



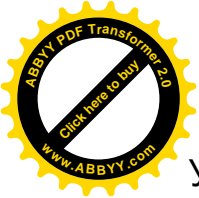
**Міністерство освіти і науки, молоді та спорту України  
Сумський державний педагогічний університет  
імені А. С. Макаренка**

# KEEP UP YOUR TESTING SKILLS

*Розвиваємо навички виконання  
тестових завдань з англійської мови*

Методичні рекомендації абітурієнтам

**Суми  
Видавництво СумДПУ імені А. С. Макаренка  
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Дані методичні рекомендації з підготовки до незалежного  
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# PART I

## READING

### Task 1

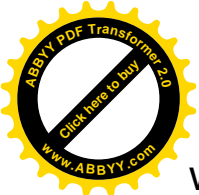
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**You are going to read an extract from a book. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.**

They call Jamaica the ‘Island in the Sun’, and that is my memory of it. Of sunshine, warmth and abundant fruit growing everywhere, and of love, I was born on 2 April 1960 in St Andrews in Kingston. There were two sisters ahead of me in the family, and though of course I didn't know it, there was excited talk of emigration, possibly to Canada but more usually to England, the land of opportunity. I guess that plans were already being made when I was born, for a year or so later my Dad left for London. Two years after that, when he had saved enough money, my Mum went as well and my sisters and I were left in the care of my grandmother. I stayed with her, in her house near the centre of Kingston, until I was seven years old. My grandmother, therefore, shaped my life, and I believe I am all the better for it.

This was all fairly normal. Emigrating to better yourself was a dream for most Jamaicans, a dream many were determined to fulfil. Families were close and grandmothers were an important part of family life so, when the mass emigrations began, it seemed perfectly right and natural for them to take over the running of the families left behind. After all, they had the experience.

Grandmothers are often strict, but they usually also spoil you. At least, that is the way it was with mine. She ran the family like a military operation: each of us, no matter how young, had our tasks. I remember that we didn't have a tap in the house, but used a communal tap from which we had to fill two barrels in our garden. Every morning, before we went to school, we all had to take a bucket appropriate to our size and run a relay from the communal tap to the barrels until they were full. In the beginning,



when I was two or three, I couldn't reach the barrel – but I still had to join in. My sisters had to sweep the yard before they went to school. My grandmother would give orders to the eldest and these were passed down – as I got older I found **this** particularly annoying! But I can tell you, no one avoided their duties.

My Dad came over from England to see how we were getting on. I hadn't known him when he had left for Britain, but when I saw him I somehow knew that he was my father. He talked to us about the new country, about snow, about the huge city, and we all wanted to know more, to see what it was like. He also told me that I now had a younger brother, which made me feel excited and wonder what he could be like. I didn't know it at the time, but he had come to prepare us for the move to England. Six months later my grandmother told me that I was going to join my parents and that she, too, was emigrating. It was the end of my time in the Caribbean, of the sheltered, warm, family life that I had known there, and the beginning of a new and exciting era.

London was strange and disappointing. There was no gold on the pavements, as the stories in Jamaica had indicated. Back home it had always been warm. Everyone was friendly and said 'Hello' when you passed by on the street; in Kingston you knew everybody and they knew you. Here, it wasn't like that. The roads were busy, the buildings were grey and dull, with many tall, high-rise blocks. It was totally unlike Jamaica, the houses all small and packed close together. In my grandmother's house I had a big bedroom; here I had to share. At that age it was a great disappointment.

Worse was to come, because there followed a very cold winter, and I had never felt cold in my life before. Then came the biggest shock: snow. White flakes came out of the sky and Dad smiled, pointed and said, 'That's snow!' I rushed outside, looked up and opened my mouth to let the flakes drop in. The snow settled on my tongue and it was so cold that I cried. My toes lost all feeling, and at the primary school that we attended I wasn't allowed to wear long trousers at my age. The teachers made us go out to play in the playground and I joined in with all the fun, sliding around in the snow, throwing snowballs, all the usual things. Suddenly, as my shoes and socks got soaking wet and frozen, there came an excruciating pain and I cried with the intensity of it. I didn't know what was happening to me.



1. The writer says that when he was very young,
  - A. he was upset because his parents left.
  - B. he was very keen to go to England.
  - C. his parents had decided to leave.
  - D. his parents changed their plans.
2. According to the writer, many people from Jamaica at that time
  - A. wanted to be free from responsibility.
  - B. had ambitions that were unrealistic.
  - C. wanted to improve their standard of living.
  - D. disliked the country they came from.
3. The writer says that when he lived with his grandmother
  - A. he was treated like the other children.
  - B. he wanted to be like the other children.
  - C. he tried to avoid doing certain duties.
  - D. he found some of her rules strange.
4. What does '**this**' in line 32 refer to?
  - A. being told what to do by his sisters
  - B. having to sweep the yard before school
  - C. having to do duties he found difficult
  - D. being given orders by his grandmother
5. What happened when the writer's father came?
  - A. His father did not tell him why he had come.
  - B. He did not know how to react to his father.
  - C. His father told him things that were untrue.
  - D. He felt anxious about what his father told him.
6. When the writer first went to London, he was disappointed because
  - A. it was smaller than he had expected.
  - B. he had been given a false impression of it.
  - C. he had to spend a lot of time on his own.
  - D. his new surroundings frightened him.
7. What does the writer say about snow?
  - A. He was not sure how to react when he saw it.
  - B. He regretted coming into contact with it.
  - C. He was embarrassed that it made him cry.
  - D. He was not very keen to touch it.



8. Which of the following would be the best title for this passage?

- A. Too Many Changes.
- B. A Strange Childhood.
- C. Hard Times.
- D. From Sun To Snow.

## Task 2

---

**Read the text and choose the best answer, A, B, C or D.**

It was not until the twentieth century that great strides forward were made in our understanding of our own brains, and many people still assume that it was in the first half of the century that the greatest advances were made. On the contrary, through the 1930s and 1940s we still believed the brain to be a simple machine, operating much like the very first computers, in which a few basic messages went in and were placed in the appropriate boxes.

It was not until very recently that the really major breakthroughs were made. These developments are so significant that they are already changing the foundations of psychology and education, and are emphasizing a fact sensed by many but until now impossible to 'prove': that the average brain is far more capable than we ever believed.

1. It is commonly thought that we really began to understand how our brains worked

- A. over a century ago.
- B. in the early part of the 20th century.
- C. in the second half of the 20th century.
- D. at the beginning of this century.

2. We are now beginning to realize that

- A. the brain stores information in boxes like a computer.
- B. we cannot prove how intelligent our brains are.
- C. we are much nearer to discovering the real power of the brain.
- D. most humans have brains of average intelligence.





## Task 3

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**Read the text and choose the best answer, A, B, C or D.**

### **Are You Reading Me?**

Catherine Cassidy has every reason to be proud. This summer she has graduated with an honour degree in zoology and biological sciences from Queen's University, Belfast, where she won awards for water polo and swimming. She is going to study for an MSc and has ambitions to be a scientific journalist. She is also profoundly deaf.

Catherine is oral-deaf, which means she can lip-read. Deaf students who can't lip-read need interpreters to translate speech into sign language, while partially deaf students can benefit from various types of hearing aids.

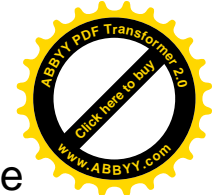
Catherine is sure that getting to university is an achievement in itself. Disabled students need an enormous amount of determination to succeed, and there are few role models. Catherine says: "You have to work considerably harder than your peers, and have to be prepared to commit yourself. Luckily, I have had a phenomenal level of support from my family."

The Disability Discrimination Act insists that universities increase their intake of special needs students, and all now set targets for admission. But there are difficulties. First, there are no reliable figures on the numbers of disabled in the community; hence universities are unsure of the percentage they should be aiming to recruit.

Second, definitions of disability are hard to pin down. Some students on the edge of disability with conditions such as dyslexia might require very little extra provision, while others might have a severe physical handicap requiring special computers, or on-line learning support.

Of all the disabilities, deafness is probably the one that is hardest to cope with at university. Knowledge is communicated in lectures, seminars, talking to fellow students – reading is only second. For deaf students, casual spontaneous discussions are out.





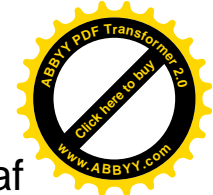
Fortunately for Catherine, Queen's is a centre of excellence for the teaching of deaf students on a special project. The Joint Universities Deaf Education centre organized a special phonic earpiece that enables Catherine to listen to lectures.

Sharon Easter from the Joint Universities Deaf Education centre says: "Our officers visit schools to make deaf people aware that higher education is a possibility. Another part of our work is to talk with employers. We're offering them deaf awareness training – how to adapt to needs of deaf employees, and where to apply for grants. There is no reason why a deaf person shouldn't manage any job within reason.

Support and encouragement was an essential part of the Joint Universities Deaf Education centre's offering. Catherine says: "Having a tailor-made service gave me independence that was a key element to my enjoying university life." But Catherine presented a major challenge for the staff of the centre: her skills in lip-reading made communication with her seem so effortless that many people didn't believe she had a problem. At times this experience was painful. Catherine says: "People have labeled me "not really deaf". It's like telling me I don't count. And this may be very disheartening, very demoralizing.

Catherine believes that excellent and well-focused special needs support should be available to all disabled students at university whatever the cost. She says: "You are accepted by a university on the basis of your ability to learn and carry out mental tasks. You have a right to be there – people should not judge the mental capability of a person by any physical disability."

1. Catherine believes that deaf students who want to get to university must
  - A. Have a good role model.
  - B. Have a lot of support from their family.
  - C. Be able to lip-read.
  - D. Work harder than other students.
2. The main problem for deaf students at university is that
  - A. It is difficult to get phonic earpieces.
  - B. Most learning taken place through the spoken word.
  - C. Very little extra provision can be made for them.
  - D. Fellow students won't talk to them.



3. According to the writer, The Joint Universities Deaf Education centre
- A. Sends teachers out to schools to teach deaf people.
  - B. Collects comprehensive facts and figures about disabled people.
  - C. Finances deaf people through higher education.
  - D. Encourages businesses to employ deaf people.
4. At University Catherine found it depressing that
- A. Her difficulties often went unnoticed.
  - B. It was difficult for her to be independent.
  - C. Her deafness gave her a lot of pain.
  - D. The staff found it difficult to talk to her.
5. Catherine believes that
- A. It should be easier for deaf people to get to university.
  - B. Disabled students should help with the cost of any special support.
  - C. Everyone who is intelligent enough has the right to be at university.
  - D. Universities already provide excellent support for the disabled.

## Task 4

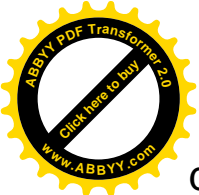
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**Read the text and choose the best answer, A, B, C or D.**

### **Learning Later in Life**

It's often said that we learn things at the wrong time. University students frequently do the minimum amount of work because they're crazy for a good social life instead. Children often scream before their piano practice because it's so boring, have to be given gold stars and medals to be persuaded to swim, or have to be bribed to take exams. But when you are older? Now that's a different story.

Over the years, I've done my share of adult learning. At 30 I went to a college and did courses in English and History. It was an amazing experience. For starters, I was paying, so there was no reason to be late - I was the one frowning and



drumming my fingers if the tutor was delayed, not the other way round. Indeed, if I could persuade him to linger for an extra five minutes, it was a bonus, not a nuisance. I wasn't frightened to ask questions and homework was a pleasure not a pain. When I passed, I had passed for me and me alone, not my parents or my teachers. The satisfaction I got was entirely personal.

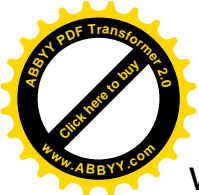
Some people fear going back to school because they worry that their brains have got rusty. But the joy is that, although some parts have rusted up, your brain has learnt all kinds of other things since you were young. It's learnt to think independently and flexibly and is much better at relating one thing to another. What you lose in the rust department, you gain in the maturity department.

In some ways, age is a plus. For instance, when you are older, you get less frustrated. Experience has told you that, if you're calm and simply do something carefully again and again, eventually you'll get the hang of it. The confidence you have in other areas – from being able to drive a car – means that if you can't, say, build a chair instantly, you don't, like a child, want to destroy your first attempts. Maturity tells you that you will eventually get there.

Learning late doesn't mean having to go back to school. Recently, I learnt how to swim. I thought I could swim before, but I could always get across the pool quicker by walking than swimming. Wearing my glasses to see the other side didn't help, because I never put my face in the water. True, I thought I looked silly wearing goggles with lenses over my eyes and a nose clip, and picking up coloured rings from the bottom of the pool to conquer fear of water, but the sense of achievement when I finally managed to swim speedily from one side of the pool to the other was huge. I only wished my family had been there to congratulate me, as I felt I deserved.

Then there was skating. Inspired by seeing ice-dancers on TV, I staggered onto the ice quite recently and, unlike the younger students, was tense with terror in case I fell over. I was the worst in the class, but I got a piece of paper that said I had achieved the art of skating. Although I'll never do ice dancing, I feel pretty courageous for braving the ice.

Finally, there was the piano. I hated piano lessons at school, but I was good at music. And coming back to it, with a teacher



who could explain why certain exercises were useful and musical concepts that, at the age of 10, I could never grasp, was magical. Initially, I felt a bit strange. But soon, complex emotions that I never knew existed poured from my fingers, and suddenly I could understand why practice makes perfect.

1. The writer uses piano practice as an example of something that

- A. people should not be forced to do.
- B. children often refuse to do unless they are rewarded.
- C. older people may be more willing to do than children.
- D. children do not gain much benefit from.

2. What surprised the writer when she did her first adult learning course?

- A. She was able to learn more quickly than she had expected.
- B. She found learning more enjoyable than she had expected.
- C. She got on better with her tutor than she had expected.
- D. She had a more relaxed attitude to it than she had expected.

3. The writer says that when she took swimming lessons,

- A. she did so mainly to impress her family.
- B. she had to overcome feeling foolish.
- C. she made surprisingly quick progress.
- D. she was confident that she would succeed.

4. When the writer took up skating, she was

- A. proud of the little progress that she made.
- B. embarrassed by the way the others treated her.
- C. sorry that she had decided to try doing it.
- D. determined not to remain the worst in the class.

5. What is the writer's main purpose in the article?

- A. to emphasize the pleasures of adult learning.
- B. to point out how easy adult learning can be.
- C. to explain her reasons for doing adult learning.
- D. to describe the teaching methods used in adult learning.



## Task 5

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**Read the text and choose the best answer, A, B, C or D.**

### **Born To Be Brilliant**

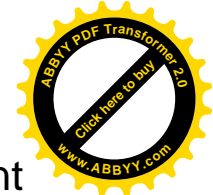
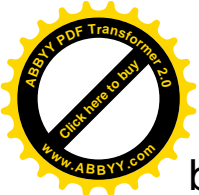
The Yosuf's house is unlike any other house. In the sitting room instead of a television, there is a blackboard on the wall. For two hours every day Mr. Yosuf writes complex mathematical problems on the board. His daughter, Zuleika, copies them into an exercise book and solves them.

Zuleika is special. She is five years old, but instead of watching cartoons or playing computer games, her favourite pastimes are solving equations and reading books. She already spends hours every day in a university library. Next year Zuleika will become Britain's youngest "A" level student.

Not surprisingly. The Yosufs are a very clever family. Zuleika's two sisters and brother, aged 16, 14 and 12 are also good at Maths and are already at University. Her father, who specializes in Maths research, has taught them all. "Zuleika is very competitive," says her father. "She sees her brother and sisters working every day and she can't wait to catch up with them. I remember teaching the others Maths when they were eight. Zuleika solves the same problems now, although she took up Maths much earlier. We could see she was interested in numbers at a much younger age."

So what is the secret of their success? When their first child arrived, Mr. Yosuf and his wife made up their minds to teach all of their children at home. They say that home tuition combined with love and understanding has helped their children to succeed. "We've been patient and supportive, and they take pride in what they do," says Mr. Yosuf. "Maybe Zuleika has a natural talent for Maths, but I believe given the right surroundings that any child could do well."

Unfortunately, talented children like Zuleika are often pushed rather than encouraged by their parents. As a result, their abilities rarely develop beyond their teenage years. Tennis stars such as Tracy Austin, and the *Home Alone* film star Macaulay Culkin are good examples of this. There are some child prodigies who are capable of growing into talented adults, and a few who



become geniuses. However, not all geniuses are brilliant youngsters. Einstein, for example, failed his exams at university and worked in an office before writing his theory of relativity.

One thing all child prodigies do have in common is a complete dedication to and love of their subject. They spend many more hours working at it than the average child, and this extra effort is reflected in their achievements. It is not necessary to be extremely talented to be a child prodigy, but you do have to have a lot of motivation.

1. What is the difference between Zuleika and other five-year-olds?
  - A. She prefers watching education programmes to cartoons on TV.
  - B. She is so clever that she is doing a university course.
  - C. She can solve very difficult Maths problems.
  - D. She has already passed an “A” level exam.
2. How is Zuleika different from her sisters and brother?
  - A. She enjoys taking part in competitions.
  - B. She began studying Maths when she was younger.
  - C. She has always been taught at home.
  - D. She is much more intelligent.
3. Mr. Yosuf says that his children are successful because:
  - A. they decided that they wanted to be taught at home.
  - B. they have a natural talent for all kinds of subjects.
  - C. they understand the importance of a happy family background.
  - D. they have received the right kind of encouragement.
4. The writer mentions Einstein as an example of someone who:
  - A. was pushed rather than encouraged as a child.
  - B. achieved great success early on in his life.
  - C. was not a child prodigy.
  - D. did not go to university
5. What do all child prodigies have in common?
  - A. They are extraordinarily talented.
  - B. Their success is much easier to achieve.
  - C. They realize they are different from other people.
  - D. They work harder than most other people.





## Task 6

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Read the text and choose the best answer, A, B, C or D.

### Careless Tourists Scar Ancient Alpine Rock Art

Tens of thousands of ancient pictures carved into the rocks at one of France's most important tourist sites are being gradually destroyed. Scientists and researchers fear that the 36,000 drawings on rocks in Mont Bego in the French Alps are being damaged so rapidly that **they** [5] will not survive for future generations.

The mountain, believed to have once been a sight for a prayer and worship, is scattered with 4, 000-year-old drawings cut into bare rock. They include pictures of cows with horns; the pictures are being ruined by thoughtless graffiti.

Jean Clottes is the chairman of the International Committee on Rock Art. He says, "People think that because the pictures have been there so long they will always continue to be there. But if the damage continues at this rate there will be nothing left in fifteen years". He describes seeing tourist **stamping** [16] on the drawing, wearing away the rock and definition of the art work as they do so. Some visitors, he says, even chop off parts to take home as souvenirs.

"When people think they can't take a good enough photograph, they rub the drawings to get a clear picture," he said. "The drawings are polished by the weather, and if the sun is shining and the visitors can't see properly, they simply rub and scrape them to make them look fresher."

Other researchers describe how people arrive carrying long stick with sharp ends to scratch their own drawing, or even their names, in the rocks.

1. What does "**they**" refer to in line 5?
  - A. the rocks
  - B. the French Alps
  - C. the drawings
  - D. the tourist site





2. Jean Clottes says that people who visit the mountains
  - A. do not believe the drawings are old.
  - B. believe they are allowed to paint there.
  - C. think the drawings should be left alone.
  - D. assume the drawings will not change.
3. What does “**stamping**” in line 16 means?
  - A. sitting to eat their lunch
  - B. putting their feet heavily
  - C. standing while they take their photographs
  - D. leaving their litter
4. This article was probably written about Mont Bego to
  - A. attract more visitors to the site.
  - B. warn visitors about the dangers of the site.
  - C. encourage scientists to visit the site
  - D. describe fears about the future of the site

## Task 7

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**You are going to read a magazine article about a radio presenter. For Questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.**

### **A New Voice on the Radio**

*Margherita Taylor talks to Sarah Edghill about what it's like being at Capital Radio.*

Margherita Taylor is the only female presenter at Capital Radio, one of London's top music radio stations. She got into radio while she was a student in Birmingham. Along with hundreds of other hopefuls, she and a friend queued for hours in the rain to take part in a 'Search for a Star' competition held by a local radio station, BRMB. 'I had to read a travel script and a weather script, talk about myself for a minute, then introduce a record. After that, they sent me back out into the rain,' she says. But within days the phone call came to say that her voice had earned her a regular show on BRMB. Truly the stuff dreams are made of. After working there for eighteen months, she was offered a job with Capital.



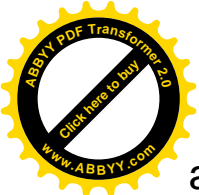
Margherita is a London girl and arriving at Capital was like coming home. 'I grew up listening to Capital Radio,' she says. 'People say, "Wasn't it frightening, joining such well-known presenters?" But everyone here is so down to earth. It would be off-putting if the others had people doing their make-up, or star signs on their office doors. But there's none of **that** – Mick Brown, for instance, finishes his show and wanders off to get the bus home with everyone else.'

Margherita claims never to get nervous before a show – nerves are for the weak. 'You can't get nervous because then you make mistakes,' she says. Of course, there has been the odd disaster. 'For instance, when I did my first live concert show at BRMB, I'd only done one programme. In front of a crowd of 50,000, I went on stage to introduce a certain well-known singer. I said: "Please welcome our next performer. You know her best for hits like..." Then I just went blank. There was this silence from the crowd, and for the life of me I couldn't think what she'd sung. That's one occasion that will stay with me for ever.'

Margherita says that her own musical tastes are varied. But she doesn't pick her own music for her shows. The Capital computer selects the records in advance from a list approved by the station managers. 'The station has a certain sound, and if we all picked our own music, it wouldn't sound like Capital,' she says. 'But for someone who likes music, this is a dream job. I get to go to concerts and meet the bands you can hear on my show. It's great to hear the "behind the scenes" gossip.'

Most people would expect that a presenter's most important qualities are a nice voice and huge amounts of confidence, but Margherita says that basic maths is handy as well. 'You have to make sure that you've got an eye on everything that's going on in the studio, but you've got to be able to add and subtract and think in minutes and seconds,' she says. 'You're dealing with timed records, and with announcements and commercials that are also timed precisely, and you have to be ready to switch to the news at exactly the right second. If you're going over to a live event, you need to be ready for that on time, not a second earlier or later.'

This isn't the sort of girl to let the rock-and-roll lifestyle go to her head. Even if she did, her family would bring her down to earth. 'When I started at Capital the only thing my brothers



asked was whether they'd get free records,' she remembers. 'And my mum couldn't even find the station on her radio.'

Margherita Taylor is very nice and very easy-going, but very much in control. She is so much a 'Capital Radio girl' that you might think she is just doing a good job for the station's publicity department, although you know what she's saying really comes from the heart. She smiles a lot, laughs a lot and is generally a great advert for Capital.

1. What do we learn about Margherita in the first paragraph?
  - A. She became a radio presenter by chance.
  - B. She expected to win the competition.
  - C. She was keen to become a radio presenter.
  - D. She practised before the competition.
2. What does '**that**' in line 18 refer to?
  - A. the fame of the other presenters
  - B. Margherita's fear of the other staff
  - C. self-important behaviour by the other presenters
  - D. bad treatment of Margherita by the other staff
3. What do we learn about Margherita's first live concert show?
  - A. It is the only time she has made a serious mistake.
  - B. Being nervous was not the cause of the problem.
  - C. People often remind her of what happened then.
  - D. She had not expected to have the problem she had.
4. One point Margherita makes about her job is that she
  - A. has changed her attitude to music.
  - B. is unhappy that the records she plays are chosen for her.
  - C. likes most of the music that she plays on her show.
  - D. enjoys talking to the people whose records she plays.
5. What does Margherita say about presenting a show?
  - A. It is essential to keep in mind what is going to happen next.
  - B. It is more complicated than she had previously thought.
  - C. The ability to add and subtract is the most important requirement.
  - D. The content of a show is sometimes changed suddenly.



6. How have Margherita's family reacted to her success?
- A. with caution
  - B. without interest
  - C. with surprise
  - D. without excitement
7. In the final paragraph, the writer says that Margherita
- A. was different from what she had expected.
  - B. genuinely believes that Capital is a good radio station.
  - C. feels it necessary to talk about Capital Radio all the time.
  - D. has already changed her job at Capital Radio.

## Task 8

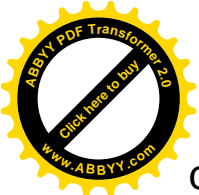
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**You are going to read an extract from a book. For questions 1 - 8, choose the answer (A, B, C or D) which you think fits best according to the text.**

### **Felicia's Journey**

Since arriving in the town this morning Felicia has discovered that often she cannot understand what people say because they speak in an accent that is unfamiliar to her. Even when they repeat their statements there is a difficulty, and as often as not she has to give up. She has been told that the best place to find what she is looking for is the industrial area and so she goes there. She makes enquiries in a building that sells office requirements - filing cabinets and revolving chairs as well as paper in bulk and supplies of envelopes and fasteners and transparent tape, everything piled up untidily, not as in a shop. Half of what the girl says in reply escapes her, but she knows it doesn't matter because the girl keeps shaking her head, denying in this way all knowledge of a garden equipment factory.

The industrial area is an endless repetition of unremarkable commercial buildings, each with a forecourt for parking. Its concrete roads are long and straight. Nobody casually walks them for the pleasure of doing so. No dogs meet other dogs. Business is in all directions, buying and selling,



discount for cash. It takes Felicia nearly two hours to find Pritchard's Garden Supplies Company.

'An electric machine you're thinking of, is it?' the salesman responds in answer to her query, and she asks if the place is a factory, if the equipment is made here.

'We have our workshops on the premises for after-care. The annual service we recommend, though it's entirely up to you. You'd be going for electric, would you?'

'I'm looking for a friend. He works in the stores of a gardening equipment factory.'

The man's manner changes. He can't help her; he states flatly, disappointment emptying his tone of expression.

'Someone I met said you might be able to tell me where a factory was.'

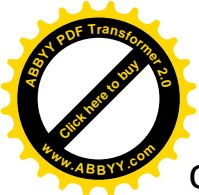
'Our machines are manufactured in works all over the country. I'm sorry. I believe someone else requires my attention.'

A couple are measuring garden furniture with a dressmaking tape. They want something for their conservatory, Felicia hears them informing the salesman as she goes away.

A man in a car showroom is patient with her but doesn't know of a gardening equipment factory in the vicinity. Then an afterthought strikes him as she's leaving and he mentions the name of a town that he says is twenty-five or six miles off. When it occurs to him that she's puzzled by what he's saying he writes the name down on the edge of a brochure. 'Not very bright' is something her father often says about people. She wonders if the man is thinking that.

No one else can help her. She walks through the industrial area, investigating every road, enquiring at a builders' firm and in Britannia Computers. In OK Carpets Limited a woman draws a map for her, but when she follows the arrows on it she finds herself at a paint supply warehouse that is closed. She returns to Pritchard's Garden Supplies in the hope that the salesman isn't busy now. More annoyed than before, he ignores her.

She walks wearily back to the town, on the grass verge beside a wide main road. An endless chain of lorries and cars passes close, the noise of their engines a roar that every few moments rises to a crescendo, their headlights on because it has become foggy. The grass she walks on is grey, in places black, decorated by the litter that is scattered all around her – crushed cigarette packets, plastic bags, cans and bottles,



crumpled sheets from newspapers, and cartons. In the middle of the morning she had a cup of tea and a piece of fruit cake; she hasn't had anything since and she doesn't feel hungry, but she knows that as soon as she arrives back in the town she will have to find somewhere to stay. Her arms ache from the weight of the two carrier-bags; her feet are sore, blisters in two different places, one of her heels skinned. She knew it wouldn't be easy; even before she set out she knew it wouldn't be; she didn't expect anything else. What has happened is her own fault, due to her own foolishness in not making certain she had an address. She can't blame anyone else.

1. When Felicia goes to the building selling office requirements?

- A. she doesn't need to understand everything the girl says to her.
- B. the girl cannot remember the way to the garden equipment factory.
- C. she is surprised by the disorganized state of the place.
- D. the girl gets annoyed that Felicia cannot understand her.

2. What do we learn about Felicia in the first paragraph?

- A. She keeps trying to understand what she is told.
- B. She is in a place that she does not know.
- C. She has difficulty in expressing herself.
- D. She feels that people treat her badly.

3. What does the writer say about the industrial area?

- A. There are not usually many people there.
- B. It is typical of all industrial areas.
- C. It is not an attractive place to look at.
- D. There is a long distance between the buildings there.

4. What happens when Felicia first goes to Pritchard's?

- A. The salesman supposes that she has come to buy something.
- B. She misunderstands something that the salesman says to her.
- C. The salesman pretends that he has something else to do.
- D. She fails to make clear to the salesman what she wants.





5. What happens when she goes into other buildings in the industrial area?
- A. She starts to get annoyed.
  - B. She does not expect useful information.
  - C. She does not believe what she is told.
  - D. She makes no progress.
6. When she is walking along the main road, Felicia realizes that...
- A. she should have something to eat.
  - B. the place is dirtier than she expected.
  - C. the traffic is heavier than she is used to.
  - D. she still has further difficulties to face.
7. What happens to Felicia in the extract?
- A. Everyone she meets is unfriendly towards her.
  - B. She keeps being sent to the wrong places.
  - C. Nobody she meets can give her the information she needs.
  - D. She keeps being given the wrong information.
8. What do we learn about Felicia in the extract as a whole?
- A. She is not very good at following directions she is given.
  - B. She has failed to do something she should have done.
  - C. She is a person who frequently makes silly mistakes.
  - D. She has difficulty in dealing with people in general.

## Task 9

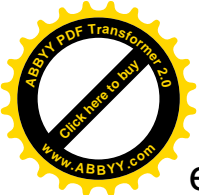
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**You are going to read an extract from a book. For questions 1 - 8, choose the answer (A, B, C or D) which you think fits best according to the text.**

### **The Interview**

“We would like to interview you ....” Joyful words for the job-seeker, but my letter carried a warning: “You will be required to take a psychometric test.” More than 70 per cent of companies now use these “objective tests” for potential





employees. They are meant to give a true picture of candidates that removes the unfairness that may result from the personal opinions of interviewers.

On the day of my interview for the job of assistant to a company Public Relations consultant, my nerves were made worse by finding that the office was close to a hospital with particularly unhappy associations. Luckily, I had deliberately got there early so that I was able to calm myself down before a secretary rushed me upstairs for my test.

Keeping to a strict time limit, I had to assess groups of adjectives, marking which most and which least matched my ideas of myself at work. Choosing one quality out of four when all seemed appropriate was difficult, more difficult than the interview that followed - though I felt I hadn't impressed in that either.

Confirmation of this arrived a week later. My rejection letter was accompanied by a copy of the Private and Confidential Personal Profile Analysis - two and a half sides of paper, based on that 10- minute test.

The Profile's rude inaccuracy and its judgemental tone were harder to accept than the fact that I had been turned down for the job. Apparently, I have "no eye for detail"; I am also "a forceful individual... who leads rather than directs" and am "motivated by financial reward to pay for good living." The words "impatient", "restless" and "strong-willed" also came up.

"A portrait of an ambitious, power-mad person," said a psychologist friend of 15 years to whom I showed the Profile. She said it didn't apply to me at all.

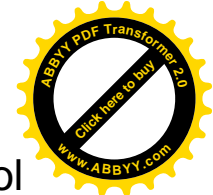
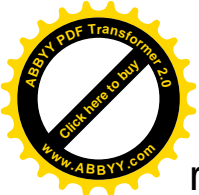
I know myself to be a careful, industrious checker. I am shy but cheerful and a bit over-anxious to be thought creative. I am not a power-crazed person.

What would I do, I worried, if I had to take another test for another job, and this unattractive personality emerged again?

I sent the company a polite disagreement with the Profile, purely for the record. Meanwhile, I made a few enquiries.

Had my emotional state of mind made the results untypical of me? I had been disturbed to find the office so close to a hospital that held unhappy memories for me.

"State of mind will have an impact," says Shane Pressey, an occupational psychologist, "but on the whole its effect will be



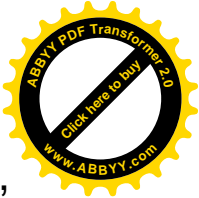
relatively minor. It appears that the test was an inadequate tool for the amount of information they were trying to get out of it, and it is not surprising that there were inaccuracies”.

Too late for that particular job, I arranged to sit another psychometric test. This one took much longer and was more thorough; the profile was also more detailed and accurate - it showed my eye for detail and the fact that I have a problem meeting deadlines.

But a peculiar result is hard to challenge without seeming unable to take criticism. It is simply not acceptable to refuse to take a test, in case the job candidate seems uncooperative and eccentric. The interview, with its yes/no personal feeling, is here to stay, but so is objective testing.

If my experience is anything to go by, the job candidate should be suspicious of 10-minute tests that result in generalized - and possibly wildly inaccurate - judgements. I accept that it would be costly to arrange for face-to-face discussions of test results with all job candidates, but a telephone call would be preferable to simply receiving a written “profile” through the post and having no opportunity to discuss its contents.

1. Before the writer took the test, she
  - A. felt that she was unlikely to do it very well.
  - B. made sure that she was mentally prepared for it.
  - C. believed that such tests were fair to candidates.
  - D. did some research into tests of that kind.
2. What did the writer think when she took the test?
  - A. She could not understand some of the questions.
  - B. She found that there was not enough time to do it.
  - C. She felt that she had not done it very well.
  - D. She decided that it would not prove anything.
3. What does the writer mean by “judgemental” in the fifth paragraph?
  - A. critical
  - B. impatient
  - C. impersonal
  - D. thoughtful



4. When the writer received the Personal Profile Analysis, she
- A. was offended by the comments made about her answers.
  - B. was glad that she had not been offered the job.
  - C. regretted some of the answers she had given in the test.
  - D. realized that her personality would not have suited the job.
5. Why did the Profile worry her?
- A. It made her feel that she had been too self-confident before.
  - B. It indicated that she might have trouble getting a job in future.
  - C. It did not show that she was capable of being a creative person.
  - D. It told her things about herself that she had not noticed before.
6. What did she find out after taking the test for the job?
- A. The way she was feeling had badly affected her performance in it.
  - B. Psychometric tests seldom provide reliable information about people.
  - C. Many job candidates are unwilling to take psychometric tests.
  - D. It may have been an unsuitable test for its intended purpose.
7. What does the writer recommend?
- A. Candidates should be able to talk about their test results with employers.
  - B. Employers should pay no attention to the results of psychometric tests.
  - C. Candidates should not be concerned about taking psychometric tests.
  - D. Employers should stop asking candidates to take psychometric tests.



8. Why does the writer describe her experience?
- A. It is typical of experiences that a great many other people have.
  - B. It shows that no method of selecting job candidates can ever be fair.
  - C. It is an example of how difficult it can be for someone to get a job.
  - D. It illustrates faults in a new method of assessing job candidates.

## Task 10

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**Read the text and choose the best answer, A, B, C or D.**

The relationship of economics to history is rather different from that of the other social sciences. Curious as it may sound, this relationship in many respects comes close to that between history and literature. Economics, after all, is the science (in the **broad** meaning of the term) of something which men actually do. Even if the science did not exist, men would still make economic decisions, economic productions, and participate in the various forms of economic organization which, in part, it is the economist's function to describe. Similarly, the disciplined study of literature is concerned with something which men would also do anyway even if the disciplined study did not exist: compose poems, act out dramas, write novels and read them. Political science, or the discipline of politics, has, it is true, many similarities to economics, particularly where it is concerned with generalization about political structures.

1. What does the passage mainly discuss?
- A. The similarity between economics and politics.
  - B. History and literature's curious relationship.
  - C. A definition of economics.
  - D. Economics interrelationship with other subjects.
2. History is related to economics
- A. In many different kinds of ways.
  - B. In a different way from its relationship to literature.
  - C. In the same way as it is related to literature.
  - D. Just as political science is related to economics.



3. The social science mentioned in the passage is:
- A. Economics.
  - B. History.
  - C. Literature.
  - D. Politics.
4. The word “**broad**” is the closest in meaning to which of the following?
- A. General.
  - B. Typical.
  - C. Popular.
  - D. Vague.
5. Economics looks at:
- A. All kinds of decision making.
  - B. People’s real-life behaviour.
  - C. Broad aspects of organization over time.
  - D. The description of historical events.

## Task 11

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**Read the text and choose the best answer, A, B, C or D.**

Ever since humans have inhabited the earth, they have made use of various forms of communication. Generally, this expression of thoughts has been in the form of oral speech. When there is a language barrier, communication is accomplished through sign language in which motions stand for letters, words and ideas. Tourists, the deaf and the mute have had to resort to this form of expression. Many of these symbols are very picturesque and exact and can be used internationally; spelling, however, cannot.

Body language transmits ideas or thoughts by certain actions, either intentionally or unintentionally. A wink can be a way of flirting or indicating that the party is only joking. A nod signifies approval, while shaking the head indicates a negative reaction.

Other forms of non-linguistic language can be found in Braille (a system of raised dots read with the fingertips), signal flags, Morse code and smoke signals. Road maps and picture signs also guide, warn and instruct people.



While verbalization is the most common form of language, other systems and techniques also express human thoughts and feelings.

1. Which of the following best summarizes this passage?
  - A. When language is a barrier, people will find other forms of communication.
  - B. Everybody uses only one form of communication.
  - C. Non-linguistic language is invaluable to foreigners.
  - D. Although other forms of communication exist, verbalization is the fastest.
2. Which of the following statements is not true?
  - A. There are many forms of communication in existence today.
  - B. Verbalization is the most common form of communication.
  - C. The deaf and mute use an oral form of communication.
  - D. Ideas and thoughts can be transmitted by body language.
3. Which form other than oral speech would be most commonly used among blind people?
  - A. Picture signs
  - B. Braille
  - C. Body language
  - D. Signal flags
4. How many different forms of communication are mentioned here?
  - A. 5
  - B. 7
  - C. 9
  - D. 11
5. Sign language is said to be very picturesque and exact and can be used internationally except for
  - A. Spelling
  - B. Ideas
  - C. Whole words
  - D. Expressions



## Task 12

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**Read the text and choose the best answer, A, B, C or D.**

Although the period that we call the Renaissance began in Italy in the fourteenth century, this idea of rebirth in learning characterized other epochs in history in different parts of the world.

In 800 A.D. Charlemagne became king of the Franks and initiated the Carolingian Renaissance, a period which saw beautiful and more modern cities patterned on Roman architecture. His improvements in instruction for boys expanded the educational system, helped maintain Roman culture, and continued a society in Western Europe, as well as created libraries (a carryover from Alexandrian Egypt of 323 B.C.).

Kievan Russia also enjoyed a period of rebirth some 200 years later under the able rule of Yaroslav the Wise. Like Charlemagne, he founded schools, established libraries, and brought about many architectural achievements.

1. Which was the earliest period of rebirth mentioned?
  - A. Russian
  - B. Italian
  - C. Carolingian
  - D. Roman
2. Which city did Charlemagne look upon as a model for his architectural improvements?
  - A. Kiev
  - B. Rome
  - C. Carolingian
  - D. Frank
3. Which of the following was not mentioned as a characteristic of the Renaissance movement?
  - A. maintaining the status quo
  - B. improved education
  - C. architectural advances
  - D. creation of libraries





4. How many centuries separated the Kievan and the Italian Renaissance?

- A. 2
- B. 3
- C. 4
- D. 5

5. What can we assume about Yaroslav?

- A. He was demented.
- B. He was a competent leader
- C. He was inept.
- D. He was cruel.

### Task 13

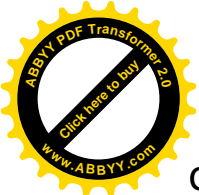
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**Read the text and choose the best answer, A, B, C or D.**

Most animals use more than one species as food. Therefore, the term **“food web”** is a better description of food relationships than “food chain”. A food web is a complex feeding system that contains several food chains. For example, mice, rabbits, and deer eat plants. Owls eat mice and rabbits. Mountain lions eat rabbits and deer. These five species are parts of food chains that together form a food web.

The first link in a food chain is always a green plant. Only organisms with chlorophyll, such as green plants, can make food. For example, the first link in aquatic food chains is algae. Most algae are microscopic green plants that produce food by photosynthesis. In photosynthesis, energy from sunlight converts carbon dioxide and water to sugar. Tiny fish in lakes, streams, and oceans eat algae. In turn, these tiny fish are eaten by larger fish. The larger fish are eaten by still larger fish. The food supply for fish is made by algae. This food is then passed through the food chains as one animal eats another.

Organisms may be divided into three groups based on how they obtain food. These groups are producer, decomposer, and consumer. Organisms containing chlorophyll are producers. Thus, green plants are producers. Animals that eat other animals and plants are consumers. Microbes, one-celled



organisms that cause the decay of dead plants and animals, are decomposers. Since decomposers cannot make their own food, they are also consumers.

1. The main purpose of the passage is to
  - A. determine which food chain is the most efficient
  - B. describe the food network among plants and animals
  - C. explain the process of photosynthesis in green plants
  - D. appeal to conservationists to protect endangered plant
2. According to the author, what is a "**food web**"
  - A. a complicated system of several food chains
  - B. a society that distributes food
  - C. the relationship of one green plant to another
  - D. the device that spiders use to catch food
3. Which of the following would most likely be the first link in a food chain?
  - A. termites
  - B. fish
  - C. lions
  - D. grass
4. The author divides organisms according to
  - A. how they use up energy
  - B. how they obtain food
  - C. how much energy they require in order to move
  - D. whether they live on the land or in the sea
5. Which of the following organisms could not be a consumer as described in the passage?
  - A. a microbe
  - B. a rabbit
  - C. a tree
  - D. a fish



## Task 14

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**Read the text and choose the best answer, A, B, C or D.**

As with most aspects of Plain Indian culture, music was closely bounded up with religious beliefs. Instruments were played individually and during public dances, and there was music for almost all occasion.

In public ceremonies singing was combined with dancing and with music from a variety of instruments. The dancers shook rattles or pounded hand-held drums to underscore their footbeats. Rattles were made of gourds or of turtle shells filled with pebbles or seeds. Drums generally were made by soaking a strip of wood in hot water and bending (*line 10*) **it** into a circle; then the drum skin was tightly strapped over the circle with rawhide laces. While some Plains Indian drums had a single drum skin, as a tambourine has, there were others, such as the drums of the Ute that had skins lashed onto both sides.

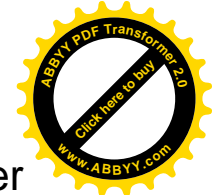
The whistle and the flute were the only Plain Indians wind instrument. Whistles were made from the wing bone of an eagle, the bird that symbolized courage. The recorderlike flutes, with finger holes along the top, were carved from a length of soft, strait-grained wood, like willow or box elder, that was split in half and hollowed out; the halves were rejoined with glue made from boiled hide scrapings and bound together with rawhide lace to make them airtight.

**1.** Which of the following did dancers do in public ceremonies?

- A. beat on drums
- B. play the tambourine
- C. scatter seeds
- D. sing like birds

**2.** In line 10, to what does the word '**it**' refer to?

- A. Hot water
- B. A circle
- C. A strip of wood
- D. a drum skin



3. How did the drums of the Ute differ from many other drums?

- A. They were two-sided.
- B. They were filled with stones or seeds.
- C. They were hand-held.
- D. They were wind instruments.

4. According to the passage, whistles were made from

- A. gourds
- B. turtle shells
- C. feathers
- D. eagle bones

5. According to the passage, boiled hide scrapings were used to make

- A. finger holes
- B. boxes
- C. rawhide lace
- D. glue

## Task 15

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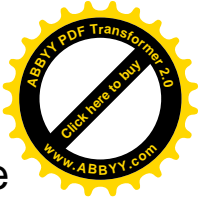
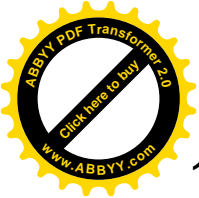
For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### Intelligence Tests

School exams are, mainly speaking, the first kind of tests we take. They find out how much knowledge we have (1) \_\_\_\_\_. But do they really show how *intelligent* we are? After all, isn't it a (2) \_\_\_\_\_ that some people who are very successful academically don't have any (3) \_\_\_\_\_ sense?

Intelligence is the speed (4) \_\_\_\_\_ which we can understand and (5) \_\_\_\_\_ to new situations and it is usually tested by logic puzzles. Although scientists are now preparing (6) \_\_\_\_\_ computer technology that will be able to 'read' our brains, (7) \_\_\_\_\_ tests are still the most popular ways of measuring intelligence.

A person's IQ is their intelligence (8) \_\_\_\_\_ it is measured by a special test. The most common IQ tests are (9) \_\_\_\_\_ by Mensa, an organization that was founded in England in 1946. By



1976 it (10) \_\_\_\_\_ 1,300 members in Britain. Today there are 44,000 in Britain and 100,000 worldwide, (11) \_\_\_\_\_ in the US.

People taking the tests are judged in (12) \_\_\_\_\_ to an average score of 100, and those who score over 148 are entitled to join Mensa. This (13) \_\_\_\_\_ at 2% of the population. Anyone from the age of six can take their tests. All the questions are straightforward and most people can answer them if (14) \_\_\_\_\_ enough time. But that's the problem — the whole (15) \_\_\_\_\_ of the tests is that they're against the clock.

1.	A. fetched	B. gained	C. attached	D. caught
2.	A. case	B. fact	C. circumstance	D. truth
3.	A. natural	B. bright	C. sharp	D. common
4.	A. on	B. to	C. in	D. at
5.	A. accord	B. react	C. answer	D. alter
6.	A. advanced	B. forward	C. ahead	D. upper
7.	A. at this age	B. for the present	C. at the time	D. now and then
8.	A. how	B. that	C. as	D. so
9.	A. appointed	B. commanded	C. run	D. steered
10.	A. held	B. had	C. kept	D. belonged
11.	A. largely	B. enormously	C. highly	D. considerably
12.	A. concern	B. relation	C. regard	D. association
13.	A. adds up	B. turns to	C. comes up	D. works out
14.	A. allowed	B. spared	C. let	D. provided
15.	A. reason	B. point	C. matter	D. question

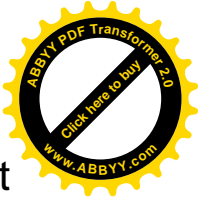
## Task 16

For questions 1 – 15, read the text and then decide which word A, B, C or D best fits each space.

### Grandmother Has Her Day In Court

When retired teacher Joan Meredith wanted to make a point about nuclear weapons she sat down in the roadway outside the Trident submarine (1) \_\_\_\_\_ on the River Clyde, near Glasgow in Scotland.

Yesterday magistrates responded in kind, (2) \_\_\_\_\_ her to find a comfortable spot in their courtroom and to sit for the entire day's (3) \_\_\_\_\_ as punishment for non-payment of a \$ 100 fine.



Mrs. Meredith, 70, from Northumberland, in the north-east of England, had been (4) \_\_\_\_\_ to spend a week in jail for refusing to pay the fine imposed after a peace (5) \_\_\_\_\_ at Faslane. She even packed a case for a (6) \_\_\_\_\_ in Low Newton prison near Durham. But magistrates in Alnwick chose to enact a little used (7) \_\_\_\_\_ of the Magistrates Court Act and told her she must stay in the court precincts for the day.

Dressed in a purple T-shirt and (8) \_\_\_\_\_ socks, Mrs. Meredith sat at the back of the court listening to (9) \_\_\_\_\_ and pronounced herself satisfied with her (10) \_\_\_\_\_.

A grandmother of six, she was (11) \_\_\_\_\_ fined after joining a blockade of Faslane (12) \_\_\_\_\_ by an anti-nuclear group. A week-long jail term imposed in June was (13) \_\_\_\_\_ to give her another chance to pay. Mrs. Meredith refused to do so because she does not believe her (14) \_\_\_\_\_ were morally wrong.

She would do it again, she said yesterday. "I can't see this (15) \_\_\_\_\_ any difference."

1.	A. base	B. station	C. place	D. site
2.	A. calling	B. forcing	C. ordering	D. threatening
3.	A. procedure	B. proceedings	C. process	D. procession
4.	A. waiting	B. intending	C. allowing	D. expecting
5.	A. crisis	B. revolution	C. protest	D. objection
6.	A. season	B. spell	C. turn	D. cycle
7.	A. section	B. topic	C. group	D. detail
8.	A. matching	B. fitting	C. suiting	D. joining
9.	A. episodes	B. meetings	C. circumstances	D. events
10.	A. judgment	B. sentence	C. result	D. decision
11.	A. primarily	B. newly	C. originally	D. principally
12.	A. done	B. forecast	C. performed	D. organized
13.	A. suspended	B. reserved	C. forgiving	D. lost
14.	A. measures	B. operations	C. actions	D. performances
15.	A. being	B. making	C. doing	D. meaning



## Task 17

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For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### Press Photographers

Good press photographers must have an “eye” for news, just as journalists must have a “nose” for a good story. They must be able to interpret a story and decide rapidly how they can take (1) \_\_\_\_\_ of the best opportunities to take pictures. The most difficult part of a press photographer’s job is that he or she has to be able to (2) \_\_\_\_\_ a complicated situation with just one photograph. They rarely have second (3) \_\_\_\_\_ and must be able to take the required (4) \_\_\_\_\_ very quickly. Indeed, speed is essential – if the photographs are not ready for the printing deadline, they are very unlikely to be of any (5) \_\_\_\_\_.

Most press photographers begin work with a local newspaper. There, the (6) \_\_\_\_\_ is mostly for material of regional interest. Photographers may be expected to photograph a lot of unexciting events but to (7) \_\_\_\_\_ the enthusiasm to put ‘something special’ into every picture.

There is (8) \_\_\_\_\_ competition among those who want to move from local to national newspapers. Here, the work is much more centred on news. The photographer must work (9) \_\_\_\_\_ greater pressure and (10) \_\_\_\_\_ more responsibility. Only (11) \_\_\_\_\_ reliable, talented and resourceful photographers (12) \_\_\_\_\_ this difficult move. The work is tough and can be dangerous. On an overseas assignment, photographers may have to (13) \_\_\_\_\_ unfamiliar food and accommodation, physical and mental stress, and (14) \_\_\_\_\_ difficulty in transporting the pictures from an isolated area to get them to the newspaper (15) \_\_\_\_\_. They also have to beat the competition from other publications.



1.	A. profit	B. benefit	C. gain	D. advantage
2.	A. draw up	B. put out	C. sum up	D. turn out
3.	A. chances	B. occasions	C. possibilities	D. moments
4.	A. image	B. shot	C. scene	D. illustration
5.	A. role	B. gain	C. employment	D. use
6.	A. demand	B. task	C. obligation	D. duty
7.	A. hold on	B. keep up	C. carry on	D. stay up
8.	A. firm	B. forceful	C. strict	D. strong
9.	A. by	B. under	C. through	D. from
10.	A. take	B. support	C. perform	D. fetch
11.	A. sharply	B. largely	C. highly	D. fully
12.	A. pass	B. make	C. turn	D. proceed
13.	A. struggle for	B. get by	C. cope with	D. stand up
14.	A. extreme	B. plentiful	C. far	D. grand
15.	A. on time	B. by the time	C. for a time	D. with time

## Task 18

For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### Gerald Mercator: The Man Who Mapped the Planet

When Gerald was born in 1512, the geography of the globe still remained a mystery. It was unclear whether America was a part of Asia, if there was a vast (1) \_\_\_\_\_ of sea at the top of the world or if Australia was (2) \_\_\_\_\_ to Antarctica.

Mercator's childhood was spent chiefly in Rupelmonde, a Flemish trading town on the river, and it was here that his geographical imagination was (3) \_\_\_\_\_ by the ships which passed to and from the rest of the world. Alongside imagination, he developed two very different skills. The first was the ability to gather, (4) \_\_\_\_\_ and co-ordinate the geographical information (5) \_\_\_\_\_ by explorers and sailors who frequented the margins of the known. He also had to be able to imagine himself (6) \_\_\_\_\_ from the heavens, to achieve the visionary (7) \_\_\_\_\_ of gods in the skies, (8) \_\_\_\_\_ down on the world. The main reason why Mercator's name is (9) \_\_\_\_\_ to us is because of the *Mercator Projection*: the solution he (10) \_\_\_\_\_ to represent the spheroidal surface of the globe

on a two-dimensional plane. It is less well known that Mercator was the first man to conceive of mapping the (11) \_\_\_\_\_ surface of the planet or that he (12) \_\_\_\_\_ the idea of multiple maps being presented in bound books, to which he gave the name "Atlas".

It is difficult for us to be surprised by maps, so many are there, and of such detail and coverage, but we should (13) \_\_\_\_\_ in mind that Mercator lived at a time when such knowledge was far from (14) \_\_\_\_\_. He was the man who (15) \_\_\_\_\_ our worldview for ever.

1.	A. territory	B. distance	C. range	D. expanse
2.	A. connected	B. coupled	C. united	D. integrated
3.	A. raised	B. reared	C. supplied	D. nourished
4.	A. congregate	B. amass	C. assimilate	D. construct
5.	A. granted	B. conferred	C. contributed	D. provided
6.	A. suspended	B. located	C. situated	D. attached
7.	A. inspection	B. observation	C. perspective	D. assessment
8.	A. glimpsing	B. scrutinizing	C. watching	D. gazing
9.	A. familiar	B. famous	C. memorable	D. recognizable
10.	A. invented	B. contrived	C. devised	D. schemed
11.	A. sheer	B. full	C. entire	D. utter
12.	A. pioneered	B. initiated	C. lead	D. prepared
13.	A. carry	B. hold	C. take	D. bear
14.	A. typical	B. common	C. routine	D. normal
15.	A. converted	B. substituted	C. distorted	D. altered

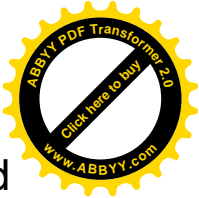
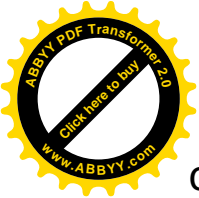
## Task 19

For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### Motor Racing Experts to Give Advice on Speedy Transfers of Sick Children

Britain's top children's hospital has turned to the world of motor racing for help in moving sick babies at maximum speed and with minimum risk.

Great Ormond Street Hospital in London has (1) \_\_\_\_\_ in experts from the MacLaren Formula One motor racing team to bring the (2) \_\_\_\_\_ of the pit stop into the sphere of medical



care in an (3)\_\_\_\_\_ to learn how children might be transferred more quickly and safely out of the operating (4)\_\_\_\_\_ during the critical minutes that follow complex heart (5)\_\_\_\_\_.

David Ryan, the MacLaren team manager, has visited the hospital and (6) \_\_\_\_\_ doctors how to shave seconds off a tyre change. Doctors hope to (7) \_\_\_\_\_ the method to help medical teams to (8) \_\_\_\_\_ lines, tubes and syringes and begin (9) \_\_\_\_\_ vital functions as soon as possible after a baby who has had surgery arrives in the (10) \_\_\_\_\_ care unit.

Specialists at the hospital, led by Martin Elliott, a cardiac surgeon, believed the speed and efficiency (11)\_\_\_\_\_ by motor racing teams at pit stops offered the (12)\_\_\_\_\_ parallel for the improvements they were seeking to (13)\_\_\_\_\_ and so contacted MacLaren for advice.

(14)\_\_\_\_\_ of the MacLaren team will return to the hospital later this month to examine a plan (15) \_\_\_\_\_ up by doctors to improve the transfers.

1.	A. put	B. sent	C. called	D. set
2.	A. habit	B. discipline	C. arrangement	D. order
3.	A. effort	B. aim	C. action	D. operation
4.	A. clinic	B. room	C. ward	D. theatre
5.	A. disease	B. surgery	C. therapy	D. remedy
6.	A. educated	B. guided	C. instructed	D. lectured
7.	A. adapt	B. adjust	C. turn	D. vary
8.	A. introduce	B. insert	C. inject	D. enter
9.	A. watching	B. guarding	C. nursing	D. monitoring
10.	A. high	B. continuous	C. intensive	D. additional
11.	A. displayed	B. noted	C. produced	D. mentioned
12.	A. nearest	B. shortest	C. briefest	D. closest
13.	A. put	B. make	C. form	D. do
14.	A. members	B. owners	C. tenants	D. holders
15.	A. done	B. taken	C. drawn	D. written



## Task 20

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**For questions 1 - 15, read the text below and then decide which word best fits each space.**

### **Smart Dog!**

Dogs are probably much cleverer than most people think, scientists say. They are convinced that dogs can count and that the animals try to **(1)** \_\_\_\_\_ different messages through the pitch and pace of their barks. Animal behaviourists used to think their bark was simply a way of **(2)** \_\_\_\_\_ attention. Now a new study suggests that individual dogs have **(3)** \_\_\_\_\_ barks with a range of meanings. For example, dogs usually use high-pitched single barks when they are **(4)** \_\_\_\_\_ from their owners and a lower, harsher superbark when strangers **(5)** \_\_\_\_\_ towards them or the doorbell rings.

Dogs also know when they are receiving fewer treats because they have a basic mathematical ability that **(6)** \_\_\_\_\_ them to tell when one pile of objects is bigger than another. But to count, an animal has to recognize that each object in a set **(7)** \_\_\_\_\_ to a single number and that the last number in a **(8)** \_\_\_\_\_ represents the total number of objects.

The theory has been tested on eleven dogs. They were first **(9)** \_\_\_\_\_ treats before a screen was lowered so that the treats were out of **(10)** \_\_\_\_\_. The treats were left as they were or some were added or taken away. If a treat was added or taken away, the dogs looked at them much longer than they did when the treats were not disturbed, **(11)** \_\_\_\_\_ because they had done their sums and the numbers did not meet their **(12)** \_\_\_\_\_.

Dogs are **(13)** \_\_\_\_\_ from wolves, which not only have a large neo-cortex – the brain's centre of reasoning – but live in large social groups. This mathematical ability could have been used to **(14)** \_\_\_\_\_ how many enemies and **(15)** \_\_\_\_\_ they had in a pack.

1.	A. transfer	B. convey	C. bear	D. suggest
2.	A. paying	B. attracting	C. causing	D. devoting
3.	A. specific	B. exact	C. detailed	D. specialized
4.	A. split	B. detached	C. separated	D. divided
5.	A. approach	B. appear	C. draw	D. move
6.	A. assists	B. facilitates	C. enables	D. informs
7.	A. corresponds	B. ties	C. fits	D. complements
8.	A. sequence	B. system	C. progression	D. succession
9.	A. tempted	B. demonstrated	C. shown	D. presented
10.	A. view	B. notice	C. perception	D. sight
11.	A. likely	B. presumably	C. surely	D. predictably
12.	A. estimates	B. calculations	C. suspicions	D. expectations
13.	A. descended	B. related	C. connected	D. evolved
14.	A. take in	B. work out	C. think over	D. look into
15.	A. helpers	B. defenders	C. allies	D. partners

## Task 21

For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### Bowls

If you can roll a ball, you can play bowls. Everyone can play: young and old, men and women, the fit and the not so fit. It is the one outdoor game that (1) \_\_\_\_ is a sport for all. What other sport can grandparents play on (2) \_\_\_\_ terms with their grandchildren? What other game is so simple that you could take it up today and be (3) \_\_\_\_ in the national championships tomorrow?

Simple? Perhaps that's not the (4) \_\_\_\_ word. There are bowls players in their thousands who will tell you that, although bowls is a game that anyone can (5) \_\_\_\_ in five minutes, it takes a lifetime to (6) \_\_\_\_ it. They are the people who have (7) \_\_\_\_ a passionate interest in the game. (8) \_\_\_\_, for outsiders, bowls is another world, and a strange and puzzling one. They see a bowls game in (9) \_\_\_\_ and wonder what is going on.

What the players are trying to do is easy to explain. Their (10) \_\_\_\_ is to roll their bowls, called woods, as near as possible to the little white ball, called the jack. If one of your bowls finishes nearer to the jack than your (11) \_\_\_\_, you score

one point and he or she scores nothing. If you have the two nearest, you score two, and **(12)** \_\_\_\_\_. The skill **(13)** \_\_\_\_\_ in rolling a bowl that weighs around 2 kilos across about 40 metres so that it stops only a very short **(14)** \_\_\_\_\_ from the target is just as **(15)** \_\_\_\_\_ as the skills required in other sports.

1.	A. exactly	B. really	C. precisely	D. accurately
2.	A. alike	B. equal	C. parallel	D. matching
3.	A. competing	B. entering	C. getting	D. going
4.	A. right	B. suitable	C. genuine	D. just
5.	A. catch on	B. see through	C. find out	D. pick up
6.	A. manage	B. tame	C. master	D. control
7.	A. assembled	B. produced	C. developed	D. grown
8.	A. Besides	B. Unlike	C. However	D. Although
9.	A. performance	B. movement	C. practice	D. action
10.	A. point	B. attempt	C. scheme	D. aim
11.	A. competitor's	B. opponent's	C. contestant's	D. opposer's
12.	A. further	B. so on	C. moreover	D. as follows
13.	A. involved	B. connected	C. relating	D. belonging
14.	A. distance	B. extent	C. range	D. length
15.	A. respectable	B. impressive	C. appreciative	D. favourable

## Task 22

For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### Everyone's An Artist

Every year, the village of Pettineo celebrates its unique arts festival. For a few days each summer, artists from all over Europe **(1)** \_\_\_\_\_ at this village near the north coast of Sicily to **(2)** \_\_\_\_\_ the creative atmosphere. During their stay, the artists get **(3)** \_\_\_\_\_ with the local people to paint a one-kilometre long picture that runs the **(4)** \_\_\_\_\_ of the high street. **(5)** \_\_\_\_\_ the painting is done, each visiting artist joins a local family for a big lunch and, **(6)** \_\_\_\_\_ the meal, the family receives the **(7)** \_\_\_\_\_ of the painting that the artist has painted. As a result, **(8)** \_\_\_\_\_ few villagers are rich, almost every home has at least one painting by a well-known European artist. Visitors to the village are eagerly **(9)** \_\_\_\_\_ into homes to see these paintings.



The festival was the (10) \_\_\_\_ of Antonio Presti, a local businessman who (11) \_\_\_\_ it up four years ago. Since then, Pettineo has (12) \_\_\_\_ a sort of domestic art museum in (13) \_\_\_\_ any visitor can ring a doorbell, go into a house and (14) \_\_\_\_ a painting. In addition to this exhibition of paintings in people's homes, for those who have time to spare, there is an opportunity to (15) \_\_\_\_ through the display of huge sculptures in the village square.

1.	A. group	B. crowd	C. gather	D. combine
2.	A. amuse	B. enjoy	C. entertain	D. delight
3.	A. linked	B. jointly	C. combined	D. together
4.	A. size	B. measure	C. length	D. area
5.	A. Just	B. Once	C. Soon	D. Only
6.	A. in addition to	B. in place of	C. in common with	D. in exchange for
7.	A. partition	B. section	C. division	D. region
8.	A. though	B. despite	C. since	D. even
9.	A. persuaded	B. invited	C. requested	D. attracted
10.	A. image	B. purpose	C. thought	D. idea
11.	A. set	B. put	C. got	D. had
12.	A. become	B. advanced	C. grown	D. increased
13.	A. what	B. where	C. whom	D. which
14.	A. wonder	B. stare	C. admire	D. delight
15.	A. move	B. step	C. wander	D. march

## Task 23

For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### THE QE2

Samuel Cunard's first ship, the *Britannia*, made its first voyage from Liverpool in England to the US in 1850. In those days there was little choice about (1) \_\_\_\_ of travel. Anyone who (2) \_\_\_\_ to go to the US from Britain had to sail across the Atlantic. (3) \_\_\_\_ that, there was no way of getting there. The *Britannia* was (4) \_\_\_\_ a mail ship, but it also (5) \_\_\_\_ passengers. On that first (6) \_\_\_\_, as records show, there was a (7) \_\_\_\_ of 63 of them, including Samuel

Cunard and his daughter and, (8) \_\_\_\_\_ for that time, the ship had private bathrooms.

But Samuel Cunard would find it hard to (9) \_\_\_\_\_ much similarity between his beloved *Britannia* and the Cunard company's most famous liner today, the QE2, named after Queen Elizabeth II of England. *The Britannia* is (10) \_\_\_\_\_ to have had two members of staff (11) \_\_\_\_\_ every passenger. The passengers probably didn't sleep in cabins as comfortable and with as much (12) \_\_\_\_\_ as rooms in a good (13) \_\_\_\_\_ of hotel, as they do on the QE2 today.

The QE2 (14) \_\_\_\_\_ on her first voyage across the Atlantic from Southampton on the south coast of England on May 2 1969. Five days later, she arrived in New York to an enthusiastic (15) \_\_\_\_\_. Since that day she has carried over one and a half million passengers around the world.

1.	A. procedures	B. processes	C. courses	D. means
2.	A. thought	B. wished	C. dreamed	D. fancied
3.	A. Apart from	B. Else	C. Instead of	D. Otherwise
4.	A. at most	B. above all	C. overall	D. vastly
5.	A. fetched	B. brought	C. took	D. sent
6.	A. incident	B. occasion	C. event	D. circumstance
7.	A. total	B. sum	C. number	D. quantity
8.	A. distinctly	B. differently	C. extremely	D. remarkably
9.	A. see	B. know	C. tell	D. catch
10.	A. doubtful	B. improbable	C. uncertain	D. unlikely
11.	A. to	B. with	C. by	D. of
12.	A. breadth	B. space	C. extent	D. expansion
13.	A. level	B. status	C. class	D. rank
14.	A. set off	B. went away	C. got out	D. came along
15.	A. meeting	B. applause	C. welcome	D. acceptance

## Task 24

For questions 1 - 15, read the text below and decide which word or phrase A, B, C or D best fits each space.

### The Museum of Childhood

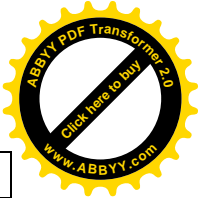
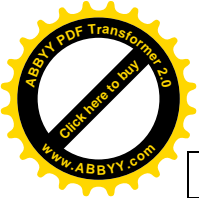
There are 4,000 toys in London's Museum of Childhood, but it is not essential to be a child to enjoy it. Most of the older toys were (1) \_\_\_\_ to be played with by adults.

All the toys (2) \_\_\_\_ in a beautiful glass-topped building in the East End of London – but it wasn't built for them. It was opened in 1872 and displayed art, shoe-making and furniture (3) \_\_\_\_ . It wasn't until 1974, when the children's section had (4) \_\_\_\_ enormously, that the (5) \_\_\_\_ building was officially devoted to the history of childhood.

Once upon a time every toy was home-made, although by the late 1700s a huge toy industry had (6) \_\_\_\_ . Many home-made toys were made of metal and wood and a few of these have (7) \_\_\_\_ well enough for the museum to display. It even has one of the oldest dolls' houses still (8) \_\_\_\_ , made in 1673. There's something for everyone, including the 18th century toy theatre and the miniature Chinese gardens, (9) \_\_\_\_ tiny animals. Whichever is your favourite, each exhibit enables you to catch a (10) \_\_\_\_ of the people and world it was made for.

The 35 or (11) \_\_\_\_ workers at the museum take (12) \_\_\_\_ care to make sure that all of the exhibits are preserved in good working (13) \_\_\_\_ . And (14) \_\_\_\_ the 500 new toys that move in every year from all over the world - nobody has ever heard a (15) \_\_\_\_ one complaining!

1.	A. aimed	B. proposed	C. directed	D. meant
2.	A. live	B. settle	C. situate	D. inhabit
3.	A. gatherings	B. collections	C. groups	D. assemblies
4.	A. risen	B. grown	C. added	D. mounted
5.	A. total	B. overall	C. thorough	D. whole
6.	A. developed	B. created	C. introduced	D. installed
7.	A. maintained	B. continued	C. lasted	D. remained
8.	A. being	B. in reality	C. in existence	D. occurring
9.	A. containing	B. stocking	C. consisting	D. enclosing
10.	A. glimpse	B. look	C. glance	D. notice



11.	A. beyond	B. so	C. plus	D. further
12.	A. large	B. big	C. great	D. major
13.	A. state	B. form	C. circumstances	D. order
14.	A. connected with	B. on	C. as for	D. about
15.	A. single	B. unique	C. particular	D. sole

## Task 25

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**Read the article and decide whether statements 1 – 5 are true or false. Write T or F.**

### **The Destiny of our Species**

If you believe humans will evolve into a race of super beings, think again. Things may be different from what we expect. Mankind's future is as Homo Couchus. This is an ideal species of slug-like creatures with a taste for junk food, comfy sofas and home entertainment, according to archeologists.

The depressing picture comes from a team of Edinburgh archeologists at the launch of the city's annual international science festival. They say our preference for junk food, labour-saving devices, and lack of exercises will see humans developing smaller skeletons and fatter bodies. The only improvement of the 20<sup>th</sup> century body is likely to be extremely agile fingers. These will be used for manipulating TV, computer, and video remote controls.

However, some futurologists say that our descendants will learn how to tinker with our genes, giving humans stronger bodies, bigger brains, or even more animal characteristics like feathers and fur!

1. We shouldn't believe humans are superior to all other animals.

2. We will all develop into the animals we were originally.

3. Edinburgh archeologists predict our lifestyle will affect the shape and condition of our body.

4. Our fingers will become less active than they were last century.

5. Genetic research may enable us to change the composition of our bodies.



## Task 26

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**Read the extract from the guide book and decide whether statements 1 – 5 are true or false. Write T or F.**

No tour of England would be complete without a visit to the Cotswolds, an area of outstanding natural beauty. The Cotswolds are the favourite haunt of several thousand people every year. To appreciate the area, we recommend that you begin by stopping off at the village of Bourton-on-the-Water. Here you will find honey-coloured cottages (the kind you seen on picture postcards), a bird sanctuary, a maze and a motor museum. For nature-lovers, a visit to the bird sanctuary, where hundreds of different species of birds from all over the world are kept, is a must. There are flamingoes, penguins, parrots and many other rare birds. If you decide to spend longer here, your entry ticket covers subsequent visits at any time you wish. We recommend that you do linger – since after the day trips depart a peaceful calm falls over the village making it a great place to enjoy long summer evenings.

1. The Cotswolds attract a large number of visitors annually.
2. You can buy beautiful postcards at Bourton-on-the-Water.
3. The area is home to many different varieties of local wildlife.
4. A ticket to the bird sanctuary is valid for more than one visit.
5. The sanctuary is very pleasant on summer evenings.

## Task 27

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**Read the article about dogs and decide whether statements 1 – 5 are true or false. Write T or F.**

How fond are you of dogs? Many people claim that dogs are incapable of love, although there are others who would disagree, firmly believing that dogs make not only good but loyal and trustworthy friends. There are many famous stories about dog's relationship with its master.



One of the most touching stories took place in 1858, in Edinburgh. A small dog, whose name was Bobby, belonged to a man called John Grey. Bobby was John Grey's best friend. When John Grey died, Bobby followed his master's coffin as it was carried into Greyfriars churchyard. After the burial, Bobby refused to leave the graveside, believing it to be his master's new home, and remained there in a shelter specially made for him until his own death fourteen years later. The relationship John Grey formed with Bobby was as strong as, if not stronger than many that exist between humans.

1. There is some disagreement about whether or not dogs have feelings.
2. The story of John Grey and his dog is little-known
3. After his master's death, Bobby had to be carried into the churchyard.
4. The dog was forced to spend the rest of his life in a dog's home.
5. John Grey was as fond of Bobby as he could have been of any animal.

## Task 28

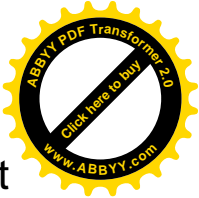
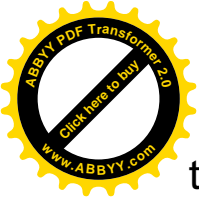
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**Read the text and decide whether statements 1 – 5 are true or false. Write T or F.**

### **The Good Companions (By J. B. Priestly)**

The trouble began when Joe was singing, at the very opening of the programme. It was a cloud no larger than a man's hand, but there it was. As usual, Joe was giving his audience, whom he apparently imagined to be a company of future navigators, some advice concerning the ocean. Just as he was, for the fourth or fifth time repeating the refrain, a horrible hoarse and penetrating voice told him to "shut up". It came, this voice, from the back of the pit, which was the cheapest part of the house, there being no gallery. And it raised an outburst of a loud and jeering laugh from that quarter, though the rest of the audience immediately made hushing noises. Joe himself seemed





to pay no attention to this voice; he went on with his song; but Inigo at the piano noticed that his great fists were clenched. Joe, it was clear, was very annoyed, as he had every right to be. Besides, it was not the first time that voice had jeered at them. It had been heard one or two nights before.

When Joe had finished his first song, he was warmly applauded, the audience – bless them; - being as usual all the more enthusiastic because some of their number had been rude enough to interrupt. But from that same place at the back there came boos and groans and ironic cheers and they were so prolonged that they outlasted the applause. Joe was furious. “If the gentleman at the back doesn’t shut up,” roared Joe, his honest face inflamed even through the make-up, “he’ll be soon made to shut up.” The gentleman at the back and his friends signified their contempt for this threat, but other people in the audience, not having paid their money to listen to the town roughs, welcomed Joe’s words. “Turn him out,” they cried. For a minute or two there was quite an uproar in the place. Joe grimly waited until there was quiet again, and then began his song.

It had been arranged that Susie should go on next. Susie flashed a glance at Inigo at the piano, who lifted an eyebrow in reply. For a minute or two, she felt horrible, wobbly on her legs and hot and dry in the mouth; everything went out of her head: words, business, everything; and she felt she could never be amusing on the stage again. Then a huge friendly laugh came over the footlight to her from the audience. And then all her nervousness fell away from her, leaving her excited somewhere inside but feeling clear, masterful, full of wonderful tricks.

She hurled herself into the little scene, became a laughing whirlwind of fun. She acted everybody, Jimmy included, clean off the stage. The audience laughed; they roared. Even those people in the box seemed to be laughing, leaning forward.

They pounded and thundered their approval.

1. The trouble began when Joe came up to the house.
2. A horrible hoarse and penetrating voice told him “to shut up”.
3. The voice came from the back of the pit.
4. Joe didn’t pay any attention to this voice.
5. His great fists were clinched, he was very annoyed.
6. Joe was warmly applauded.



7. Inigo was on next.
8. Inigo had a very pleasant voice.
9. Susie was on next.
10. It was only she who attracted the public attention.

## Task 29

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**Each of the sentences A - E fits into a gap in the extracts from an article about New Zealand. Decide where each sentence fits best.**

**A.** But things liven up at Christmas and New Year when celebrating boat crew and other visitors get the place rocking again.

**B.** Shocking settlers responded by building the Christ church, which is now New Zealand's oldest church.

**C.** Colonists first arrived there in 1809, making it New Zealand's first white settlement.

**D.** Later, he defiantly chopped down the British flagstaff, symbol of the new regime.

**E.** A ferry also serves the small peninsula from the port of Opuia, south of the harbour.

### Historic Northland

Runaway sailors, escaped convicts, brawling and drunkenness: the town of Russell, formerly called Kororareka, has known them all. (1) \_\_\_\_\_. Today, it's small, quiet and peaceful. There's an air of stored history and of romance. (2) \_\_\_\_\_. This former (but short-lived) capital of New Zealand is linked by a regular launch service to Paihia and Waitangi. (3) \_\_\_\_\_.

In the early 1830s, lust and lawlessness prevailed, with up to 30 shops of ill-repute operating on the tiny waterfront. (4) \_\_\_\_\_. Its bullet-holed walls are grim reminders of the siege of the building in 1845.

Maori Chief Hone Heke reluctantly signed the Treaty of Waitangi in 1840, and then grew discontented over government land dealings. (5) \_\_\_\_\_. Fighting ensued and the Chief and his men were captured. Eventually Heke was pardoned and his men freed.



## Task 30

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You are going to read a magazine article. Eight sentences have been removed from the article. Choose from the sentences A - I the one which fits each gap (1 - 7). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

- A. This was not an easy task.
- B. Life for the other extras was far from easy.
- C. So some things just aren't meant to happen, I suppose.
- D. Despite my disappointment, I agreed to participate.
- E. And so my first taste of this "glamorous" career was over.
- F. I was to lose some of my enthusiasm for the idea, however.
- G. I bet stars are never treated like this, I thought.
- H. Then at last we were called to do our scenes.
- I. Now at last I would get my chance.

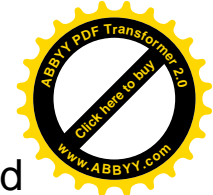
### On Camera

When I saw the notice 'Women film extras wanted' in a local newspaper, I jumped at the chance. As a child I had dreamt of being a film star. **0** I

The casting interview, held in a church hall with many budding actors in attendance, went well, and two days later I was told that I had been chosen. The production in question was revealed as Scottish Television's *Dr Finlay* drama, which is set in the 1950s.

**(1)** \_\_\_\_\_. Extras are often left in the dark for some time when it comes to being told which role they will play. Finally, the nature of my role was revealed; I was asked to play a mental hospital patient.

**(2)** \_\_\_\_\_. Then, barely a week later, the day of filming dawned. All 13 of us extras, mainly housewives, were told to change into our costumes in the wardrobe department. Then we were driven to the location, a hospital on the fringes of Glasgow. It seems to me it is common for old hospitals to be used in this way.



On arriving, we were given coffee and tea, which looked and tasted like cement. Then we were rushed off to make-up. My hair was pinned back and make-up was applied that gave me a pale appearance. Then we were sent to the minibus for a few hours, as the cameras rolled elsewhere.

After the second hour had passed I was becoming bored. **(3)** \_\_\_\_\_. I had expected to be so busy that I hadn't come prepared for a long wait. Many of the others had brought a book or knitting.

Three hours had now passed. **(4)** \_\_\_\_\_. A large room in the hospital had been transformed into a dayroom for that purpose. Although I had expected the room to be warm because of the lighting equipment present, it was quite chilly.

When the director came in, we were instructed what to do and where to stand. Along with a few others, I was told to sit at a table and weave baskets. **(5)** \_\_\_\_\_. The cane we had to use was very long. On several occasions my basket fell apart in front of my very eyes. On others I only succeeded in hitting a cameraman in the eye.

**(6)** \_\_\_\_\_ Jean, who was barefoot, had to circle the floor. Poor Alice was asked to pretend to bang her head against the wall. Meanwhile, Veronica swept the floor.

Thankfully, after just a few attempts, the scenes were done. **(7)** \_\_\_\_\_. Although I found the experience very interesting, my first screen role will almost certainly be my last.

## Task 31

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For questions 1 - 6, read the following text and then choose from the list A - J the best phrase given below it to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

- A which dries it out
- B that won't offend
- C keep it simple
- D not necessarily the food itself
- E whenever you wish



- F** usually found in high- class restaurants
- G** like smoked salmon
- H** into such areas as preparation and supply
- I** as we began to taxi for take-off
- J** given the cost of air travel

### **Taste in Airlines**

Mankind has mastered flight, but has not yet conquered the skill of serving up decent food in the skies. Surely, (0)   **J**  , it's not unreasonable to expect a small miracle to be presented on the plastic plate. Yet, for the vast majority of travellers, airline food remains lukewarm and unappetising.

Now, at least, there are signs that the problem is being addressed. British Airways recently spent millions of pounds to improve catering, and called on top chefs to recreate the kind of menus (1)           . Surrey University plans to appoint a professor of airline food, who will lead research (2)           .

But the airlines have a lot of ground to make up. A recent survey of transatlantic meals by the renowned food critic, Egon Ronay, found most to be "very poor indeed – an insult to the palate as well as to the intelligence."

But the problem is (3)           , according to Christopher Smith, a lecturer in food and beverage management at Surrey University. "The quality of the food used is high in terms of products, hygiene and safety." Part of it is simple logistics.

In-flight meals have to be prepared hours in advance, chilled to 5°C, and then reheated on board. Delays on the runway or turbulence preventing meals being served immediately mean that food sits too long in ovens, (4)           .

And, for reasons experts do not yet understand, altitude and cabin pressure numb the palate. Food and drink lose much of their taste at around 35,000 feet, which leaves airline caterers struggling to find strong flavours (5)           : garlic, for instance, is generally taboo.

The consensus for the experts is: (6)           . Several professional chefs said they would be much happier with a fresh, well- prepared sandwich or cold bean salad rather than a more ambitious but poorly executed meal.

***Independent On Sunday***



## Task 32

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For questions 1 - 6, read the following text and then choose from the list A - J the best phrase given below it to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

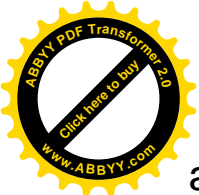
- A. and is expected to draw record numbers this time around  
B. and cheered by the 20,000 strong crowd  
C. and anyone else that strays within their range  
D. and at the same time many more targets  
E. and avoid wearing anything that can't be cleaned  
F. and is estimated to be about 90,000 tonnes  
G. and it hardly matters since the point is fun  
H. and not only for residents, but any passing tourist  
I. and in a much more appealing form than the next day.  
J. and with even greater anticipation for the battle ahead

### The World's Largest Tomato Fight

The town of Bunol in Spain is famous for *La Tomatina*, the world's largest vegetable fight. The event takes place during a week-long celebration filled with festivities (0) J. *La Tomatina* started during the 1940s, when a number of friends started a tomato fight and passers-by got dragged into it. From that day forward, the fiesta has been celebrated annually (1) \_\_\_\_\_. The reason for the fight has never been established (2) \_\_\_\_\_.

*La Tomatina* has blossomed into a huge fiesta that coincides with the town's patron saint. This is partly in an effort to draw more tourism into Bunol, (3) \_\_\_\_\_. The night before *La Tomatina*, the narrow streets are filled with tomatoes, (4) \_\_\_\_\_. No one can do battle on an empty stomach so huge pans filled with delicious paella are on offer. Then, early Wednesday morning, shopkeepers set about covering windows and doors in preparation for the mess. Large trucks rumble up the streets to





arrive in the square **(5)** \_\_\_\_\_. Men on top of the trucks then begin to attack with soft tomatoes from the four corners of Spain. The victims retaliate against the trucks, each other, **(6)** \_\_\_\_\_. When all the tomatoes have been demolished, everyone heads to the river to clean it all off.

## Task 33

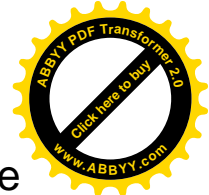
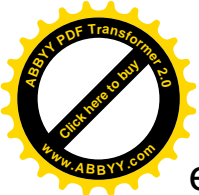
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For questions 1 - 6, read the following text and then choose from the list A - J the best phrase given below it to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

- A. but many people still thought there was more to it
- B. because there would never be time enough
- C. and that this had continued over 13 years
- D. which would appear in the same field overnight
- E. but there was one matter both agreed on
- F. because these were unlikely to be considered
- G. which in turn offered a financial opportunity to farmers
- H. and nobody would have noticed for those reasons
- I. which seemed to be the most convincing so far
- J. but at this point nobody paid much attention

### What Made the Mysterious Patterns in the Wheat Fields?

The first picture of a strange pattern in a Britain wheat field appeared on television in the late 1970s **(0)** J. However, by the early 1980s, the patterns were getting larger and sometimes there were groups of six or more **(1)** \_\_\_\_\_. The media took notice and the resulting publicity attracted hoards of mystics and scientists. While the mystics claimed the patterns were caused by UFOs or by cosmic energy, the scientists put it down to unusual weather conditions, **(2)** \_\_\_\_\_. The patterns couldn't have been created by humans working under cover of darkness **(3)** \_\_\_\_\_. As the patterns in the fields grew more



elaborate, they became tourist attractions (4) \_\_\_\_\_. As the mystery deepened, the patterns were discussed in Parliament, debated on TV and written about by the press.

Then in 1991, two elderly men told a British newspaper that they were responsible for the patterns. They claimed they'd made the first one as a joke one Friday night in 1978 (5) \_\_\_\_\_. They proudly admitted to creating around 1,000 patterns, and to prove it, they created one while a reporter watched. In the article that followed, the reporter expressed his amazement at how simple the process was, which involved string, a pole and some wooden planks (6) \_\_\_\_\_. While they accepted that the men had been responsible for some of the Patterns, this didn't explain the 9,000 others.

## Task 34

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**You are going to read a magazine article about a writer of musicals. Eight paragraphs have been removed from the article. Choose from the paragraphs A –I the one which fits each gap (1-7). There is one paragraph which you do not need. There is an example in the beginning (0).**

### **A Better Class of Musical**

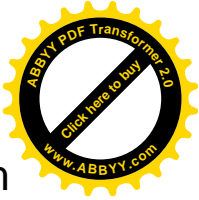
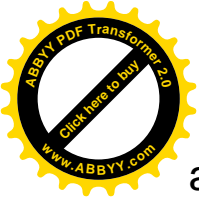
It was, admits Anne Dalton cheerfully, a dangerous thing – foolish, even – to do on the point of becoming 40: give up her job as Head of English at a secondary school to try her luck in the theatre, not as a performer but in the even riskier business of writing musicals.

0.           I          

When *Her Benny* was first staged in Liverpool last July in semi-professional production, it was financed and directed by Anne herself – and every performance saw 'house full' sights outside the theatre.

1.           

When the theatre manager saw how successful it was, he told his bosses at Apollo Leisure, which controls 19 theatres around the country. As a result, *Her Benny* is being presented in



a fully-professional production at the Empire for two weeks from next Tuesday.

2. \_\_\_\_

If so, the show's lead roles will continue to be played by operatic tenor Alberto Remedios (Liverpool – born, despite his name) and Sandra Dugdale, who has sung with the English National Opera and in the London production of *The Phantom of the Opera*.

3. \_\_\_\_

'The fact that it has everything a good classic story should have', says Anne, 'a struggle for existence, tears and laughter, cruelty and compassion, sympathetic characters, the differing attitudes of the upper and lower classes, morality and a happy ending.'

4. \_\_\_\_

She did that while she was still teaching. Then she and Mike went on holidays. 'For various reasons it was a disaster as a holiday,' says Anne. They spent most of their time in the hotel room and Anne filled her hours writing the script.

5. \_\_\_\_

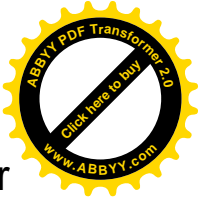
'I could do better than that myself,' she declared. And so an interest which soon became an obsession began. But trying to teach by day and compose in her spare time began to affect her health. 'I had to give up one or the other, and really there was no contest. Teaching had to go.'

6. \_\_\_\_

At time, it was also chosen as one of five joint winners, out of a worldwide entry of nearly five hundred, of the International Quest for New Musicals award.

7. \_\_\_\_

She claims never to have worked so hard in her life as she has these past few weeks, getting everything ready. 'I sleep well enough at night, because the tension and excitement exhaust me completely. I can't think of anything else. But I wouldn't have missed any of it – not a single second!'



**A.** That was not her first attempt at writing a musical. Her interest had been aerated when Mike came home one day with the text and music of a show which had been suggested for the children of his school. He thought it pretty awful and so did Anne.

**B.** During its one – week run, it got wildly applauding, whistling, stamping audience of 14,000. Had the show failed, Anne and her headmaster husband, Mike, could have faced debts of \$ 70,000.

**C.** From her first reading of it, Anne imagined it as a musical. ‘I could see immediately where the songs should go, so I wrote them first. All nineteen of them.’

**D.** Anne already has another musical waiting to be produced, based on *The Scarlet Letter* by Nathaniel Hawthorne. ‘It’s finished and all wrapped up, ‘she says, but it’s on the shelf at the moment until we see how *Her Benny* gets on.’ She will know soon.

**E.** Invitations for this have gone out to managers, critics and other important people in the theatre world. The hope is that a national tour will follow.

**F.** And so it did – and she hasn’t looked back since. The show has its premiere as a concert version in a hotel ballroom. This was followed by amateur performances, and songs from the show were then performed at such non-theatrical venues as the Maritime Museum and Anfield football ground in front of a crowd of nearly 40,000 before a match.

**G.** Based on a sad 19<sup>th</sup> Century story written by the Reverend Silas K Hocking, it is about two unfortunate children – Benny Bates and his sister, Nelly – who have only their courage and their love for each other to keep them going. What attracted her to it?

**H.** Anne went from teaching English to creativity when she decided to start writing musicals full – time. Since then, her tuneful adaptation of a little – known book has received enthusiastic reviews. But making the decision to give up teaching was not easy.

**I.** That was two years ago. Today, as she walks around Liverpool, she look up at posters proclaiming ‘Anne Dalton’s *Her Benny* back by popular demand!’



## Task 35

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**You are going to read an extract from a book about a man's experiences of climbing in Wales. Seven paragraphs have been removed from the article. Choose from the paragraphs A-H the one which fits each gap (1-7). There is one extra paragraph which you do not need to use.**

### **Welsh Mountains**

'Taking in!' The words floated down from on high to be swiftly followed by the tightening of the climbing rope by my feet. I shouted automatically, 'That's me!'

**1.** \_\_\_\_\_

It all seemed very familiar, but for many years my climbing rope had hung frustratingly at the foot of my stairs, and I was now sixty. John, my old climbing partner on so many climbs, had suggested that we might climb again together.

**2.** \_\_\_\_\_

John and I have shared so many memorable climbs. My mind went back to the last long climb that we had enjoyed together, which was on Lliwedd mountain during a June heatwave. The streams had dried up and all the grasses were burnt yellow by the sun. As we neared the cliff and stopped for a rest, John suddenly disappeared to return some considerable time later clutching a small plastic bag filled with the coolest, clearest water that you could imagine.

**3.** \_\_\_\_\_

We climbed in the shadow of a great cliff. We finally arrived at the top of the climb on the west summit. To our amazement, we saw that storm clouds were tumbling over the Nantlle hills like a huge waterfall, their progress slow, but threatening.

**4.** \_\_\_\_\_

We collected the rope and hurried down to our camp, racing against nature. John cooked our dinner as the first rumbles of distant thunder sent us hurrying into the tent.



5. \_\_\_\_\_

We no longer needed a plastic bag to catch the water. The rain came down in sheets, drumming on the tent, but we were dry in our man-made cavern, fascinated by the power and the majesty of the storm around us.

6. \_\_\_\_\_

Then suddenly I felt a gentle tug on the rope, followed by a more urgent one, suggesting that I make a move. 'Climbing!' I shouted, and started up the steep slab above. When I neared the top, I could see John's feet dangling in space. He had obviously found somewhere comfortable to sit and look at the view.

7. \_\_\_\_\_

I can still share the wild hills with the wind and the rain. They are my mountains of longing; when I am not there my only wish is to return, for they have been my friends for so long.

**A.** Finally, it died away like the outgoing tide and, in the deepening silence, sleep drifted into the tent. The next day would bring another adventure.

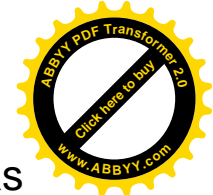
**B.** I took no persuading, and so here I was. The legs didn't bend so easily now, but the spirit was more than willing. The thrill of climbing was still the same, and conquering the next few feet of rock was just as exciting as always.

**C.** As I got closer, he peered down, grinning from ear to ear. 'Daydreaming?' he enquired. Nothing had changed. Time had marched on and my limbs were a little stiffer, but the hills were the same.

**D.** It was heaven. I had wondered what was taking so long; he had found some trickling over mosses and with great patience had captured half a cupful in the plastic bag. We took it in turns to have a sip until it had gone and then plodded across the hillside to our chosen route.

**E.** A storm in the hills is an experience not to be missed. We completed our meal, and crept into our sleeping bags. Thunder echoed around the hills and lightning lit the landscape. Sleep would not come and we lay there marvelling at the power of nature.





**F.** I needn't have worried: he was up in no time and it was all that I could do to take the rope in fast enough. We set off down the mountains as fast as we dared in the conditions.

**G.** We ignored their presence and relaxed in the evening sunlight, watching their relentless progress out of the corner of our eyes for some considerable time, until the truth suddenly dawned upon us: our heatwave was coming to a sudden end.

**H.** What was I saying and what was I doing standing on a thin rock ledge, tied to a spike of rock with space below my feet and the mountains of Snowdonia spread out before me?

## Task 36

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**You are going to read a newspaper article about cars in London. For questions 1-6, choose from the sentences A-H which one best summarizes each section of the article (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).**

**A.** The number of cars in London has not fallen.

**B.** Little can be done to improve the traffic situation in London.

**C.** New developments have prevented improvements in traffic conditions in London.

**D.** Using a car in London continues to have advantages.

**E.** Traffic movement in London today is just as bad as it was in the past.

**F.** Travelling by other means of transport can be unpleasant.

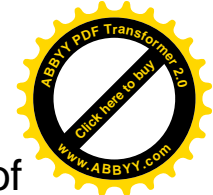
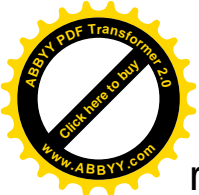
**G.** There has been a decrease in certain types of traffic in London.

**H.** Driving in London is getting worse.

### **London and the Car – Facing the 21<sup>st</sup> Century Together**

**0     H**

Surrounded by other traffic, halted by thickening jams and constant roadworks, under pressure from mounting regulations,



rising costs and environmental reformers - there are plenty of reasons why the London motorist could logically be considered a threatened species.

1 \_\_\_\_\_

We all know it. Driving in the capital has been getting more problematic for years. There is clear evidence that the increasingly unpleasant driving conditions in the capital are having some effect on car use. The most marked is that commuting to work by car has fallen by a quarter over the last decade, from 200,000 per peak to 150,000, though this has partly been due to job relocation. The number of large commercial vehicles has fallen too and motorcycle and bicycle use has declined, following a period of rapid growth ten years ago.

2 \_\_\_\_\_

Any benefit from this has however been offset by a big increase in the numbers of light commercial and service vehicles, and traffic levels on major roads in the capital have been decreasing only by one per cent a year through the 1990s. This benefit in turn has been outweighed by increases in roadworks – one recent count of holes in the road found a 25 per cent increase against a year ago. Clearly the overall situation is no better for the motorist in the capital, despite the fall in recorded traffic volumes, a fact consistently confirmed by Department of Transport surveys.

3 \_\_\_\_\_

Speeds, for example, have hardly increased. In central London they are at times around 16 kph, horse-and-cart stuff, with the daytime traffic as heavy as traditional rush-hour flows, but often travelling slower because fewer drivers are on familiar trips. Average speeds on all main roads are around 25 kph in the busiest periods, the sort of speed a fast horse and carriage might have achieved a century ago. It is worth remembering that reports from that period speak of carriages packed so tightly together on London's streets that you could have walked on their roofs from one side of the city to the other.



4 \_\_\_\_\_

So is the London motorist in total despair? Not yet. Fewer commuting cars may be coming in, but there are 2.3 million cars registered in the city, and no evidence that numbers are falling. In 1971 half the households in London had cars, with more than 9 per cent having two or more. By 1991 (the last year for official figures) 60 per cent had cars and nearly 18 per cent had two or more. Even in central London, where car-owning conditions are hardly the most attractive, 46 per cent of households had a car and 10 per cent had two or more. So even if the London motorist is using the car a bit less, that car - and increasingly a second car - is still sitting outside.

5 \_\_\_\_\_

And for all the problems of driving around and parking in London, the car can still be good news for the traveller. The very latest statistics from the Department of Transport are based on door-to-door travel times for a sample of identical journeys actually made by London residents within the last 12 months. They reveal the following average total times in minutes: by car, 40; by rail/tube, 43; by bus, 58, by bicycle, 37. These calculations took into account the time needed to park and walk, and the time spent by bus and rail/tube travellers waiting for their transport. Nearly three-quarters of the rail/tube journey time was taken up by waiting. Car travellers on the same route spent one third of their time standing still.

6 \_\_\_\_\_

The advantages of using a bicycle are self-evident in terms of travel time, and everyone knows that the exercise is beneficial. But few who are not very keen pedallers would not be put off by the dangers of sharing roadspace with other traffic, by the fumes, by the limitations on what can be carried on a bike, and by the fairly regular likelihood of arriving wet and cold.

## Task 37

You are going to read a magazine article about noise. Choose from the list A-I the sentence that best summarizes each part (1-7) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0).

<b>A</b>	<b>Noise problems may not be anybody's fault.</b>
<b>B</b>	<b>Many British people suffer in silence.</b>
<b>C</b>	<b>People react differently to noise problems.</b>
<b>D</b>	<b>People like to blame individuals for noise.</b>
<b>E</b>	<b>Noise does not cause as much trouble as people think.</b>
<b>F</b>	<b>A lot of British people complain about noise.</b>
<b>G</b>	<b>There is a new way of dealing with noise problems.</b>
<b>H</b>	<b>Not many noise problems are solved by official action.</b>
<b>I</b>	<b>Noise can cause aggressive behaviour.</b>

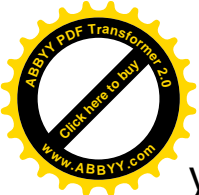
### Is Noise Driving you Mad?

0. I

Summertime in Britain, and for some, life is far from easy. Neighbours open their windows and share their musical tastes with the world or hold noisy outdoor parties, while thumping drills and roaring lorries announce the arrival of summer roadworks. It's enough to drive normally quiet, polite citizens mad. One London market trader attacked a fellow stallholder after seven months of continuous disco music. And an angry neighbour poured weedkiller onto his local golf course after he'd had an earful of early morning tractors and lawnmowers.

1. \_\_\_\_\_

But what is it about noise that brings about such extreme reactions? Are the British, as a nation, simply less tolerant of each other, including other people's noise? According to a recent survey, one in three people said their home life was being spoilt by noise from traffic, neighbours, aircraft and trains. Over 84,000 people made a formal complaint about noise last



year, according to the Institute of Environmental Health Officers (IEHO); but in well over half of these the complaint was not upheld. 'Noises are often not as loud as the person thinks,' says John Jackson of the IEHO. Also, many complaints are to do with differences in taste rather than volume.

## 2. \_\_\_\_\_

This is at the heart of the issue of noise pollution. What irritates one person may be acceptable to another. Officially, over half of British people are living in homes that expose them to noise levels in excess of World Health Organisation recommendations – 55 dB, which is quieter than the sound of a phone ringing two metres away. Clearly most of us find this tolerable, or local authorities would be flooded with complaints.

But why is noise such a personal thing? Environmental psychologist Dr Jonathan Sime says you often have to look for other reasons why noise is disturbing someone. 'It depends on the time, amount and type of noise and the person - how much they like their privacy, and their general habits.'

## 3. \_\_\_\_\_

Many British people see their home as a private place and want to keep control over it. If noise travels over these boundaries, it causes annoyance which can lead to stress. Noise from neighbours is probably the most stressful because you can identify the source, and get annoyed with someone in particular - unlike with traffic.' This accords with the league table of noise complaints, which puts neighbours' noise, especially people's voices, radio/TV/hi-fi and pets at the top.

## 4. \_\_\_\_\_

If you feel that you have a genuine grievance, British law is of limited help. Part of the problem with making a noise complaint is that there is no fixed level of noise which constitutes a legal nuisance. Most people call the police but they have no powers to intervene. Surprisingly few people contact their local environmental health officer, who has the power to serve a noise-abatement notice saying how the noise must be reduced. Nearly all complaints are remedied informally but if not, the environmental health officer can take offenders to court, where they can be fined. Most cases that get to court result in a fine.



5. \_\_\_\_\_

One thing to blame in the noise battle is the lack of sound insulation in modern homes and flats, which has worsened the situation. Few properties in Britain are sound-tested after construction or conversion. It may not be that a neighbour is being unreasonably noisy, just that the walls between the two properties are too thin.

6. \_\_\_\_\_

For most British people, complaining isn't something that we're very good at. The British don't like to make a fuss. People who complain may be described as oversensitive, and nobody likes to be told what to do in their own home. Seventy per cent of people who object to neighbours' noise take no action at all.

7. \_\_\_\_\_

There are some bright spots, though. Mediation is becoming popular in noise problems. With a neutral person acting as referee to help find a solution to the problem, many a noise dispute has been resolved. Unlike making an official complaint and taking your neighbours to court, it's quicker, free and won't leave the loser with aggressive intentions.

## Task 38

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**You are going to read a magazine article about friendship. Choose from the list A-H the sentence which best summarizes each part (1-6) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0).**

- A.** Relationships with best friends provide more than just fun.
- B.** Friendships with best friends develop naturally.
- C.** Relationships with best friends continue for longer than other relationships.
- D.** Relationships with best friends can become strained.
- E.** It is easy to overcome problems in relationships between best friends.





- F. It's a shame to go through life without a best friend.
- G. Best friends value their relationship with each other.
- H. People sometimes neglect their relationship with their best friend

## The Joy of Best Friends

0   H  

We may complain and worry about love and romance, but how many of us spend time and effort on the one relationship that can make the difference between a rich and happy life and feeling lonely and depressed - the relationship we have with our best friend?

1           

A relationship with a best friend may not match the highs and lows of a love affair, but in most cases it is a far more solid and reliable commitment, which will outlast even the most passionate romance. Debbie and Sally have been best friends since school. As teenagers they went shopping together on Saturday mornings and then sat in cafés all afternoon, giggling about the idiotic behaviour of the boys at school. Now in their early thirties, they talk on the phone two or three times a week and meet once a fortnight to catch up on each other's lives. While boyfriends have come and gone, their friendship has outlasted them all.

2           

'Sally knows me better than anyone else,' says Debbie. 'When I get fed up and everything looks hopeless, she sits and listens when I tell her what's getting me down. When we've had a good chat, or spent hours laughing, I go home feeling on top of the world.' Sally feels the same. 'A couple of years ago, Debbie was thinking of going to Australia to work. I was devastated. It made me realize how important our friendship is. I remember thinking that if she had decided to go, it would have been like losing my right arm.'



3 \_\_\_\_\_

While a night out with your closest friend might be the best guarantee of a good time, there is a serious side to all of this. Having a best friend to turn to and confide in can have a positive effect on your emotional health. In fact, your best friend can prevent you from developing serious psychological problems, such as depression and anxiety, and if you do find yourself depressed, he or she can be the major force that enables you to get over it.

4 \_\_\_\_\_

But best friendships aren't all sweetness and light. As the old saying goes, 'there's a thin line between love and hate', and the person you care about the most can also be the one who can hurt you most deeply. Jealousy and competition are major sources of difficulty. Two friends, who have been close for years, sharing a similar lifestyle, can find their relationship threatened if one suddenly has a change in fortune.

5 \_\_\_\_\_

Best friendships evolve with time - you cannot go out and pick your best friend. We become friends with people who share common interests - at school or through hobbies, for example. We become best friends with someone usually because we spend more time with them than with anyone else, and because we can confide in them intimately.

6 \_\_\_\_\_

Best friends have usually known each other for years and stuck together through good and bad times. If you haven't got one, perhaps you are being too distant with people, or focusing too much on work or love affairs. That's a sad loss, because a best friend gives the best relationship many people ever have.



## Task 39

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You are going to read a newspaper article about sailing in single-handed boats known as 'Oppies'. Choose from the list A-I the sentence which best summarizes each part (1 - 7) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0).

- A. Sailing tends to run in families.
- B. There's no hiding these sailors' ambition.
- C. Sailors are used to waiting around.
- D. Overcoming problems is part of the challenge of sailing.
- E. Enthusiasm about sailing was infectious.
- F. There's always more you can learn about sailing.
- G. Some basics about sailing were explained.
- H. These sailors have other talents.
- I. The sailing conditions weren't as good as I thought.

### Rock the Boat

0. \_\_\_\_\_ I

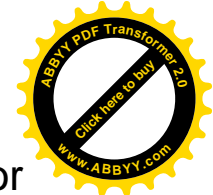
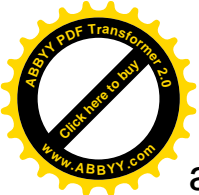
It was windy when I arrived in Largs. Not much sun but perfect for sailing, I thought. As I fought the gale to shut my car door, I noticed there were lots of people around but no sailing boats in the choppy grey water. It was race day, so what was going on?

1. \_\_\_\_\_

The boats, or 'Oppies' as they are affectionately called, were lying bottom-up on the beach, their sails tightly wrapped beside them. 'There's been a delay,' the race organizer said, pointing at two flags waving in the breeze. He said the red-and-white-striped one meant that there was a delay, while the red, white and blue one meant it would be for three hours.

2. \_\_\_\_\_

No-one looks disappointed, probably because they are accustomed to being ruled by the weather. Competitors – causally dressed in baggy shorts, T-shirts, deck shoes and an



assortment of anoraks and baseball caps – played on bikes or skateboards or just chatted to kill the time. Spectators sat in groups in the clubhouse, eating rolls and drinking tea.

3. \_\_\_\_\_

I suddenly felt very pale and ‘indoorsy’ as I sat down with some of the tanned, blond champs. Nicky Barnes, 15, Elliot Willis, 14, Eddie Huntley, 13, and Paul Campbell-Jones, 14, have been sailing for years, and certainly have the sea in their blood. Paul’s dad sailed in the Olympics and Nicky started sailing because her dad dragged her along. ‘I was terrified at first,’ she confesses. Recently they successfully competed at the world championships.

4. \_\_\_\_\_

Varying degrees of hard work go into their preparation, but Nicky does the most. She trains in winter and says it is hard, ‘especially when all your friends are out partying’. Then she practises techniques, boat handling and wind strategy. Meanwhile, Elliot had learned how the shape of clouds and hills affects the wind. Eddie is more relaxed and a bit more confident about it: ‘I don’t like training. I’ve got better things to do.’

5. \_\_\_\_\_

They all get on well, joking and teasing each other, but out on the water, competition is fierce. Paul doesn’t hesitate to say the best thing about sailing is winning. They’ve all had nasty moments, but no-one will admit to falling in. The boys happily told me of Nicky’s fear of fish, and Elliot tells a good tale about his boat being hit by a shark.

6. \_\_\_\_\_

Other sports, they stressed, tend to take second place: Elliot could play cricket for his area but doesn’t, and Nicky plays hockey, ‘but I’m not allowed to do it before big events.’ The comments of their non-sailing friends about their boatie lifestyles ranged from ‘a bit weird’ to ‘really cool’. Elliot thinks that only people who are jealous want to make fun of them.



7. \_\_\_\_\_

With the three-hour delay nearly up, the excitement was building. People struggled into their wetsuits and started preparing their boats. The wind was still strong and the black clouds racing, but they couldn't wait to get out. It might just have been the weather, but I had to agree that the Oppie sailing scene was 'really cool'.

## Task 40

---

Read the text and find out which of the people, A, B, or C

A. Alex D. Linz

B. Jonathan Moore

C. Dominique Moceanu

1.has parents who wasted the money the child made? \_\_\_\_\_

2.has a parent who prevented the child becoming too involved in the child career? \_\_\_\_\_

3.has a parent who left a job to look after the child's interests? \_\_\_\_\_

4.became legally separated from his / her parents? \_\_\_\_\_

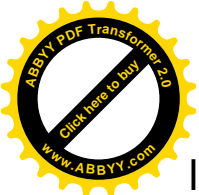
5.has a parent who was well-known for the same reason as his / her child? \_\_\_\_\_

### Fame in the Family

The more a child succeeds, the more he or she needs parents with both feet firmly on the ground.

Deborah Linz, mum of 11-year-old Alex D. Linz, the latest **Home Alone** star, has given up the career as a lawyer to oversee his. Big sacrifice, the critics might sneer. After all, her kid is a multi-millionaire already!

Aston Moore, himself an international-class triple jumper, is the father of a 14-year-old Jonathan Moore, a naturally talented athlete who holds national age-group records in both



long jump and triple jump. Interestingly, Aston forbade his son to train more than once or twice a fortnight when he was 11 because he'd seen too many youngsters burnt out by over-training when young.

Dominique Moceanu, 17, is an American Olympic gymnast. She won the right to be "divorced" from her parents after claiming that they'd hit her when they thought she wasn't spending enough time in the gym and that they'd squandered \$ 1 million of her career earnings.

## Task 41

---

**You are going to read an article about supermarkets. For questions 1-14, choose from the sections of the article (A - E). Some of the sections may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).**

### **Which section refers to:**

an arrangement between producers and supermarkets?	0 <u>  C  </u>
the order in which customers buy goods?	1 <u>  </u> 2 <u>  </u>
customers consuming goods they have bought?	3 <u>  </u>
a method that may have the opposite effect to the one intended?	4 <u>  </u> 5 <u>  </u>
customers having the wrong idea about something?	6 <u>  </u> 7 <u>  </u>
goods getting damaged?	8 <u>  </u>
supermarkets being reorganized?	9 <u>  </u>
matching something to particular types of customer?	10 <u>  </u>
not putting certain types of goods together?	11 <u>  </u>
supermarkets paying attention to customers' comments?	12 <u>  </u> 13 <u>  </u>
a system that may die out?	14 <u>  </u>





## SUPERMARKETS

### ***Their secrets revealed...***

Have you ever wondered why some stores smell of fresh bread or why some play music and others don't? We asked the experts at SuperMarketing magazine to explain some of the hidden tricks of the trade.

#### **A) Fresh start**

**'Why are the fresh fruit and vegetables usually at the entrance to the store? It's always crowded, and they get squashed if I have to load heavy cans and packets on top.'**

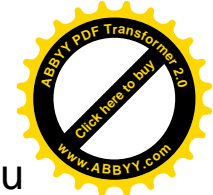
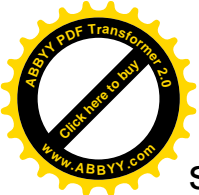
It's simply because supermarkets make a high profit on fresh fruit and vegetables, and they have discovered they sell more of them if they're near the entrance. According to research carried out by supermarkets, customers prefer fresh goods to come first. Maybe it's because many of us arrive at the store concentrating on the kinds of fruit and vegetable we need. Once we've got that out of the way, we can relax and do the rest of the shopping at leisure. Another reason is that if we see fresh goods first, the sight and smell of all those rosy apples and glossy aubergines give a 'feel good' impression of freshness and quality which we carry around the store.

Nowadays, trolleys should have a separate compartment where you can place fruit and vegetables so they don't get squashed.

#### **B) On the scent**

**'Do they have to pipe smells of freshly baked bread around stores? I always end up buying an extra loaf or cake because the smell is just so tempting.'**

That's what the store is counting on! It's well-known in the retail food industry that smell is the most powerful of human senses when it comes to influencing our choice of where we shop and what we buy. For years, some stores have been piping smells of freshly baked bread and real coffee through the air-conditioning to get appetites going. But this may be counterproductive, the retail consultants Retail Dynamics point out: 'If you are doing your shopping at lunch or dinner-time, when you are already hungry, the smell of baking may send you



straight to the bread counter and then out of the store so you can eat quickly.'

### **C) All change**

**'Why is it that supermarkets change their layout so often? Just when I have speeded up my shopping by knowing where everything is, they move the section!'**

This is another way of trying to make you buy things you thought you didn't need. Supermarkets make most of their money out of fresh foods and 'luxury' snacks and far less on essentials like milk, sugar and bread. So everyday items are scattered around the store because in order to get them, you have to pass the 'high earners' and, hopefully, suddenly decide to buy some.

The eye-catching display on the unit at the end of a row does not necessarily mean that the goods are the bargain of the week, as you may think. Manufacturers sometimes pay the supermarket to put their brands in the best positions. Among the best are the places across the ends of units where customer traffic is very high.

### **D) Quick march!**

**'Why does my supermarket have to play music all the time? It drives me mad and I can't avoid it since it's the only store I can reach conveniently.'**

This may be an attempt to please customers – so they will enjoy shopping more – or a way of projecting an image. One supermarket plays 1960s music to go with its decor. Another sets out simply to please – playing 1950s and 1960s music in the morning when older customers do most of their shopping, pop music in the evenings and on Saturdays for a younger audience, and music that appeals to the whole family on a Sunday. Some stores use music to increase their profits by playing slow waltzes or light classics on quiet days, like Mondays, to keep customers browsing and buying. At busier times, like Saturdays, they'll increase the tempo to encourage customers to move quickly through the store.

A recent supermarket study reported a 38% increase in sales when the store played slow music compared to fast. However, you can shop in silence at some supermarkets, which never play music – their customers say it puts them off.



### E) Last straw

**'Why do I always choose the queue that moves the slowest?'**

Perhaps you're too considerate! For example, don't think the wider checkouts marked 'disabled' are exclusively for wheelchairs. If there are no wheelchair customers waiting, anyone is welcome to use them. And if you're in a real hurry, avoid the checkout assistant wearing a 'trainee' badge – a sign of possible delay.

Checkouts could become a thing of the past anyway. One supermarket is testing a hand-held unit which customers use themselves as they shop. It reads and records the prices of groceries and then totals the bill ... but you still have to pay before you leave.

## Task 42

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**You are going to read a magazine article about restaurant guide books. For questions 1 - 14, choose from the list of guide books A - D. Some of the books may be chosen more than once. There is an example at the beginning (0).**

- |   |                        |
|---|------------------------|
| It has a reputation as a reliable book.                     | 0 <u>    </u> <b>A</b> |
| It gives the opinions of people who eat out regularly.      | 1 <u>          </u>    |
| It provides information on changes since publication.       | 2 <u>          </u>    |
| It is written by a restaurant critic.                       | 3 <u>          </u>    |
| This edition is better than previous editions.              | 4 <u>          </u>    |
| The places in it didn't know they were being inspected.     | 5 <u>          </u>    |
| It uses vocabulary from another industry.                   | 6 <u>          </u>    |
| Its writer has offended some restaurants.                   | 7 <u>          </u>    |
| It includes reviews sent in by ordinary people.             | 8 <u>          </u>    |
| It contains an argument against a certain view.             | 9 <u>          </u>    |
| It reports on what people dislike about restaurants.        | 10 <u>          </u>   |
| It includes places given good reports in previous editions. | 11 <u>          </u>   |
| It does not give marks to restaurants.                      | 12 <u>          </u>   |
| It includes a warning about the future of the industry.     | 13 <u>          </u>   |
| It is not afraid to criticize well-known places.            | 14 <u>          </u>   |



## Restaurant Guide Books

***The annual flood of restaurant guides has once more hit the shops, covering a thousand good – and not so good – places to eat out. Alexander Hunt tries them out.***

### **A    *The Good Food Guide***

*The Good Food Guide*, for years the trusted book for food lovers, covers the whole of Britain's restaurant scene, with over 1300 reviews. This year's edition even has full colour maps, making it easier than usual to read. Readers have access to a 24-hour up-date information service, giving details of chef changes, closures and restaurant sales - quite important when you consider how changeable the eating out industry has become, particularly since entries were written several months ago. The new service, therefore, could save you some nasty surprises. Restaurants are graded 1 to 5 on the basis of their cooking.

In his introduction, the Editor, Jim Ainsworth, gives an update on the whole eating out scene, while Tim Lang, Professor of Food Policy at Thames Valley University, looks warily at the dangers that may lie ahead. The Guide, as usual, is not short on people who have points to make, like Simon Hopkinson, restaurant owner and food writer, who considers what makes a top chef good. But, as always, it's the reports from the public in the field that make this possibly the most readable food guide of all.

### **B    *The Time out Guide***

Londoners may turn to *The Time Out Guide*. Over a hundred independent reviews of bars and restaurants in the city are listed in this year's issue - all visited anonymously by the magazine's own critics. The guide also has a Fax-A-Menu service - readers get a sample menu faxed to them from the top eating spots. The wine writer, Susy Atkins, knocks firmly on the head any preconceived ideas that matching wines with food has strict rules and Caroline Stacey reports on the dramatic changes that have taken place on the food front in Britain in the past twelve months.



### **C Harden's Restaurants**

A guide with a somewhat different approach is *Harden's Restaurants*. Brothers Richard and Peter Harden make this their fifth edition. It originated as an idea conceived during visits to the USA and the guide's based on detailed surveys of the views of frequent restaurant-goers. Using a cross-section of some 750 people who average 3.6 meals out a week, it provides an assessment covering some 125,000 meals consumed in the course of the year.

The brothers had a spell in investment banking prior to becoming publishers of the guide, and this results in a lot of marketing jargon, as well as graphs on the areas that really irritate restaurant-goers, like smoking, the sheer pain of making a booking, noisy settings, overcharging and overcrowding – all the things that go to making a good night bad. There's no holding back on frank comments, either, even for the famed establishments, some of which come in for very harsh remarks. This guide, while lesser known than some of the others, is popular in major bookshops as well as being used by a lot of businesses.

### **D London Restaurants**

When you pick up the *Evening Standard* and see the words 'Fay Maschler is away', what's your first reaction? How readers would miss her weekly column if she were away permanently! In the third edition of her *London Restaurants*, she's still out there, giving out praise to the deserving and being severe on those she feels fall short, even though it means that she sometimes gets banned from the latter. This year, with her helpers, she looks at some 250 places, including 40 new faces plus some old favourites revisited. The guide has no grading system but instead gives its own Eros Award to restaurants 'which most joyfully succeed in what they set out to do.'



## Task 43

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**Read the three texts about risk and match the statements 1 – 5 to the texts A – C.**

**A.** There is a fundamental problem that risk assessors can never take into account. The problem is that people can change their behaviour after assessing a risk but you can never be certain how much they will change it. The past is not necessary a guide to the future – but it may well be.

**B.** most measures of risk are irrelevant for individuals. Accident statistics show that there's a 1 in 16,000 chance of dying in a road accident each year but that doesn't prevent us from traveling around in our cars.

**C.** There's always a certain amount of ignorance involved with any assessment of risk in any given situation. It's this ignorance that often proves the most dangerous. We can't always predict the unforeseen short or long term side-effects of risk.

**1.** It's what we don't know that often poses the greatest risk. \_\_\_\_\_

**2.** It's difficult to know exactly how people's actions are affected by risk assessment. \_\_\_\_\_

**3.** Knowing about a risk doesn't stop us from taking it. \_\_\_\_\_

**4.** The effects of some risks are often unexpected. \_\_\_\_\_

**5.** It may or may not be possible for us to learn from history. \_\_\_\_\_





## Task 44

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Read the text and match headings A – F to paragraphs 1 – 5. There is one heading you do not need.

- A. An expensive place of your own
- B. A mix of cultures
- C. A forgotten culture
- D. A worried population
- E. A number of small territories
- F. A chance to become royalty

### Islands

1. \_\_\_\_\_

Great Britain is the largest of the British Isles, an archipelago made up of around 2,000 islands. It is distinguished from the United Kingdom by the specific exclusion of any part of Ireland, and from the British Isles by the exclusion of the self-governing Isle of Man and the Channel islands.

2. \_\_\_\_\_

The Isle of Man, in the Irish Sea midway between England and Ireland, has a population of some 50,000. Its parliament is said to be the world's oldest. Half the inhabitants spoke the Manx language, from the same root as Gaelic, at the end of the 19<sup>th</sup> century, but it has now died out.

3. \_\_\_\_\_

On the Channel Islands, which are much closer to France than they are to Britain, French and English are both official languages. The islands are a tax heaven and residency is hard to obtain, even for Britons.

4. \_\_\_\_\_

The idea of being a king of an island is clearly an attractive one and whole islands do occasionally come up for sale. They are almost exclusively on the western side of the country, running from the Scilly Isles off Cornwall, past Wales to the more prolific Western Isles of Scotland.



5. \_\_\_\_\_

Some of the Scottish islands are getting their own private airstrips for the use of new owners. Many islands are now being bought by film stars and rock musicians. Owning an island still has a poetic appeal, no matter what the cost. Accordingly, prices have spiraled upwards.

## Task 45

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**Read the text and match headings A – I to paragraphs 1 – 7. There is one heading you do not need. There is an example in the beginning.**

### **The World of Climbing**

- A. Divisions among climbers**
- B. Little advance warning**
- C. Safety first**
- D. Seeing improvement**
- E. Easier than it looks**
- F. More preparation**
- G. Getting organized**
- H. A new type of climbing**
- I. Popular in many forms**

0. **I** \_\_\_\_\_

Climbing is an overall term which covers a broad range of ways of going vertical. In Britain, indoor climbing walls have caught on, competition climbing is featured on TV and the crags and quarries are busy all year round with rock climbers.

1. \_\_\_\_\_

Training for climbers was once virtually unheard of but there is now a wide variety of home training aids designed to build up both fitness and stamina in fingers, hands and arms. Fitness, strength, agility, stamina, skills and intelligent thinking are part of all outdoor activities and especially important in climbing – outdoors or indoors.



2. \_\_\_\_\_

At one time there was, almost, a standard career path for novice climbers to trace. They started with local rock-climbing and then progressed to some of the classic routes further afield in the greater ranges. Along the way, they could branch out into a range of disciplines from solo climbing to the specialist techniques of ice climbing. But it was all outdoors. These days, climbers may concentrate their efforts solely on indoor climbing, on artificially constructed 'rock' walls of intricate difficulty. Almost every major town now has an indoor climbing wall built inside once disused buildings. As well as in modern sports centres.

3. \_\_\_\_\_

There are heated debates within the climbing world between the traditionalists, who use minimal aid outdoors, and those who use drills and bolts for greater assistance on routes that otherwise wouldn't be practical or would be beyond their ability. Similarly, indoor wall climbing fans are often dismissed by the traditionalists as gymnasts who have no feel for the spirit of 'real' climbing.

4. \_\_\_\_\_

Whatever the approach, climbing equipment itself is all about protection. It is designed to allow the climber to concentrate on putting the climbing moves together without paying a harsh penalty when they don't work. Harnesses, helmets, rock shoes, ropes and nuts and bolts are about limiting the potential damage of a fall and keeping the mind focused on planned ascent rather than abrupt descent.

5. \_\_\_\_\_

Completion climbing is one Britain's fastest growing sports. This rapid growth is a reflection, in part, of the sport's relative youth. It was only in 1987 that climbing's governing body, the International Union of Alpine Associations, first set out the rules and regulations which guide international championships. Before then, competitions were arranged on an individual basis and were, primarily, judged on speed rather than technical ability.



6. \_\_\_\_\_

Competition rules are still relatively uncomplicated. The style normally used is 'on-sight' climbing, where each climber is not given prior knowledge of the route to be climbed other than what can be gathered from six minutes' visual inspection on the ground before the start. After seeing the route, all competitors remain in an isolation zone. Once they have left this area to climb, they are not permitted to re-enter in order to prevent them from giving information to other climbers.

7. \_\_\_\_\_

Outside the confines of competition, one of the great plus points of climbing is that personal performance can be measured as individual progress as well as against the standard reached by others. Routes are graded accordingly to difficulty and there's a lot of satisfaction in pushing the boundaries as confidence and skill grow over time.

## Task 46

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**You are going to read a magazine article about changing your life. Choose the most suitable heading from the list A-H for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).**

- A** Don't limit your dreams
- B** Analyse what you've thought of
- C** Don't delay
- D** Don't rush into something that doesn't suit you
- E** Don't worry about past mistakes
- F** Work out what you're actually going to do
- G** Add some details
- H** Don't just think about it - do something!



## Fresh Start

0.     H    

Knowing that we want to make a change in our lives is the easy bit – deciding what to do and how to do it is more difficult. First of all, we must learn to take our dreams seriously and to trust our abilities. Old habits die hard, and fear of failure may prevent us from even trying something new.

1.           

Making a fresh start takes effort – and time. It is important to think carefully before you set off into something new, because it must be right for you and your way of life. You will need determination to overcome the problems that are sure to arise and the crises of confidence that you will face, so be sure that it's something *you* want to do - not what you think you *can* do, or what someone else thinks you *should* do.

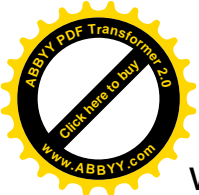
2.           

Before you begin to think of specific projects, let your imagination fly beyond the here and now and think about what, in an ideal world, you would really love to do. This should help you to get in touch with the real you beneath the daily worries that drag you down. Don't let lack of money, time, qualifications or any other negative reasons why you cannot do what you want stand in the way of your fantasies. The time for assessing real possibilities will come later, when the various options can be considered in a systematic way.

Imagining the impossible need not be a waste of time. Such flights of fancy can provide clues as to where you would like to be, or what you might want to work towards. Try the following exercise. Imagine for a time that there are no restrictions for you of time, money, age, status, ties, etc. Then select one of the following – MY FANTASY JOB; MY FANTASY DAY; MY FANTASY LIFE.

3.           

Think through your chosen topic and write down your version of what would be involved. For example, in your fantasy job identify things such as status, salary, job specification, style of work, the lifestyle which accompanies it, with whom you would



work and in what surroundings. Your fantasy day is an invitation to list the events of what for you would be the 'perfect day'. Where would you be, what would you do, and with whom, if anybody? Your fantasy life offers an opportunity to consider your ideal life as a whole. This picture would include the work pattern, combining work, home and social life, status, income, lifestyle, etc. Whichever topic you choose, put in as many of the particulars as you can so that the fantasy becomes a full picture.

#### 4. \_\_\_\_\_

When you have written down your fantasy, think carefully through the following:

- What are my reactions to doing the exercise? What does the fantasy indicate about what I want for myself?
- What are the differences between my fantasy and my reality?
- How much of my fantasy is achievable at present or might be in the future? If I can't have it all, can I have some of it?
- What are the barriers to my achieving some of my fantasy and how might these be overcome?
- What would be the consequences of my working to achieve some of the features of my fantasy, for myself and for other people?
- Would the pursuit of my fantasy be worth the possible consequences? What objectives would I like to set myself on the basis of this exercise?

#### 5. \_\_\_\_\_

You then need to identify your strengths and weaknesses. Update old skills or learn new ones. Look at your resources and, perhaps most important, what you enjoy and what you really can't bear doing. Be specific about your goals, and be careful not to try to do too much.

#### 6. \_\_\_\_\_

When you have decided what your goal is, and all the thinking, planning and preparation has been done, your fresh start can no longer be put off. Ban negative thoughts and seize the moment – fresh starters are determined to see the positive side of things and not to let problems, real or imagined, block their path. Good luck!





## Task 47

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

### Problems for Actors

Many actors do not like working (0) with children or animals. This is probably (1) \_\_\_\_\_ they are afraid that the audience may become (2) \_\_\_\_\_ interested in the children and animals than in them.

Actors can have problems (3) \_\_\_\_\_ a different kind when they (4) \_\_\_\_\_ required to eat or drink on stage. If they have (5) \_\_\_\_\_ much food in their mouths, the words they say may not (6) \_\_\_\_\_ clear, and they may even end up coughing and choking.

Other problems can occur with food (7) \_\_\_\_\_ films are being made. In a recent film, during (8) \_\_\_\_\_ a family was waiting to have a meal, one of the actors entered with a large roast chicken on a tray and then (9) \_\_\_\_\_ to begin to cut some meat from it while he was speaking. By mistake, the actor cut off a whole leg of the chicken and then completely forgot (10) \_\_\_\_\_ his next words were. It was necessary to film the scene (11) \_\_\_\_\_. This (12) \_\_\_\_\_ not really have mattered (13) \_\_\_\_\_ there had been another roast chicken in the studio, but there was not. At (14) \_\_\_\_\_, nobody knew what to do, but eventually the problem was solved (15) \_\_\_\_\_ putting a nail in the leg and attaching it back onto the chicken.

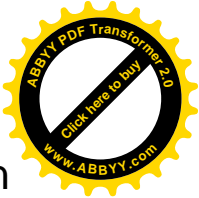
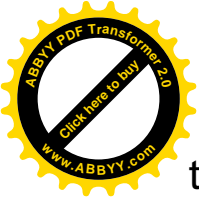
## Task 48

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Read the text below. Fill in each gap (1 – 15) with one word which best fits each space.

### Hahn Airport

The airport for Frankfurt consists (1) \_\_\_\_\_ a large shed. Three times a day, a plane arrives from Essex, (2) \_\_\_\_\_ once daily another drops in from Ayrshire. Occasionally, a German charter flight takes off for sunnier shore. But otherwise



the miles of rolling countryside (3) \_\_\_\_\_ the airport remain blissfully undisturbed. (4) \_\_\_\_\_ to information from Ryanair and the International Air Transport Association, Hahn airport (5) \_\_\_\_\_ indeed serving Europe's financial hub. But (6) \_\_\_\_\_ Ryanair started flying there, some passengers have been alarmed to discover on landing that they are still a 90-minute bus ride away from the city of Frankfurt. (7) \_\_\_\_\_, few travellers have used the new no-frills flights (8) \_\_\_\_\_ explore the peaceful backwater of Rheinland-Platz.

The small village of Hahn found (9) \_\_\_\_\_ on the aviation map when the US Air Force built a large base there. With the end of the Cold War, the runway seemed likely to fall (10) \_\_\_\_\_ disuse. The arrival of Ryanair has boosted its fortunes. Staff at Hahn's tourist office (11) \_\_\_\_\_ point you towards some of the vineyards on the banks of the Mosel. Upstream it leads to the ancient Roman settlement of Trier; downstream, it meets (12) \_\_\_\_\_ Rhine in the centre of Koblenz. Should your final destination (13) \_\_\_\_\_ Frankfurt, there is an alternative gateway: Frankfurt – Main International, 12 kilometres from the city centre, and the business airport in Continental Europe, (14) \_\_\_\_\_ hundreds of flights each day. But it is not as cute (15) \_\_\_\_\_ Hahn.

## Task 49

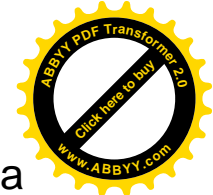
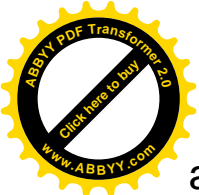
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**Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.**

### **The Fish and Chip Shop**

Harry Ramsden's is a remarkable establishment in Yorkshire, in the North of England. It looks more like a cinema or fire station than a world-famous restaurant, and it (1) \_\_\_\_\_ a symbol of a certain attitude (2) \_\_\_\_\_ food in the North of England.

The car park beside (3) \_\_\_\_\_ unique place has up to sixteen coaches in (4) \_\_\_\_\_ at any time. Numerous cars, too, (5) \_\_\_\_\_ every type, size and age, are also parked there. Outside the building, a queue stretches around the side. Those waiting to be seated appear rather anxious, (6) \_\_\_\_\_ if they



are children waiting to go into a theme park. (7) \_\_\_\_\_ is a sense of excitement. Harry Ramsden's is (8) \_\_\_\_\_ merely a restaurant: it is an event.

Inside the vast carpeted dining-room, elegant glass lights illuminate tables (9) \_\_\_\_\_ are laid with simple blue-checked table cloths, ordinary plates, cups and saucers (10) \_\_\_\_\_ bottles of sauce. Everyone is there (11) \_\_\_\_\_ enjoy the favourite food of the area – fish and chips, cooked to perfection (12) \_\_\_\_\_ a unique environment. This simple meal has been served to film stars, politicians and miners alike.

Harry Ramsden's is an English celebration of simple, value-for-money food, served stylishly and enjoyed (13) \_\_\_\_\_ all. More Harry Ramsden's restaurants (14) \_\_\_\_\_ opened since the original one, (15) \_\_\_\_\_ in Britain and abroad.

## Task 50

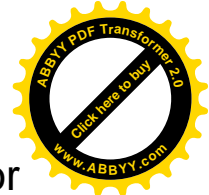
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**Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.**

### Vegetarianism

Vegetarians don't eat any meat, fish or poultry, and they avoid foods with animal products in them. Some people avoid red meat but they include chicken and fish (1) \_\_\_\_\_ their diet. These are often people who recognize (2) \_\_\_\_\_ health benefits of a vegetarian diet, but who find they can't (3) \_\_\_\_\_ up meat completely. This half-way position is sometimes taken by people who are making the change (4) \_\_\_\_\_ a completely vegetarian diet. Vegans go one step further (5) \_\_\_\_\_ other vegetarians, avoiding all foods of animal origin, such as dairy produce, eggs and honey.

Vegetarians are growing in number. (6) \_\_\_\_\_ estimated seven per cent of British people are now vegetarians, and there are a (7) \_\_\_\_\_ many others who only eat meat occasionally. In the (8) \_\_\_\_\_ few years, food manufactures have expanded their vegetarian ranges, and it has (9) \_\_\_\_\_ a lot easier to choose an animal-free diet. Many restaurants also now offer a wide variety (10) \_\_\_\_\_ vegetarian dishes.



People might choose a vegetarian diet (11) \_\_\_\_\_ moral or health reasons, (12) \_\_\_\_\_ both. Some vegetarians simply don't like the idea of eating other creatures, and they may dislike the conditions in (13) \_\_\_\_\_ many animals are kept before (14) \_\_\_\_\_ killed for food. Others may have become vegetarians (15) \_\_\_\_\_ of the health benefits.

## Task 51

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**Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.**

### **Models Wanted**

If you are a student, unemployed or retired with time on your hands and fancy doing something you have always wanted to do (1) \_\_\_\_\_ never had the confidence, a bit of modeling, perhaps, or appearing in your favourite soap operas, (2) \_\_\_\_\_ could be the right time. (3) \_\_\_\_\_ glamour nor good looks are necessary to give it a go. Modelling agencies aren't just looking for beauty; they also need normal models to appear (4) \_\_\_\_\_ TV adds, while similar candidates (5) \_\_\_\_\_ wanted by casting agencies as extras for film and TV. (6) \_\_\_\_\_ you are exceptionally lucky, you won't earn a huge amount, but it can provide the extra you need to get by on. Nor, (7) \_\_\_\_\_ some may hope, is it likely to lead to a new career as an actor. But most people, (8) \_\_\_\_\_ do find it enjoyable and appreciate the chance to meet people.

(9) \_\_\_\_\_ you don't need experience or training, anyone has the potential to become an extra as (10) \_\_\_\_\_ you are reliable, available (11) \_\_\_\_\_ short notice and are prepared to do any work that comes (12) \_\_\_\_\_ way. If you think modelling is (13) \_\_\_\_\_ your style, then your best bet is to approach one of the big model agencies that have real-looking people in their books. You'll be surprised at (14) \_\_\_\_\_ much demand there is (15) \_\_\_\_\_ 'the average person' from the advertising world.



## Task 52

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**For questions 1 - 15, read the text below and think of the word which best fits each space. Use only one word in each space.**

### **The Trinidad Carnival**

Festivals in the Caribbean can be huge, colourful events that stretch the imagination. One of the biggest of these, the Trinidad Carnival, consists of five days of non-stop parties and music competitions that end **(1)** \_\_\_\_\_ a costumed parade through the streets of the capital, Port of Spain.

The music at the carnival is calypso. Calypso is **(2)** \_\_\_\_\_ than just music for singing and dancing. An evening in a 'calypso tent' will give you a course in Trinidadian politics and **(3)** \_\_\_\_\_ you know all about the island gossip. But **(4)** \_\_\_\_\_ the topic of the songs, calypso's main function is **(5)** \_\_\_\_\_ entertain.

One of the most important parts of the carnival is the calypso competition. This is divided **(6)** \_\_\_\_\_ two sections. First of all, on the Sunday, the best song is judged. Ten finalists each sing two songs in front of **(7)** \_\_\_\_\_ crowd of 30,000. The singers all do **(8)** \_\_\_\_\_ best to give performances that will have the crowd shouting and screaming **(9)** \_\_\_\_\_ more, and the winner receives the highly-prized title of Calypso Monarch.

Then, on the Monday, there is the Roadmarch competition, **(10)** \_\_\_\_\_ the best dance tune is decided. Dancers in fantastic costumes spill out onto the streets **(11)** \_\_\_\_\_ their thousands at 4 am and dance in a parade with the calypso bands. This goes on **(12)** \_\_\_\_\_ the carnival ends the following night. The winner is the person **(13)** \_\_\_\_\_ tune is being played most often as the bands pass the place where the judges **(14)** \_\_\_\_\_ situated.

And the music has to be good, to keep as **(15)** \_\_\_\_\_ as half a million people dancing non-stop for five days



## Task 53

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

### The Floating Postman

Thirty miles north of Sydney, Australia, the banks of the Hawkesbury River are thick **(0)** with trees and there are few roads through the woodland. For most of the people who live **(1)** \_\_\_\_\_, the river is the only route in and out.

The post has been delivered along the river **(2)** \_\_\_\_\_ boat since 1910. Today it arrives aboard the *Hawkesbury Explorer*, **(3)** \_\_\_\_\_ arrives every weekday with other vital supplies as well. On the day I went on it, David, the captain, and Holly, his assistant, **(4)** \_\_\_\_\_ twelve stops to make on the 27-mile, four-hour round trip.

The river people - fishermen, retired folk and Sydney commuters – **(5)** \_\_\_\_\_ shy and independent by nature. They use rainwater collected in tanks and some live **(6)** \_\_\_\_\_ an electricity supply or telephones. And some are **(7)** \_\_\_\_\_ keen to avoid contact with other people that they even send their dogs **(8)** \_\_\_\_\_ collect supplies.

At one stop, a lively little dog trotted up to the quay on its own **(9)** \_\_\_\_\_ letters and parcels were being unloaded. The dog and Holly greeted **(10)** \_\_\_\_\_ other like old friends. The dog then kept watch over the supplies, waiting for its owner to pick them **(11)** \_\_\_\_\_.

I became curious **(12)** \_\_\_\_\_ these invisible people. Who were **(13)** \_\_\_\_\_ and what was in the mysteriously shaped parcels left on the quaysides? "It's best **(14)** \_\_\_\_\_ to ask," Holly said. "The people up here like to keep themselves to themselves." Indeed, one resident has named his house MYOB. "It **(15)** \_\_\_\_\_ for Mind Your Own Business," Holly explained.





## Task 54

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**Read the text below. Complete the text with the correct forms of the words in brackets (1 – 10).**

Mark Twain, the author of the *Adventures of Tom Sawyer*, (1) \_\_\_\_\_ (to be) one of America's best-loved storytellers. He (2) \_\_\_\_\_ (to grow up) in a small town on the Mississippi River. As a young boy, he (3) \_\_\_\_\_ (to admire, greatly) the pilots of the riverboats and dreamed about being a riverboat pilot on the mighty river. He pursued his dream, and by the age of 22, he himself (4) \_\_\_\_\_ (to become) a riverboat pilot. Later in life, when he (5) \_\_\_\_\_ (to become) a writer, many of his stories (6) \_\_\_\_\_ (to contain) elements of his own experiences. He wrote many humorous stories and articles about life on the Mississippi River before he (7) \_\_\_\_\_ (to die) in 1910 at the age of 74. Sadly, Twain (8) \_\_\_\_\_ (to work) on a new story for several months before his death, but he (9) \_\_\_\_\_ (to finish, never) it. Over the years since his death, his boyhood home in Hannibal, Missouri, (10) \_\_\_\_\_ (to become) a favourite place for Americans to visit to learn about Twain and life on the Mississippi at the turn of the 19<sup>th</sup> century.

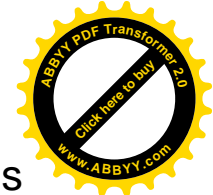
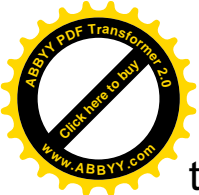
## Task 55

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**Read the text below. Complete the text with the correct forms of the words in brackets (1 – 15).**

On the 28<sup>th</sup> December 1895, the first cinema (1) \_\_\_\_\_ (to open) in Paris. Only 35 tickets (2) \_\_\_\_\_ (to sell) that day, but by the end of the week more and more people (3) \_\_\_\_\_ (to want) to see the moving pictures. This first silent film (4) \_\_\_\_\_ (to direct) by Louis and Auguste Lumiere.

While the Lumiere brothers (5) \_\_\_\_\_ (to make) their first film, H.G. Wells (6) \_\_\_\_\_ (to write) his famous science-fiction novel *The Time Machine*. It was the first novel about time travel, and (7) \_\_\_\_\_ (to become) an instant best-seller. It



tells the story of an adventurous Victorian inventor who travels to 1917, 1940, 1966 and 802701! However, although it (8) \_\_\_\_\_ (to complete) in 1895, the book (9) \_\_\_\_\_ (not to turn into) a film until 1960. When it (10) \_\_\_\_\_ (to release), audiences rushed to see it.

Thirty years after *The Time Machine*, other time travellers (11) \_\_\_\_\_ (to begin) to appear at the cinema. In 1990 Michael J. Fox (12) \_\_\_\_\_ (to take) his third trip into the future in *Back to the Future 3*, while Arnold Schwarzenegger (13) \_\_\_\_\_ (to search) for his past in *Total Recall*. Both films were box office hits, and both (14) \_\_\_\_\_ (to use) special effects to create the journeys into the past and future. These effects not only amazed and entertained audiences, but they also managed to turn fantasy into reality. People (15) \_\_\_\_\_ (can) finally experience what it was like to travel through time.

## Task 56

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**Read the text below. Complete the text with the correct forms of the words in brackets (1 – 18).**

On June 20-th, I returned home. I (1) \_\_\_\_\_ (to be) away from home for two months. My family (2) \_\_\_\_\_ (to meet) me at the airport with kisses and tears. They (3) \_\_\_\_\_ (to miss) me so much as I had missed them. I (4) \_\_\_\_\_ (to be) very happy to see them again. When I (5) \_\_\_\_\_ (to get) the chance, I (6) \_\_\_\_\_ (to take) a long look at them. My little brother (7) \_\_\_\_\_ (to be) no longer little. He (8) \_\_\_\_\_ (to grow) a lot. He (9) \_\_\_\_\_ (to be) almost as tall as my father. My little sister (10) \_\_\_\_\_ (to wear) a green dress. She (11) \_\_\_\_\_ (to change) quite a bit too, but she (12) \_\_\_\_\_ (be, still) mischievous and inquisitive. She (13) \_\_\_\_\_ (to ask) me a thousand questions a minute, or so it seemed. My father (14) \_\_\_\_\_ (to gain) some weight, and his hair (15) \_\_\_\_\_ (to turn) a little grayer, but otherwise he was just as I (16) \_\_\_\_\_ (to remember) him. My mother (17) \_\_\_\_\_ (to look) a little older, but not much. The wrinkles on her face (18) \_\_\_\_\_ (to be) smile wrinkles.



## Task 57

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**Read the text below. Complete the text with the correct forms of the words in brackets (1 – 15).**

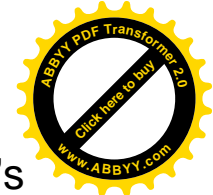
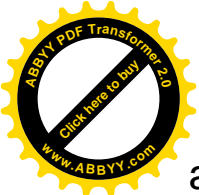
Employees protesting at the planned closure of the Magnet electronic factory have begun a protest outside the factory in Brook Road. It **(1)** \_\_\_\_\_ (to reveal) last week that production at the factory, where over 3,000 local people **(2)** \_\_\_\_\_ (to employ), **(3)** \_\_\_\_\_ (to transfer) to the existing Magnet plant in Luton next month. Only a few new jobs **(4)** \_\_\_\_\_ (to expect) to be created. "Why **(5)** \_\_\_\_\_ (we not to inform) about this earlier? We **(6)** \_\_\_\_\_ (only to tell) about this two days ago," said Marjory Calder, representing the workforce. "It's about time companies such as this **(7)** \_\_\_\_\_ (to start) thinking about new local communities **(8)** \_\_\_\_\_ (to affect) by their policies. Most of us here own our houses. How are we going to keep paying the mortgage and find a job? I wish I **(9)** \_\_\_\_\_ (to know)." Reg Reynolds, Director of Magnet was asked what was being done to help those who have **(10)** \_\_\_\_\_ (to make) redundant. "Every effort **(11)** \_\_\_\_\_ (to make) over the past month to offer early retirement to those who qualify," he told our reporter. When **(12)** \_\_\_\_\_ (to question) about why the workers **(13)** \_\_\_\_\_ (not to tell) about the closure earlier, he revealed the company **(14)** \_\_\_\_\_ (to promise) a government loan to keep the factory open, but that at the last minute the government **(15)** \_\_\_\_\_ (to decide) not to provide the loan after all. "So don't blame the company, we've done our best."

## Task 58

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**Read the text below. Complete the text with the correct forms of the words in brackets (1 – 10).**

Television is one of the most important **(1)** \_\_\_\_\_ (invent) of the twentieth century. The first TV programme was broadcast in 1929, and by the **(2)** \_\_\_\_\_ (begin) of the 1950s, almost every home had a television set. For the first time, people were



able to watch (3) \_\_\_\_\_ (history) events, such as man's landing on the moon, in their homes. However, since its (4) \_\_\_\_\_ (appear), there has been a lot of (5) \_\_\_\_\_ (disagree) about the benefits of television. Many people blame it for the lack of (6) \_\_\_\_\_ (communicate) in today's society. Instead of talking or playing games in the evenings, families prefer to watch their (7) \_\_\_\_\_ (favour) programmes. People have become couch potatoes, sitting (8) \_\_\_\_\_ (permanent) in front of the TV and eating junk food. However, despite these drawbacks no one can deny the (9) \_\_\_\_\_ (vary) and interest television provides. Nowadays, with the (10) \_\_\_\_\_ (develop) of digital TV, hundreds of channels are available. More than ever before, television offers us a window on the world.

## Task 59

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**Read the article below. Complete the text with the correct forms of the words in brackets (1 – 10).**

### Star Quality

It is strange having a (1) \_\_\_\_\_ (converse) with Jeff Hanson. The 42-year-old builder looks (2) \_\_\_\_\_ (exact) like Robert De Niro. He has the same colour eyes, the same hair, even the same facial (3) \_\_\_\_\_ (express) as the Hollywood star. For years Jeff has been (4) \_\_\_\_\_ (mistake) for somebody else. "There's a lot of (5) \_\_\_\_\_ (excite) when people see me," says Jeff, "They think I'm somebody (6) \_\_\_\_\_ (fame). Then they notice something different about my (7) \_\_\_\_\_ (appear) and Robert De Niro's – I don't have a beauty spot!" A Lookalike agency has already offered Jeff (8) \_\_\_\_\_ (employ), but Jeff's plans are more (9) \_\_\_\_\_ (ambition). At the moment he wants to work for a film company in the States. "I've never been abroad before so now is my chance," says Jeff. An (10) \_\_\_\_\_ (addition) advantage is the pay. He could earn \$ 3,000-a-day playing the star's double. But the latest development is his challenge to De Niro. "We look so alike that I've asked to star with him in a movie – as his long-lost brother," says Jeff.



## Task 60

---

**Read the article below. Complete the text with the correct forms of the words in brackets (1 – 10).**

### **Florence Nightingale**

Florence Nightingale was born in 1820 and died in 1910. She lived a **(1)** \_\_\_\_\_ (fascinate) life, dedicated to helping the ill and the injured. Nowadays she is recognised as being a founder of modern nursing.

When Florence Nightingale told her family that she wanted to be a nurse, they were **(2)** \_\_\_\_\_ (extreme) shocked. They thought that nursing was not a job for **(3)** \_\_\_\_\_ (respect) women, and strongly objected to her taking up the profession. However, despite their **(4)** \_\_\_\_\_ (oppose), Florence still went to work in a small London hospital, giving up the **(5)** \_\_\_\_\_ (secure) of family life.

**(6)** \_\_\_\_\_ (fortunate) she was good at her job. She was so good that she was asked to go to the Crimean War and help wounded British soldiers. She arrived in 1854 with 38 nurses and within a month they had 1000 to look after. It was a **(7)** \_\_\_\_\_ (despair) task, but Florence worked 20 hours a day. Every night she visited the wards, and the soldiers called her “the lady with the lamp”. She made a **(8)** \_\_\_\_\_ (drama) difference to their lives.

Back in England her story was published in the daily newspapers. Florence became a **(9)** \_\_\_\_\_ (nation) heroine overnight. During her lifetime she encouraged many other **(10)** \_\_\_\_\_ (woman) to become nurses, and in 1860 created a training school for them at St Thomas’s hospital. In 1907, three years before she died, she became the first woman ever to be awarded the Order of Merit.



## PART II

### WRITING

1. It is **World Environment Week**. Because of this, your English teacher has asked all the students to write about their opinion on this statement:

***“The biggest dangers to our health and environment come from cars.”***

Write a composition of 120 –180 words.

2. TV is popular with people of all ages. Are you a TV addict?

Write about your TV preferences. Write a composition of 120 –180 words.

3. If you were now minister of education of Ukraine what changes would you introduce in the school system? Write a composition of 120 –180 words.

4. How important is such thing as a good sense of humour? Support your opinion by using specific reasons and details. Write a composition of 120 – 180 words.

5. Your friend has sent you this note:

***I’ve applied for a job as a youth organizer at a summer camp in the States this year. They’d like a letter of reference from someone who knows me well. They want to know how long you’ve known me, what my personality is like, what experience I have with young people (teenagers), and how well I am likely to adapt to living in an English-speaking environment. I’d be very grateful if you could write to them for me. The address is Vermont Summer Camp, Stowe, Vermont, USA. Thanks.***

Victoria

Write your letter of reference of 120 –180 words.





6. Compare yourself of today and you were five years ago. In what ways are you the same or different? Write a composition of 120 –180 words.

7. **English Now!**, the international magazine for learners of English, has invited its readers to write an article about their experiences learning English as a foreign language. You should say where you learn your English, what you like and don't like about the classes, and give some tips as to how readers can become better learners. Write an article in 200 words.

8. You have received a letter from your friend in England. Read the following extract from your friend's letter.

***I am doing a project on 'eating habits around the world'. It would be great if you could send me a description of eating habits in your country – something about usual meal times, traditional meals and any changes to eating habits you have noticed in recent years.***

Write your letter to your friend. Start your letter:

***Dear Ann,***

9. "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with quotation above? Use specific reasons and examples to explain your position. Write a composition of 120 – 180 words.

10. Some friends from America are visiting your country for a week as a part of their tour of Europe. They have written to you asking for some advice about which parts of the country to visit and what to do. Write a letter in reply (120 – 150 words) giving them the advice they requested.

11. Write a personal profile (120 – 150 words) of a member of your family. Include:

- appearance and character
- interests and activities
- achievements and future hopes.



**12.** A month ago you ordered a dictionary from a mail order firm called **Book Express**. It still has not arrived. Two weeks ago, you received a letter stating that the dictionary had been dispatched to you. Write a formal letter of complaint (120 – 150) words) to the manager. In your letter:

- acknowledge the letter you received
- explain your reason for writing
- refer to the time you have waited
- say what you expect to be done
- use suitable ending.

**13.** Write a composition (200 – 250 words) arguing for and against **one** of these titles:

***Money can't buy you love.***

***Happiness is having nothing.***

Remember to:

- explain the meaning of the title
- write a paragraph “for” the title
- write a paragraph “against” the title
- summarise your own views
- link your ideas appropriately
- use an appropriate style.

**14.** Write a description (120 – 150 words) of one of the following:

- **the life of someone in your own family**
- **the life of someone you know well.**

Include:

- when and where he/she was born
- educational, working or married life
- achievements
- character.

**15.** Write your review in about 180 words. An international magazine has asked its readers to write reviews of films they have recently seen. You decided to write a review. Say what was good and bad about it and make recommendation as to whether see the film.



**16.** Write a composition (200 – 250) words with this title:

***If you could be famous for a day, who would you choose to be and why?***

**Follow this plan:**

- say whether the choice would be easy or difficult
- describe who would you like to be
- say why you would choose this person
- summarise the reasons for your choice.

**17.** Write a letter to your friend (100 – 180 words) about an exciting journey to a holiday destination. Include the following:

- an introduction to the place, characters and means of transport
- a description of the journey and what happened, including some dates, facts and figures
- how you and the other people felt about what happened (including some direct speech)
- an interesting conclusion to the story

**18.** An international magazine for teenagers is asking for suggestions from its readers on how to dress in an interesting way without spending a lot of money.

Write an article (150 – 180 words) for the magazine on this subject, giving your own ideas.

**19.** You want to improve your English by working at an American summer camp for children under the age of 12. At the camp, the children can do a variety of activities connected with sport, music or the arts.

Write a letter of application for work, giving details of two or three activities you could help to run.

**20.** You have received a letter from your English pen-friend, who has recently started at college and is having some problems. You want to find more about these problems and offer some advice.

Read carefully the extract from the letter below, and then write a letter in which you ask for information about your friend's problems and offer some advice, using the list of suggestions to give you some ideas.



***I've just finished my first term at college, and I'm surprised at how hard it has been. There is so much to do. I feel exhausted, and I find it difficult to hand in my work on time. It's quite noisy where I live, so it's hard to study. And I've got no money! It all makes me feel like giving up.***

**Suggestions:**

- Talk to teachers
- Study in the college library
- Plan time better
- Get holiday job

Write a letter of 120 – 180 words in appropriate style. Do not write any address.

**21.** You were recently unable to attend an event that a friend had organized. Write a letter to your friend, explaining why you didn't attend, asking for details about the event and suggesting an event that both of you could attend in the future.

**22.** As a part of school project on problem facing the environment, you've been asked to contribute to a magazine for teenagers. Your article should refer to environmental problems in your country and the steps that could be taken to improve the situation.

**23.** Your school English language newspaper has asked you to contribute a section on how to prevent crimes in your area, explaining what kind of minor crimes are occurring and giving advice on how to prevent them.

**24.** A television company is looking for locations to include in a documentary about your country. You have been asked to choose a location and submit a proposal, explaining:

- Why you feel this location would be an important part of the documentary
- What local features you would include and why
- What different groups of people you would interview and why.

Write your proposal.



**25.** Your school magazine has asked you to write an essay called “**Changing Ambitions**”. Write about the way in which young people’s ambitions have changed during the last twenty years and how you think they may continue to change in the future.

**26.** Last month you took an active part in the TV quiz show “Around the World”. And you have won a prize – two tickets for a tour of Ukraine. Write a letter to your friend in which you

- invite him / her to join you
- describe the means of travel and accommodations
- describe two special places you are going to visit
- give suggestions what he / she will need to take with him / her

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

**27.** Your British pen-friend has asked you to write about a sport or other activity you enjoy. Choose a sport or activity that you want to write about and use the following note to help you. Write a letter to your friend in which you describe

- the background of the sport (when it was invented, why it became popular)
- the reasons why you like the sport / hobby and why it is good for families / people of all ages
- how people can find out about the sport / hobby, whether they should have lessons
- give your pieces of advice to take the sport / hobby up/

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

**28.** An English family are spending a year in your area for work purpose and one of the children will be in your class at school. They have asked you to write a letter describing life at your school, in order to help him / her prepare for studying there.



Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

**29.** An American friend has asked you whether you think he / she would enjoy the book you have read. Write a letter of at least 100 words, saying why you would recommend the book, or why you think he / she would not enjoy it.

**30.** A group of American high school students are going to spend 6 months in your area as a part of an exchange programme. You have been asked to write them a letter about shopping facilities for food and clothes.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

**31.** You were in a summer camp in Great Britain last month. You left a photo album there. Write to the camp and say:

- why you are writing
- what the photo album is like
- why this album is important for you

And ask

- how to get it back.

Do not write any dates or address. Start your letter with

*Dear Sir or Madam,*





# APPENDIX 1

## PERSONAL LETTERS

**A personal letter** is usually a letter to a friend or a relative in an informal tone. Personal letters are written to inform others of recent events in your life and to ask the recipient questions about his or her life. Personal letters often contain your opinions, thoughts, and feelings about various topics. They can help maintain friendship and deep understanding between two people. A personal letter can also be an invitation or a thank-you note.

Personal letters are usually written in indented form. Each paragraph is indented, as well as each line in the heading, the complementary close, and the signature.

**Read the following personal letter. Answer each question.**

2330 Sawmill Drive  
Montgomery, TX 75081  
July 24, 2012

Dear Nora,

You probably are wondering why I haven't written. We promised each other when you moved that we would write each other every week. I'm sorry, and I vow to do better!

It's been crazy summer for me. I took the job I told you about at the hospital, and I'm working four days a week. I work in the children's ward with a woman who plans activities for the children. We put on puppet shows, do art projects, and most of the time play with the kids. Some of the kids don't have many visitors, so it makes me feel really good to spend time with them.

I had lunch with Gina and Coretta yesterday. We all miss you and are anxious to see you when you come in August. We're planning a party so we can spend some time together. Is that OK with you?

I hope everything is going well for you. Let me know how your interview for the new job went. Miss you!

Your friend,  
Anna.

1. What is the relationship between Anna and Nora?
2. Why do you think Anna wrote this letter to Nora?
3. How is this a good example of a personal letter?



## APPENDIX 2

### SAMPLES OF STUDENTS' LETTERS

*1. An American friend has asked you whether you think he / she would enjoy the book you have read. Write a letter of at least 100 words, saying why you would recommend the book, or why you think he / she would not enjoy it.*

Dear Ann,

I was very glad to receive your last letter in which you ask me to recommend you to read some book that I enjoyed reading. I shall do it with great pleasure.

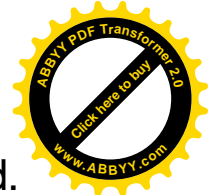
Sorry to say, but sometimes it is difficult for me to find time to read any book for pleasure. I am so thankful to my mother, who has advised me to read a very famous book by a prominent writer Nikolay Gogol.

Before I start talking about the book I would like to mention that there is some disagreement whether N. Gogol is a Russian or Ukrainian writer. But I personally think that his works belong to world heritage. So let Russians consider him a Russian writer, but we, Ukrainians, should feel a great pride that his life and work were connected with Ukraine.

The book that I have read is "Taras Bulba". It is a historical novel, that depicts the struggle of the Ukrainian people for their independence and the book is considered to be a masterpiece of world literature.

The main characters of the book are Taras Bulba, a representative of the Ukrainian military organization – Cossacks, and his two sons – Ostap and Andriy. The conflict of the book is that fighting against the enemy, Polish invaders, Taras Bulba's younger son Andriy falls in love with a Polish princess and as result he becomes a betrayer. His father and his elder brother remain the true defenders of their motherland and faith, and fight against the enemies.

T. Bulba can't forgive his younger son, because it is a heavy blow for him, and the father kills his dearest child.



I liked the book from the very beginning up to the very end. There is hardly anything that I don't like. The book is moving and there are some episodes that provoke tears. I couldn't help crying, when I was reading the chapter dealing with Ostap's execution.

To sum up, I would like to recommend everybody, who hasn't read the book, to do it. But if you don't have time just watch the movie, which is a good screen adaptation of the novel. The movie was released not long ago and it is a common Russian - Ukrainian project. The well-known talented Russian and Ukrainian actors such as Bogdan Stupka, Mikhail Boyarsky, Igor Dedushko, and some others made the movie attractive and emotional. So, if you are interested in history, I strongly recommend you either to read the book or to watch the movie.

I hope my letter is not boring and you will find it interesting and challenging. I am looking forward to hearing from you soon.

Best regards,  
Masha.

*2. You were in a summer camp in Great Britain last month. You left a photo album there. Write to the camp and say:*

- *why you are writing*
- *what the photo album is like*
- *why this album is important for you*

*And ask*

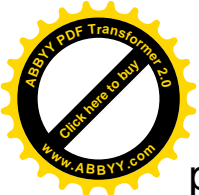
- *how to get it back.*

Dear Sir or Madam,

I am writing to you because I left my photo album at your camp "Bright Star" where I spent last month and had much fun. The time I spent in your summer camp is unforgettable but my missing album makes me feel sad.

My photo album is a big red one. On the front leather cover you can see some pictures of beautiful flowers (poppies, roses, camomiles, tulips, daffodils) and children playing on the sunny meadow. There are 50 pages in the album.

This album is very important for me because first of all it is my best friend's present. Besides, there are many photos of my sisters, parents, friends and even some photos of my cat. The



pictures in the album are good reminders about happy moments in my life. So the album is really dear for me.

I ask you to help me. If somebody has already found my album, could you inform me how I can get it back? You can contact me by the e-mail, or by phone. I will be very grateful to you if you send me the photo album by regular mail.

Thank you for your time and consideration.

Yours faithfully,  
Masha Ivanova.



# APPENDIX 3

## WRITING A COMPLAINT LETTER

### **Don't Just Get Mad – Get Action!**

**What did you do** the last time you opened a bag of stale cookies? What about the time your new Walkman didn't work? Did you just get mad? Or did you take actions?

If you have a problem with a product, you **can** do something about it. You have consumer rights! If you send a complaint letter, most companies will try hard to fix the problem. They want to keep you as a customer.

Here's sample complaint letter (below). In this letter, the customer is complaining about a pint of chocolate-chip ice cream that didn't have any chocolate chips. Read this letter.

92034 Lyle Lane  
St. Louis, MO 34056  
February 21, 2008

Consumer Relations  
Scream for Ice Cream  
5200 West St.  
Boston, MA 90786

Dear Sir or Madam,

I am writing to complain about a pint of chocolate-chip ice cream I purchased recently. It didn't have any chocolate chips! Usually, I really enjoy Scream for Ice Cream's chocolate chip, but this time I was really disappointed.

I believe I am entitled to a coupon for a replacement pint of chocolate-chip ice cream. I know that Scream for Ice Cream values its customers, so I am looking forward to your prompt response. I can be reached at the above address or by phone at (314) 555 – 2733. I hope to hear from you within the next two or three weeks.

Sincerely,  
Alison Jones



## THE STEPS

1. Set up your letter with your address and the company's address (as shown in the letter). Then, begin with the greeting ***“Dear Sir or Madam”***.

2. In your first paragraph, be sure to state the problem. Be as clear as you can so that the company can understand your complaint. Begin with, ***“I am writing to complain about...”***

3. In your second paragraph, tell the company what you want done about the problem. Remember to include your phone number and address. Plus, give the company the deadline. Tell the company that you expect an answer within a few weeks.

4. Finally, end your letter with the closing ***“Sincerely”*** and your signature.

### Special Note:

Now you know how to write a complaint letter. Next time you are unhappy with a product, write to the company. Many companies include an address on the product's package. Address your letter to the consumer relations department at the company.





# APPENDIX 4

## WRITING A LETTER TO THE EDITOR

### **Study the following sample:**

You recently attended the opening night of a restaurant which belongs to a friend of yours, David Vaylet. Now, a week later, you have received a letter from David and a copy of a review of the restaurant's opening night which appeared in the local newspaper.

Read the part of David's letter below and an extract from the review he has sent you. Then, using the information appropriately, write a letter to the editor of the newspaper explaining why you think the review has unfairly criticised the restaurant.

*The critic obviously didn't notice the party room downstairs and he doesn't seem to know the first thing about French food either! The chef, Marc, actually grew up in the Perigord region of France and has worked in many top restaurants there, so he knows what he's doing.*

*Many thanks  
David*

### **An extract from the review:**

*It was their opening night and according to the promotional advertisement, drinks were free. You can imagine then, how annoyed we were to see them in the bill! The so-called authentic food was nothing like French food I have ever tasted, the service was slow and the owner never once showed his face. Café Perigord also boasts that parties can be catered for. What? With only ten tables? Fine if you only have a few friends!*

*Mike Champion*

### **A detailed study:**

- What five points need to be referred in your letter to the editor? Find them in David's letter and Mike's review.
- What is the purpose of your letter?



Read the following sample answer. Use the verbs in brackets to complete the letter, changing the form where necessary.

- What is the purpose of paragraph 1?
- What two points does paragraph 4 contain?
- What linking words and phrases are used?

19 Carrington Street  
Highgate  
London  
N6 5Qr

The Editor  
The Islington Press

9.05.09.

Dear Sir / Madam,

I \_\_\_\_\_ (write) **to take issue with** Mike Champion's review of the café Perigord, \_\_\_\_\_ (publish) in the last week's Islington Press. I \_\_\_\_\_ (also dine) there on the opening night and in my opinion, Mr. Champion's observations were completely inaccurate.

First of all, Mr. Champion complains that drinks were added onto his bill. If he \_\_\_\_\_ (look) at the promotional advertisement properly, he \_\_\_\_\_ (see) that free drinks \_\_\_\_\_ (serve) at the bar between seven and eight o'clock, and not as part of the meal.

Mr. Champion also suggests that the food was inauthentic and that the chef was not French. This is completely untrue. In fact, the chef is highly experienced and is from the Perigord region itself.

He further states that customers were dissatisfied with the service. This was not the case at all. Perhaps Mr. Champion should have looked around more carefully as I saw many generous tips \_\_\_\_\_ (leave). Customers also \_\_\_\_\_ (seem) delighted that the owner, Mr. Vaylet, personally \_\_\_\_\_ (visit) every table.

Finally, if Mr. Champion \_\_\_\_\_ (ask), he \_\_\_\_\_ (find out) that actually there is a large room downstairs for parties and private functions.



*I hope you will print this letter and recommend that readers try the wonderful Café Perigord as soon as possible.*

*Yours faithfully,  
Karen Wittwer*

**To take issue with – to disagree with**



# APPENDIX 5

## WRITING A COMPETITION ENTRY

**Study the following sample:**

**You see the following competition in an English language magazine and decide to enter it.**

### ***Welcome to the Internet***

Win a brand-new laptop plus all the essential software and a year's free Internet access.

Write and tell us about the changes the Internet has brought about in your country. You can choose to write about one or more of the following subjects:

- The Internet in business / the Internet in education / the Internet at home.

We will publish the winning article in next month's issue.

**Write your competition entry.**

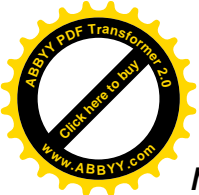
### **A sample answer**

Now read the sample entry below and answer the questions below.

### ***You can't escape the net!***

*Over the last few years, the use of the Internet has increased dramatically in Ukrainian schools, offices and homes, and this trend continues to grow. Who could have imagined, even in the last decade that we would be able to contact our friends, colleague and clients around the world simply through the click of a mouse and a modem? There is no doubt, like any invention, that the Internet can be used for good or bad, but it's here to stay and has revolutionized the way we communicate.*

*In the world of business, no corporation can be competitive unless it has access to the Internet. It's become essential to advertise your product and service in this way and an increasing*



*number of companies are using this opportunity to research a greater number of potential consumers. Indeed, the bigger the website is the more professional the company seems to be.*

*Similarly in education, the opportunities that the Internet can provide are vast. More and more students are relying on the Internet for their research; for instance, a physics undergraduate in Kiev can download information from university library in the United States in minutes. From the latest research in scientific and linguistic fields to new theories in psychology and history; all this may be published on the world-wide web.*

*What will be the future for the Internet in Ukraine? It's been estimated that 50% of homes and 80% of businesses will have access to the Internet within five years. Children, students and professionals will be able to log on and explore the world as they have never done before!*

### **Organisation and cohesion:**

- What different points are made in each paragraph?
- What 'linking' of cohesive structures have been used in this article? Underline them.

### **Range of vocabulary and structure:**

- What adjectives and adverbs have been used to make the article more interesting?
- What tenses have been used?
- Can you find any examples of the passive?



# APPENDIX 6

## PUNCTUATION

To separated different parts of the sentence, the following rules are observed:

### **I. With homogeneous members:**

**1.**A comma is used to separate homogeneous members joined asyndetically.

*She shook her head, dried the dishes herself, sat down with some mending.*

**2.**A comma is used after each of several homogeneous members if the last is joined by the conjunction **and**.

*The cart was loaded with wheat, barley, and maize.  
She shook her head, dried the dishes herself, and sat down with some mending.*

**Note.** - The comma before the last of the homogeneous members can be omitted.

**3.**If two homogeneous members are joined by the conjunction **and**, no comma is used.

*She stood up and left the room.*

**4.** If there are several homogeneous members and each of them is joined to the preceding by the conjunction **and** or **nor**, they may or may not be separated by commas.

*She was not brilliant, nor witty, nor wise overmuch.  
She looked, and listened, and her face got animated.*

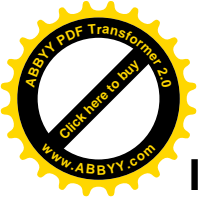
**5.**A comma is used to separate two homogeneous members joined by the conjunction **but** or **not only ... but also**.

*Not only hope, but confidence has been restored.*

**6.**A comma is used to separate homogeneous members going in pairs.

*They have forgotten time and place, and life and death.*





## II. With detached members of the sentence:

1. To separate a loose apposition a comma or a dash is used. The latter is less common.

*A.S. Pushkin, a great Russian poet, was born in 1799.*

2. To separate all types of detached adverbial modifiers a comma is used.

*The people, seeing my empty carriage, would rush for it.*

*He sat in his arm-chair, with his eyebrows raised.*

*He drew his hands away, shivering.*

*Their family was, in the very earliest times, closely connected with agricultural interests.*

3. To separate detached attributes a comma is used.

*There are some truths, cold, bitter, tainting truths.*

4. To separate detached objects a comma is used.

*Ann, with a large book on her lap, shook her heavy hair.*

III. To separate **parenthetical words, group of words, and clauses** a comma is used. (A dash or a bracket may be used, but the comma is most usual.)

*In fact, his brother was brought up by their grandmother.*

*As for my mother, both her brothers were policemen.*

*Her sister, I have forgotten to mention, was a doctor.*

IV. To separate **interjections a comma or a note of exclamation** may be used.

*Oh, I didn't know it.*

*Ah! That was the way he made money.*

V. To separate **direct address** a comma is used.

*Peter, take this bag, please,*

*Helen, where is my pen?*

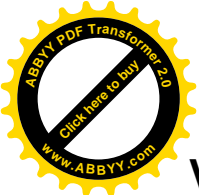
**Note.** – In salutation in letters a comma (Br. E.) or a colon (Am. E.) and not a note of exclamation is used.

*Dear Nick,*

*We have just received your letter ...*

*Dear Sirs:*

*In answer to your letter ...*



**VI. In compound sentences** a comma is used between the sentences, and before the conjunction **and** or **but**.

*The buyers made a claim against the sellers, but the latter refused to admit it.*

*A library was her favourite place, and we might find her there.*

## **VII. Complex sentences:**

**1. Subject clauses** as a rule are not separated from the principal clause by any stop.

*How this happened is not clear to anyone.*

**2. Predicate clauses** as a rule are not separated from the principal clause by any stop. A comma is often used when they are joined asyndetically.

*The trouble is that I have lost my key.*

*My point of view was that he was not right.*

*My opinion is, she'd come to me.*

**3. Object clauses** are not separated from the principal clause by a stop. If the object clause precedes the principal clause, a comma may or may not be used.

*He asked how much they had paid for the house.*

*...and what Browning had done for her, Martin decided he could do for Ruth.*

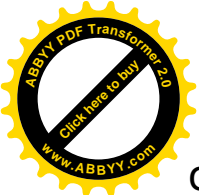
### **4. Attribute clauses;**

A) **Non-restrictive relative attribute clauses** are as a rule separated from the principal clause by a comma. (Описательные определительные предложения могут быть опущены без ущерба для смысла главного предложения) In these sentences **who**, **whom**, and **which** are used, **that is never used**

*In the street I met two children, who showed me the way to the station.*

*The manager of the office, who is a highly educated person, speaks several foreign languages.*

B) **Restrictive relative attribute clauses** are as a rule not separated from the principal clause by a stop. (Индивидуализирующие и классифицирующие



определятельные предложения не могут быть опущены без ущерба для смысла главного предложения)

*The letter which (that) I received from him yesterday is very important.* (индивидуализирующее)

*The letter which (that) is written in pencil is difficult to read.* (классифицирующее)

*There is a student that (whom) I saw at the theatre yesterday.*

## 5. Adverbial clauses:

A) An adverbial clause **which precedes** the principal clause is separated from it by a comma.

*If I see him, I shall tell him the truth.*

*Though it was only 9 o'clock, there were few people in the streets.*

*The more time you spend in the Crimea, the sooner you will recover.*

*Wherever he went, he was welcome.*

B) An adverbial clause **which follows** the principal clause is not separated from it by a stop.

*I shall tell him the truth if I see him.*

*There were few people in the streets though it was only 9 o'clock.*

*She loved him as if he was her son.*



# APPENDIX 7

## **Домашня контрольна робота № 1** **з англійської мови**

### **Task 1. Read the text and choose the correct answer.**

A tourist focuses in on a most idyllic picture: a man in simple clothes dozing in a fishing boat that has been pulled out of the waves which come rolling up the sandy beach. The camera clicks, the fisherman awakens. The tourist offers him a cigarette and **launches into** (5) a conversation: “The weather is great, there are plenty of fish, why are you lying around instead of going out and catching more?”

The fisherman replies: “Because I caught enough this morning.”

“But just imagine,” the tourist says, “if you went out there three or four times a day, bringing home three or four times as much fish! You know what could happen?” The fisherman shakes his head. “After about a year you could buy yourself a motor-boat,” says the tourist. “After two years, you could buy a second one, and after three years you could have a fishing boat or two. And just think! One day you might be able to build a freezing plant or a smoke house. You might eventually even get your own helicopter to help you find fish and guide your fleet of fishing boats, or you could acquire your own trucks to ship your fish to the capital, and then ...”

“And then?” asks the fisherman.

“And then,” the tourist continues triumphantly, “you could be calmly sitting on the beach, dozing in the sun and looking at the beautiful ocean!”

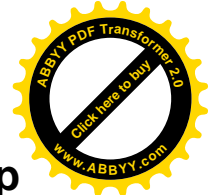
The story, told by the German writer Heinrich Boll, plays on the hopes and fears of the rich. Why all the pains and efforts of development, if the rich only end up with what the poor seem to have all along. Or, worse, how is it that that the rich, despite all the hustle and bustle, never seem to have the peace of mind enjoyed by the poor? For if development consists of progressively acquiring a wealth of goods to gain a wealth of time, then rich societies have obviously got things wrong. What went wrong?



From the very first inventions to Bill Gates' Explorer web browser, most of the technology used in the name of progress is used in the belief that doing more things faster is better than doing things slower. Indeed, the ability to save time has always been one of the main reasons behind wanting increased productivity.

From the start, far-sighted men and women saw a world of freedom, a world where hard work would no longer exist, and people would be able to take part in activities of their own liking: hunting in the morning, fishing in the afternoon, looking after animals in the evening and engaging in literary criticism after dinner. But what happened to this utopia? Where has all the time gone?

1. **“Launches into”** (line 5) means
  1. Puts out to sea
  2. Makes a start on
  3. Tries to sell
  4. Jumps up
2. The tourist tries to persuade the fisherman
  1. To expand the fishing business
  2. To join a fleet of other fishermen
  3. To take over a fishing company
  4. To learn how to fish from a helicopter
3. In his story, H. Boll wanted to show that rich people
  1. Have much more fun than poor people
  2. Have a more interesting life than then poor people
  3. Are no happier than poor people
  4. Work harder than poor people
4. People have always regarded technology as a way of
  1. Creating a better way of life for themselves
  2. Helping them to get things done more quickly
  3. Enable them to do things more efficiently
  4. Giving them more time to do things perfectly
5. Our idea of perfect happiness has always been to
  1. Have a full and useful existence
  2. Take less time to get to work.
  3. Have no work to do at all
  4. Enjoy the work we have.



**Task 2. Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.**

### **The Fish and Chip Shop**

Harry Ramsden's is a remarkable establishment in Yorkshire, in the North of England. It looks more like a cinema or fire station than a world-famous restaurant, and it (1) \_\_\_\_\_ a symbol of a certain attitude (2) \_\_\_\_\_ food in the North of England.

The car park beside (3) \_\_\_\_\_ unique place has up to sixteen coaches in (4) \_\_\_\_\_ at any time. Numerous cars, too, (5) \_\_\_\_\_ every type, size and age, are also parked there. Outside the building, a queue stretches around the side. Those waiting to be seated appear rather anxious, (6) \_\_\_\_\_ if they are children waiting to go into a theme park. (7) \_\_\_\_\_ is a sense of excitement. Harry Ramsden's is (8) \_\_\_\_\_ merely a restaurant: it is an event.

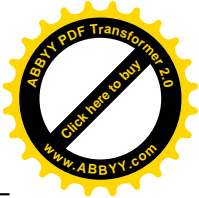
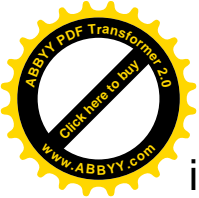
Inside the vast carpeted dining-room, elegant glass lights illuminate tables (9) \_\_\_\_\_ are laid with simple blue-checked table cloths, ordinary plates, cups and saucers (10) \_\_\_\_\_ bottles of sauce. Everyone is there (11) \_\_\_\_\_ enjoy the favourite food of the area – fish and chips, cooked to perfection (12) \_\_\_\_\_ a unique environment. This simple meal has been served to film stars, politicians and miners alike.

Harry Ramsden's is an English celebration of simple, value-for-money food, served stylishly and enjoyed (13) \_\_\_\_\_ all. More Harry Ramsden's restaurant (14) \_\_\_\_\_ opened since the original one, (15) \_\_\_\_\_ in Britain and abroad.

**Task 3. Read the text below. Complete the text with the correct forms of the words in brackets (1 – 15).**

Employees protesting at the planned closure of the Magnet electronic factory have begun a protest outside the factory in Brook Road. It (1) \_\_\_\_\_ (to reveal) last week that production at the factory, where over 3,000 local people (2) \_\_\_\_\_ (to employ), (3) \_\_\_\_\_ (to transfer) to the existing Magnet plant in Luton next month. Only a few new jobs (4) \_\_\_\_\_ (to expect) to be created. "Why (5) \_\_\_\_\_ (we not to





inform) about this earlier? We (6) \_\_\_\_\_  
(only to tell) about this two days ago,” said Marjory Calder,  
representing the workforce. “It’s about time companies such as  
this (7) \_\_\_\_\_ (to start) thinking about new local  
communities (8) \_\_\_\_\_ (to affect) by their  
policies. Most of us here own our houses. How are we going to  
keep paying the mortgage and find a job? I wish I  
(9) \_\_\_\_\_ (to know).” Reg Reynolds, Director of  
Magnet was asked what was being done to help those who have  
(10) \_\_\_\_\_ (to make) redundant. “Every effort  
(11) \_\_\_\_\_ (to make) over the past month to offer  
early retirement to those who qualify,” he told our reporter. When  
(12) \_\_\_\_\_ (to question) about why the workers  
(13) \_\_\_\_\_ (not to tell) about the closure  
earlier, he revealed the company (14) \_\_\_\_\_  
(to promise) a government loan to keep the factory open, but that  
at the last minute the government (15) \_\_\_\_\_  
(to decide) not to provide the loan after all. “So don’t blame the  
company, we’ve done our best.”

#### **Task 4. Your friend has sent you this note:**

***I’ve applied for a job as a youth organizer at a summer camp in the States this year. They’d like a letter of reference from someone who knows me well. They want to know how long you’ve known me, what my personality is like, what experience I have with young people (teenagers), and how well I am likely to adapt to living in an English-speaking environment. I’d be very grateful if you could write to them for me. The address is Vermont Summer Camp, Stowe, Vermont, USA. Thanks.***

**Victoria**

***Write your letter of reference of 100 – 120 words***



## **Домашня контрольна робота № 2**

### **з англійської мови**

#### **1. Read the text and choose the right answer.**

#### **Orange Announces Europe's First Intelligent Home**

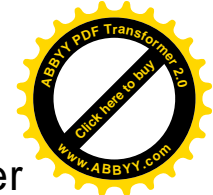
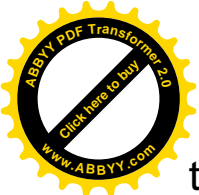
Orange the second largest mobile company in Europe, has spent \$ 2 million transforming an old farmhouse in Hertfordshire into a 'super home' where making the coffee, mowing the lawn, buying the groceries and turning on the washing machine can all be done by remote control from a phone.

From April 1 a family will spend six weeks learning to live with the control phones and a host of gadgets dreamt up by some of the world's best-known manufacturers. Their progress, and that of other families who will follow them, will be monitored by teams at the universities of Surrey and Portsmouth.

The designers had an imaginary family in mind when they drew up the plans for the house. David, a father, is a travel writer and broadcaster who works a lot from home, and Clare, his wife, is a reflexologist. The children – James, Melissa and Christopher – are aged 14, 7 and 10 months respectively. The baby's cot is, naturally, fitted with the noise and body temperature monitors and a camera in the room can send images of the child to screens around the house.

Now the search is on for parents and children who fit the designers' profile as closely as possible. Orange hopes to find them from among its staff or customers and an initial request for volunteers has had an overwhelming response. The company says it has been inundated by would-be guinea pigs willing to help the scientists discover just how much automation real people enjoy in their lives.

The house is powered partly by solar cells on the glass roof of the newly-built conservatory. Heating is supplied by a different sort of solar cell on the garage roof and the water used by the household for washing is recycled and used for flushing the lavatories. All this is established technology. What makes the Orange house different is that the phone can not only run



the bath, it can set the temperature and depth – and it never overflows. After a day's work, the inhabitants can turn on the central heating or cooker. On their way home, they can open the house remotely.

The household gadgets and systems can also be controlled by handheld computers. Giving verbal commands to "Wildfire", Orange's voice recognition system, can turn up the temperature, switch on the television, and turn off the lights. All these could be routine fixtures in millions of homes in a few years.

As the house is developed, its central computer will note the groceries ordered on the internet and once the purchases have been delivered and put away, scanners in fridge, bins or cupboards will note the items as they are used up and add them to the household's list of things to re-order. The house is evolutionary, says Orange. Ultimately, the computer could offer recipes based on the fridge or cupboard contents and use data from health-monitoring equipment, which the house boasts in its small gym, to come up with nutritious plans.

Sue Lambert, who is in control of the project, said the organizers were unsure of the outcome: "We do not know how far people will want to control heating, lighting, security, cooking or whatever. It is about how people use the technology and whether it makes thing easier or not. Do people want that one remote control for life? This experiment is sociological as well as technological."

1. The house ...
  1. has been specially built by Orange.
  2. is full of gadgets designed by Orange.
  3. belongs to universities.
  4. has been converted at cost of \$ 2 million.
2. Who will live in the house?
  1. David, Clare, and their three children.
  2. Volunteers, probably Orange staff or customers.
  3. No one. It's an imaginary situation.
  4. Scientists from the university.



3. The house is special because
  1. all technology is new.
  2. appliances and systems are controlled by phone.
  3. the water is recycled.
  4. it only uses established technology.
4. Eventually the house will be able to
  1. decide what you should eat.
  2. do the shopping for you.
  3. prepare and cook your food for you.
  4. plan an exercise programme.
5. Why has the experiment been set up?
  1. To test the technology and see how people react to it.
  2. To see how people in the house interact with each other.
  3. To show how life will be easier in the future.
  4. To see if the new technology works.

## 2. Choose the correct word in each sentence.

1. In a washing machine the clothes are ..... many times to get rid of the water.

- |          |            |
|----------|------------|
| 1. shove | 2. spun    |
| 3. fold  | 4. dragged |

2. "I ..... football to tennis", he said.

- |           |              |
|-----------|--------------|
| 1. prefer | 2. compare   |
| 3. object | 4. recommend |

3. It's not ..... to tell me how to do it; I know already!

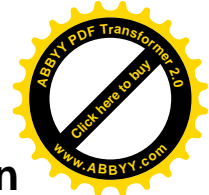
- |              |           |
|--------------|-----------|
| 1. available | 2. urgent |
| 3. necessary | 4. common |

4. "You are making ..... progress in learning English".

- |            |             |
|------------|-------------|
| 1. genuine | 2. medium   |
| 3. steady  | 4. optional |

5. You don't often see girls with a ..... these days, but it was a popular hairstyle in the fifties.

- |               |              |
|---------------|--------------|
| 1. freckles   | 2. fringe    |
| 3. sideboards | 4. pony-tail |



3. You have received a letter from your friend in England. Read the following extract from your friend's letter.

***I am doing a project on 'eating habits around the world'. It would be great if you could send me a description of eating habits in your country – something about usual meal times, traditional meals and any changes to eating habits you have noticed in recent years.***

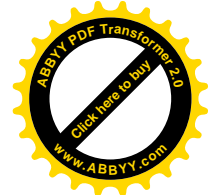
Write your letter to your friend. Start your letter:

*Dear Ann,*

Finish your letter:

*Best wishes,*

*Iryna*



## **Домашня контрольна робота № 3**

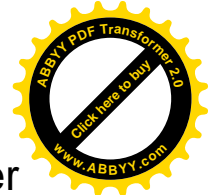
### **з англійської мови**

#### **1. Read the text and answer the questions.**

Once on the planet, it seems I was intent on making my mark from the very start. Soon after I was born, the family moved to Ireland, and it was there that I showed the first signals of the adventurous side of my nature. Mum recalls how she left me sitting with a box of toys inside a playpen in the living room while she was working in the kitchen. A few minutes later she was surprised to find me crawling around her feet. Puzzled, she carried me back to the playpen and convinced herself that, perhaps, after all, she hadn't put me inside it in the first place. When I appeared in the kitchen for the third time, she realized something was up and decided to keep an eye on me through the crack in the door. She couldn't believe her eyes. I was lifting the edge of the playpen onto the toy box, crawling out under the gap and then pulling the playpen down to the floor again, leaving everything in the right place. Everything, that is, except me.

Once I had found a way out of my confinement that was the start of my adventures. Nothing much was going to stop me as I found a variety of ways to get out and to cause parental anxieties. If I was left outside in my pram, brake or no brake, I would bounce it up and down until I eventually succeeded in getting the thing moving. I managed to cover some fairly impressive distances but, luckily, everyone knew who I was and where to return me. By the time my sister was born, I was 15 months old, up on my own two feet and walking. Of course, that posed a new set of problems for my Mum and Dad, who were constantly running around trying to contain my desire to wander. Dad decided to put a fence round the garden but that was never much of an obstacle, it was more of a challenge. For me, if it was there, it was there to be climbed. I regularly managed to escape and often the only evidence of me having been in the garden was a pair of trousers left hanging on the fence.





If these were the first signs of the free spirit that was later to shape my life, my competitiveness took only slightly longer to show itself. After 18 months in Ireland, we returned to England. During a toddlers' 20-metre race, I hit upon a novel method of dealing with the opposition. This involved me knocking into the other runners, leaving them on their backsides, and consequently finding myself about as far ahead as you can get in a 20-metre race. Surprised, I stopped to look to where the rest of the runners were, only to find them all back on their feet and streaming past me.

Years later, a certain tactical inexperience led to another sporting disaster. As one of the team captains on the school sports day, I had asked for volunteers to compete in the mile race. No one volunteered so I had to run. I decided that I was going to win or to die trying. When they carried me off, I was about a lap ahead – it was just a pity that there were still another two laps to go.

1. The writer's mother was astonished because
  1. She couldn't find out how he was getting out of the playpen.
  2. He couldn't find his own way from the playpen to the kitchen.
  3. He left no sign of how he had got out of the playpen.
  4. She had made sure that he couldn't get out of the playpen.
2. Why was the writer fortunate in his adventures?
  1. No harm came to him.
  2. He always knew where to go.
  3. Nobody noticed he had gone.
  4. Someone always went with him.
3. In the 20-metre race, the writer
  1. Tried to win by cheating.
  2. Didn't know where the finish was.
  3. Accidentally caused a problem.
  4. Didn't understand the rules.



4. What does the writer say about the mile race?

1. He didn't run it in a sensible way.
2. He was expecting to win easily.
3. He didn't know how many laps it involved.
4. He was glad to take part in it.

5. Which characteristic does the writer emphasize in the extract?

1. His foolishness.
2. His sense of humour.
3. His calmness.
4. His determination.

## 2. Complete each sentence with one of the modal verbs.

1. Ted's flight from Amsterdam took more than 11 hours. He ..... be exhausted after such a long flight

- |               |           |
|---------------|-----------|
| 1. must       | 2. need   |
| 3. had better | 4. should |

2. The book is optional. My professor said we could read it if we needed extra credit. But we ..... read it if we don't want to.

- |                  |                    |
|------------------|--------------------|
| 1. can't         | 2. mustn't         |
| 3. don't have to | 4. are not able to |

3. Susan ..... hear the speaker because the crowd was cheering so loudly.

- |             |             |
|-------------|-------------|
| 1. couldn't | 2. can't    |
| 3. may not  | 4. must not |

4. The television isn't working. It ..... damaged during the move.

- |                   |            |
|-------------------|------------|
| 1. must have been | 2. must be |
| 3. must           | 4. mustn't |

5. A: ..... you hold your breath for more than a minute?

B: No, I can't.

- |           |        |
|-----------|--------|
| 1. must   | 2. may |
| 3. should | 4. can |



6. You ..... be rich to be a success. Some of the most successful people I know haven't got a penny to their name.

- |                  |            |
|------------------|------------|
| 1. don't have to | 2. mustn't |
| 3. shouldn't     | 4. can't   |

7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book ..... wrong.

- |            |          |
|------------|----------|
| 1. have to | 2. must  |
| 3. should  | 4. could |

8. He can't play tennis very well now but he ..... play quite well when he was younger.

- |         |           |
|---------|-----------|
| 1. must | 2. could  |
| 3. may  | 4. should |

9. You ..... leave the table once you have finished your meal and politely excused yourself.

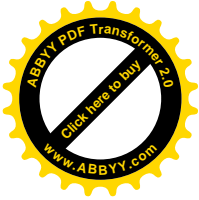
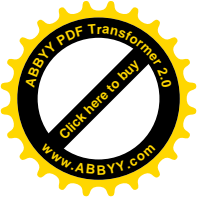
- |         |           |
|---------|-----------|
| 1. must | 2. should |
| 3. may  | 4. shall  |

10. .... we move into the leaving room? It's more comfortable in there and there's a beautiful view of the lake.

- |             |          |
|-------------|----------|
| 1. will     | 2. must  |
| 3. ought to | 4. shall |

**3. You are going away on holiday and an Australian friend and his family are coming to stay in your house during your absence. Write to your friend describing two or three local places they could visit, and explain the best means of getting there.**

**Write your letter in 120 – 150 words. Do not write any postal address.**



# СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

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Навчальне видання

## KEEP UP YOUR TESTING SKILLS

**(Розвиваємо навички виконання тестових завдань  
з англійської мови)**

Методичні рекомендації

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