6. Donating means the same as giving. T F

**B. Listen again. What is the difference between saving and investing money? What would you donate money to? Discuss your answers with the class.**

## Listening 28

**Think!** Why might people give their money away?

**A. Listen to the conversation. How many people are speaking?**

**B. Listen again. Read the questions and check the correct answers.**

1. Who would buy something for someone else?

Sami    Ravi    Satomi

2. Who would invest some money?

Sami    Ravi    Satomi

3. Who would donate some money?

Sami    Ravi    Satomi

4. What job is mentioned?

lawyer    teacher    doctor

## Listening 29

**Think!** What things are people proud of?

**A. Listen. What instrument does Ramiro play?**

**B. Listen again. Write short answers to the questions.**

1. When did Ramiro start writing songs? \_\_\_\_\_

2. How old is Ramiro now? \_\_\_\_\_

3. When did Ramiro join The Skaters? \_\_\_\_\_

4. What was Ramiro's proudest moment? \_\_\_\_\_

5. How does Ramiro express himself? \_\_\_\_\_

6. What makes Ramiro happiest? \_\_\_\_\_

## Listening 30

**Think!** What do you think is good about dancing?

**A. Listen to a dancer talk about dancing. Check the statements you hear.**

I've been dancing since I was six.

I dance to keep fit.

I enjoy dressing up in beautiful costumes.

I feel I'm giving a gift to the audience.

I smile when I dance.

It's natural for people to move rhythmically.

Everybody dances slowly.

When you're happy, you might dance faster.

**B. Listen again. Write a sentence that explains what it means to dance rhythmically.**

## Listening 31

**Think!** Do you know what lighthouses are used for? Why are they important?

**A. Listen and circle the correct answers.**

1. Bob was a lighthouse keeper for *thirty-two years / two years / thirty years*.
2. One function of a lighthouse is to warn sailors of *whales / bad weather / dangerous rocks*.
3. A lighthouse also helps ships find their way home *in the daytime / at night / in good weather*.
4. Lighthouses show ships the way back to *their towns/ the hotel / the harbor*.

**B. Listen again and discuss as a class. Do lighthouses use lighthouse keepers now? What are lighthouses used for today?**

**Listening 32**

**Think! What's something that you know how to build?  
What steps do you follow to build it?**

**A. Listen. Number the steps in the correct order.**

- \_\_\_ Identify the correct place to build the bridge.
- \_\_\_ Begin digging to place the supports.
- \_\_\_ Determine what kind of bridge is needed.
- \_\_\_ Calculate the length of the bridge.
- \_\_\_ Build the bridge.
- \_\_\_ Make a computer model of the bridge.

**B. Listen again. Circle the correct answer.**

1. David King is \_\_\_\_ .  
a) a computer programmer    b) a construction worker    c) an engineer
2. He's building \_\_\_\_ bridge across Dolphin Bay.  
a) a beam    b) a suspension    c) an arch
3. He chose this kind of bridge because of the \_\_\_\_ of the bay.  
a) depth    b) length    c) width
4. The bridge will carry \_\_\_\_ .  
a) traffic    b) people on foot    c) trains

**Listening 33**

**Think! How were people's lives in the past different from your life?**

**A. Listen and match.**

**Ancient Town**

1. The houses had an upstairs floor and a downstairs floor.
2. It had a stone wall around it.
3. Salt was valuable and kept food fresh.

**Now**

- a) This product is now cheap. Refrigerators keep food fresh.
- b) Many modern houses have this, too.
- c) Modern towns don't have this

**B. Listen again. Write the correct answer.**

1. Where did the students get their information? \_\_\_\_\_
2. How old is the ancient town? \_\_\_\_\_
3. How were bricks made in this town? \_\_\_\_\_

## Listening 34

**Think!** What kinds of stories do your grandparents, parents, or teachers tell you?

**A. Listen. Why did the sun and the moon go into the sky?**

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**B. Listen again. Number the events in the correct order.**

- The ocean filled half of the house with water.
- The ocean came to visit the sun's house.
- The sun built a bigger house for the ocean.
- The sun and the moon went up into the sky.
- The ocean filled all of the house with water.

## Listening 35

**Think!** What food from plants do you eat? Which one is your favorite and why?

**A. Listen. Match the food group to two examples. Then fill in the blank with an example that you hear from the list.**

*black beans   carrots   oranges   penacs   rice*

### Food Group

1. whole grains
2. vegetables
3. fruits
4. beans
5. nuts and seeds

### Examples I Heard

- a) spinach, broccoli, \_\_\_\_\_
- b) soybeans, chickpeas, \_\_\_\_\_
- c) almonds, flaxseeds, \_\_\_\_\_
- d) bread, spaghetti, \_\_\_\_\_
- e) apples, blueberries, \_\_\_\_\_

**B. Listen again. Fill in the chart.**

Food Group	1. whole grains	2. vegetables	3. fruits	4. beans	5. nuts and seeds
Percentage of Food	35 %				

## Listening 36

**Think!** In nature, where can you see many colors mixed together?

**A. Compare Impressionist and traditional paintings. Listen and check.**

	Outdoors	Indoors	More detail	Less detail	Side by side colors	Mixed colors
Impressionist Paintings						
Traditional Paintings						

**B. Listen again. Answer the questions.**

1. Where is the Marmottan Monet Museum located?

\_\_\_\_\_

2. How many works of art by Claude Monet does the museum have?

\_\_\_\_\_

3. When was *Impression: Sunrise* painted?

\_\_\_\_\_

**Listening 37**

**Think!** If you had a blog, what would you write about? When would you write it?

**Who would you want to read your blog?**

**A. Listen. What is the girl talking about? Check the correct box.**

She's talking about how to find interesting blogs to read.

She's talking about how to create and use a blog.

She's talking about how to find photos and videos on the Web.

**B. Listen again. Answer the questions.**

1. What kind of site does Tina use for her blog? \_\_\_\_\_

2. What does Tina write about? \_\_\_\_\_

3. When does Tina write on her blog? \_\_\_\_\_

4. What kind of mistakes does Tina check for? \_\_\_\_\_

5. What is Tina's only contact on the blog? \_\_\_\_\_

**Listening 38**

**Listen to the calls and tick the correct answers.**

Call 1

1. Caller's name     Mr Carl     Mr Phillips

Call 2

2. Room number     329     221

Call 3

3. Hotel     Rio Park     Rio Parthenon

Call 4

4. Receptionist     Luke     James

## Listening 39

**Think!** Why is it important to stay calm during a natural disaster?

**A. Listen. Match each problem to a solution.**

Problem	Solution
1. Large objects can fall down in your home during an earthquake.	a) Decide on a safe place before an earthquake happens.
2. You don't know where to go in your home if an earthquake happens.	b) Keep extra supplies in a safe room in your home.
3. There may be no electricity or running water if an earthquake happens.	c) Attach large pieces of furniture to the wall.

**B. Listen again. Circle True (T) or False (F).**

**When an earthquake happens ...**

- |  |     |
|--|-----|
| 1. It's important to be prepared.                | T F |
| 2. If you are outdoors, climb a tree.            | T F |
| 3. Use a radio or smartphone to get information. | T F |

## Listening 40

**Think!** How do you know if a storm is coming to your area?

**A. Listen. Match each force of nature to a safety tip.**

- |                 |  |
|-----------------|--|
| 1. Tornado      | a) Close all windows and doors.        |
| 2. Blizzard     | b) Go to the basement.                 |
| 3. Severe storm | c) Stay indoors and away from windows. |
| 4. Sandstorm    | d) Keep blankets and food in your car. |

**B. Listen again. Answer the questions.**

1. How long will the tornado warning continue?

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2. How much snow may fall in Toronto?

---

3. What may fall down during the severe storm?

---

4. What should you carry outside during a sandstorm?

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# **Reading Comprehension Tests**

## Exam techniques

### Reading comprehension

#### 1. Guidelines

Do	Don't
<ul style="list-style-type: none"><li>▪ Skim the passage quickly from beginning to end.</li><li>▪ Read the questions very carefully to find out exactly what they are asking.</li><li>▪ Read the passage again, this time very carefully. Look for the parts of the passage that contain the information you need.</li><li>▪ Choose the answer or sentence ending (A, B, C or D) that you think is correct and mark that letter.</li><li>▪ Try to eliminate the other three answers, by finding logical reasons why they are wrong. If you can't find these reasons, think again about your choice of correct answer.</li></ul>	<ul style="list-style-type: none"><li>➤ Don't stop to think about the meaning of individual words you may not understand.</li><li>➤ Don't rush this process or guess the answers at this stage.</li><li>➤ Don't hurry this second reading. The meanings of individual words may be important now.</li> <li>➤ Don't guess. Look for evidence.</li> <li>➤ Don't be too confident about your choice of answer until you have evidence that the other three cannot be correct.</li></ul>

#### Practice

**A. Try out the guidelines on the passage opposite. As you read through the text for the first time, decide what sort of passage it is and where it might be from.**

**B. Choose the correct endings to these sentences. When you are confident about your choice, make a note of why the other three endings are wrong.**

1. The writer of the passage wished ...
  - a) she had Sam's job.
  - b) she was called Sam.
  - c) she looked like Sam.
  - d) she was an art student.
2. In the mornings Sam used to ...
  - a) take a long time to put on her make-up.
  - b) get ready for work very quickly.
  - c) choose her clothes carefully.
  - d) lie around before going to work.
3. The writer went back to sleep in the mornings because ...
  - a) she couldn't face the day ahead.
  - b) she was always tired.
  - c) she didn't have a job.
  - d) she had no reason to get up.
4. The writer got to work late because ...
  - a) she always had a big breakfast.
  - b) she spent a long time getting ready.
  - c) she wasn't keen on her job.
  - d) she didn't get up in time.
5. Eventually the writer left her job because ...
  - a) she didn't want to do it any more.
  - b) her employer dismissed her.
  - c) she couldn't get to work on time.
  - d) she had got married.

*In pairs, compare your choice of correct endings and your reasons for eliminating the wrong endings.*



## Text 1

Read the passage. Then answer the questions below.

### Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

#### Questions:

1. What time will the festival begin?  
a) 10 A.M.    b) 11 A.M.    c) 1 P.M.    d) 2 P.M.
2. In line 2, the word feature is closest in meaning to ...  
a) look    b) keep    c) include    d) entertain
3. What job will be done the day before the festival begins?  
a) Making posters    b) Setting up the gym    c) Cleaning up the gym  
Helping the performers
4. Who is told to talk to Ms. Braxton?  
a) Parents    b) Students    c) Teachers    d) Performers

## Text 2

Read the passage. Then answer the questions below.

### The Caravaggio Mystery

Italian painter Michelangelo Merisi da Caravaggio (1571-1610), usually known simply as “Caravaggio,” had a dramatic life, of which parts remain mysterious to scholars even today. Why, then, would it be a surprise that mysteries also surround his work? For example, *The Taking of Christ*, one of his paintings that had been considered lost since the eighteenth century, was rediscovered in 1990. It had hung, seemingly unrecognized, in the dining room of the Society of the Jesuits in Dublin, Ireland, for more than fifty years. The discovery that the painting was, indeed, a Caravaggio, led many to wonder how such a treasure could be hidden – seemingly in plain sight.

The first clue historians have about *The Taking of Christ* is in the 1603 accounts of an Italian nobleman, Ciriaco Mattei, who paid 125 “scudi” for “a painting with its

frame of Christ taken in the garden.” At the time, Caravaggio’s style, with its striking use of light and dark, was admired and often imitated by both students and fellow artists. However, trends in the art world come and go, and two centuries later, Caravaggio’s work had fallen out of favor with collectors. In fact, it wouldn’t be until the 1950s that a Caravaggio “renaissance” occurred, and interest in the artist was renewed.

In the meantime, *The Taking of Christ* had traveled far and wide. Ironically, it was the Mattei family itself that originally misidentified the work, though several centuries after the original purchase. In 1802, the family sold it as a Honthorst to a Scottish collector. This collector kept it in his home until his death in 1921. By 1921, *The Taking of Christ*—now firmly attributed to Gerard van Honthorst – was auctioned off in Edinburgh for eight guineas. This would have probably been a fair price if the work had been a van Honthorst; for a true Caravaggio, though, it was the bargain of the century. An Irish doctor bought the painting and donated it to the Dublin Jesuit Society the following decade.

From the 1930s onward, *The Taking of Christ* hung in the offices of the Dublin Jesuits. However, the Jesuits, who had a number of old paintings in their possession, decided to bring in a conservator to discuss restoring them in the early 1990s. Sergio Benedetti, the Senior Conservator at the National Gallery of Ireland, went to the building to examine the paintings and oversee their restoration. Decades of dirt, including smoke from the fireplace above which it hung, had to be removed from the painting before Benedetti began to suspect that the painting was not a copy of the original, but the original itself.

Two graduate students from the University of Rome, Francesca Cappelletti and Laura Testa, were primarily responsible for verifying that Caravaggio did, in fact, create this version of the painting. Over years of research, they found the 1603 Mattei accounts. The verification of the painting, though, went far beyond this circumstantial evidence. Certifying that a painting came from a certain artist’s hand is not easy, though forensic science that wouldn’t have been available in the 1920s helped to attribute the work to Caravaggio definitively. The canvas underwent a number of treatments. [■] It was X-rayed and scanned with an infrared light. The cracks on the surface of the painting (known in the industry as “craquelure”) were studied. [■] Furthermore, *The Taking of Christ* underwent much analysis by art historians, who studied the form and color in the painting to determine its authenticity. [■] For example, Caravaggio never used sketches to set up the composition of his paintings. [■] Instead, he made marks with the end of his brush as he painted – marks that can still be visible today.

Of course, the verification of the painting required entire teams of people, in addition to the three mentioned above, and took years. By 1993, the announcement was finally made that the long-lost Caravaggio had been found. Rather than sell the painting, which is most likely worth millions of dollars, the Jesuits decided to make it available to the nation of Ireland for viewing. *Thus, the painting is on “indefinite loan” to the National Gallery of Ireland.* Nevertheless, the painting continues its travels as it features in exhibitions around the world, from the United States to Amsterdam. In 2010,

it even travelled back to Rome to be displayed for the 400<sup>th</sup> anniversary of the painter's death. A fitting tribute, many would say, to a mysterious master.

**Questions:**

I. According to paragraph 5, which of the following is NOT a technique used to verify that *The Taking of Christ* was painted by Caravaggio?

- a) Infrared scanning
- b) Expert analysis
- c) The study of craquelure
- d) Comparison to Caravaggio's sketches

II. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

**These included not only attributes of aging paintings in general, but also attributes of Caravaggio's work in particular.**

Where would the sentence best fit?

- a. [■] It was X-rayed and scanned with an infrared light.
- b. [■] Furthermore, *The Taking of Christ* underwent much analysis by art historians, who studied the form and color in the painting to determine its authenticity.
- c. [■] For example, Caravaggio never used sketches to set up the composition of his paintings.
- d. [■] Instead, he made marks with the end of his brush as he painted—marks that can still be visible today.

III. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 6?

- a. The National Gallery of Ireland now owns the painting.
- b. The National Gallery of Ireland bought the painting from the Jesuits.
- c. The National Gallery of Ireland can display the painting, but the Jesuits still own it.
- d. The National Gallery of Ireland can display the painting as long as they allow it to travel.

IV. In paragraph 3, why does the author mention that the Mattei family misidentified the artist who painted the work?

- a. To show that rich families often lose track of their belongings.
- b. To illustrate how the painting became "lost."
- c. To demonstrate the influence that even minor painters had.
- d. To argue that Scottish and Italians have similar taste in paintings.

V. Select the appropriate phrases from the answer choices below and match them to the category to which they relate. ONE of the answer choices will not be used.

Scholars / Painters / Collectors

- 1. The Jesuit Society
- 2. Francesca Cappelletti
- 3. Laura Testa

4. Gerard van Honthorst
5. The Mattei family
6. Sergio Benedetti
7. Michelangelo Merisi da Caravaggio

VI. According to paragraph 2, one sign that the painting is by Caravaggio is that

- a) a similar painting was recorded being purchased by the Mattei family.
- b) the Mattei family had a long-standing quarrel with the artist.
- c) an 1801 sale shows that the Mattei family deliberately obscured the origin of the painting.
- d) it was purchased by a Scottish collector at a time when Caravaggio's work was unpopular.

VII. Which of the following can be inferred about Gerard van Honthorst?

- a) His work was considered more valuable than Caravaggio's when they were alive.
- b) His work is now considerably more popular than Caravaggio's.
- c) His work has historically commanded lower prices than Caravaggio's has.
- d) His work is similar to Caravaggio's in style, though not in subject matter.

VIII. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

**Caravaggio's painting *The Taking of Christ* was rediscovered in 1993.**

1. This painting shows stylistic similarities to other works by Caravaggio.
2. It took many experts years to verify the painting's authenticity.
3. Originally bought by the Mattei family, the painting's trail was lost in the 1800s.
4. Caravaggio's art has fallen in and out of favor.
5. The painting hung in the dining room of the Jesuit Society for decades before being rediscovered.

IX. The word "treasure" in paragraph one is closest in meaning to

- a) valuable
- b) stolen good
- c) treat
- d) plunder

### Text 3

*Read the passage. Then answer the questions below.*

#### The Legacy of Edmund Wilson

The novelists of the "Lost Generation" are well remembered and well loved, even nearly a century after the height of their fame: Ford Maddox Ford, F. Scott Fitzgerald, Ernest Hemingway, Gertrude Stein. However, one of the most talented Lost Generation writers, while well-known in his day, has been nearly forgotten: Edmund

Wilson. An essayist, literary, and social critic, Wilson played a vital role both in promoting his fellow writers and in instituting social change in the United States.

A classmate of F. Scott Fitzgerald's at Princeton, graduating in 1916, Wilson served in the military before he made his name in literary circles. It is therefore stunning that he became managing editor of the venerable magazine *Vanity Fair* in 1920 and 1921, within five years of his graduation. After his stint there, he would hold various positions for other publications, including *The New Republic*, *The New Yorker*, and *The New York Review of Books*. Wilson began to become known for his insightful, sometimes sharp, criticism of contemporary writing. His books included work on the literary movement Symbolism and, as he got older, commentary on the course of European socialism.

In his day, Wilson was known best for his assessment of his peers. While Wilson did make some enemies in his time (for example, for his comments that H.P. Lovecraft's stories were "hackwork" or that J.R.R. Tolkien's *Lord of the Rings* books were "juvenile trash"), he had a larger circle of friends. Still, he didn't hesitate to criticize his friends' work when he thought it deserved it; he was an outspoken critic of Vladimir Nabokov's novel *Lolita*, and the latter broke off their friendship for good after Wilson publicly criticized what he thought was a strange translation of Pushkin by Nabokov. Nevertheless, he didn't hesitate to reward his friends with favorable reviews, either – when they were merited. Fitzgerald, for example, referred to Wilson as his "intellectual conscience." Moreover, Wilson was intelligent, and self-confident, enough to admit when he didn't understand some of the complex, sometimes indecipherable, prose of his time. Of Modernist poet Wallace Stevens, he wrote "even when you don't know what he is saying, you know he is saying it well." Similarly, he reviewed James Joyce's *Finnegans Wake* with an understanding of its complexity, remarking that it was "for all its excesses...a great work of literature."

Wilson's writings were important in establishing what would become the twentieth-century canon of English language literature, including works from the nineteenth century. For example, he brought works by Charles Dickens and Rudyard Kipling back into the public eye, emphasizing their worth and importance. However, his most important work was undoubtedly on behalf of fiction writers of his own generation, which included F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, John Dos Passos, and Vladimir Nabokov.

In terms of politics, Wilson became more politically active from the 1940s onward. He was a critic of the United States' Cold War policies at a time when it was dangerous to be one. In fact, in protest of these policies, he refused to pay his income taxes for almost a decade. This led, eventually, to an IRS investigation that ended with a \$25,000 fine; that, in turn, led Wilson to write another book, *The Cold War and the Income Tax: A Protest*, in 1963. Wilson would eventually be awarded the Presidential Medal of Freedom under President John F. Kennedy, which he accepted in absentia; however, when invited to the White House under President Johnson, of whom he did not approve, Wilson apparently issued a brusque ejection.

Despite all of his accomplishments, Wilson is not widely remembered for them today. Instead, readers know his work – if they know his work at all – only as an editor

of F. Scott Fitzgerald's posthumous work. As executor of Fitzgerald's literary estate, Wilson had the herculean task of preserving and presenting his friend's work for future generations. He did so in exceptional style, editing and finding a publisher for the unfinished novel *The Last Tycoon*, as well as sorting through hundreds of Fitzgerald's papers, letters, notebooks, and essays to create the lauded collection *The Crack-Up*.

**Questions:**

1. All of the following are examples of the types of writing Edmund Wilson did, EXCEPT
  - a) literary criticism
  - b) fiction
  - c) social commentary
  - d) essays
  
2. Which of the following can be inferred about Wilson's view of James Joyce's *Finnegans Wake*?
  - a) Wilson found it intellectual, but lacking a conscience.
  - b) Wilson could not understand it, and so was impressed.
  - c) Wilson found the writing wordy but important.
  - d) Wilson believed the length of the book to be excessive.
  
3. All of the following are examples of literature of which Wilson disapproved, EXCEPT
  - a) *Lord of the Rings*
  - b) H.P. Lovecraft's stories
  - c) *Lolita*
  - d) Wallace Stevens' poetry
  
4. The author of the passage implies that the relationship between F. Scott Fitzgerald and Edmund Wilson
  - a) led to the downfall of Wilson's career.
  - b) remains more famous than the work of either author individually.
  - c) dominates Wilson's literary legacy.
  - d) was troubled by Fitzgerald's conscience.
  
5. All of the following are examples of books that Wilson worked on, EXCEPT
  - a) *The New Republic*
  - b) *The Last Tycoon*
  - c) *The Cold War and the Income Tax: A Protest, in 1963*
  - d) *The Crack-Up*

**Text 4**

*Read the passage. Then answer the questions below.*

**Paul Revere's Midnight Ride**

While many schoolchildren have learned about Paul Revere from the famous poem by Henry Wadsworth Longfellow, fewer remember the historical details about Revere's midnight ride that Longfellow did not include. Sent by Revolutionary Joseph Warren after British army activity suggested that the troops were beginning to move, Revere rode to alert the Massachusetts Provincial Congress to move military supplies away from town.

Little over a week later, the British commanders in the colonies (as the United States was then known) received orders to “disarm” the rebels, literally meaning to take their arms away, and to imprison their leaders. British General Gage was told to conduct this mission with the utmost secrecy, so as not to inspire further rebellion among the colonists. However, Warren found out about this mission and told Revere, as well as another colonist named William Dawes that the British troops would sail from Boston for Cambridge, and eventually Lexington and Concord. The two men were sent to warn leaders in Lexington, as well as militias in the area.

Meanwhile, Revere had previously asked the sexton of a church to signal by lantern to let Charlestown residents know about the movement of the British troops. One lantern in the steeple window would indicate that the army was coming by land, while two lanterns would signify that it was coming by water. Secretly rowing across the Charles River, Revere rode to Lexington and warning almost every house he passed. Many patriots began to join him on horseback; by the end of the night, as many as 40 men may have been riding throughout the county. However, unlike the apocryphal legend, Revere never did shout “The British are coming!” To do so would have made him conspicuous to the British troops, as well as to the colonists.

The system that Revere and his fellow patriots used is known as “alarm and muster,” which the group had developed after an ineffectual colonial response to an alarm in September of 1774. By using this system, the Americans were able to deploy local militia quickly in the event of an emergency. In fact, this system had been used in early colonial battles in the “Indian wars,” but had fallen out of use during the French and Indian War.

Unluckily, Revere, Dawes, and another revolutionary were stopped by a British army control. The other two men were able to escape, but Revere was captured and held for questioning by the British. He informed them that the army was coming in from Boston, and also let it be known that a large number of patriots were gathered in Lexington. A British major led Revere towards Lexington, but approximately half a mile from the town, a gunshot rang out. As they approached, the town bell began to ring, which the captives told the British major was the militia’s call to arms. Taking heed of this, the British soldier decided to let his captives free and to head back to his base to warn his commander. The battle on Lexington Green had begun. Meanwhile, Revere made his way to the house of a nearby friend, where both John Hancock and John Adams were lodged. During the battle, Revere aided Hancock’s family as they escaped from the town.

Paul Revere would remain politically active for the rest of his life. He was passionate about the Federalist cause, and particularly concerned about the economy and power of the United States. Even after his 1811 retirement, Revere still contributed to petitions and political discussions. His actions were long remembered; even 40 years after his death, Longfellow’s poem “Paul Revere’s Ride,” infamously beginning “Listen, my children, and you shall hear/of the midnight ride of Paul Revere” commemorated his heroic actions. Though the poem is less than historically accurate, Longfellow constructed it this way deliberately, in order to make the subject even more poetic and dramatic, ensuring that the patriot would live on in the memory of the nation.

**Questions:**

1. The word “rebellion” in paragraph 2 is closest in meaning to  
a) uprising      b) battles      c) anger      d) fighting
  
2. According to paragraphs 3 and 4, the system of “alarm and muster” involved  
a) two leaders in Lexington, Massachusetts      b) signaling messengers to spread word of enemy activity      c) a water-based system of communication  
d) messages passed by the French and Native Americans.
  
3. The word “conspicuous” in paragraph 3 is closest in meaning to  
a) content      b) adversarial      c) obvious      d) important
  
4. The author’s description of Longfellow’s poem most nearly indicates that the poet  
a) did not know the details of Revere’s ride.      b) had not realized the importance of Revere’s actions.      c) was interested in mythologizing Revere.  
d) did not believe historical accuracy was important.
  
5. The word “lodged” in paragraph 5 is closest in meaning to  
a) housed      b) hiding      c) meeting      d) fighting

**Text 5**

*Read part of an employee handout regarding working with businesses in other countries.*

Like most companies in an increasingly globalised world, our firm does business with other firms abroad. Company cultures vary worldwide, and it is important for delegates from our company to recognize how company culture overseas might be different from our own. This document will give you a brief guide to company culture in the countries we associate with.

**Russia**

Until recently, people and businesses were oppressed by the state and this has affected people’s attitudes. It is not uncommon for laws to be ignored and taxes to go unpaid. In some cases, only contracts between close personal friends are acknowledged. Therefore, networking is vital for successful business. Presently, the legal situation in Russia is in a state of flux, with laws constantly being rewritten. Those that exist are often unenforceable. Most agreements are therefore made on a trust basis, so it is vital that personal relationships do not break down. The management style is centralized and directive. Too much debate can indicate a lack of decisiveness. Subordinates take orders from the ‘big boss’. Many westerners see this as a lack of initiative on the part of middle managers, but in actual fact, middle managers have little power. Most delays occur because the question has not been presented to actual decision-maker. However, things are changing in Russia. The old regime is gradually being replaced by western



business style, and younger managers will have a much more modern approach than their older counterparts.

### **South Korea**

South Korea is one of the world's most successful economies, having seen five consecutive decades of high economic growth. When faced with adversity, South Koreans change direction quickly and effectively. Despite the frantic economic growth, South Korean society is still very conservative and conformist due to the influence of Confucian values. Companies are hierarchical and regimented and 'face' is very much valued. Consequently, change can sometimes be slow and painful. Managers are paternalistic, authoritative figures who expect their instructions to be carried out obediently and respectfully. In return, they give their subordinates support and help, not only in work issues but in home issues as well. Group harmony is important, so South Koreans avoid confrontation and blame, especially among people of equal rank. Friendship is therefore vital to business success. The Korean saying 'make a friend first and a client second' sums this up exactly.

### **Australia**

Australia has a relatively small population in relation to its vast size. Its geographic isolation and its small domestic market mean that international trade is essential to guarantee future prosperity. Increasingly, this is done in countries in Asia rather than Commonwealth countries. Australian managers are not considered to have superior status to other workers. Their jobs are just different. Authoritative management styles are not appreciated among Australians workers. Instead, managers adopt a more consultative and inclusive style which encourages opens debate. Challenging superiors is acceptable; indeed it is a sign of commitment and professionalism. Outsiders may consider such dialogues confrontational, but Australians regard them as effective ways to communicate ideas. Australian managers like to be seen as 'one of the boys' and they are more likely to socialize with their team than segregate themselves and just mix with other managers.

### **UK**

In the last half century, Britain, like many industrialized countries, has moved away from heavy engineering towards service and high-tech industries. With this has come a major shift in management style. Hierarchical systems have been swept aside and replaced by modern business models, heavily influenced by the US. The 'job for life' is rare. Neither managers nor junior workers expect to climb the corporate ladder within one company; rather, they manage their own career paths by progressing from company to company. Such short-termism can be frustrating for outsiders. British managers tend to be generalists rather than specialists, and are not necessarily the most technically competent person in the team. Instead, they are expected to have the necessary interpersonal skills to ensure the team works together effectively. They cultivate a close and humorous relationship with subordinates, which may be considered too soft. Giving direct orders can be seen as impolite, so managers often make indirect requests rather than explicit instructions, which is sometimes confusing for non-British people.

**Questions:**

*Which country is being referred to in these statements?*

1. "The people I deal with keep moving on to new jobs."  
a) Russia      b) South Korea      c) Australia      d) UK
2. "Unless you're friends, they may not honour your agreement".  
a) Russia      b) South Korea      c) Australia      d) UK
3. "It's frustrating because the official regulations keep changing".  
a) Russia      b) South Korea      c) Australia      d) UK
4. "Disagreements between colleagues are frowned upon".  
a) Russia      b) South Korea      c) Australia      d) UK
5. "I thought the manager had the authority to make a decision, but it turned out that he didn't."  
a) Russia      b) South Korea      c) Australia      d) UK
6. "The manager and another member of staff had a huge disagreement in the meeting, and no-one seemed to care."  
a) Russia      b) South Korea      c) Australia      d) UK
7. "They weren't terribly charming – they just wanted to get on with making the deal."  
a) Russia      b) South Korea      c) Australia      d) UK
8. "I expected the manager to have more technical knowledge than he actually did."  
a) Russia      b) South Korea      c) Australia      d) UK
9. "I dealt with two companies in this country last year. One was really hierarchical, but the other was really modern."  
a) Russia      b) South Korea      c) Australia      d) UK
10. "The manager kept asking me about my wife and children. I don't know why it was so important to him."  
a) Russia      b) South Korea      c) Australia      d) UK
11. "He has a PhD but he never refers to himself as a doctor."  
a) Russia      b) South Korea      c) Australia      d) UK
12. "I thought that there'd be tariffs to pay, but the firm seemed quite content to overlook them."  
a) Russia      b) South Korea      c) Australia      d) UK
13. "I didn't realise I was expected to do it this way. I thought the manager was just offering a tip."  
a) Russia      b) South Korea      c) Australia      d) UK
14. "The managers sat with the junior workers at lunch. I expected them to have their own table."  
a) Russia      b) South Korea      c) Australia      d) UK
15. "The junior workers do what their boss wants them to do without question."  
a) Russia      b) South Korea      c) Australia      d) UK
16. "I hoped the senior manager would be prepared to discuss the matter with me, but he refused to engage in any form of debate."  
a) Russia      b) South Korea      c) Australia      d) UK

## Text 6

*Read the text and answer the questions.*

She knew the street backwards, of course. How many times had she been dragged up it as a child by the wrist, whining and sniveling, always wishing she were somewhere else? Now she had no desire to be anywhere but here. This bustling traffic, these fuming buses, these chipped paving stones and boarded-up shop fronts, and they were *hers*. Here, she would grow from defiant teenager to independent woman. When she was an old woman, she would gaze out over the lawns and say ‘Ah, Knox Road, that’s where I really came into my own’.

Number 126 was only a short walk from the bus stop, and she heaved her multiple bags onto her shoulders and trudged off, trying to maintain the elation as the straps dug into the flesh of her neck and fingers. Number 126 was set back slightly from the main road, with a concrete path and weed-patch at the front. The window frames were rotten and the paint chipper Holly tried not to min. It was what was *inside* that counted, after all. The coming-together of six individuals from diverse backgrounds discussing politics, culture and art late into the night, sharing ideas, recipes, milk, shower gel and lovers – that would be what she’d look back on of course, not the paintwork. In the absence of either a bell or knocker, she rapped firmly on the door.

There was no reply. Holly peered through gap in curtains in the downstairs window, but there was nothing but gloom within. She could hear a faint thudding of a bass beat, but was not sure which house it belonged to. She rapped more firmly, and was searching for a pebble to throw to the upstairs window when the door opened shirtless, overweight twenty-something, with bleary eyes and greasy hair stood in the doorway wearing boxer shorts and mismatched socks.

“I’ve come for the upstairs room, I’m the new tenant,” said Holly brightly. The man grunted slightly and moved aside. He gestured up the dim, uncarpeted stairway and began to shuffle along the dark hallway to the rear of the house. “Top floor, is that right? I guess I just follow my nose!” Holly gave a high laugh, and received another grunt in reply. Then the man was gone.

Not to worry, he must be the quiet moody type, thought Holly, too caught up in his own profound thoughts for inane chit-chat. One day she would penetrate his hard outer shell and release the free spirit inside. Anyway, now for the stairs.

The four flights of stairs would be worth it, she’d decided when she picked out the flat, even if it did mean her going downstairs to get to the bathroom, because the room faced the front, and she could watch the world scurry by as she sipped her morning coffee. Kicking one bag in front and dragging the others behind, she finally made it up the four flights and flung open the door to her new room, her new haven, her new adult life.

Peeling beige wallpaper, a lumpy mattress on a chipboard bed frame, a bare light bulb, a flat-pack wardrobe inexpertly put together. All this, Holly could just about put up with, but when she saw the view from her window – a dull patch of grey sky,

invariable whatever the angle, she finally had to admit to herself that her adult life was not getting off to a great start.

**Questions:**

1. What can be inferred from the text?
  - a) This is Holly's first time living away from home.
  - b) Holly visited the house before deciding to move in.
  - c) Holly is new to this part of the town.
  - d) Holly already knows someone who lives in this house.
2. Where is Knox Road?
  - a) in a town centre    b) in a suburb    c) in a village    d) on a housing estate
3. Which word best describes 126 Knox Road?
  - a) austere    b) run-down    c) quaint    d) pristine
4. What can be inferred about the character of Holly?
  - a) She is a daydreamer.    b) She is ambitious.    c) She is prejudiced
  - d) She is reckless.
5. Which one is NOT true of 126 Knox Road?
  - a) There isn't a front garden.    b) The window frames need painting.
  - c) There isn't a doorbell or a door knocker.    d) The downstairs curtains are drawn.
6. Which word does NOT describe the man who answered the door?
  - a) distinguished    b) ill-mannered    c) unreceptive    d) unkempt
7. What can be inferred about the man who opened the door?
  - a) He owns the property.    b) He had not expected Holly.
  - c) He lives in the front, ground floor room.    d) He had been asleep.
8. Which one is NOT true of Holly's room?
  - a) It is on the fourth floor.    b) It is furnished
  - c) It has an en suite bathroom.    d) It is at the front of the house.
9. What aspect of the house most disappoints Holly?
  - a) her housemates    b) the furniture    c) the view    d) the decor
10. Which best describes the change in Holly's emotions?
  - a) nervous → optimistic    b) optimistic → disillusioned
  - c) disappointed → resigned    d) eager → nervous

**Text 7**

*Read about Parkour and freerunning, then answer the questions.*

**The World of Parkour**

In 1902, a volcano in the Caribbean island of Martinique blew up. A French naval officer on the scene, Lt. George Hébert managed to coordinate the rescue of over 700 people, both indigenous and European. He noticed, as he did so, how people moved, some well, some badly, around the obstacles in their path, and how this affected their chances of survival. Hébert had travelled widely and was well aware of skills many indigenous people exhibited in being able to traverse the natural environment.

From these experiences, Hébert developed a training discipline which he called ‘the natural method’ in which climbing, jumping and running techniques were used to negotiate obstacles. His method was adopted by the French military and became the basis for all their training. In time, it became known as *parcours du combattant* – the path of the warrior.

Raymond Belle was a practitioner of *parcours* in Vietnam in the 1950s. He had great athletic ability, and the skills and agility he had learnt through *parcours* earned him a reputation as an agile and elite soldier. In later life, he returned to France and passed on his skills to his son, David, who combined what he had learnt from his father with his own knowledge of martial arts and gymnastics, and in time, the sport of *parkour* was born.

Parkour involves a range of ‘moves’, although none are official. They involve vaulting, jumping and landing accurately on small and narrow features, catching ledges, traversing high wall and landing with a rolling impact to absorb impacts. Belle formed a group of *traceurs* called the Yamikasi, meaning ‘strong man, strong spirit’, that included his friend, Sebastian Foucan. In time, the two of them started to follow different paths. Belle concentrated on the art of getting from place to place in the most efficient way possible, while Foucan developed his own style which involved more self expression. This he termed *freerunning*.

From the late 1990s, the art and sport of parkour spread worldwide. Both Belle and Foucan gave interviews and appeared on television. In 2003, filmmaker Mike Christie made the film *Jump London*, and urban freerunning, or freeflow, began to dominate the London scene. But it was the arrival of YouTube in 2005 that really brought freerunning to a global audience. People around the world began to post their videos online, making freerunning a mainstream sport, and in 2007, the first major freerunning and parkour competition was held in Vienna.

Since parkour values freedom, there are few facilities dedicated to the practice. Traceurs use both rural and urban areas, typically parks, offices and abandoned buildings. Traceurs generally respect the environment they practice in, and since part of their philosophy is ‘leave no trace’, there have been few concerns over damage to property. However, law enforcement and fire and rescue teams argue that freerunners are risking their lives needlessly., especially when they practice at height. However, practitioners argue that injuries are rare, because they rely on their own hands and feet rather than things out of their immediate control, such as ice and wheels, as is the case with skiing and race-driving.

### *Questions:*

1. George Hebert developed *parcours du combattant* because...
  - a) he saw native people doing it in Martinique.
  - b) he saw how it could save lives.
  - c) he saw how the French were poor at negotiating obstacles.
2. The natural method...
  - a) was replaced by Hebert’s new discipline.
  - b) was taught to Hebert by indigenous people.
  - c) was widely practiced by the French military.
3. Raymond Belle...

- a) was trained by George Hebert.      b) gave the discipline its new name.  
 c) was a notable practitioner of the natural method.
4. David Belle...  
 a) brought in moves from other disciplines.      b) also learnt *parcour* while in the French military.  
 c) learnt *parcour* from his father in Vietnam.
5. A *traceur* is...  
 a) a parkour move.      b) someone who practices parkour.      c) an obstacle in a parkour course.
6. Freerunning differs from parkour in that...  
 a) it is faster.      b) it is more creative.      c) it is more efficient.
7. What brought parkour and freerunning to an international audience?  
 a) TV appearances and interviews      b) a British documentary  
 c) a video sharing website
8. According to practitioners, where is the best place to do parkour or free-running?  
 a) in cities      b) in safe facilities      c) wherever you like
9. Which of the following is NOT true about freerunning?  
 a) There are a large number of reported injuries.      b) There are now international competitions.  
 c) Practitioners often cause damage to public property.
10. Parkour and freerunning practitioners...  
 a) require a lot of equipment.      b) rely on their own bodies.      c) avoid taking risks.

### Text 8

*Read about a proposal to build a solar farm near a British village called Barnley. Then answer the questions.*

The Barnley Village Committee is opposed to plans to build a 6,890 panel solar farm on a 15-acre site adjacent to the village recreation ground, currently used for agriculture. Under the proposed scheme, the area will be surrounded by an 8ft-high fence. The panels themselves will be about 7 feet high. The committee has already lodged an appeal to the local authority against construction of the solar farm. The councillors are due to meet on 13th March to vote whether or not plans will go ahead. Local residents are invited to attend. Our objections will be presented before the board, and a representative from the solar firm *SunGen* will put forward the case for the development.

Residents are encouraged to voice their objections to the development. These must address the aspects of the scheme that violate the current planning policy. However, you are welcome to make your objections personal, by stating how the plans will affect you as a user of the recreation ground. Some of the most common objections are listed below:

1. The extensive views from the village and recreation ground across the open country will be blocked by the panels and high fencing. Furthermore, once the site has been built upon, it may be considered brownfield, thus an acceptable site for housing or

industrial development. It does not, therefore, comply with the local policy which states that developments must not *adversely effect on the appearance or character of the landscape*.

2. The recreation ground has recently undergone major improvements including a perimeter running track, new playground equipment and seating. It is heavily used by families, sports teams and dog walkers, and is regularly used for village events. Cricket and football teams regularly use the recreation ground and it is not uncommon for balls to enter the field. Cricketers are worried that they may become liable for damage to solar panels. If teams are forced to relocate, this would adversely affect the character of the village, and may jeopardise participation in the children's teams. This goes against the National Planning Policy Framework which requires developments to *promote high quality public space and encourage the active and continual use of public areas*.

3. There has been no assessment of the extent to which noise from inverters and cooling fans will affect local residents.

4. As the ground beneath the solar panels will be surfaced, there will be more additional run-off of rainwater. The recreation ground already has problems with drainage, and these may be exacerbated by this development. A formal flood risk assessment must be submitted.

5. The lighting and security systems have not been outlined; it is not clear how the area will be made safe for children.

### ***Questions:***

1. What is the committee's opinion of the development?
  - a) It is opposed to the development.
  - b) It supports the development.
  - c) It is waiting for comments from residents before taking a viewpoint.
2. The solar farm would be built...
  - a) on the recreation ground.
  - b) in an agricultural field.
  - c) on a brown field site.
3. The meeting with councilors...
  - a) has already taken place.
  - b) will take place shortly
  - c) has been proposed, but not planned.
4. Which of the following is NOT true of the proposed solar farm?
  - a) It will be surrounded by a high fence.
  - b) It will comprise of 6,890 7-foot high panels.
  - c) The solar panels will be placed directly on the grass.
5. People who want to object the development are advised...
  - a) not to write about their personal feelings.
  - b) to refer to the village's planning policy.
  - c) to send a letter in the mail.
6. What is inferred about brownfield sites?
  - a) It is easier to get permission to develop brownfield sites
  - b) There are already too many brownfield sites in the village.

- c) A brownfield site is not a suitable location for a solar farm.
7. Teams may no longer play on the recreation ground because...
- a) parents will be worried about their children's safety.
  - b) spectators won't want to watch matches at the recreation ground.
  - c) players will be worried about damaging the panels.
8. Which of the following is NOT true of the recreation ground?
- a) It has recently received considerable investment.
  - b) It occasionally floods.
  - c) It is well-lit.

## Text 9

*Read about a government scheme to keep people healthy.*

Local governments have had to take on a new responsibility; that of ensuring that people stay fit and healthy. Birmingham council is already hot on the case. For the past few years they have been encouraging local residents to enroll on the *Be active* scheme, which allows them to use local leisure services completely free of charge.

Participants must register to obtain a membership card. They can then use the facilities in leisure centers across the city at certain times of the day.

29 leisure centres are signed up to the scheme. Each leisure centre must offer a minimum of one hour of swimming time and an hour of gym time to *Be Active* members. In reality, in some establishments in the more deprived areas, 70% of opening hours are reserved for *Be Active* members. Exercise classes and badminton courts are also made available on top of the standard facilities. *Be Active* classes are also being provided in schools and community centres. There are guided bike rides, and even proposals to roll out activities in public spaces such as rounders games in parks, and buggy pushes for new mothers.

Since it was launched in 2008, a third of the local population, a total of 360,000 people, has signed up for the scheme. 60% of these are from minority groups, and the average age is 49, as opposed to 29, the figure for private gyms. The majority was not previously members of a sports club of any kind, half were overweight or obese, and a fifth considered themselves to be in poor health, indicating that the scheme is reaching the people who need it most. Research also shows that since the scheme was set up, there has been a rise in demand for information about reducing alcohol intake and quitting smoking.

Statistics show that for every £1 spent on the *Be Active* scheme, £23 is saved in the health service. Sadly, the scheme has suffered from budget cuts, and lately it has had to reduce the hours available to members. Nonetheless, other councils are interested in the great strides made by Birmingham council, and officials from Birmingham have been holding workshops with representatives from other councils to spread the word about what can be achieved.

### **Questions:**

1. *Choose true or false.*

The *Be Active* scheme started up earlier this year.



- True / False
2. Everyone in Birmingham is eligible for Be Active.  
True / False
  3. Participants must pay a one-off fee to register.  
True / False
  4. Participants can use the leisure facilities at any time of day.  
True / False
  5. Participants can use their Be Active membership cards at any sports centre in Birmingham.  
True / False
  6. Participants can only use the leisure facilities for two hours per week.  
True / False
  7. Some sports centres dedicate over half their opening hours to Be Active members.  
True / False
  8. Some Be Active activities take place outside leisure centres.  
True / False
  9. The Be Active scheme was not as popular as the council hoped.  
True / False
  10. The Be Active scheme attracts both slim and overweight people.  
True / False
  11. The majority of participants are White British.  
True / False
  12. The scheme is saving the government money in health costs.  
True / False
  13. Less money is available for Be Active now than in the past.  
True / False
  14. The *Be Active* Scheme is currently only available in Birmingham.  
True / False

## Text 10

*Read information on a website about a tour of Iceland.*

### **Highlights of Iceland**

In this exciting tour, you will discover glaciers, waterfalls and geysers and relax in the warm waters of the Blue Lagoon. You will also have the opportunity to ride snowmobiles across the ice, or take a tour in a jeep across the lava fields (all year round). In summer months you will have the chance to go on a boat tour and search for whales, and in the winter, you may see the northern lights.

#### **Tour Basics**

**Number of nights:** 3

**Transport:** Bus

**Flights included:** Optional

#### **Day 1**

Our representative will meet you at the airport and a bus will transfer you to your hotel in the capital, Reykjavik. After

**Meals included:** Breakfast only

**Group size:** 14-20

**Accommodation:** 2\* Hotel

#### **Useful Information**

All rooms are twin-bed, so single travellers will have to share with another group member of the same sex. Single rooms are available at extra cost.

checking in, your guide will give you an orientation tour and you will have an opportunity to visit some of the city's highlights, such as the splendid cathedral. After dinner, you can spend the evening relaxing in the warm waters of the Blue Lagoon.

#### Day 2

We tour Iceland's Golden Circle, taking in Thingvellir National Park, Gullfoss Waterfall and the geothermal sites in Geysir. Here you'll see *Strokkur*, or the *Butter Churn*, which spouts a 100 foot jet of water into the air every 3-5 minutes.

#### Day 3

Day 3 is left free so that you can try out our optional tours. Explore the glacial Thorsmork Valley on a jeep ride. Another option is to drive out onto the glaciers and take a snowmobile tour. Whale-watching and puffin-spotting boat trips are also available from Reykyavik harbour.

#### Day 4

The tour ends at the city airport.

The local currency is the Icelandic Krona (ISK). Currency is readily available at the airport, banks, post offices and ATMs in the city and credit cards are widely accepted. The optional tours on day 3 cost extra, and a minimum of 4 people is required for both the jeep and snowmobiling tours. Current Costs: Thorsmork Jeep tour: 27,000 ISK; Snowmobile tour 34,200 ISK (based on two people sharing). Whale-watching (summer only) 9000 ISK; Puffin Tour (4700 ISK)

Tipping is voluntary, but is expected in this part of the world for workers in the tourism industry, such as your bus driver and restaurant staff. If you wish to tip your tour guide it would undoubtedly be appreciated.

You must have travel insurance to travel on our tours. You can arrange for this yourself, or buy it through our company.

You can either book a flight with us or arrange your own flights. If you choose the latter, you will have to make your own way to the hotel, details of which will be sent to you in advance.

#### Questions:

*You have noted down the following questions about the Iceland tour. Is the answer available in the text above?*

*Answer ✓ if the answer to the question is given in the text.*

*Answer ✗ if the answer to the question is NOT given in the text.*

1. How long does the tour last?

✓ / ✗

2. What day of the week does the tour start?

✓ / ✗

3. Are meals included in the price?

✓ / ✗

4. Are flights included in the price?

✓ / ✗

5. How much does the trip cost?

✓ / ✗

6. Do I get a discount for booking multiple places on the tour?

✓ / ✗

7. I'm travelling alone. Will I get my own room?

✓ / ✗

8. Is the cost of the jeep tour included in the price?

✓ / ✗

9. Will I have time to go snowmobiling and whale-watching?

✓ / ✗

10. Is the snowmobiling tour available in the summer?  
√ / ✗
11. Will I need to leave tips?  
√ / ✗
12. If I book my own flight, will you collect me from the airport?  
√ / ✗
13. How many people will there be on the tour?  
√ / ✗
14. What sort of clothing should I bring?  
√ / ✗
15. Does the tour run every week of the year?  
√ / ✗
16. What is the exchange rate (pounds to Icelandinc Krona)?  
√ / ✗
17. When will we get to go to the Blue Lagoon?  
√ / ✗
18. Does the cost of the tour include travel insurance?  
√ / ✗
19. Will the orientation tour take us to the cathedral?  
√ / ✗
20. Where will we eat meals?  
√ / ✗

### Text 11

*Read this extract from a job application form.*

**Outline why you are applying for this job. Use this space to describe your relevant qualification, skills and experience and indicate why they are suitable for this role.**

I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months

in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.

**Questions:**

*Are the following statements true or false? Choose 'not in text' if the information is not there.*

1. The candidate has a qualification in accounting.  
True / False / Not in the text
2. The candidate has a university degree in accounting.  
True / False / Not in the text
3. The candidate has worked as an accountant before.  
True / False / Not in the text
4. The candidate worked with an accounting firm as a receptionist.  
True / False / Not in the text
5. The candidate is familiar with some accounting software.  
True / False / Not in the text
6. The candidate has worked as part of a team in an office environment.  
True / False / Not in the text
7. The candidate has experience of record-keeping.  
True / False / Not in the text
8. The candidate wants to learn on the job.  
True / False / Not in the text
9. The candidate has a maths qualification.  
True / False / Not in the text
10. The candidate can work by herself.  
True / False / Not in the text
11. The candidate intends to study a further accounting course.  
True / False / Not in the text
12. The candidate believes herself to be a careful worker.  
True / False / Not in the text
13. Deadlines do not stress the candidate.  
True / False / Not in the text
14. The candidate is applying for a job in a large firm.  
True / False / Not in the text

## Text 12

*Read the text and answer the questions.*

### **Sixteen - What now?**

You're 16 and finally you can leave school! By now, you're probably sick of teachers, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next.

If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. There are several options in the district of Northacre. St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you. But don't worry; there are several other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys' school from the ages of 11-16, but from 16-18 it is co-educational. But it is selective, so you'll have to pass an exam to get in. If you're interested in going into Business, check out Wyle River Academy. This school specializes in subjects like Business Studies, Management and Economics. If you prefer the arts, look at the courses on offer at Northacre College. Here you can study woodwork, art, textiles and much more.

Northacre College also offers a wide range of vocational qualifications. You can do a 1-year certificate or a 2-year diploma in subjects like electrics, plumbing, roofing and hairdressing. If you'd prefer to work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management and much more.

A final option is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start earning straight away. But be warned - places are limited! Find out more at the Jobs Fair on 26th May at Northacre College.

**Questions:**

1. The aim of the article is to...
  - a) advise young people about how to get to university.
  - b) tell young people about the options available.
  - c) advise young people to stay in education.
2. The article advises readers who want a professional career to...
  - a) go to university immediately.
  - b) stay at the same school for two more years.
  - c) go to high school for two more years, then get a degree.
3. St Leopold's is the best school for...
  - a) good exam results.
  - b) humanities and sciences.
  - c) facilities.
4. You can only attend St Leopold's school if you...
  - a) pay tuition fees.
  - b) pass an exam.
  - c) study both humanities and sciences.
5. You can only attend Knowle Grammar School if you...
  - a) pass an exam.
  - b) are a boy.
  - c) can afford the tuition fees.
6. Anna wants to work with horses. Where is the best place for her to study?
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College
7. Harry wants to be a builder. Where is the best place for him to study?
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College
8. Kevin wants to be a fashion designer. Where is the best place for him to study?
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College
9. Caroline wants to run her own company. Where is the best place for her to study?
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College
10. What is the problem with apprenticeships?
  - a) There are few available.
  - b) They are expensive.
  - c) They don't give you any qualifications

### Text 13

Choose the correct location in the text for the following sentences.

1. We have local apocalypses in our world today, in the form of earthquakes, hurricanes and terrorist attacks.

2. TV shows have long launched spin-off products in the form of merchandise and video games.

3. If successful, the edutainment experiment could spawn a huge range of other TV show/university hybrid courses.

4. Part of this experiment is to find out whether the power of television can reduce the high drop-out rate characteristic of MOOCS.

5. Until now, online learning experiences have been able to deliver great videos and quizzes, but student interaction was minimal and the experience for learners has been impersonal.

6. Experts from the Centre for Education and Employment have reservations about the value of such online courses where there is no formal assessment or contact between the students and those delivering the courses.

7. The course will consist of eight modules including a physics module on ‘the science of decay’, a public health module on the study of epidemics and a mathematics module on population dynamics.

8. The University of California, which has a huge reputation to uphold, said that there had been no dumbing down in the design of the course.

9. Millions of students sign up for online education courses each year.

The boundaries between education and entertainment are beginning to blur, and a new type of learning, in which education merges with entertainment, is emerging – ‘edutainment’. \_\_\_\_ But now US television company AMC has teamed up with the University of California to produce an online course based on the TV show, *The Walking Dead*, which features apost-apocalyptic world ridden with zombies.

With an audience of 10 million, student numbers for the course are expected to be in the hundreds of thousands. \_\_\_\_

Academics from the University of California say that the online course will be a ‘legitimate educational experience’ and tackle serious issues from the fields of science, public health, nutrition, psychology and sociology. \_\_\_\_ However, students will gain no formal qualifications or credits on successful completion of the course.

\_\_\_\_ It insisted that all modules had been made as academically rigorous as those taught on the university grounds. One lecturer in social science stated that the university already used contemporary media examples to make theories more relevant to students, and this course was merely taking this concept one step further. ‘The curriculum is very real,’ says Josh Coates, head of Infrastructure and designer of the online platform. \_\_\_\_ ‘The fact that the context is this fictional world of an apocalypse

is incidental. This course gives us the opportunity to educate people about the science of disasters.’

The market for massive open online courses, or MOOCs, is rapidly expanding. \_\_\_ However, millions fail to complete the courses, suggesting that they pose a real challenge to online learners \_\_\_ The university is taking this opportunity to hone the way it delivers online courses. \_\_\_ With the increasing demand for online courses, these are issues that universities looking to invest in online learning are increasingly having to face.

\_\_\_ They believe that TV shows may serve to attract students, but the academic element still needs to outweigh the entertainment value for a university course to be officially recognized and respected.

## Text 14

*Read 4 reviews for a hotel.*

The Coach Hotel

Rating: ★★☆☆☆ 164 reviews

**Patsy190** writes:

6 of us stayed here for the weekend. The first thing we noticed on entering our room was how small it was. Our rooms were clean, but the bed cover was stained. The furniture was really outdated, especially the bathroom, which had an old pink suite and linoleum on the floor. The ‘shower’ was a hose that you fit onto the taps. The sink was in the bedroom, right next to the television sockets which seems pretty unsafe to me. We had dinner there, and it was well-cooked, but we were still hungry afterwards because the servings were so tiny. The drinks prices were extortionate - £5 for a small glass of wine. My friend ordered a brandy and coke, but the waitress brought him whisky and coke. When we complained, she just walked off! Not impressed. I would like to say it was cheap and cheerful but at £120 a night, it was neither - overpriced and depressing more like.

**MellowBunny** writes:

Just returned from a 3 day break here, and thought that the Coach Hotel was very good value for money. I had requested a quiet room and this was noted at reception. I got a great room - large, comfortable and clean, with a seating area overlooking the racecourse. The only disappointing thing was that there were no tea/coffee facilities in the room - not even a kettle. The furniture and decor was not particularly up-to-date, but that’s what you would expect from an old hotel. There was a wide selection of well-cooked food on offer. At breakfast I had poached eggs, and they were done to perfection. In the evening, I had a delicious three-course meal, and I wasn’t kept waiting for ages between courses, which is definitely a plus when you’re dining alone. I found the staff friendly and always willing to help.

**TomWheeler** writes:

The hotel’s is just 200 metres walk away from the racecourse, so it’s really convenient. There’s plenty of space to park. The bed was comfortable with clean cotton sheets. Good power shower. I would agree with some of the less favourable reviews on the site

too, though. The room definitely needed some attention – it smelt musty and the furniture was old, cheap and battered. The bin hadn't been emptied from previous guests, and there was other rubbish on the floor. The fan in the bathroom was very loud, and the plumbing made strange noises in the night. The walls were thin too. Breakfast was okay, but there wasn't much of it.

**JadeUnicorn** writes:

Don't be fooled by the pictures online. What you see is definitely NOT what you get! First, it's not close to the city centre – it's at least a 35 minute walk. Furniture was old and dated, although the bed was comfortable. Tiny bathroom, with an absurdly loud extractor fan. No lock on the bathroom door and no toiletries, not even soap. There were cobwebs all over the hotel. The dining room is dark and uninviting, with no windows except one tiny one. The food simply was the type that gives Britain a bad name. Instant coffee and cheap sausages. Service was poor, with staff clearing the table while we were still eating.

**Questions:**

*Which reviewer says the following? Choose 'two reviewers' when two reviewers agree, and 'all reviewers' if all reviewers agree.*

1. The hotel was too expensive.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
2. The decor was old-fashioned.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
3. The service was poor.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
4. The service was good.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
5. The bed clothes were dirty.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
6. The room was dirty.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
7. The room was big.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
8. The location was bad.  
Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers
9. The shower was inadequate.



Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers

10. The food was bad quality.

Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers

11. The food was good.

Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers

12. The food portions were small.

Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers

13. The room did not have everything the reviewer expected.

Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers

14. The room wasn't quiet.

Patsy190 / MellowBunny / TomWheeler / JadeUnicorn / Two reviewers / All reviewers

## **Text 15**

### **Memorandum**

To all staff

The hospital is always trying to cut its carbon footprint, and to do this, we want to encourage staff, visitors and patients to use environmentally-friendly forms of transport to and from the hospital. Therefore, we are making the following changes, which will come into effect from 1st April:

Car Park A will stay as a staff car park, but, to encourage car sharing, it will only be available to cars containing 3 passengers or more. This rule will be in place between 7am and 6pm. A car park attendant will monitor users. Note that cars do not have to leave the car park with three passengers. The parking fee will remain at the current price of £1 an hour up to a maximum of £5 per day. If you are interested in car sharing and wish to find members of staff who live in your area or along your route, please click on the link on the human resources page of the hospital website. Car Park C, previously a staff-only car-park, will now be open to visitors at the increased cost of £2/hour up to 5 hours, and £1 an hour after that. These new rates will also apply to staff/visitor Car Park E. Car Park B will only be open to blue card holders. Only senior and emergency staffs are eligible for this card.

Car park D will no longer be in use, as it will make way for an improved bus park. The current bus service (Service 56D) from the city centre will be replaced by two services. The service will be available to staff, patients and visitors alike.

Service 57A will run from: Hebden Town centre, Hebden Station, Critchley Park and Ride, Grafton Street Train Station, Portchester City Centre (Bus Stop D on Mill Yard) to the hospital. The service will run 24 hours a day every 20 minutes between 7am and 7pm and once an hour during the night.

Service 62A will run from Oldgrave Town Centre, Kings Wood Park and Ride and Polegate Park and Ride to the hospital every 15 minutes between 7.30 am and 7.00 pm and once every 30 minutes thereafter.

The buses will have a flat rate of £1 per journey. Staff will be able to buy a bus pass valid for 20 trips for just £15. These can be purchased on the bus.

Staff can also purchase a *Go!* pass from the human resources website. The *Go!* pass costs £45 and entitles users to park at any of the city's park and ride services for just £2 a day. It is valid for one year.

There will also be an improved lock-up shed for bicycles and motorcycles in the former car park D. Hospital staff may wish to take advantage of the voucher giving 50% off all cycles and cycle accessories bought from *Perkin's Wheels*, which is downloadable from the Human Resources website. Note that you will have to show your staff ID card at the store when making purchases. There will be a fix-it session once a fortnight in car park D on Fridays at 2pm- 5pm. At this time, bicycle mechanics from *Perkins Wheels* will give advice on bicycle upkeep and make minor bicycle repairs free of charge.

We hope you will take advantages of these schemes.

### ***Questions:***

1. Under the rules, staff can only park in car park A at noon if...
  - a) they hold a blue card.
  - b) there are three people in the car.
  - c) they stay for a maximum of 5 hours.
2. The cost to park in Car Park A for 4 hours will be...
  - a) £1
  - b) £4
  - c) £5
3. Staff should ... to find people to share a car with them.
  - a) go online
  - b) visit the human resources department
  - c) speak to their departmental manager
4. After April 1st, Car Park C will be for...
  - a) staff only
  - b) visitors only
  - c) staff and visitors
5. The cost to park in Car Park C for 8 hours will be...
  - a) £8
  - b) £13
  - c) £18
6. The cost to park in Car Park E for 4 hours will be...
  - a) £4
  - b) £7
  - c) £8
7. The cost to park in Car Park B is ...
  - a) the same as car parks C & E.
  - b) the same as car park A
  - c) not given in the text.
8. A member of staff who does not have a blue card can park in...
  - a) car parks A, C & E.
  - b) car parks C, D & E.
  - c) car parks A, C & D.
9. Joe comes into Portchester by rail. Which bus service should he use to get to the hospital?
  - a) 56D
  - b) 57A
  - d) 62A
10. Joe sometimes works the night shift. What is the maximum time he may have to wait for a bus from the hospital to the station?

- a) 59 minutes      b) 14 minutes      c) 29 minutes
11. Jane has to make 8 return trips to the hospital from Oldgrave Town Centre for treatment. How much money will she save by buying a bus pass?  
a) £1      b) £4      c) £7
12. Sheila has a Go! pass, but she doesn't have a bus pass. Every day she parks at Kings Wood Park and Ride and uses the bus service to get to the hospital and back. How much does this cost her per day?  
a) £2      b) £3      c) £4
13. What forms of transport will be able to use Car Park D after April 1st?  
a) buses and cars      b) buses, bicycles and motorbikes      c) buses, cars, bicycles and motorbikes
14. Which is NOT true about Perkin's Wheels?  
a) It sells bicycles and motorbikes      b) It will sell goods to staff at half price  
c) It will fix staff member's bikes for no charge

### Text 16

*Read about the settlement at Skara Brae and answer the questions.*

#### Skara Brae

Off the Northern tip of Scotland, where the Atlantic Ocean meets the North Sea, lies a group of 70 or so islands called the Orkneys. These largely treeless isles are frequently battered by Atlantic storms, gales and rain. It was during one such storm in the winter of 1850, when the combination of wind and high tides stripped away the grass from the top of a small hill called *Skerrabra* on the west side of the largest island known simply as 'The Mainland'. This revealed a number of stone dwellings.

The local landowner started excavations on the site, and within twenty years the remains of four ancient houses were unearthed. However, work was later abandoned until 1925 when another storm damaged some of the excavated buildings. A sea wall was proposed to protect the site, and, during construction, yet more buildings were discovered.

It was first believed that the village was an Iron Age settlement, dating from around 1500 years ago. However, radiocarbon dating proved that it was in fact much older. It was a Neolithic village and dated back to 3000 B.C. The village had been inhabited for a period of about 600 years. The Neolithic village of *Skara Brae* now consists of eight dwellings, connected by low, covered passages. The stone buildings are extremely well-preserved, thanks to the layer of sand that protected the settlement. The interior fittings, furniture and household objects also survive to this day.

The houses were partly built into a mound of waste material known as 'midden', which would have provided both stability and a thick layer of thick insulation against the harsh climate. From the outside, the village would have looked like a low, round mound, from which the rooves emerge. Nothing remains of these, so it is assumed that driftwood or whalebone beams supported a roof made of turf, skins, seaweed or straw. The dwellings were all connected by a series of passageways covered by stone slabs. This allowed the villagers to travel from one house to another without stepping outside

– not a bad idea, considering the harsh climate. There was only one main passageway leading outside the village, which could be sealed from the inside.

Evidence suggests that there were never more than eight dwellings, suggesting a total population of no more than 100 people. The houses are all very similar in design, consisting of a large square room with a central fireplace. The furnishings were all made of stone, given the shortage of wood on the islands. Two stone-edged compartments on either side of the fireplace appear to be beds. Every house also had a distinctive shelved, stone dresser. Its position, opposite the doorway and illuminated by the fire, indicating that this piece of furniture was not just a useful storage space, but had special significance. There was a sunken floor tank in each dwelling, possibly to supply shell fish. The village also had a remarkably sophisticated drainage system.

One of the buildings, now known as ‘house seven’, is intriguingly different from the others. This building is detached from the others, and has a door which door could only be secured from the outside, suggesting that the house may have served as a type of jail – an unusual necessity in a village of less than a hundred people. ‘House eight’ is also unique, having none of the furnishings of the other houses. Excavators have found that the floor of the building is littered with fragments from the manufacture of tools, suggesting that the room was a workshop.

The standardized house design has led some to believe that there was no hierarchy of rank within the settlement at Skara Brae, and that all villagers were equal. Whether or not this is true is debatable. However, it is likely that life here was probably quite comfortable for the Neolithic people. The villagers kept sheep and cattle, and grew wheat and barley. They probably traded these commodities for pottery. They would have hunted red deer and boar for their meat and skins. They would also have consumed fish, seal and whale meat, and the eggs of sea birds. The skin and bones of these animals would have provided tools such as needles and knives. Flint for cutting tools would have been traded or gathered from the shore. Fuel probably came from seaweed, making the inside of the dwellings smoky and probably smelly. Driftwood was probably too valuable to burn.

Why Skara Brae was deserted is still unknown. For some time it was thought that the people met with disaster. This theory came about when beads from a necklace were found abandoned on the floor. It was thought that the woman who dropped them was in too much of a panic to pick them up. However, it is more likely that environmental and social factors forced people to leave. Firstly, the encroachment of sand and salt water would have made farming increasingly difficult. Second, there may have been changes in Neolithic society. Construction of large henge monuments in other parts of the island suggests that an elite ruling body, with the power to control other people, was emerging. Tight-knit communities like the one at Skara Brae were being replaced by larger, organized civilizations.

*I. Answer the questions :*

1. The village of Skara Brae is located on an island called.  
a) Orkney    b) The Mainland    c) Skerrabra
2. In 1925, ...

- a) excavations at Skara Brae stopped.                      b) a storm revealed more buildings.  
 c) excavations resumed after a storm.
3. The village is about ...  
 a) 1500 years old      b) 3000 years old                      c) 5000 years old

II. Choose the correct material from the list. You may need an answer more than once. You will not need to use them all.

pottery	wood	dung	sand	midden	seaweed	animal skins
				stone		

1. What preserved the village for such a long time? \_\_\_\_\_
2. What surrounded the walls and kept the buildings warm? \_\_\_\_\_
3. What building material did the villagers lack? \_\_\_\_\_
4. What did villagers obtain from other settlements, by exchanging goods? \_\_\_\_\_
5. What did villagers burn for warmth and cooking? \_\_\_\_\_
6. What was the passage roofs made of? \_\_\_\_\_

III. Answer the questions with up to three words or a number.

1. Which piece of furniture appears to be most important?
2. How many of the buildings have identical features?
3. What discovery caused people to believe there had been a disaster at Skara Brae?

### Text 17

*Read the text and then answer questions 1-5.*

#### Wind Power in the US

Prompted by the oil crises of the 1970s, a wind-power industry flourished briefly in the United States. But then world oil prices dropped, and funding for research into renewable energy was cut. By the mid 1980s US interest in wind energy as a large-scale source of energy had almost disappeared. The development of wind power at this time suffered not only from badly designed equipment, but also from poor long-term planning, economic projections that were too optimistic and the difficulty of finding suitable locations for the wind turbines.

Only now are technological advances beginning to offer hope that wind power will come to be accepted as a reliable and important source of electricity. There have been significant successes in California, in particular, where wind farms now have a capacity of 1500 megawatts, comparable to a large nuclear or fossil-fuelled power station, and produce 1.5 per cent of the state's electricity.

Nevertheless, in the US, the image of wind power is still distorted by early failures. One of the most persistent criticisms is that wind power is not a significant energy resource. Researchers at the Battelle Northwest Laboratory, however, estimate that today wind turbine technology could supply 20 per cent of the electrical power the country needs. As a local resource, wind power has even greater potential. Minnesota's energy commission calculates that a wind farm on one of the state's south western

ridges could supply almost all that state's electricity. North Dakota alone has enough sites suitable for wind farms to supply more than a third of all electricity consumed in the continental US.

The prevailing notion that wind power is too costly results largely from early research which focused on turbines with huge blades that stood hundreds of metres tall. These machines were not designed for ease of production or maintenance, and they were enormously expensive. Because the major factors influencing the overall cost of wind power are the cost of the turbine and its supporting systems, including land, as well as operating and maintenance costs, it is hardly surprising that it was thought at the time that wind energy could not be supplied at a commercially competitive price. More recent developments such as those seen on California wind farms have dramatically changed the economic picture for wind energy. These systems, like installations in Hawaii and several European countries, have benefited from the economies of scale that come through standardised manufacturing and purchasing. The result has been a dramatic drop in capital costs: the installed cost of new wind turbines stood at \$1000 per kilowatt in 1993, down from about \$4000 per kilowatt in 1980, and continues to fall. Design improvements and more efficient maintenance programs for large numbers of turbines have reduced operating costs as well. The cost of electricity delivered by wind farm turbines has decreased from about 30 cents per kilowatt-hour to between 7 and 9 cents, which is generally less than the cost of electricity from conventional power stations. Reliability has also improved dramatically. The latest turbines run more than 95 per cent of the time, compared with around 60 per cent in the early 1980s. Another misconception is that improved designs are needed to make wind power feasible. Out of the numerous wind turbine designs proposed or built by inventors or developers, the propeller-blade type, which is based on detailed analytical models as well as extensive experimental data, has emerged as predominant among the more than 20,000 machines now in commercial operation world-wide. Like the gas-driven turbines that power jet aircraft, these are sophisticated pieces of rotating machinery. They are already highly efficient, and there is no reason to believe that other configurations will produce major benefits. Like other ways of generating electricity, wind power does not leave the environment entirely unharmed. There are many potential problems, ranging from interference with telecommunications to impact on wildlife and natural habitats. But these effects must be balanced against those associated with other forms of electricity generation. Conventional power stations impose hidden costs on society, such as the control of air pollution, the management of nuclear waste and global warming. As wind power has been ignored in the US over the past few years, expertise and commercial exploitation in the field have shifted to Europe. The European Union spends 10 times as much as the US government on research and development of wind energy. It estimates that at least 10 per cent of Europe's electrical power could be supplied by land-based wind-turbines using current technology. Indeed, according to the American Wind Energy Association, an independent organisation based in Washington, Denmark, Britain, Spain and the Netherlands will each surpass the US in the generating capacity of wind turbines installed during the rest of the decade.

### **Questions:**

1. Which one of the statements is true?
  - a) Cost was a big factor in preventing the development of wind power
  - b) Wind power has developed steadily since the 1970s.
  - c) Wind power can provide enough electricity for the United States
  - d) Some US states are powered solely by wind
2. What is the general view of wind energy in the United States?
  - a) it will reduce global warming
  - b) very positive
  - c) it can only provide small amounts of energy
  - d) very negative
3. Which of these factors has not contributed to the reduced cost of wind energy?
  - a) state subsidies
  - b) standardisation of design
  - c) economies of scale
  - d) more efficient maintenance
4. Wind turbine designs ...
  - a) are already very good
  - b) will be much more efficient in the future
  - c) are good for the environment
  - d) are expected to improve in the future
5. Wind energy is more developed in Europe than the USA
  - a) true
  - b) false

## **Text 18**

*Read the article and answer the questions*

### **A Revolution in Knowledge Sharing**

The pressure to transform our institutions of learning continues. Virtually every enterprise and institution is grappling with the disruptions and opportunities caused by Web-enabled infrastructures and practices. New best practices, business models, innovations, and strategies are emerging, including new ways to acquire, assimilate, and share knowledge. Using technologies that are already developed or that will be deployed over the next five years, best practices in knowledge sharing not only are diffusing rapidly but will be substantially reinvented in all settings: educational institutions, corporations, government organizations, associations, and nonprofits. But institutions of learning are in a unique position to benefit from an added opportunity: providing leadership in e-knowledge.

E-knowledge finds expression in many shapes and forms in a profoundly networked world. It is not just a digitised collection of knowledge. E-knowledge consists of knowledge objects and knowledge flows that combine content, context, and insights on application. E-knowledge also emerges from interactivity within and among communities of practice and from the troves of tacit knowledge and tradecraft that can be understood only through conversations with knowledgeable practitioners.

E-knowing is the act of achieving understanding by interacting with individuals, communities of practice, and knowledge in a networked world. E-knowledge commerce consists of the transactions based on the sharing of knowledge. These transactions can involve the exchange of digital content/context and/or tacit knowledge through interactivity.

Transactable e-knowledge can be exchanged for free or for fee. E-knowledge is enabling not only the emergence of new best practices but also the reinvention of the fundamental business models and strategies that exist for e-learning and knowledge management. E-knowledge is technologically realized by the fusion of e-learning and knowledge management and through the networking of knowledge workers.

Transactable e-knowledge and knowledge net-working will become the lifeblood of knowledge sharing. They will create a vibrant market for e-knowledge commerce and will stimulate dramatic changes in the knowledge ecologies of enterprises of all kinds. They will support a “Knowledge Economy” based on creating, distributing, and adding value to knowledge, the very activities in which colleges and universities are engaged. Yet few colleges and universities have taken sufficient account of the need to use their knowledge assets to achieve strategic differentiation.

In “*It Doesn’t Matter*,” a recent article in Harvard Business Review, Nicholas G. Carr endorsed corporate leaders’ growing view that information technology offers only limited potential for strategic differentiation. Similar points are starting to be made about e-learning, and knowledge management has been under fire as ineffectual for some time.

The truth is that e-learning and knowledge management can provide strategic differentiation only if they drive genuine innovation and business practice changes that yield greater value for learners. Carr’s article provoked a host of contrary responses, including a letter from John Seely Brown and John Hagel III. Brown is well-known for his insights into the ways in which knowledge sharing can provide organizations with a solid basis for strategic differentiation.

**Questions:**

I. Read the article and complete the summary below. For questions 1-4, choose **NO MORE than TWO WORDS** for each answer.

Thanks to the advent of the computer, learning institutions today are providing new ways of acquiring knowledge, through tools that are \_\_\_\_\_ fast and which are being already \_\_\_\_\_ in all fields and settings, despite the \_\_\_\_\_ the process may entail, which all institutions are now \_\_\_\_\_ .

II. Read the article and answer the questions.

1. E-knowledge is primarily based on practices used in business.  
a) Yes            b) No            c) Not given
2. Educational institutions can be leaders in knowledge net-working.  
a) Yes            b) No            c) Not given
3. E-knowledge has several benefits to it.  
a) Yes            b) No            c) Not given
4. Communities of practice are one source of E-knowledge.  
a) Yes            b) No            c) Not given
5. The key to the success of knowledge management and e-learning is offering strategic differentiation.  
a) Yes            b) No            c) Not given



## Text 19

*For questions 1 – 8 label the diagram below. Choose A LETTER or ONE WORD from the passage for each answer.*

### **Bagpipe Finger Positions**

There are nine notes most commonly played on the Great Highland Bagpipe. This page shows charts and diagrams for the hand and fingering positions for the bagpipe/practice chanter and explains how to play each of these individual notes as well as several less commonly played notes.

The nine basic notes are sounded using the eight finger holes found on the chanter. The holes are named for the note that is sounded when that hole is open. Located on the front of the chanter are seven holes. Located from the bottom up are Low-A up to High-G. Located on the back near the top is High-A. (Piper's typically don't refer to a "Low-G hole" as Low-G is sounded when all the finger holes are closed. If anything, such a term would apply to the opening the base of the chanter or, if present, the twin vents located to either side below the Low-A hole.)

### **Finger Locations**

On the two hands, the only fingers not used to sound notes are the left little finger — *completely unused, if a piper were to choose a finger to be amputated, this would be it!* — and the right thumb which simply holds the chanter. Positioning the hands, the left index finger covers the High-G hole, and the right index finger covers the D hole. The rest of the fingers fall into place. Note: This information is oriented to the standard "right-handed" hand positions. Much like guitars, many left-handed people opt to learn the pipe pipes as a right-hander. One left-handed piper I know wishes he had, in fact, learned as a right-hander. (In his case, simply for uniformity with other band members.) That said, it is perfectly acceptable to play left-handed.

### **Finger/Hand/Arm Positioning**

A few things to know. The chanter is not played with the fingertips, which is a common beginner's error. With the left (top) hand, the holes are covered with the pads of the fingers in front of the joint. With the right (bottom) hand, the holes are covered behind the first joint, with the exception of the little finger which is played with the pad in front of the joint. The top thumb's pad covers the High-A hole. The bottom thumb holds the chanter a little lower than is typically natural, that is, it rests in the vicinity of where the C finger is on the opposite side of the chanter, perhaps a little lower or higher, but definitely below the level of the D finger. The fingers are kept relatively straight, though not locked stiff, just ever so slightly curved. The back of each hand should be parallel with the back of the forearm, not bent in, and not bent out. You should be able to rest a ruler along the back of both the arm and the hand without a gap.

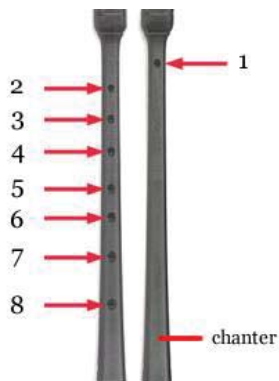
When you raise fingers to play notes, they should be raised approximately the thickness of a finger. To be safe, if you were to pass a finger under that raised finger, the passing finger should brush both the chanter and the raised finger. A little higher is fine, you want the finger high enough that the note will sound clearly, but not have "fly away finger syndrome" — , you need to keep control. Also a raised finger should stay

above its hole so it's ready to come straight down to close the hole, not having to move forward, backward or side to side to meet the hole.

A quick word about that unused high-hand little finger. That little finger will "float" with the E finger, just tagging along with the ride. You don't want to make any effort to force it somewhere it doesn't naturally go. It should have a relaxed natural slight curl. If it goes up when raising the E finger, that's fine. If it goes down when lowering the E finger, that's fine. If you find that it bumps into anything, either the chanter or your other fingers, then you probably need to angle your top hand more – imagine that your index finger is the pivot and you back your E finger away from the chanter a bit. Just ignore it and let it do what it wants to do. After a while, you'll never even think about it.

I. For questions 1 – 8 label the diagram below. Choose A LETTER or ONE WORD from the passage for each answer.

1.
2.
3.
4.
5.
6.
7.
8.



Low-G	Low-A	B	C	D	E	F	High-G	High-A

II. For questions 9 – 15 complete the sentences below. Choose NO MORE THAN THREE WORDS from passage 3 for each answer.

9. Guitar players and pipers who are left-handed can play their instruments as if ... .
10. Beginners tend to think that the chanter is played with ... .
11. While the ... hole is covered by the left hand, the right thumb just holds the chanter.
12. It is important to keep the back of ... neither bent in nor bent out.
13. Why is it important to keep a raised finger just above its hole? ...
14. What shouldn't the left hand pinky do? ...
15. What should you imagine your index finger to look like if your high-hand pinky does not "flow" naturally? ...

## Text 20

*Read about social housing in Britain and answer the questions.*

### **Social housing in Britain**

During the past 20 years in Britain there has been a significant decrease in the number of social homes in the housing stock, down from 5.3m to 4.8m. The proportion of social housing has fallen from 29% to 18% during the same period. This is largely due to the policies of Margaret Thatcher's government during the 1980's which forced local councils to sell homes under market price to existing tenants under a 'right to buy' scheme and prevented them from building new houses. New social homes were then to be paid for by central government and managed by local housing associations.

Next month, the government is expected to announce a significant increase in the Social Housing Department's £1.7 billion annual budget and also intends to make the application process for social housing simpler. The additional £2 billion will build about 50,000 new houses each year at current building costs. Still more houses could be built if subsidies were reduced.

The UK government is hoping that the extra investment will improve the housing situation. Britain with her increasing population builds fewer new houses than are needed, with a shortfall of 100,000 a year according to Shelter, a housing charity. The result is a boom in house prices that has made owning a home unaffordable for many, especially in London and the south of England. Key public sector workers, such as nurses and teachers, are among those affected.

In order to increase the social housing stock the government is using a process known as planning gain. Town councils are increasing the amount of social housing developers must build as part of a new building project and which they must give to the local housing association. Even without the financial support of central the government, some local councils in England are using planning gain to increase the proportion of social housing stock. In expensive Cambridge, the council wants 25% of new housing to be social; the figure is 35% in Bristol, while Manchester is planning 40% over the next twenty years.

Will this housing policy create new sink estates? Hopefully, not. Housing planners have learnt from the mistakes of the 1960s and 1970s when large council housing estates were constructed. Builders have got better at design and planning mixed-use developments where social housing is mixed with, and indistinguishable from, private housing. Social housing developments are winning design awards - a project in London won the Housing Design Award – though it is true that some council estates that now illustrate some of the worst aspects of 1960s architecture won awards at the time.

The management of social housing stock has largely moved from local councils to housing associations. Housing associations look after the maintenance of the existing housing stock, getting repairs done and dealing with problems like prostitution and drugs while employing estate security and on-site maintenance staff. One significant change is that planners have learned to build smaller housing developments.

The significant drawback of social housing still remains: it discourages mobility. What happens to the nurse who lives in cheap social housing in one town, and is offered a job in a region that does not provide her with new social housing? The government wants to encourage initiative but is providing a housing system that makes it difficult for people to change their lives. Public-sector workers are increasingly being priced out of London and other expensive parts of the country and, as a result, are unable to take advantage of opportunities available to them.

*I. Match each heading to the most suitable paragraph.*

- |                |   |
|----------------|---|
| 1. Paragraph A | a - Still difficult to move around            |
| 2. Paragraph B | b - Learning from the past                    |
| 3. Paragraph C | c - A shrinking supply                        |
| 4. Paragraph D | d - Increased spending                        |
| 5. Paragraph E | e - Councils give way to housing associations |
| 6. Paragraph F | f - Public-sector workers squeezed out        |
| 7. Paragraph G | g - New demands on developers                 |

*II. Select True, False, or Not given*

8. During the Thatcher years, there was a block on building social homes.  
\_\_\_\_\_

9. The housing problem in London is worse than in the rest of south-east England.  
\_\_\_\_\_

10. Local authorities are starting to depend on the 'planning gain' scheme.  
\_\_\_\_\_

11. One way to make social housing more successful is to make it similar to private housing. \_\_\_\_\_

12. Local councils are unable to deal with crimes committed on social housing land. \_\_\_\_\_

13. It would not be helpful to modify public workers salary depending on where they lived. \_\_\_\_\_

**Text 21**

*Look at the information about Camberwell College's swimming pools. Then answer the questions below.*

## Camberwell College Swimming Pools

Camberwell College has one 50m (Olympic sized) pool with a constant depth of 2m throughout, and one 25m pool with a 1m shallow end and a 4m deep end. Both pools may be used by the general public at certain times.

### 50m Pool

The pool is often used for classes, but the general public may use two lanes for lane swimming at the following times.

Monday: 06.30 -11.30 and 19.00 – 21.00

Tuesday: 06.30 -11.30 and 18.00 – 21.00

Wednesday: 06.30 -13.30 and 17.30 – 21.30

Thursday: 06.30 -13.30

Friday: 06.30 -13.30

Weekends: 09.00 – 17.00

Children under the age of 14 must be accompanied by an adult.

Please note that during College holidays, these times will vary. Contact the swimming pool on 04837 393560 for up-to-date information.

### 25m Pool

The 25 metre pool is available for recreational (non-lane) swimming from 0700-0900 and 1230-1330 on weekdays, and 1000 – 1600 on Saturdays.

Children aged 12 and under must be accompanied.

We regret that the 25m pool will be closed for refurbishment between 21st July and 18th August. The men's changing rooms will be closed for the week beginning 18th August, and the women's changing rooms will be closed the following week. Alternative changing facilities will be made available. We apologise for any disruption this may cause.

### Questions:

I. For questions 1-5 select: **True** if the statement is true; **False** if the statement is false **Not Given** if the information is not given in the passage

1. The general public can only use the 50m pool for lane swimming. \_\_\_\_\_
2. The general public cannot use the 50m pool on Sundays. \_\_\_\_\_
3. Men will be able to use the 25m pool on the 18th August. \_\_\_\_\_
4. The whole of the 25m pool is available to the public during recreational swimming hours. \_\_\_\_\_
5. The 50m pool is open during college holidays. \_\_\_\_\_

### II. Questions 6-13

Select a suitable swimming class for the people below.

Aqua-Pump	Aqua-Light	Advanced Swim School
Intermediate Swim School	Beginner Swim School	Youth Squad
Swim Star	Tadpole to Frog	Swim-A-Long
		No Classes Available

6. A 5 year-old who is unable to swim. \_\_\_\_\_
7. A mother who wants to introduce her baby to the water. \_\_\_\_\_

8. A middle-aged person who can swim quite well but wants to improve his techniques. \_\_\_\_\_
9. A teenager who is interested in swimming in competitions. \_\_\_\_\_
10. An old man who wants to keep fit and meet people. \_\_\_\_\_
11. A child who wants to be able to swim longer distances. \_\_\_\_\_
12. A strong adult swimmer who wishes to learn complex skills. \_\_\_\_\_
13. A woman who wants to learn to swim by using music. \_\_\_\_\_

## Text 22

*Read the passage. Then answer the questions below.*

### **The Shock of the Truth**

**A** Throughout history, there have been instances in which people have been unwilling to accept new theories, despite startling evidence. This was certainly the case when Copernicus published his theory - that the earth was not the centre of the universe.

**B** Until the early 16th century, western thinkers believed the theory put forward by Ptolemy, an Egyptian living in Alexandria in about 150 A.D. His theory, which was formulated by gathering and organizing the thoughts of the earlier thinkers, proposed that the universe was a closed space bounded by a spherical envelope beyond which there was nothing. The earth, according to Ptolemy, was a fixed and immobile mass, located at the centre of the universe. The sun and the stars, revolved around it.

**C** The theory appealed to human nature. Someone making casual observations as they looked into the sky might come to a similar conclusion. It also fed the human ego. Humans could believe that they were at the centre of God's universe, and the sun and stars were created for their benefit.

**D** Ptolemy's theory, was of course, incorrect, but at the time nobody contested it. European astronomers were more inclined to save face. Instead of proposing new ideas, they attempted to patch up and refine Ptolemy's flawed model. Students were taught using a book called *The Sphere* which had been written two hundred years previously. In short, astronomy failed to advance.

**E** In 1530, however, Mikolaj Kopernik, more commonly known as Copernicus, made an assertion which shook the world. He proposed that the earth turned on its axis once per day, and travelled around the sun once per year. Even when he made his discovery, he was reluctant to make it public, knowing how much his shocking revelations would disturb the church. However, George Rheticus, a German mathematics professor who had become Copernicus's student, convinced Copernicus to publish his ideas, even though Copernicus, a perfectionist, was never satisfied that his observations were complete.

**F** Copernicus's ideas went against all the political and religious beliefs of the time. Humans, it was believed, were made in God's image, and were superior to all creatures. The natural world had been created for humans to exploit. Copernicus's theories contradicted the ideas of all the powerful churchmen of the time. Even the famous playwright William Shakespeare feared the new theory, pronouncing that it would destroy social order and bring chaos to the world. However, Copernicus never

had to suffer at the hands of those who disagreed with his theories. He died just after the work was published in 1543.

**G** However, the scientists who followed in Copernicus's footsteps bore the brunt of the church's anger. Two other Italian scientists of the time, Galileo and Bruno, agreed wholeheartedly with the Copernican theory. Bruno even dared to say that space was endless and contained many other suns, each with its own planets. For this, Bruno was sentenced to death by burning in 1600. Galileo, famous for his construction of the telescope, was forced to deny his belief in the Copernican theories. He escaped capital punishment, but was imprisoned for the rest of his life.

**H** In time however, Copernicus's work became more accepted. Subsequent scientists and mathematicians such as Brahe, Kepler and Newton took Copernicus's work as a starting point and used it to glean further truths about the laws of celestial mechanics.

**I** The most important aspect of Copernicus' work is that it forever changed the place of man in the cosmos. With Copernicus' work, man could no longer take that premier position which the theologians had immodestly assigned him. This was the first, but certainly not the last time in which man would have to accept his position as a mere part of the universe, not at the centre of it.

**Questions:**

*I. The text has nine paragraphs, A-I. Which paragraph contains the following information?*

1. the public's reaction to the new theory
2. an ancient belief about the position of the earth
3. Copernicus's legacy to the future of science
4. How academics built on Copernican ideas
5. An idea which is attractive to humans
6. Out-dated teaching and defective research
7. Scientists suffer for their beliefs

*II. Look at the following statements and the list of people below. Match each statement with the correct person.*

Ptolemy	George Rheticus Bruno	William Shakespeare Newton	Galileo
---------	--------------------------	-------------------------------	---------

1. He, among others, used Copernicus's theories to advance scientific knowledge.
2. He proposed an inaccurate theory based on the work of early philosophers.
3. His attitude to the new theory was similar to that of the Church. ....
4. He was killed because of his belief in the new theory. ....
5. He was responsible for Copernicus's ideas being made public. ....
6. He had to go to jail because he believed in the new theory. ....

## Text 23

*Read the two emails and answer the questions.*

Hi,

Sorry for sending this to all the staff in the company, but my list of people who are going to the Signmakers' Conference in Dartmouth is not up-to-date, so I thought I'd mail it to everyone just to be on the safe side.

The company has agreed to pay for transport by rail which means you won't have to drive there yourselves. We've booked seats on the 0630 from Stanton Heath which goes direct to Dartmouth. We should arrive there by 0845, and we can then share taxis to get to the venue, which I understand is just a 15 minute drive, so we should easily make the 0930 start.

Hotel accommodation has been booked at the Premium Inn, Dartmouth. The management have agreed that all delegates should have their own rooms. It's likely that some of you will have singles, while others will have doubles and twins. I can't take request for double rooms, I'm, afraid. It will be the luck of the draw. All rooms will have en suites, and should be very comfortable.

We're planning return transport on the 2010 from Dartmouth which will get us back to Stanton Heath at 2200.

I'll be booking transport on Friday morning (14th March), so if you have any queries or problems, make sure you contact me before then.

James Roxford

---

Dear James

Sorry, I didn't get back to you in time. I was off sick last week and didn't get your message until this morning. I hope you haven't booked the train tickets yet. I'm planning to go to the conference by car, as I'm not returning to Stanton Heath after the conference. I'm going on to visit my family.

Is there any chance you can reserve a double room for me at the Premium Inn? I find it hard to sleep in single beds.

Thanks

Mindy Jacques

### ***Questions:***

- James's email was sent to:
  - Mindy Jacques
  - staff who are attending a conference
  - visitors to James's company
  - everyone in the company
- Which of the following is true about the journey James has planned?
  - Delegates will take a different route on the return journey.
  - The delegates will arrive just after the conference starts.
  - The return journey is faster than the outbound journey.
  - The delegates will need to change trains on the outbound journey.
- When did Mindy send her email?



- a) Monday (17th March)      b) Thursday (13th March)      c) Friday morning (14th March)  
 d) Friday afternoon (14th March)
4. What is James likely to do after receiving Mindy's message?
- a) reserve a double room      b) buy another conference ticket  
 c) phone a taxi company      d) cancel a train ticket

### Text 24

*Read the email and answer the questions.*

To: Ellie Crest  
 Subject: Surfing Holiday  
 Hi Ellie,

I'm so pleased you can come surfing in August! Paul, Rose and Kevin are coming too, so there will be five of us. We've decided to return to New Sands, because the surf board hire is so cheap there.

I'm starting to think about accommodation. We won't camp again after last year! I hated staying in a tent in all that rain!

Kevin wants to hire a caravan. There are some nice ones with 3 bedrooms, showers and cooking facilities. The problem is, none of the caravan parks take short bookings in the summer. The minimum stay is a week. It's a shame because there are several nice parks near the beach.

There's a youth hostel in New Sands. It's the cheapest option after camping, and there's a big kitchen and dining room where we can cook. The problem is, accommodation is in dormitories and I don't really want to sleep with strangers. There are a few guest houses in New Sands. Some have triple rooms, so we'd only need to book two rooms. They're not expensive, but we wouldn't be able to cook there. We'd have to eat out at restaurants, or eat sandwiches for every meal! We'll have to book soon if we choose that option, because many guest houses are already full. The hotels in New Sands are far too expensive, even though I'd love to stay at the Sunrise Pavilion with its rooftop pool!

The final option is to rent a cottage. Few cottages offer mid-week breaks in summer, but I found one. It has three bedrooms - a double, a single and a twin, so two of us would have to share a bed! There's a big kitchen diner with a microwave, washing machine and dishwasher. The living room has a TV and DVD player. There's just one bathroom, but there's a separate WC. There's a nice garden too. The problem is, it's 5 miles from the beach, so we'd have to hire a car, because there aren't any buses.

Let me know which option you prefer.  
 Cheers  
 Natalie

1. Last year the friends stayed in a...
- a) caravan      b) tent      c) youth hostel

2. Last year the friends had problems with...
  - a) the weather.
  - b) the transport.
  - c) their surf boards.
3. The friends want to stay in New Sands for...
  - a) a week.
  - b) a week and a half.
  - c) less than one week.
4. The problem with the caravan park is that...
  - a) caravans are only available for full weeks.
  - b) there are not have enough beds for everyone.
  - c) all the caravans are fully booked.
5. Natalie doesn't want to stay in the youth hostel because...
  - a) it is too expensive.
  - b) she doesn't want to share with people she doesn't know.
  - c) it does not have any self-catering facilities.
6. The guest house ...
  - a) is too expensive.
  - b) does not have self-catering facilities.
  - c) does not have a restaurant.
7. The Sunrise Pavilion...
  - a) is too expensive.
  - b) does not have a swimming pool.
  - c) is fully booked.
8. Natalie chose this cottage because...
  - a) it is cheaper than the other cottages.
  - b) everyone can sleep in a different room.
  - c) it allows people to stay for less than a week.
9. In the cottage,...
  - a) the dining area and living area are in the same room.
  - b) the shower and toilet are in the same room.
  - c) the cooking area and dining area are in the same room.
10. The problem with the cottage is...
  - a) its size.
  - b) its location.
  - c) its price.

## Text 25

*Read the information about Paula and answer the questions.*

### A day in the life of Paula Radcliffe - Marathon Runner

#### **8.30am**

Sometimes, my daughter Isla wakes me and my husband, Gary, up, or, more often, we wake her up. After I get up, I always check my pulse. It's usually 38-40 beats per minute. If it is too high, I rest for the day. It's so important to listen to my body. I have a drink and a snack while giving Isla her breakfast.

#### **9.30am**

We take Isla to nursery and then I start my training. I run, and Gary rides his bike next to me and gives me drinks. Four times a week, I have a cold bath or go for a swim in a lake after training.

#### **12.30pm**

I pick up Isla from nursery and we go home and I eat a big lunch of cereal and fruit. Then I have rice and salmon, or toast and peanut butter. I try to eat as soon as possible after training. After lunch, I play with my daughter.

## 2pm

I have a nap in the afternoon, and Gary usually takes Isla out while I sleep. When I wake up, I have a drink and a snack while Isla has milk. I eat a lot during the day, especially bananas and dark chocolate.

## 5pm

I go running again. In total, I run about 145 miles every week. I write about all my runs in my training journal. I record everything, including how I feel and what the weather is like. I train hard every other day, go on an extra long run every four days and rest every eighth day.

## 7pm

In the evening, I do my exercises. These keep me strong during long runs. Isla likes to climb on me while I stretch. Gary gives Isla her tea and cooks mine while I finish my exercises. Then I finish cooking dinner while Gary gives Isla her bath.

## 7.30pm

Gary and I eat our dinner. I have red meat four times a week with rice, pasta or potatoes, and lots of vegetables. We also eat a lot of stir-fries, because they're quick and healthy.

## 8pm

We put Isla to bed and relax. I check my emails and watch TV or chat with Gary. I love police and hospital dramas!

## 10.30pm

Time for bed. As I brush my teeth, I stand on one leg and then the other. This keeps my legs strong. I enjoy reading, but I haven't read much since Isla was born.

### *Questions:*

- Usually,...
  - Paula and Gary wake up Isla.
  - Gary wakes up Paula and Isla.
  - Isla wakes up Paula and Gary.
- While Paula has her morning run, Gary...
  - takes Isla to nursery.
  - cycles next to her.
  - goes to work.
- After training, Paula...
  - has lunch, bathes, then collects her daughter.
  - bathes, collects her daughter, then has lunch.
  - collects her daughter, bathes, then has lunch.
- After lunch, Gary looks after Isla while Paula...
  - trains.
  - sleeps.
  - eats.
- Paula...
  - eats large meals but never eats snacks.
  - eats large meals and often eats snacks.
  - eats small meals but often eats snacks.
- Every two days, Paula
  - goes for a long run.
  - runs 145 miles.
  - trains extra hard.
- While Paula does her exercises, her daughter...
  - has dinner.
  - climbs on her.
  - plays with Gary.
- In the evening,...

- a) Gary bathes Isla, then Gary and Paula eat, then Isla goes to bed.  
 b) Gary bathes Isla, then Isla goes to bed, then Gary and Paula eat.  
 c) Gary and Paul eat, then Gary bathes Isla, then Isla goes to bed.
9. Paula does exercises to strengthen her legs while she...  
 a) cooks dinner.      b) brushes her teeth.      c) watches TV.
10. Now Paula has a daughter, she rarely...  
 a) reads.      b) watches TV.      c) spends time with Gary.

### Text 26

Read the noticeboard at the Lockwood community centre and answer the questions below.

<p style="text-align: center;"><b>Karate Club</b></p> <p>Beginners: Wednesdays 6-7pm          Intermediate: Thursdays 6-7pm          Advanced: Fridays 6-7pm          All classes take place in the main hall.          Mixed Age Groups from age 5-adult.          Karate kits must be worn. Discounts available.          Phone John on 07885 394848 for information.</p>	<p style="text-align: center;"><b>Lockwood Amateur Dramatic Society</b></p> <p>This winter we will be performing 'Puss in Boots'.</p> <p>If you'd like to be on the stage, please come to our auditions on Saturday 8th September. Children: 10-12 am; Adults 2-5pm in the main hall.          No acting experience necessary!          Rehearsals will be on Friday nights 7-9pm in the main hall (7-8pm for children) and Wednesdays 7-9pm in the Blue Room.          Dress rehearsal: 3rd December          Performances: 5-7th December</p>
<p style="text-align: center;"><b>Handicraft Circle</b></p> <p>The sewing circle meets in the Blue Room on Mondays and Thursdays from 10am to 12pm. Bring along your needlework projects. Our friendly group can give you tuition and advice on sewing or knitting.</p>	<p style="text-align: center;"><b>Photography Club</b></p> <p>Would you like to take great pictures?          Join our Photography Club every Friday from 6.30 to 8.00 in the Blue Room.          Bring your own camera. We can lend you photographic equipment such as lenses and tripods.          Beginners Welcome</p>
<p style="text-align: center;"><b>Calling all Gentlemen!</b></p> <p>The <b>Lockwood Male Voice Choir</b> rehearses in the main hall on Mondays from 7.30-9.30 pm. If you love to sing, are over the age of 16 and have an ear for music, please call Ben Freeman for information.</p>	<p style="text-align: center;"><b>Gardening Club</b></p> <p>The Gardening Club meets on the first Tuesday of each month at 7.00 in the Blue Room.          Swap seeds and tips and meet green-fingered friends          October's guest lecturer: Jill Thorn will speak on 'Creating a Wildlife Garden'</p>
<p style="text-align: center;"><b>Messy Fingers Club!</b></p> <p>Mondays, Wednesdays and Fridays from 4.00-5.30pm          Your kids can get messy with painting, printing and modeling.          Suitable for children aged 6-11. Meet in the main hall.          Just bring an old shirt that you don't mind getting messy!</p>	

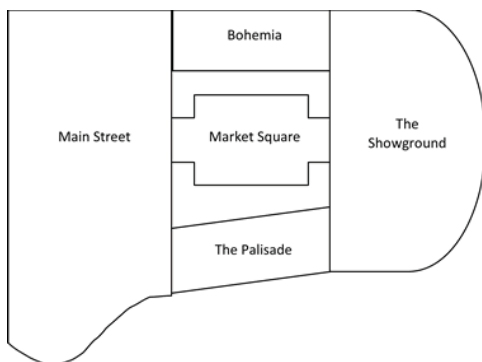
Complete the sentences with the name of **ONE OR TWO CLASSES**.

- You must take your own equipment to the...  
 a) Handicraft Circle      b) Messy Fingers Club      c) Gardening Club  
 d) Photography Club
- The ... is only available to children.  
 a) Karate Club      b) Handicraft Circle      c) Messy Fingers Club  
 d) Lockwood Amateur Dramatic Society
- The ... regularly meets in the morning.

- a) Lockwood Amateur Dramatic Society      b) Handicraft Circle  
 c) Gardening Club      d) Photography Club
4. The ... has separate classes for people of different abilities.  
 a) Karate Club      b) Lockwood Amateur Dramatic Society  
 c) Lockwood Male Voice Choir      d) Photography Club
5. The ... meets twice a week.  
 a) Lockwood Amateur Dramatic Society      b) Karate Club  
 c) Handicraft Circle      d) Messy Fingers Club
6. The ... does not take place every week.  
 a) Photography Club      b) Gardening Club      c) Lockwood Male Voice Choir  
 d) Karate Club
7. Equipment is available to borrow at the ... .  
 a) Photography Club      b) Gardening Club      c) Karate Club  
 d) Handicraft Circle
8. You are required to wear certain clothes every week at the ... .  
 a) Lockwood Amateur Dramatic Society      b) Karate Club      c) Messy Fingers Club  
 d) Lockwood Male Voice Choir
9. Adults and young children can take part in the ... together.  
 a) Lockwood Male Voice Choir      b) Karate Club      c) Messy Fingers Club  
 d) Lockwood Amateur Dramatic Society
10. The ... uses the main hall after the Advanced Karate Club.  
 a) Lockwood Amateur Dramatic Society      b) Lockwood Male Voice Choir  
 c) Photography Club      d) Messy Fingers Club

### Text 27

*Read about the new shopping mall and answer the questions.*



Gatesbridge's new Merriwether Mall is opening this September. With an area of 320,000 square metres, the Merriwether Mall will be the biggest mall in the south west. It's located close to the motorway, has its own bus station and 2000 car parking spaces, so it is convenient for everyone.

The mall has five areas, all under cover. The largest, Main Street, is a shopping area on three floors. Here, you'll find all the major chain stores and department stores. You can buy fashion items and all the famous brand names. There is also a large chemist.

Situated on two levels, the market square is where you can find traditional market stalls. On the lower floor, there are food stalls, including a butcher's, baker's, a fishmonger's, greengrocer's and delicatessen. On the upper floor, you will find stalls selling hardware and haberdashery.

Bohemia is at the rear of the mall. Here, you'll find quirky, independent shops selling everything from second hand music and books to clothes and handicrafts. The Palisade is more upmarket. Here you will find fashion boutiques, jewellers, antiques and furniture. There are also two banks and a post office located along The Palisade.

The Showground is the entertainment centre of the mall. On the ground floor, there is a food court where you'll find cuisine from around the world, including Chinese, Japanese, Thai and Italian food. There is a large arena where events will take place through the year. There is also an eight-screen cinema, a night club and a bowling alley.

And if that is not enough, we are offering you a voucher which will give you £10 off any purchase over £40 that you make in the Merriwether Mall between 10th and 16th September. You can't afford to miss it!

***Questions:***

1. Where is the best place in the mall to buy an expensive necklace?  
a) Main Street                      b) Market Square      c) Bohemia                      d) The Palisade  
e) The Showground
2. Where is the best place in the mall to buy some bacon?  
a) Main Street                      b) Market Square                      c) Bohemia                      d) The  
Palisade                      e) The Showground
3. buy some Nike trainers?  
a) Main Street                      b) Market Square                      c) Bohemia                      d) The  
Palisade                      e) The Showground
4. buy a used CD?  
a) Main Street                      b) Market Square                      c) Bohemia                      d) The  
Palisade                      e) The Showground
5. have a meal?  
a) Main Street                      b) Market Square                      c) Bohemia                      d) The  
Palisade                      e) The Showground
6. buy an expensive, old cupboard?  
a) Main Street                      b) Market Square                      c) Bohemia                      d) The  
Palisade                      e) The Showground
7. see a film?  
a) Main Street                      b) Market Square                      c) Bohemia                      d) The  
Palisade                      e) The Showground

8. buy some bacon?

- a) Main Street                      b) Market Square                      c) Bohemia                      d) The Palisade  
e) The Showground

9. buy some shampoo?

- a) Main Street                      b) Market Square                      c) Bohemia                      d) The Palisade  
e) The Showground

10. mail a parcel?

- a) Main Street                      b) Market Square                      c) Bohemia                      d) The Palisade  
e) The Showground

## Text 28

*Read the weather forecast for the Brecon Beacons National Park and answer the questions.*

### Mountain Area forecast

Mountains can be dangerous places. The weather can change from one hour to the next, and from one peak to the next. Always check the weather forecast before you go out.

#### **Brecon Beacons National Park**

#### **Tuesday 4 April**

There will be mist and fog in the valleys early on, but this will lift in the morning. It will be a dry day with some sunny spells, especially in the north, where it will feel warm. It will remain cloudy in the south and west. Cloud will get thicker in the afternoon, and there will be a chance of rain in the west in the late afternoon.

#### **Visibility**

Generally good, but poor in hill fog. May turn poor in the west in the late afternoon.

#### **Hill fog**

Some hill fog above 300 metres at first. This will lift, but will remain at 600 metres in the morning, and around the peaks in the afternoon and evening.

#### **Wed 5 April**

#### **Weather**

A much windier day, and it will feel cold high up, where temperatures will be low. A bright start, with some sunshine and showers, but showers will increase in the afternoon, and there may be some hail and thunder. Snow showers possible above 800m.

#### **Visibility**

Generally good, but moderate in showers.

#### **Hill fog**

None expected.

#### **Outlook**

#### **Thu 6 April**

Very windy with gales possible in the north and north east. Cloudy with rain or drizzle and hill fog. Some bright spells later, but showers continuing through the afternoon.

### **Fri 7 April**

Overcast at first with areas of hill fog, and also occasional light rain or drizzle. It will gradually become drier and warmer, but will remain cloudy. Light southeasterly breezes.

### **Sat 8 April**

A bright day, with the best of the sunshine in the east. It will probably turn cloudier with a gentle southeasterly breeze, but should remain warm and dry.

#### ***Questions:***

1. The Weather Office provides a forecast for ... days.  
a) 2                      b) 4                      c) 5
2. The Weather Office provides a detailed forecast for ... days.  
a) 2                      b) 3                      c) 5
3. Which day will be driest?  
a) 4th April            b) 5th April            c) 6th April
4. Which day will be windiest?  
a) 5th April            b) 6th April            c) 7th April
5. Which day will be coldest?  
a) 4th April            b) 5th April            c) 6th April
6. On which day will the weather gradually improve?  
a) 4th April            b) 5th April            c) 6th April
7. On 4th August, where will be sunniest?  
a) the north            b) the south            c) the west
8. Which day will be brightest?  
a) 6th April            b) 7th April            c) 8th April
9. Which day will be wettest?  
a) 5th April            b) 6th April            c) 7th April
10. Which day has the least fog?  
a) 4th April            b) 5th April            c) 6th April

### **Text 29**

*Read the text about running and answer the 15 questions.*

1 Throughout history, humans have always run. Thousands of years ago, they ran to hunt food. In the 1800s, sport became an important part of children's education. After the modern Olympics began later that century, athletes became famous. People admired them and wanted to be like them. However, until about forty years ago, watching running races was more popular than running. Now this has changed. More and more people are recognizing the health benefits of exercise, and are putting on their running shoes!

2 It is a well-known fact that exercise is good for you. Studies have shown that it can help prevent many types of illness including heart disease and cancer. It will also help you live longer. Studies show that exercise can add up to 5 years to your life.



Of course, there are many ways to exercise. Running is just one of them. But running may have advantages over other kinds of exercise. For example, one study showed that people who ran more than 50 miles per week had more HDL cholesterol (good fat) than people who did not run.

3 If you find you feel better after exercise, there's a good reason for it. Running makes your body release feel-good chemicals called endocannabinoids. As a result, no matter how bad you feel, running will cheer you up. In fact, a 2012 study found that just 30 minutes of running per week for three weeks helped people sleep better and improved their mood.

4 Of course, as well as benefits, there are some downsides to running. Many runners complain of problems with their knees. Running on roads is especially damaging. Using a running machine at a gym is less harmful. If you do not warm up and stretch properly, your muscles will ache. Running is especially risky in hot weather if people do not drink enough water.

5 If you're interested in taking up running, it's important to do it properly, and these tips will help. Keep your head up. Look straight forward, not down at your feet. Relax your neck and shoulders, hold your body tall and lift your chest, as this will help you breathe more easily. If you lean forward, you will hurt your lower back. Short distance runners lift their knees to run, but for distance running, keep them low or you will use up all your energy.

I. Choose the best title for each paragraph below. There is one title you don't need.

Running and emotional health	Running problems	Reasons to run
The best way to run	Running to lose weight	The health benefits of
	running	

1. Paragraph 1: \_\_\_\_\_
2. Paragraph 2: \_\_\_\_\_
3. Paragraph 3: \_\_\_\_\_
4. Paragraph 4: \_\_\_\_\_
5. Paragraph 5: \_\_\_\_\_

II. Choose the five statements below that are TRUE according to the information given in the text.

6. The modern Olympics began in the 1800s.  
True / False
7. 40 years ago, people generally preferred to watch running than to run.  
True / False
8. Runners have less HDL cholesterol than non-runners.  
True / False
9. Endocannabinoids are chemicals that make you feel better.  
True / False
10. Running for 30 minutes every 3 weeks will improve your mood.  
True / False

11. Running on roads damages the knees more than running on a machine.  
True / False
12. You should lean forward when you run.  
True / False
13. Don't lift your knees when running long distances.  
True / False

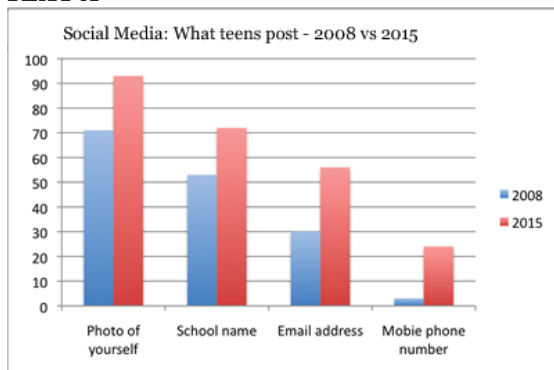
III. Complete the sentences with a word, phrase or number from the text (maximum three words).

1. These days most people choose to run because of the ... . 2. People who exercise can live ... longer than people who do not. 3. Stretching will prevent you from getting pains in your ... . 4. Research shows that regular, light exercise can make people ... and feel happier. 5. Holding your neck, shoulders and body correctly will help you to ... .

### Text 29

Read the four texts and answer the questions below.

#### TEXT A



#### TEXT B

The way that young people communicate has changed greatly since a generation ago. These days, 60% of those aged 10-15 use social networking websites or apps. The number increases as children get older, peaking at the age of 15. At this age, four fifths engage in social networking of some kind. This type of communication is clearly important for today's youth, and many feel that it has a positive impact on their lives. 22% of children aged 10-15 feel that they can express themselves more freely online than they can in day-to-day life. Many say that their social networking profiles describe them positively. On the other hand, a significant number of young people have suffered

from cyber-bullying and many others fear that they would be left out of their social circle if they didn't regularly frequent social networking websites.

### TEXT C

**Jess B:** Today we had a lesson at school about cyber bullying. My teacher says that about a quarter of teenagers today do it! But I can't believe that! I've never been mean to anyone over the internet and none of my friends have either.

**Lucia:** Really? Haven't you ever posted a bad photo of someone online, or 'liked' a mean comment about someone?

**Jess B:** Well, yes, of course. Everyone does that, but we're only having fun.

**Lucia:** I don't think so. You don't know how this makes people feel.

**Jess B:** I suppose you're right. I never thought about it that way.

### TEXT D

**Student Name: Martha Consuelo**

**Class 7**

**Online activity**

Many people worry that teenagers spend too much time online. One study said that they spend more time on the Internet than they do sleeping! However, I believe that they spend a lot of this time doing useful activities that help them work, socialize and relax. To find out how the Internet helps students I conducted the following study.

I asked 20 students not to use the Internet in their free time for two weeks. Afterwards, I gave them a questionnaire, which asked them how they felt about their work, social life and free time. I also gave the questionnaire to 20 students who had used the Internet as usual for two weeks.

I found out that students felt more relaxed without the Internet, because they felt they had much more free time. However, most said they thought their school work suffered and several felt they were missing out on their social life.

#### **Questions:**

I. Which text:

- shows that teens are increasingly posting private information online .  
a) Text A      b) Text B      c) Text C      d) Text D
- suggests that some teenagers don't realising they are cyber-bullying.  
a) Text A      b) Text B      c) Text C      d) Text D
- says that teenagers benefit from the Internet when completing homework .  
a) Text A      b) Text B      c) Text C      d) Text D
- says that some children feel more confident about describing their feelings online than in .  
a) Text A      b) Text B      c) Text C      d) Text D
- says that use of social networking sites increases as children get older.  
a) Text A      b) Text B      c) Text C      d) Text D

II. Choose the five statements below that are TRUE according to the information given in the text.

6. Fewer teens give out their cell phone number than the name of their school.  
True / False
7. The number of teens who have posted their email address online almost doubled between 2006 and 2012.  
True / False
8. Over half of children between the age of 10 and 15 use social networking sites.  
True / False
9. Socialising online is more common among 14-year olds than 15-year olds.  
True / False
10. 25% of teenagers have been bullied online.  
True / False
11. Lucia has been cyber-bullied by Jess.  
True / False
12. According to research, teenagers use the Internet for longer than they sleep.  
True / False
13. A survey found that young people felt more relaxed without Internet access.  
True / False

III. Complete the summary with a word, phrase or number from the text (maximum three words).

1. Teenagers are increasingly posting personal information on their social media profiles. The most common information they posted in 2015 was their ... . 2. Teens like social networking because they can express themselves freely, and their profiles ... . 3. Disadvantages are cyber-bullying and fears of being ... if they are not actively involved. 4. Examples of low level cyber-bullying including posting unpleasant photos of others on the internet and showing support for ... . 5. Although teenagers use the Internet to ... , it is not actually as effective a method as they believe!

### Text 31

#### The Earth's Tectonic Plates

Read about the Earth's tectonic plates, then answer the questions about the text, choosing either A, B, C or D as the best answer.

Most earthquakes are caused by large-scale movements of the Earth's lithospheric plates and occur at the boundaries between the plates. Experts recognize seven to twelve major plates and a number of smaller ones. The plates take their names from continents (the North American plate): from oceans (the Pacific plate): and from geographic areas (the Arabian plate).

## **Slow and Steady Motion**

The plates are in very slow but constant motion, so that seen from above, the Earth's surface might look like a slowly moving spherical jigsaw puzzle. The plates move at rates of 2 to 15 cm or several inches in a year, about as fast as our fingernails grow. On a human scale, this is a rate of movement that only the most sophisticated instruments can detect. But on the scale of geological time, it's a dizzying speed. At this rate, those almost-four-billion-year old rocks could have traveled all the way around the Earth eleven times.

The movement of the plates is generally one of three kinds: spreading, colliding or sliding. When plates are spreading, or separating from each other, we call their movement divergent. When they are colliding, or pushing each other, we call the movement convergent. Movement in which plates slide past each other is called lateral (or transform) plate movement. Earthquakes can accompany each of the three types of movement.

## **Plate Tectonics**

The revolutionary theory of plate tectonics originated early in the 20th century, although it did not gain general acceptance until the late 1960s. The German meteorologist, geophysicist, and explorer Alfred L Wegener is now given credit for the first step in understanding the movement of the lithosphere. In the period 1910-1912 he formulated the theory called continental drift and collected evidence from the rocks, fossils, and climate of various continents to show that they had once been joined together. Wegener had little data on the oceanic crust, so he thought that the continents merely moved through that crust.

## **Questions:**

1. Earthquakes occur when what parts of the tectonic plates collide?  
a) the edges      b) the centers      c) the peaks
2. Tectonic plates can get their names from what?  
a) cities      b) rivers      c) seas
3. Why is the phrase "jigsaw puzzle" used in the second paragraph?  
a) to show how complex everything is      b) because of the way the plates fit together  
c) because of the number of plates
4. Why have the plates travelled so far?  
a) because they are moving quite fast      b) because Earth is not very big  
c) because of the age of the Earth
5. Can earthquakes be caused when plates are moving away from each other?  
a) yes      b) no      c) only if they are touching
6. Why did Wegener's theory take so long to be accepted?  
a) he had no understanding of the ocean floor      b) it was very different from previous ideas in this area  
c) he made several errors in his theory
7. What evidence did Wegener NOT use to support his theory of Continental Drift when looking at two now-distant locations?  
a) the existence of similar rocks      b) the existence of similar extinct animals  
c) the existence of similar races of people

## Text 32

### The Domestication of Cats

*Read about the domestication of cats, then answer the questions about the text, choosing either A, B, C or D as the best answer.*

For centuries, the common view of how domestication had occurred was that prehistoric people, realizing how useful it would be to have captive herds of food animals, began capturing wild animals and breeding them. Over time, by allowing only animals with "tame" characteristics to mate and produce offspring, human beings created animals that were less wild and more dependent upon people. Eventually this process led to the domestic farm animals and pets that we know today, many of which would fare quite badly in the wild, having lost their ancient survival skills and instincts.

Recent research suggests that this view of domestication is incomplete. Prehistoric human beings did capture and breed useful wild animals, and those species became tamer over time (they generally changed physically, too, developing larger bodies and smaller brains than their wild cousins). But specialists in animal behavior now think that domestication was not simply something people did to animals - the animals played an active part in the process. Wolves and wild horses, for example, may have taken the first steps in their own domestication by hanging around human settlements, feeding on people's garbage and crops and getting used to human presence and activity. Individual animals that were not too nervous or fearful to live near people produced offspring that also tolerated humans, making it easier for people to capture and tame them.

In this version, people succeeded in domesticating only animals that had already adapted easily to life around humans. Domestication required an animal that was willing to become domestic. The process was more like a dance with two partners than a triumph of humans over animals.

At first glance, the taming of cats seems to fit nicely into this new story of domestication. A traditional theory says that after prehistoric people in the Near East and Egypt invented agriculture and started farming, rats and mice gathered to feast on their stored grain. Wildcats, in turn, gathered at the same places to prey on the rats and mice. Over time, cats got used to people and people got used to cats, until at some point cats were tame. New studies of wildcats, however, seem to call this theory into question. Wildcats don't share hunting and feeding territories, and they don't live close to people or seek out human settlements as food sources. Experts do not know whether wildcats were partners in their own domestication. They do know that long after people had acquired domestic dogs, sheep, goats, cattle, and horses, they somehow acquired tame cats. By mating the least aggressive cats with one another, they produced animals with increasingly tame qualities.

#### **Questions:**

1. According to traditional theories of domestication, how were wild animals tamed?

- a) selective breeding                      b) capturing only smaller animals
- c) aggression and control
- 2. What is suggested in the new theory?
  - a) that animals were less afraid than thought
  - b) that wolves and horses were the first to be domesticated
  - c) that animals had an active role in their domestication
- 3. Why is the word "dance" used in the 3rd paragraph?
  - a) that animals and humans were close      b) were two active partners
  - c) that it was complex and not simple to understand
- 4. What probably attracted cats to human settlements?
  - a) warmth                      b) other cats                      c) food
- 5. What characteristic of the cat causes a problem for the theory that cats were domesticated like wolves were?
  - a) independence                      b) greed                      c) friendliness

### Text 33

#### Three Magicians

*Read about three magicians, then answer the questions. For each question, choose which magician is the correct answer.*

#### **Harry Houdini**

He began his magic career in 1891. At the outset, he had little success. He performed in sideshows, and even doubled as "The Wild Man" at a circus. Houdini focused initially on traditional card tricks. At one point, he billed himself as the "King of Cards". But he soon began experimenting with escape acts.

In 1893, while performing with his brother, Dash, at Coney Island as "The Brothers Houdini", Harry met a fellow performer, Wilhelmina Beatrice "Bess" Rahner. She and Houdini married in 1894, with Bess replacing Dash in the act, which became known as "The Houdinis." For the rest of Houdini's performing career, Bess would work as his stage assistant.

Houdini's big break came in 1899 when he met manager Martin Beck in rural Woodstock, Illinois. Impressed by Houdini's handcuffs act, Beck advised him to concentrate on escape acts and booked him on the Orpheum vaudeville circuit. Within months, he was performing at the top vaudeville houses in the country. In 1900, Beck arranged for Houdini to tour Europe. After some days of unsuccessful interviews in London, Houdini managed to interest Dundas Slater, then manager of the Alhambra Theatre. He gave a demonstration of escape from handcuffs at Scotland Yard, and succeeded in baffling the police so effectively that he was booked at the Alhambra for six months.

#### **Derren Brown**

Derren Brown is a British illusionist, mentalist, trickster, hypnotist, painter, writer, and sceptic. He is known for his appearances in television specials, stage productions, and British television series such as Trick of the Mind and Trick or Treat.

Though his performances of mind-reading and other feats of mentalism may appear to be the result of psychic or paranormal practices, he claims no such abilities and frequently denounces those who do. Brown states at the beginning of his Trick of the Mind programmes that he achieves his results using a combination of "suggestion, psychology, misdirection and showmanship".

Brown was born to Bob and Chris Brown in Purley, Croydon, London, England. He has a brother, who is nine years his junior. Brown was privately educated at Whitgift School in South Croydon (where his father coached swimming), and studied Law and German at the University of Bristol. While there, he attended a hypnotist show by Martin Taylor, which inspired him to turn to illusion and hypnosis as a career. Whilst an undergraduate, he started working as a conjuror, performing the traditional skills of close-up magic in bars and restaurants. In 1992, he started performing stage shows at the University of Bristol under the stage name Darren V. Brown.

Brown was an Evangelical Christian in his teens, and became an atheist in his twenties. Brown said he sought to strengthen his belief and provide answers to common criticisms of religion by reading the Bible and other Christian religious texts, but upon doing so found none of the answers he sought and came to the conclusion that his belief had no basis.

### **Joseph Dunninger**

Dunninger was born in New York City. He headlined throughout the Keith-Orpheum Circuit, and was much in demand for private entertainment. At the age of seventeen he was invited to perform at the home of Theodore Roosevelt in Oyster Bay and at the home of the inventor Thomas A. Edison, both of whom were avid admirers of his mysticism.

Dunninger was a debunker of fraudulent mediums. He claimed to replicate through trickery all spiritualist phenomena. He wrote the book Inside the Medium's Cabinet which exposed the tricks of mediumship. He also exposed how the indian rope trick could be performed by camera trickery.

Dunninger had a standing offer of \$10,000 to anyone who could prove that he used paid assistants for his tricks. He often said he could raise that offer to \$100,000. Through Scientific American magazine and the Universal Council for Psychic Research, Dunninger made this offer to any medium who could produce by psychic or supernatural means any physical phenomena that he could not reproduce by natural means. Dunninger appeared on radio starting in 1943, and on television frequently in the 1950s and 60s.

### **Questions:**

1. Which magician made it clear he doesn't use real magic?  
a) Brown                      b) Dunninger                      c) Houdini
2. Which magician went to have a lot of success abroad?  
a) Brown                      b) Dunninger                      c) Houdini
3. Which magician enjoyed showing other performers were dishonest?  
a) Brown                      b) Dunninger                      c) Houdini
4. Which magician enjoyed media success late in his career?  
a) Brown                      b) Dunninger                      c) Houdini



5. Which magician had ambitions to work in magic after seeing another performer?  
a) Brown      b) Dunninger      c) Houdini
6. Which magician was initially a failure?  
a) Brown      b) Dunninger      c) Houdini
7. Which magician abandoned many of his beliefs as he grew up?  
a) Brown      b) Dunninger      c) Houdini
8. Which magician worked with a family member?  
a) Brown      b) Dunninger      c) Houdini
9. Which magician was already performing before becoming an adult?  
a) Brown      b) Dunninger      c) Houdini

### Text 34

Read the passage. Then answer the questions below.

#### A Streetcar Named Desire

##### Passage 1

*A Streetcar Named Desire* is a classic of the American theater. Tennessee Williams' landmark work was a tour de force in its original stage production in 1947 and continues to resonate with audiences and readers today despite - or perhaps because of - its simplistic though layered story. A faded Southern belle, Blanche DuBois, arrives at her sister's seedy New Orleans apartment where she is tortured by her brutish brother-in-law, Stanley Kowalski. Blanche puts on airs of class and happiness throughout the play, though internally she is miserable and haunted by her tragic and scandalous past. Stanley forces Blanche to face her dolorous reality with his vitriol and, finally, his act of sexual aggression, and in doing so, he causes her to lose her tenuous grip on sanity. Most have argued (correctly) that the play is about the ways the past haunts our present or (again correctly) that it is about the ways class and sexuality impact our lives. However, few have seen the play for what it is: an allegory for the theater itself.

Before Williams wrote *Streetcar*, the theater had been dominated by melodrama. A brief interlude in the 1930s brought political theater to center stage (pardon the pun), but by the 1940s, its principal playwright, Clifford Odets, had left New York for Hollywood, and the sensationalized and maudlin form of melodrama once again flourished. The theater was in limbo, and Williams had a desire to bring something new to the world. It would bring the realism of the political theater of the 1930s but without the political (read: socialist) underpinnings. To that end, he created lifelike characters who spoke in realistic dialect.

But to make his point that melodrama was flawed, he added an equally unrealistic character. Blanche, unlike the other characters, speaks theatrically, acts larger than life on stage, and uses floral language and heightened mannerisms. Blanche is a character not to be trusted. She lies about everything, and the only thing that finally exposes her lies is reality itself: Stanley. He finally forces her off the stage and into the insane asylum by forcing himself on her sexually. And with that, realism forcibly removed melodrama from the stage.

##### Passage 2

It is not possible to imagine *A Streetcar Named Desire* without the influence of Marlon Brando, the actor who rose to fame playing Stanley Kowalski. On the page, the part is fairly simplistic. Stanley is a monster and a beast without any redeeming

qualities. But Brando and the play’s original director, Elia Kazan, imagined the character as having a soft underbelly, rooted in his own sorrow, insecurities, and soulful complexity. Brando’s Stanley is a brute, yes, but he is a brute who hates the fact that he is so awful. He is also unable to control himself and his passions, and this lack of control is equally embarrassing to him, even as it is also threatening to Blanche and alluring to her sister Stella.

For instance, after he hits Stella, he comes back to her, famously begging for forgiveness by shouting “Stella” outside their apartment. But in Brando’s depiction on the stage and later on the screen, he is soaked from the rain and looks completely desperate, as though he needs Stella to live. He looks and seems totally helpless and weak, the exact opposite of the brute he appears later when he forces himself onto Blanche.

The play is excellent and memorable, even when read. But it is Brando’s interpretation of the male lead role that makes the play indelible. Without Brando, the play would still have a deep meaning, but with Brando’s interpretation, the play becomes even more profound.

**Questions:**

1. Paragraph 1 of Passage 1 provides each of the following EXCEPT
  - a) a critical interpretation of *A Streetcar Named Desire*
  - b) an explanation of why modern audiences connect with *A Streetcar Named Desire*
  - c) a brief plot synopsis of *A Streetcar Named Desire*
  - d) background information on the times that produced *A Streetcar Named Desire*
  - e) the author’s main argument concerning *A Streetcar Named Desire*
  
2. It can be inferred from Passage 1 that *A Streetcar Named Desire*
  - a) was Tennessee Williams’ first play
  - b) is better on stage than in print
  - c) did not have socialist leanings
  - d) was not melodramatic
  - e) would not have been successful without Marlon Brando
  
3. According to Passage 1, the character of Blanche DuBois
  - a) is intentionally overdramatic and theatrical
  - b) has never been to the city of New Orleans before
  - c) is recently married to Stanley Kowalski
  - d) is brutally honest and frank during the play
  - e) is firmly rooted in realism and sanity
  
4. Passage 2 argues that Marlon Brando’s portrayal of Stanley Kowalski
  - I. earned the actor great fame
  - II. is more nuanced than the part that is written
  - III. is what really made *A Streetcar Named Desire* a classic

- a) I only    b) II only    c) I and II only    d) II and III only    e) I, II, and III

5. Both Passage 1 and Passage 2 argue that

- a) the New York theater scene was blown away by *A Streetcar Named Desire*
- b) Tennessee Williams wrote *A Streetcar Named Desire* to end melodrama
- c) *A Streetcar Named Desire* has more than one true meaning
- d) *A Streetcar Named Desire* only has power when performed on the stage
- e) the character of Stanley Kowalski is simply a brute monster

6. The author of Passage 2 focuses on Marlon Brando’s portrayal of Stanley Kowalski as being particularly memorable and powerful, whereas the author of Passage 1 focuses on Tennessee Williams’ skilled writing. In your opinion, what makes for better drama: a high-quality script or unparalleled acting? Can a drama be successful with one but not the other? Why?

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7. In paragraph 2 of Passage 1, the author suggests that drama in the 1930s was heavily influenced by socialist playwrights and the politics of the era. In what ways do modern plays, shows, and films reflect modern politics, if at all? Do you see any current trends in today’s media?

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### Text 35

*Read the passage. Then answer the questions below.*

#### **Chronic Traumatic Encephalopathy**

Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe. Recent studies suggest that people who suffer multiple concussions are at a significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These psychological problems can include depression, anxiety, memory loss, inability to concentrate, and aggression. In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Although both new sports regulations and improvements in helmet technology can help protect players, the sports media and fans

alike bear some of the responsibility for reducing the incidence of these devastating injuries.

Improvements in diagnostic technology have provided substantial evidence to link severe – and often fatal – psychological disorders to the head injuries players receive while on the field. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim.

In response to the growing understanding of this danger, the National Football League (NFL) has revised its safety regulations. Players who have suffered a head injury on the field must undergo a "concussion sideline assessment" – a series of mental and physical fitness tests – before being allowed back in the game. In an effort to diminish the amount of head and neck injuries on the field, NFL officials have begun enforcing stricter penalty calls for helmet-to-helmet contact, leading with the head, and hitting a defenseless player. Furthermore, as of 2010, if a player's helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead. There is hope that these new regulations, coupled with advances in helmet design, will reduce the number of concussions player endure, and thus curb the number of CTE cases.

Efforts by the NFL and other professional sports leagues are certainly laudable; indeed, we should commend every attempt to protect the mental and physical health of players. However, new regulations at the professional level cannot protect amateur players, especially young people. Fatal cases of CTE have been reported in victims as young as 21. With appropriate equipment and form, tackling need not be dangerous. Proper tackling form – using the arms and shoulders to aim for a player's midsection rather than leading with the top of the head - should be taught at an early age. Youth, high school, and college leagues should also adopt safety rules even more stringent than the NFL's. Furthermore, at an early age, athletes should be educated about the serious dangers of head injuries.

Perhaps the most important factor in reducing the number of traumatic brain injuries, however, lies not with the players, the coaches, or the administrators, but with the media and fans. Sports media producers have become accustomed to showcasing the most aggressive tackles and the most intense plays. NFL broadcasts often replay especially violent collisions, while the commentators marvel at the physical prowess of the players involved. Some sports programs even feature weekly countdowns of the hardest hits. When the media exalts such hazardous behavior, professionals are rewarded for injuring each other on the field, and amateurs become more likely to try to imitate their favorite NFL athletes. Announcers, commentators, television producers, and sportswriters should engage in a collective effort to cease glorifying brutal plays. In turn, fans should stop expecting their favorite players to put their lives on the line for the purposes of entertainment. Players must stop being encouraged to trade their careers, health, happiness, and their lives for the sake of a game.

### *Questions*

1. The author apparently believes that
  - a) NFL officials have not thoroughly implemented stricter safety regulations
  - b) doctors need to do more research about the potential long-term effects of CTE

- c) amateur athletes suffer more serious long-term effects of CTE than professional athletes
- d) fans share some of the blame for athletes' injuries
- c) young people should not be encouraged to play football due to CTE risks

2. According to the author, each of the following statements are true EXCEPT which one?

- a) Tackling itself is not dangerous; however, players who use improper tackling form may suffer injury.
- b) Scientists have established a link between players who shoot themselves and others and the onset of CTE.
- c) NFL officials have done nothing to address the problem of CTE.
- d) Athletes who are praised for exceptionally brutal hits are likely to continue engaging in such dangerous behavior.
- e) Sports programs showcase exceptionally hard hits.

3. According to the author, which of the following contribute(s) to an increase in incidences of CTE in amateur players?

- I. fewer safety regulations than professional players
  - II. a lack of education geared to youth players about the dangers of head injuries
  - III. a desire to emulate professionals
- a) I only   b) II only   c) I and II only   d) II and III only   e) I, II, and III

4. As used in paragraph 4, which is the best synonym for **laudable**?

- a) praiseworthy      b) ineffective      c) determined      d)                      blameworthy
- e) satisfactory

5. The author's tone in the final paragraph can best be described as

- a) apologetic      b) depressed      c) confused      d) solemn      e) hopeless

6. As used in the final paragraph, which is the best antonym for **exalts**?

- a) ignores      b) misrepresents      c) praises      d) reports      e) criticizes

7. In the final paragraph, the author writes, "Players must stop being encouraged to trade their careers, health, happiness, and their lives for the sake of a game." Which of the following literary devices is used in this quotation?

- a) Irony, characterized by the expression of something which is contrary to the intended meaning.
- b) Climax, characterized by the arrangement of words, phrases, or causes in an order of ascending power.
- c) Litotes, characterized by the expression of understatement used for intensification of a rhetorical purpose.
- d) Hyperbole, characterized by the use of exaggeration for emphasis or rhetorical effect.
- e) Apostrophe, characterized by a sudden turn from addressing the general audience to addressing a specific person, group, or personified abstraction.

8. Based on the information in the passage, explain CTE in your own words. What does

it stand for? How does it occur? Whom does it normally affect? What are its effects?

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9. What is your opinion of the NFL's new safety regulations? Do you think they are too strict, not strict enough, or just right? Why? What would change about the new rules, if anything? Explain.

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10. Because of the health risks associated with concussions, injuries, and CTE, many parents are starting to forbid their children from participating in high-risk sports such as football. What do you think of these parents' decisions, given what you have just read? Have your parents encouraged you not to participate in such sports? What decisions do you think you would make if your own children wanted to play football one day? Why?

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11. What do you think is the most important factor in reducing brain injuries and CTE in sports? Do you think, as the author does, that sports culture needs to change? Are new safety rules sufficient? Why?

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### Text 36

*Read the passage. Then answer the questions below.*

#### **The Battle of Chancellorsville**

The Battle of Chancellorsville, one of the most famous battles of the Civil War, took place in Virginia in the spring of 1863. For months, the two armies had been staked out on opposite banks of a narrow river. The Confederate troops were led by perhaps the most revered military tactician in American history, General Robert E. Lee. The Union soldiers were led by "Fighting" Joe Hooker.

In appearance, personality, and lifestyle, these men were nearly perfect opposites. Lee, an older man in poor health with a gray beard, had a somber, measured demeanor. Hooker was a blond, strapping young man whose vanity over his appearance was but one aspect of his egotism. Whereas Lee was devout and principled, Hooker was known for his rollicking enjoyment of both women and whiskey.

Despite the fact that the Confederacy had won the last four major battles and the Union soldiers were famished, exhausted, and demoralized, Hooker proclaimed, "My plans are perfect. And when I start to carry them out, may God have mercy on Bobby Lee, for I shall have none." Why, aside from a propensity for narcissism, was Hooker so confident?

Hooker had used spies, analysts, and even hot air balloons to compile a vast amount of intelligence about Lee's army. He had discerned, for example, that Lee had only 61,000 men to Hooker's own 134,000. Buoyed by his superior numbers, Hooker covertly moved 70,000 of his men fifteen miles up and across the river, and then ordered them to sneak back down to position themselves behind Lee's army. In effect, Hooker had cut off the Confederate soldiers in front and behind. They were trapped. Satisfied with his advantage, Hooker became convinced that Lee's only option was to retreat to Richmond, thus assuring a Union victory.

Yet Lee, despite his disadvantages of both numbers and position, did not retreat. Instead, he moved his troops into position to attack. Union soldiers who tried to warn Hooker that Lee was on the offensive were dismissed as cowards. Having become convinced that Lee had no choice but to retreat, Hooker began to ignore reality. When Lee's army attacked the Union soldiers at 5:00 p.m., they were eating supper, completely unprepared for battle. They abandoned their rifles and fled as Lee's troops came shrieking out of the brush, bayonets drawn. Against all odds, Lee won the Battle of Chancellorsville, and Hooker's forces withdrew in defeat.

### *Questions:*

- 1) Based on information in the passage, it can be concluded that Hooker lost the Battle of Chancellorsville mostly because of his
  - a) vanity
  - b) ignorance
  - c) overconfidence
  - d) faulty information
  - e) vices
  
- 2) The contrast drawn between Lee and Hooker in paragraph 2 is intended to
  - a) showcase the different backgrounds and personal histories of these two enemy soldiers
  - b) provide support for the idea that Lee was a more virtuous person than Hooker, and therefore a better military commander
  - c) prove that two men with very different values could end up in similar positions of power
  - d) suggest that if Hooker had been more devout and principled, he might not have been outwitted by Lee

e) imply that these men fundamentally differed in their approaches to nearly everything, including battle

3) In paragraph 3, the author quotes Hooker as saying, “My plans are perfect. And when I start to carry them out, may God have mercy on Bobby Lee, for I shall have none.” The author most likely includes this quote in order to

- a) demonstrate Hooker’s belief in his own infallibility
- b) provide an example of the way language has changed since 1863
- c) reveal that Hooker was a deeply religious man in spite of his lifestyle
- d) foreshadow Hooker’s defeat at the hands of Lee’s army
- e) portray Hooker as a merciless general who was compelled by his hatred of Lee

4) Based on its use in paragraph 3, it can be inferred that the word **propensity** belongs to which of the following word groups?

- a) fondness, partiality, affection
- b) flaw, fault, shortcoming
- c) distaste, aversion, dissatisfaction
- d) tendency, inclination, predisposition
- e) confidence, self-assurance, certitude

5) How many men did Hooker position behind Lee's army?

- a) 61,000
- b) 70,000
- c) 73,000
- d) 134,000
- e) 158,000

6) As used in paragraph 4, **buoyed** most nearly means

- a) strengthened
- b) anchored
- c) floated
- d) sharpened
- e) heartened

7) According to the author, Hooker’s advantages going into the Battle of Chancellorsville included

- I. numbers
- II. position
- III. Strategy
- a) I only
- b) II only
- c) I and II only
- d) II and III only
- e) I, II and III

8) As used in paragraph 4, **buoyed** most nearly means

- a) dialogue
- b) specific examples
- c) vivid details
- d) sensory words
- e) scenic descriptions

9) If this passage were to continue, which of the following would most likely be the first sentence of the next paragraph?

- a) His army routed, Hooker and his reduced forces hobbled south, back to the center of Confederate operations where he was harshly rebuked for having squandered his vast army.
- b) In all his days of fighting, Hooker had never been met with such surprise and opposition; he took to solemn contemplation of the events that had transpired as well as the lessons he might learn from them.
- c) Wounded in both body and spirit, Hooker and his severely diminished forces retreated to higher ground where they proceeded to reload their weapons and prepare for a counter attack.



d) Upon returning to camp, the triumphant Lee immediately ordered for supplies to be brought up and provisions made for a raucous victory celebration.

e) Not one to gloat over his success, Lee remarked that the victory had been the product of valiant fighting and good luck, as he began to map out strategies for their next move.

**10)** Based on the information in the passage, summarize the events of the Battle of Chancellorsville in your own words.

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**11)** If you had been Hooker, what would you have done differently during the battle of Chancellorsville? Would you have made the same decisions? Why or why not?

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**12)** What do you think happened to Hooker after his defeat at Chancellorsville? Make your inferences below, explaining why you believe this to likely be the case.

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### **Text 37**

*Read the passage. Then answer the questions below.*

#### **Summer Rain**

The worst days of any summer are the rainy ones. We spend all year looking forward to nice weather and long, hot days. All of winter, with its dreary gray days and bitter cold, we dream of those endless days at the beach, laying on the sand and soaking in the bright and burning sun. And then, summer comes, and it rains.

As a child, I would wake up to rainy summer days and come close to crying. It wasn't fair. We suffered through months of school and miserable weather for those scant ten weeks of freedom and balmy weather. Any day that I could not spend at the beach or playing ball with my friends seemed like a punishment for something I didn't even do.

On those rainy summer days, I had nothing fun to do and could only sit inside, staring out at the rain like a Dickensian orphan. I was an only child, so there was no one else to play with. My father worked from home, so I was not truly alone, but he could not actively play with me since he was technically at work. It was those days that I would resign myself to whatever was on television or any books that I could find lying around. I'd crawl through the day and pray each night that the rain would not be there the next day.

As an adult, though, my opinion of summer rain has changed. When you have to work every day, summer is not as eagerly anticipated. Mostly, the days run together, bleeding into each other so that they no longer seem like separate entities and instead feel like continuations of the same long day. Everything seems monotonous and dull, and an ennui or listlessness kicks in. Such a mindset makes you cheer for anything new or different. I spend the winter dreaming of summer and the summer dreaming of winter. When summer comes, I complain about how hot it is. And then I look forward to the rain, because the rain brings with it a cold front, which offers a **reprieve** – admittedly one that is all too short – from the torture of 100° and humid days. Rainy days are still the worst days of the summer, but summer rain today means positively beautiful – and considerably cooler – weather tomorrow.

*Questions:*

- 1) The passage makes use of language that is  
a) metaphorical      b) rhetorical      c) formal      d) ambiguous
- 2) According to the passage, summer is different for adults because  
a) rain brings with it cold temperatures for the following days  
b) the weather is much warmer than it is for children  
c) they do not get a long time off from work for the season  
d) they better know how to occupy their downtime
- 3) According to the passage, which of the following is a true statement about the narrator as a child?  
a) He or she was often bored on summer days.  
b) He or she preferred cooler weather.  
c) He or she liked staying indoors.  
d) He or she had no siblings.
- 4) Compared to how he or she was as a child, the narrator as an adult is  
a) more realistic      b) less excitable      c) more idealistic      d) less calm
- 5) As used in the final paragraph, the word **reprieve** most nearly means  
a) a permanent conclusion      b) a short continuation  
c) a higher level of pain      d) a temporary break
- 6) The author of this passage describes his or her feelings about rainy summer days. In general, how do you feel about such days? Do you agree with the author's opinions, or do you not mind this type of weather? Briefly explain your views below.

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7) In paragraph 4, the author describes why he or she no longer looks forward to summertime the way he or she used to do as a child. What do you think of this change? Do you believe that you will come to feel this way one day? Why or why not?

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8) The author writes in paragraph 4 that he or she “spend[s] the winter dreaming of summer and the summer dreaming of winter.” On the other hand, many people would say that they have specific favorite seasons or times of year. How do you feel? Do you have a favorite season, or do you always look forward to whatever is to come? Why?

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### Text 38

*Read the passage below and answer the questions.*

#### **History of the Chickenpox Vaccine**

Chickenpox is a highly contagious infectious disease caused by the Varicella zoster virus; sufferers develop a fleeting itchy rash that can spread throughout the body. The disease can last for up to 14 days and can occur in both children and adults, though the young are particularly vulnerable. Individuals infected with chickenpox can expect to experience a high but tolerable level of discomfort and a fever as the disease works its way through the system. The ailment was once considered to be a “rite of passage” by parents in the U.S. and thought to provide children with greater and improved immunity to other forms of sickness later in life. This view, however, was altered after additional research by scientists demonstrated unexpected dangers associated with the virus. Over time, the fruits of this research have transformed attitudes toward the disease and the utility of seeking preemptive measures against it.

A vaccine against chickenpox was originally invented by Michiaki Takahashi, a Japanese doctor and research scientist, in the mid-1960s. Dr. Takahashi began his work to isolate and grow the virus in 1965 and in 1972 began clinical trials with a live but weakened form of the virus that caused the human body to create antibodies. Japan and several other countries began widespread chickenpox vaccination programs in 1974. However, it took over 20 years for the chickenpox vaccine to be approved by the U.S. Food & Drug Administration (FDA), finally earning the U.S. government’s seal of approval for widespread use in 1995. Yet even though the chickenpox vaccine was

available and recommended by the FDA, parents did not immediately choose to vaccinate their children against this disease. Mothers and fathers typically cited the **notion** that chickenpox did not constitute a serious enough disease against which a person needed to be vaccinated.

Strong belief in that view eroded when scientists discovered the link between Varicella zoster, the virus that causes chickenpox, and shingles, a far more serious, harmful, and longer-lasting disease in older adults that impacts the nervous system. They reached the conclusion that Varicella zoster *remains* dormant inside the body, making it significantly more likely for someone to develop shingles. As a result, the medical community in the U.S. encouraged the development, adoption, and use of a vaccine against chickenpox to the public. Although the appearance of chickenpox and shingles within one person can be many years apart – generally many decades – the increased risk in developing shingles as a younger adult (30-40 years old rather than 60-70 years old) proved to be enough to convince the medical community that immunization should be preferred to the traditional alternative.

Another reason that the chickenpox vaccine was not immediately accepted and used by parents in the U.S. centered on observations made by scientists that the vaccine simply did not last long enough and did not confer a lifetime of immunity. In other words, scientists considered the benefits of the vaccine to be temporary when given to young children. They also feared that it increased the odds that a person could become infected with chickenpox later as a young adult, when the rash is more painful and prevalent and can last up to three or four weeks. Hence, allowing young children to develop chickenpox rather than take a vaccine against it was believed to be the “lesser of two evils.” This idea changed over time as **booster shots** of the vaccine elongated immunity and **countered** the perceived limits on the strength of the vaccine itself.

Today, use of the chickenpox vaccine is common throughout the world. Pediatricians suggest an initial vaccination shot after a child turns one year old, with booster shots recommended after the child turns eight. The vaccine is estimated to be up to 90% effective and has reduced worldwide cases of chickenpox infection to 400,000 cases per year from over 4,000,000 cases before vaccination became widespread. ■ **(A)** In light of such statistics, most doctors insist that the potential risks of developing shingles outweigh the benefits of avoiding rare complications associated with inoculations. ■ **(B)** Of course, many parents continue to think of the disease as an innocuous ailment, refusing to take preemptive steps against it. ■ **(C)** As increasing numbers of students are vaccinated and the virus becomes increasingly rarer, however, even this trend among parents has failed to halt the decline of chickenpox among the most vulnerable populations. ■ **(D)**

### **Questions:**

1. The word **tolerable** in the passage is closest in meaning to  
a) sudden                      b) bearable                      c) infrequent                      d) unexpected
2. According to paragraph 1, which of the following is true of the chickenpox virus?  
a) It leads to a potentially deadly disease in adults.  
b) It is associated with a possibly permanent rash.  
c) It is easily transmittable by an infected individual.  
d) It has been virtually eradicated in the modern world.

3. Which of the following best expresses the essential information in the **highlighted sentence**? Incorrect answer choices change the meaning in important ways or leave out essential information.
- a) U.S. parents believed that having chickenpox benefited their children.
  - b) U.S. parents believed that chickenpox led to immunity against most sickness.
  - c) U.S. parents wanted to make sure that their children developed chickenpox.
  - d) U.S. parents did not think that other vaccinations were needed after chickenpox.
4. Which of the following can be inferred from paragraph 2 about the clinical trials for the chickenpox vaccine?
- a) They took longer than expected.
  - b) They cost a lot of money to complete.
  - c) They took a long time to finish.
  - d) They were ultimately successful.
5. The word **notion** in the passage is closest in meaning to
- a) history
  - b) findings
  - c) fact
  - d) belief
6. According to paragraph 3, which of the following is true of Varicella Zoster?
- a) It typically attacks adults who are over 60 years old.
  - b) It is linked to a serious disease that occurs more commonly in adults.
  - c) It likely is not a serious enough threat to human health to require a vaccine.
  - d) It is completely eradicated from the body after chickenpox occurs.
7. According to paragraph 3, all of the following is true about the chickenpox virus EXCEPT:
- a) It causes two distinct yet related ailments.
  - b) People did not view it as a serious public health threat.
  - c) It tended to quickly become dormant and remain inoperative over time.
  - d) Vaccination against it would help prevent the onset of shingles.
8. The author uses booster **shots** as an example of
- a) a scientifically approved medicine to eliminate chickenpox
  - b) a preferred method of chickenpox rash and fever treatment
  - c) a way to increase the effectiveness of the chickenpox vaccine
  - d) a strategy for parents to avoid vaccinating their child altogether
9. The word **countered** in the passage is closest in meaning to
- a) affirmed
  - b) refuted
  - c) supported
  - d) defied
10. According to paragraph 4, many parents did not choose the chickenpox vaccine because
- a) they believed that the virus was weak and not especially harmful
  - b) they thought that scientists did not have enough data to reach a conclusion
  - c) they were unsure about the utility of the vaccine given its expected duration
  - d) they were convinced it was potentially very toxic, particularly for older children
11. According to paragraph 5, which of the following was true of the rates of chickenpox before the chickenpox vaccine became widely used?
- a) it was 10 times higher
  - b) it was consistently rising
  - c) it declined over time
  - d) it fluctuated over several decades
12. The word **prevalent** in the passage is closest in meaning to
- a) dangerous
  - b) widespread
  - c) infectious
  - d) contaminated

13. Look at the four squares [ ■ ] that indicate where the following sentence could be added to the passage.

*Meanwhile, some continue to remain unconvinced, citing a supposed potential of the vaccine to do harm.*

Where would the sentence fit best?

- a) A    b) B    c) C    d) D

### Text 39.

*Read the passage. Then answer the questions below.*

#### **The Incredible Machine**

Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer rollercoasters, my favorite ride is a little gentler. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel.

The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

#### **What It Lacks in Thrills...**

While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting. The fact of being high in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life?

Nevertheless, I have to admit, I don't seek Ferris wheels out because of their excitement. Rather, I find them very relaxing. At the top of the Ferris wheel, you get beautiful sights of the park. You also get a sense of calm that you don't get in the hustle and bustle of the park below.

Additionally, Ferris wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris wheel was designed as much to be seen as to be ridden.

#### **It Happened at the World's Fair**

The first Ferris wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high.

However, visitors to the fair were impressed by the size of the ride as well as the mechanics of it. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as one visitor put it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and even rotated!

#### **They Keep Reaching Higher and Higher**

Ferris wheel technology has only improved since then. Most of today's Ferris wheels are much larger than that first one. The largest in the world is the "Singapore Flyer," which stands slightly taller than twice what Ferris's did!

Today, the Ferris wheel is the most common amusement park ride. But that does not mean you should take them for granted. Instead, be thankful for Ferris' invention. The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

**Questions:**

- 1) As used in paragraph 1, the word **attraction** most nearly means  
a) sense      b) park      c) ride      d) vision
- 2) It can be understood that Coney Island, Navy Pier, and the Santa Monica Pier are all examples of  
a) amusement parks    b) Ferris wheels      c) vacation spots    d) boat docks
- 3) As used in paragraph 2, which is the best antonym for **complex**?  
a) impressive      b) beautiful    c) exciting    d) simple
- 4) What does the author like best about Ferris wheels?  
a) the impressive engineering and beauty of them  
b) the excitement and thrills they guarantee  
c) the beautiful sights and relaxation they allow  
d) the fact that most amusement parks have one
- 5) According to the passage, the Ferris wheel was originally designed for  
a) Coney Island    b) the world's fair    c) Disneyworld      d) Singapore
- 6) This passage was most likely written to  
a) describe the author's favorite amusement park rides  
b) explain the original design of Ferris wheels and how they work today  
c) describe the history of Ferris wheels and why they are so popular  
d) explain the history of Ferris wheels and why the author likes them
- 7) Using information in the passage, the reader can understand that the tallest Ferris wheel in the world is  
a) under 250 feet tall      b) between 250 and 500 feet tall      c) between 500 and 750 feet tall      d) over 750 feet tall
- 8) In paragraph 2, the narrator says, "As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels." Can you think of any other machines that seem simple but actually are not? List at least two and explain why they are not actually simple.

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- 9) In paragraph 3, the narrator says, «While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting." Can you think of any other machines that are not "thrilling" but still "exciting"?

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**10)** In the final section of the passage, we learn how Ferris wheels "keep reaching higher and higher." This seems to be a common trend among the developers of modern technology. What makes us want to continually strive to create something bigger and better? Is this good? Discuss.

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**Text 40.**

*Read the following text and choose the option (a, b or c) which fits best according to the text.*

**What Makes a Good Road Sign?**

Many road signs are bizarre when thought about logically. Just what is one meant to do if there is a danger of falling rocks? And if the road is slippery, will your car tyres really cross like the alarming skid marks seen on the sign?

But even if some symbols do not stand up to scrutiny, they convey a message that is quickly recognised. Or at least, that's the hope. Out of 500 drivers surveyed last year, none was able to correctly identify 12 road signs and only one sign - the speed camera - was known to them all. A review of signs has been launched by the Department for Transport, looking at ways to reduce the number of signs and introduce more technology. So what makes a good sign? "The most important thing is that it works," says Michael Wolff, chairman of The Sign Design Society.

Not only do modern drivers travel faster than before, they are also listening to the radio, chatting on their hands-free phone and trying to get children in the back under control. Distractions are everywhere. With so much competition for a driver's attention, a good sign must be clear and simple so that it can be seen, read and understood in an instant. The red no-entry sign is one that, even without words or pictures, conveys its message.

But others don't. Many drivers are unable to recognise the "no stopping" sign. And former police driving instructor Chris Walker says the "give way to oncoming traffic" sign is hotly debated at driving school because it is illogical and takes too long to work out.

The symbols on signs should not be interpreted too literally - the roadworks warning is often compared to a man opening an umbrella, while some of the most recognisable signs evoke memories of the pre-motoring age. A 19th century-style bellows camera is used, with great success, to warn of the imminent danger of racking up a speeding fine and rail enthusiasts' hearts must race at the symbol of a steam train before level crossings. "Symbols don't have to be accurate; they are there to convey an idea and be understood," Mr Wolff says. Some widely used signs have attracted criticism for being outdated. The image of stooped elderly people crossing a road has been branded as "insulting" by Help the Aged. It originates from a children's competition in 1981.



Different colours provoke very different reactions in the human mind, says Dr David Cowell, who specialises in the psychology of colour. The brain is very sensitive to the level of energy in the light that passes through your eyes, with different colours of light carrying different amounts of energy. "Blue [the colour of motorway signage] suggests harmony and relaxation," says Dr Cowell. "It is the colour of nature in relaxed form. It encourages social communication and consideration of others." Orange and yellow "suggest a positive future", he says, the point being that the colour of signs surrounding roadworks is clearly meant to encourage frustrated drivers to think beyond the current delays.

Different shaped signs also create different psychological reactions, suggests Dr Cowell. "A triangular sign has points and represents danger," which is why the shape is used for warning signs. "Rectangular signs are the same shape as a book and therefore give information. Round signs are instructional. They look like the end of a pointing finger giving you an instruction."

While the fundamental design of the country's road signs has remained unchanged for almost half a century, the number of signs seems to be multiplying. Today British roads can seem crammed with symbols warning drivers of every foreseeable danger, from falling rocks to passing deer. As well as fuelling fears, the streetscape is being damaged, and the proliferation of signs reduces their effectiveness. "Drivers now face a system overload," says Mr Walker. "Signs are duplicated, in some cases triplicated, leaving little time for the information to be seen and processed."

Even the most well-designed road sign will be of little use if nobody can make it out.

1. What is important about road signs is that they should be
  - a) easily recognisable.
  - b) logically designed.
  - c) realistic representations.
2. A recent survey has shown that
  - a) drivers should revise the sign system.
  - b) the sign system doesn't work at all.
  - c) the sign system has to be improved.
3. Today it is more necessary than ever that
  - a) distractions be avoided.
  - b) drivers pay attention on the roads.
  - c) signs are well designed.
4. Some signs are very effective even though they may
  - a) depict unrecognisable objects.
  - b) have a controversial origin.
  - c) look old fashioned.
5. The colours around roadworks are intended to
  - a) attract attention.
  - b) encourage patience.
  - c) indicate them clearly.
6. According to Dr Cowell, the shapes of road signs are meant to
  - a) make drivers behave in different ways.
  - b) remind drivers of a code.
  - c) represent different risks.
7. The number of signs on British roads
  - a) is cause for concern.
  - b) makes drivers feel fear.
  - c) prevents every possible danger.

# Writing Tasks

## Discursive Essays

A **discursive essay** is a piece of formal writing which discusses a particular issue, situation or problem.

There are three main types of discursive essays.

- I. For and against essays** present both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported, by justifications, examples, and/or reasons. The writer's own opinion should be presented only in the final paragraph.
- II. Opinion essays** present the writer's personal opinion concerning the topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint and reason should be included in a separate paragraph before the closing one, together with an argument that shows it is an unconvincing viewpoint. The writer's opinion should be included in the introduction, and summarised/restated in the conclusion.
- III. Essays suggesting solutions to problems**, in which the problem(s) associated with a particular issue or situation are analysed and possible solutions are put forward, together with any expected results/consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and/or conclusion.

A good discursive essay should consist of:

- a) **an introductory paragraph** in which you clearly state the topic to be discussed;
- b) **a main body**, in which points are clearly stated in separate paragraphs and exemplified or justified; and
- c) **a closing paragraph** summarising the main points, of the essay, in which you state/restate your opinion, and/or give a balanced consideration of the topic.

### Points to consider

Present each point in a separate paragraph. A well-developed paragraph contains a clear topic sentence, which summarises the contents of the paragraph, as well as a clear justification, explanation or example in support of the point presented.

Well-known quotations (e.g. As writer Somerset Maugham once said, "It is bad enough to know the past; it would be intolerable to know the future."), rhetorical questions (e.g. If people today are not concerned enough about tomorrow, will the future still be there for man?) or thought-provoking statements (e.g. The fact is that one's future is what one makes it. There is no such thing as chance.) are useful devices to make your composition more interesting.

Before you begin writing, you should always make a list of the points you will present.

**Look at the essay plans below for the three types of discursive essays, then say what features the plans have in common and how each plan differs from the others.**

Do not use informal style (e.g. contracted forms, colloquial language, etc) or very strong language (e.g. I know, I am sure...)

Use appropriate linking words/phrases to show the links between paragraphs, as well as to link sentences within paragraphs.

#### Topic Sentence

Many people, however, prefer living in flats because they feel safer.

#### Justification

With increasing crime rates, people are afraid to live in a house, as they feel more vulnerable to burglars and other criminals. Therefore, they prefer the feeling of security that the proximity of neighbouring flats offers them.

For and Against	Opinion	Solutions to Problems
<b>Introduction</b>	<b>Introduction</b>	<b>Introduction</b>
<b>Paragraph 1</b> state topic (without stating your opinion)	<b>Paragraph 1</b> state the topic and your opinion	<b>Paragraph 1</b> state the problem and its cause(s)/effect(s)
<b>Main Body</b>	<b>Main Body</b>	<b>Main Body</b>
<b>Paragraphs 2-3</b> arguments for & justifications, examples or reasons	<b>Paragraphs 2-4</b> viewpoints and reasons/examples	<b>Paragraphs 2-5</b> suggestions & results
<b>Paragraphs 4-5</b> arguments against &	<b>Paragraph 5</b> opposing viewpoint and	

justifications, examples or reasons	reason/example	
<b>Conclusion</b>	<b>Conclusion</b>	<b>Conclusion</b>
<b>Final Paragraph</b>	<b>Final Paragraph</b>	<b>Final Paragraph</b>
balanced consideration or opinion	summarise/restate your opinion	summarise your opinion

Look at the essay topics below, and say whether each topic asks for a “for and against” essay, an opinion essay or an essay suggesting solutions to problems. Then, choose two of the topics and make a list of the points you would include in an essay on each topic.

1. “Animals should be treated with the same respect as humans.” Do you agree with this view?
2. “The generation gap is one which cannot be bridged.” Discuss.
3. Do you believe that equality for women means that women should also do such things as military service?
4. “One language spoken worldwide would lead to better international relations.” Discuss.
5. Genetic engineering poses a number of worrying problems, both moral and practical. Discuss some of these problems and suggest what could be done to overcome them.
6. “Celebrities should be allowed to keep their private lives private, without the invasion of the media.” Discuss.
7. Fear and ignorance are the root causes of racial hatred.” Discuss this statement and offer some possible solutions to the problem of racial prejudice.
8. “The motion picture industry is threatening to destroy culture and tradition.” Do you agree?
9. “Too much money is spent on sport when it could be used to help the poor.” What are your views on this issue?
10. What are the advantages and disadvantages of our ever-increasing use of computer technology?

### For and Against Essays

1. What is genetic engineering? In what fields is it used today? What achievements do you know of that have been made in genetic engineering?

2. You will hear part of a TV discussion programme about genetics. Look at the points in favour of and against genetic engineering, then listen to the cassette and tick the points which the speakers mention.

#### FOR

1. choosing sex of our children    \_\_\_
2. creating ideal people for any job \_\_\_
3. curing diseases                   \_\_\_
4. providing food for everyone    \_\_\_
5. new species of plants created   \_\_\_

#### AGAINST

6. morally wrong to alter humans   \_\_\_
7. dividing world into rich and poor \_\_\_
8. loss of national characteristics   \_\_\_
9. unpredictable consequences      \_\_\_
10. creating too large a population  \_\_\_

Now read the theory and the plan below and listen to the cassette again. Then, using the linking words and phrases below as well as your notes give a one-minute talk on the advantages and disadvantages of genetic engineering.

*One major advantage of, A further advantage of, In addition, On the other hand, Moreover, Finally*

A “for and against” essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

A good essay of this type should consist of:

- a) an **introductory paragraph** in which you clearly state the topic to be discussed, without giving your opinion;
- b) a **main body** in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
- d) a **closing paragraph** in which you state your opinion or give a balanced consideration of the topic.

*Note: Opinion words (I think, I believe, In my opinion, etc.) can only be used in the closing paragraph where you give your opinion on the topic.*

### Points to consider

- ✓ Before you start writing your essay you should make a list of the points for and against.
- ✓ Each paragraph should start with a topic sentence which summarises the topic of the paragraph.  
*e.g. In addition, many people feel reading is a relaxing and worthwhile activity.*
- ✓ Do not use informal style (*e.g. short forms, colloquial language, etc.*) or strong language to express your opinion (*e.g. I know..., etc.*). Express your opinion in a non-emotional way (*e.g. It seems that, I therefore feel, ..., etc.*).
- ✓ Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: *“Education is a progressive discovery of our own ignorance.” (Will Durant)*

<p style="text-align: center;"><b>Introduction</b></p> <p><b>Paragraph 1</b> state topic (summary of the topic <b>without</b> giving your opinion)</p> <p style="text-align: center;"><b>Main Body</b></p> <p><b>Paragraphs 2 &amp; 3</b> arguments for &amp; justifications, examples, and/or reasons</p> <p><b>Paragraphs 4 &amp; 5</b> arguments against &amp; justification, examples, and/or reasons</p> <p style="text-align: center;"><b>Conclusion</b></p> <p><b>Final Paragraph</b> balanced consideration/ your opinion directly or indirectly</p>
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Note: Although these are “balanced” arguments, if you feel that either the *for* or *against* side is stronger and should be supported, this side should be presented in paragraphs 4 & 5, thus leading the reader to your conclusion.

**Read the model below and write down the topic of each paragraph in the outline plan on the right. Underline the linking words.**

### “Censorship is necessary in modern society.” Discuss.

Censorship is an issue which frequently generates a great deal of heated debate, with supporters maintaining that it is vital in order to protect society, whilst opponents claim that it is an unjustifiable restriction of public access to information.

Firstly, all countries have secrets which must be safeguarded for reasons of national security. For instance, if an enemy country were to acquire such highly sensitive information, the effects could be catastrophic. Consequently, governments have to have the power to restrict access to information concerning areas such as the armed forces or particular aspects of foreign policy.

Secondly, it is often argued that censorship is necessary to prevent the broadcast and publication of obscene material which is considered offensive or harmful to public morals. Many people feel that, without censorship the public would be constantly subjected to material that the majority would find offensive. For this reason, the government has a duty to impose certain restrictions on the mass media by censoring films and texts which contain explicit scenes of sex, violence or foul language.

In contrast, opponents of censorship point out that when it is abused by governments, censorship becomes an instrument used to misinform society and maintain power. In order to control the flow of information which enriches the public, repressive regimes try to put constraints on the

✓ <b>Introduction</b> Summary of the topic
✓ <b>Main Body</b> _____ _____ _____ _____ _____ _____
✓ <b>Conclusion</b> _____ _____

media, thus denying citizens the right to information owing to the fact that governments believe it may lead them to seek greater freedom.

Furthermore, it is generally felt that mature adults are able to make informed choices about what they watch, read and listen to and should, therefore, be permitted to make their own decisions. For example, some comedians make use of offensive language taboo subjects in their performances. Critics of censorship argue that the only people who will watch or listen to such material are adults who have made a conscious decision to do so. Thus, it is claimed, it is unjust to censor material like this since it is not forced upon people who may subsequently be offended by it.

All things considered, it can be concluded that a certain degree of censorship is always necessary. The best course of action would be to attempt to achieve a balance between the requirements of the country and the public on the one hand, and individuals' rights on the other.

### Opinion Essays

**What are your views on the question, "Should people convicted of minor crimes do community service rather than go to prison?"**

**Read the viewpoints and reasons mentioned in the table below, then listen and match each of the viewpoints with the appropriate reason. Finally, using the notes, give a one-minute talk on the subject, using words from the following list.**

- I firmly believe*      *For example*      *For instance*      *Finally*  
*The reason for this*      *Furthermore*  
*In addition*      *Because*

VIEWPOINTS	REASONS
1. Community service saves taxpayers' money.	a) Punishment includes providing care for the aged, maintaining parks, etc.
2. Benefits other members of the community directly.	b) They keep their jobs, live at home with their families, etc.
3. Prison turns minor offenders into hardened criminals.	c) Prisons are expensive to run, while community service costs little.
4. Minor offenders doing community service remain part of normal society.	d) To service prison life, they must become like other prisoners.

Introduction
<b>Paragraph 1</b> state the topic and your opinion clearly
Main Body
<b>Paragraph 2</b> viewpoint 1 & reason/example
<b>Paragraph 3</b> viewpoint 2 & reason/example
<b>Paragraph 4</b> viewpoint 3 & reason/example
<b>Paragraph 5</b> opposing viewpoint & reason/example
Conclusion
<b>Final Paragraph</b> summarise/restate opinion
<ul style="list-style-type: none"> <li>You may include more viewpoints, and thus more paragraphs in the main body.</li> </ul>

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) **an introductory paragraph** in which you state the topic and your opinion.
- b) **a main body** which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and
- c) **a conclusion** in which you restate your opinion using different words.

### Points to consider

- ✓ Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- ✓ Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.
- ✓ Linking words and phrases should also be used to join one paragraph with the other.
- ✓ Apply presented techniques to begin and end your essay.

Read the model below and complete the paragraph plan below, identifying the topic of each paragraph. Has the opposing viewpoint been included, and if so, in which paragraph? Then, replace the linking words or phrases in bold type with other synonymous ones.

Throughout this century, the role of women within society has changed, and the majority of people feel that the change is for the better. More women work than ever before, and it is accepted in Western culture that many women now have careers. Nonetheless, **in my opinion** there is still a great deal of sexual discrimination against women within society, and the belief that sexual equality has been achieved is not altogether accurate.

**To begin with**, many women find it very difficult to return to work after having children. The main reason for this is that there are rarely any provisions made for childcare in the workplace and, in these cases, women are forced to find someone to look after the children while they are at work. Obviously, this can prove to be a time-consuming and expensive process, yet it must be done if mothers are to be able to resume their careers.

**Secondly**, the traditional views of the position of women within society are so deeply ingrained that they have not really changed. **For instance**, not only is the

✓ **Introduction**  
summary of the topic –  
clear statement of opinion

✓ **Main Body**

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✓ **Conclusion**

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*"Although the position of women in society today has improved, there is still a great deal of sexual discrimination." Do you agree?*

view that women should stay at home and look after their family still widely held, but it is reinforced through images seen on television programmes and advertisements. **An example of this** is that few men are ever seen doing housework on television, since this is traditionally thought of as "a woman's job".

**Thirdly**, since families often need two incomes in order to enjoy a good standard of living, a woman finds herself doing two jobs: one at home and one at the office. So, it could be said that a woman's position has, in fact, deteriorated rather than improved, with the result that women carry the burdens of equality but get none of

the benefits.

**In contrast**, there are some people who claim that the problem of sexual discrimination no longer exists. They point out that women do, after all, have legal rights intended to protect them from discrimination. **In addition**, a few women are now beginning to reach top positions as judges, business leaders and politicians, while a number of other previously all-male professions are opening their ranks to women. Nonetheless, these examples are not the norm and discrimination is still very much with us.

**Taking these points into consideration**, I would say that the position of women has improved only slightly. **While** rules and laws have changed, it is the deep-rooted opinions of people

within society which are taking a longer time to evolve. **Needless to say**, attitudes have changed, sexual discrimination will remain a problem which we all need to face and fight against.

### C. Essays Suggesting Solutions to Problems

**You will hear two people discussing the problem of stress and what can be done about it. Look at the table below and match the suggestions with the results; then listen and check your answers. Finally, use the linking expressions listed below to explain each suggestion and its result in your own words.**

SUGGESTIONS	RESULTS
1. take to friends	a) feel more relaxed
2. take more exercise	b) clear your mind
3. find an hour a day for yourself	c) see things differently
4. make a list of your worries	d) deal with problems individually

*A useful suggestion ... would be to ...*

*Another solution is to...*

*The problem could be solved by ...*

*If you were to...*

*This would help you to ...*

*The effect of this would be...*

*As a result, you would ...*

*You would be able to ...*

*e.g. A useful suggestion for anyone suffering from stress would be to talk to friends about their problems. This would help them to see things differently.*

An essay discussing problems and suggesting solutions is a formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have.

A successful essay of this type should consist of:

**a) an introductory paragraph** in which you clearly state the problem, what has caused it, and the consequences.

**b) a main body** in which you present several suggested solutions, each in a separate paragraph together with its consequences/results and

**c) a conclusion** in which you summarise your opinion.

#### Points to consider

- Each paragraph should start with a **topic sentence** which summarises what the paragraph is about.

- **Appropriate linking words and phrases** should be used to show the connection between paragraphs as well as to link sentences within a paragraph.

#### Useful Language

**To express cause:** since/because, in view of/because of/owing to / due to (the fact that)..., The reason that ... / why ... / for ... is that ...

**To express effect:** thus/therefore/so/consequently, as a result/consequence, the result of ... would be ..., ... would result in ...

**To express purpose:** so that..., so as/in order (not) to ..., with the purpose of/intention of (+ing)

**To express possibility / probability:** It can / could /

#### Introduction

##### Paragraph 1

state the problem and its cause(s)/consequence(s)

#### Main Body

##### Paragraph 2

suggestion 1 & result

##### Paragraph 3

suggestion 2 & result

##### Paragraph 4

suggestion 3 & result

##### Paragraph 5

suggestion 4 & result

#### Conclusion

##### Final Paragraph

summarise your opinion

- You may include more suggestions, and thus more paragraphs in the main body.



may / might..., It is possible / probable / (un)likely / foreseeable / certain that..., ... is (un) likely to/bound to / certain to / possible / probable ..., The likelihood / possibility / probability of (-ing/noun) is...

**Read the model below and complete the paragraph plan on the right. Then identify which aspects of the Discussion Clock have been mentioned. Finally, underline the linking words/phrases and replace them with synonymous ones.**

**“What could be done to improve the lives of the elderly?”**

For many elderly people the latter part of their life is not a time to relax and enjoy retirement, but rather a difficult and unhappy period, owing to financial worries, tailing health and loneliness. As life expectancy increases, the average person lives well beyond the age of retirement. As a result, the elderly makeup an ever-increasing percentage of society, which makes it more important than ever for a real effort to be made in improving the lives of senior citizens.

One way to deal with the situation would be to ensure that the elderly have enough money on which to live. Obviously, when a person stops working, they still require a source of income to cover their basic needs such as food, accommodation and heating. A clear solution to the problem is for the government to make sure that the state pension is adequate for these needs. Furthermore, free financial advice should be made available to retired people so that the stress of worrying about money could be reduced as far as possible.

Steps should also be taken to overcome problems the elderly face as a result of deteriorating health due to old age, and inadequate health-care provisions. Again, the responsibility should fall to the government to provide access to the best health care available, which may necessitate paying for residential homes where the elderly can have round-the-clock nursing, or, at the very least, providing medication free of charge to all people over a certain age. As a result, old people would enjoy not only better health, but also peace of mind from the knowledge that they need not fear tailing ill and being unable to pay for treatment.

The lives of old people could also be improved if attempts were made to address the problem of social isolation which so many of them face. If we organised trips for the elderly to community centres, visits from social workers or free bus passes to allow pensioners greater mobility, the effect would be to alleviate the problem of loneliness which marks the lives of so many old people living alone and far from their families.

One final suggestion, which would help enormously, is to change the attitude of the community towards its older members, who are all too often seen as a burden on society and dismissed as having little to do with modern life. We need to be taught from an early age to respect the views of old people, and appreciate their broader experience of life. This would help society as a whole, and encourage appreciation of the role that old people can still play today.

To sum up, there are several measures which could be taken to improve the lives of old people. If the government and individuals alike were to help, it would make retirement and old age a time to look forward to, rather than dread.

✓ <b>Introduction</b> state problem, reason and consequences
✓ <b>Main Body</b> _____ _____ _____ _____ _____
✓ <b>Conclusion</b> _____ _____

1. Do you agree or disagree with the following statement? Technology has made the world a better place to live. Use specific reasons and examples to support your opinion.

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2. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.

---

3. Do you agree or disagree with the following statements? Parents are the best teachers. Use specific reasons and examples to support your answer.

---

4. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

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5. Some people think that they can learn better by themselves than with teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

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6. Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.

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7. Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific reasons and details to support your answer.

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8. Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

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9. Do you agree or disagree with the following statement? Children should begin learning a foreign language as soon as they start school. Use specific reasons and examples to support your answer.

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10. Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with? Use specific reasons and examples to support your choice.

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11. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

---

12. In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer. When you write your answer, you are not limited to the examples listed in the question.

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13. Do you agree or disagree with the following statement? All students should be required to study art and music in secondary school. Use specific reasons to support your answer.

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14. Do you agree or disagree with the following statement? Technology has made the world a better place to live. Use specific reasons and examples to support your opinion.

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15. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.

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16. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.

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17. Do you agree or disagree with the following statements? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.

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18. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

---

19. Some people think that they can learn better by themselves than with teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

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20. Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.

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21. Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific reasons and details to support your answer.

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22. Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

---

23. Do you agree or disagree with the following statement? Children should begin learning a foreign language as soon as they start school. Use specific reasons and examples to support your answer.

---

24. Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with? Use specific reasons and examples to support your choice.

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25. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

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26. In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer. When you write your answer, you are not limited to the examples listed in the question.

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27. Do you agree or disagree with the following statement? All students should be required to study art and music in secondary school. Use specific reasons to support your answer.

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28. Do you agree or disagree with the following statements? Parents are the best teachers. Use specific reasons and examples to support your answer.

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29. Do you agree or disagree with the following statements? Parents are the best teachers. Use specific reasons and examples to support your answer.

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30. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.

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## LITERATURE TO RECOMMEND

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