

МВС України
Харківський національний університет внутрішніх справ

АНГЛІЙСЬКА МОВА МАЙБУТНІМ МАГІСТРАМ

Навчальний посібник

Рекомендовано

Вченою радою Харківського національного університету внутрішніх справ

Харків 2019

ПЕРЕДМОВА

Навчальний посібник складається з трьох розділів. Кожний розділ містить тренувальні вправи, спрямовані на вдосконалення вмінь та навичок іншомовної комунікації.

Завдання першого розділу формують навички аналітичного читання та роботи з лексичними одиницями. Виконання вправ допомагає покращити навички залежно від мети читання, адже кожен вид читання має свої особливості, які пов'язані з темпом отримання інформації та її обсягом. Контроль розуміння прочитаного проводиться за допомогою тестових завдань.

Система вправ другого розділу спрямована на вдосконалення вмінь використовувати лексичний і граматичний матеріал.

Третій розділ посібника створений для ознайомлення кандидатів зі змістом і структурою тестових завдань у форматі ЗНО із читання та перевірки рівня сформованості навичок використання мови. Виконання ознайомлювальних тренувальних тестів демонструє рівень сформованості іншомовної компетентності користувачів. Кожен розділ може бути використаний як в комплексі так і незалежно один від одного.

Посібник може бути використаний для самостійної роботи і на заняттях в аудиторіях у закладах вищої освіти.

Користувачі посібнику матимуть можливість перевірити рівень своїх умінь і навичок. З цією метою у посібнику надані правильні відповіді до всіх запропонованих вправ. Об'єктами оцінки є мовленнєва компетентність у читанні, а також мовні лексичні та граматичні компетентності.

Посібник призначений для слухачів з достатнім рівнем володіння іноземною мовою. Він націлений на формування навичок і вмінь читати, перекладати, аналізувати структуру і зміст текстів, виконувати граматичні та лексичні завдання самостійно.

TEXT 1

ROBOT TEACHERS

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organize and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Task 1

Are the sentences true or false?

	Answer	
1. Most jobs seem as if they can be done by robots or computers.	True	False
2. Robots are always better at diagnosing illness than doctors.	True	False
3. Many experts agree robots will replace teachers by 2027.	True	False
4. One advantage of robot teachers is that they don't need to rest.	True	False
5. Robot assistants could help teachers by marking homework.	True	False
6. Some teachers use robots to reduce their time answering emails and marking homework.	True	False

Task 2

Choose the best answer.

1. It's easy to think robots ...

- a. will replace people even if we don't like the idea.
 - b. are more capable than people and it's true.
 - c. can do less than people but it's not always true.
2. Anthony Seldon thinks teachers in the future will ...
 - a. help robots in class.
 - b. teach knowledge to students.
 - c. no longer exist.
3. Robots will probably never ...
 - a. have human understanding of emotions.
 - b. be a popular choice for teachers.
 - c. be intelligent enough to work in education.
4. Some parts of the world ...
 - a. pay robots to teach.
 - b. already use robots in teaching jobs.
 - c. have a shortage of teachers.
5. Teachers ...
 - a. work harder than office workers.
 - b. have less help than office workers.
 - c. leave their jobs to become office workers.
6. Robots could ...
 - a. empathise with students.
 - b. mark homework.
 - c. prepare lessons.

Task 3

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. a takeover
2. to adapt
3. to underestimate
4. empathy
5. to diagnose
6. creative

Definitions

- a. the ability to think of new ideas
- b. to think something is less than it is
- c. to work out what kind of illness someone has
- d. when someone takes control of something, like a job or a place
- e. to change something so that it fits better
- f. the ability to deeply understand someone's situation or feeling

TEXT 2

A TRAVEL GUIDE

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Task 1

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. polluted
2. noodles
3. alternative
4. authentic
5. express
6. a stand

Definition

- a. real or normal for a place, not specially for tourists
- b. dirty from traffic or chemicals
- c. fast
- d. another way to do something
- e. a table where food or other things are sold in a market
- f. a long, thin food made from flour, water and eggs

Task 2

Match the Bangkok landmarks and places with the descriptions.

Wat Pho	Khao San Road	Sukhumvit
Yaowarat Street	Phra Kanong	Chao Phraya

1. a place that you might see in the film *The Beach*
2. a place where local Thai people go
3. an alternative route through the city
4. a place to go for shopping and bars
5. a place to go for food
6. an important sightseeing spot

Task 3

Are the sentences true or false?

	Answer	
1. One night is enough time to see Bangkok.	True	False
2. Khao San Road is an authentic Thai area of the city.	True	False
3. Phra Kanong is further away from the main tourist sites than Khao San Road is.	True	False
4. The river boat taxis often get stuck in traffic too.	True	False
5. Taking the Skytrain is a faster way to see the city than going by taxi.	True	False
6. You need to choose where to eat carefully, as not everywhere is good.	True	False

TEXT 3

SOCIAL MEDIA INFLUENCERS

It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro -bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them. Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

Task 1

Choose the best answer.

1. A social media influencer is not someone who ...

- d. guides the decisions of their followers.
 - e. is an expert in a particular area.
 - f. pays their followers to buy products.
 - g. has many followers who pay attention to their opinions.
2. Companies want to use influencers to help ...
 - a. sell their products to their followers.
 - b. develop new products.
 - c. write their blogposts.
 - d. design their websites.
 3. If you want to be an influencer, your bio on your social media account shouldn't ...
 - a. say who you are.
 - b. talk about your niche area.
 - c. be interesting.
 - d. be the same as other people's bios.
 4. You should make sure that you post ...
 - a. once a month.
 - b. every day for the first month and then once a month after that.
 - c. about similar subjects.
 - d. about all sorts of different things.
 5. You can make sure that people find your post by ...
 - a. using hashtags.
 - b. using funny or memorable titles.
 - c. using different social media to link to your post.
 - d. doing all of the above.
 6. What should the title of this blogpost be?
 - a. Five ways to influence people
 - b. Five ways to use influencers in marketing
 - c. Five tips on becoming a social media influencer
 - d. Five tips on making money as an influencer

Task 2

Are the sentences true or false?

	Answer	
1. An influencer needs to know about as many topics as possible, e.g. fashion, travel, technology, etc.	True	False
2. Companies are paying some influencers up to \$25,000 to post about	True	False

their products.

- | | | |
|--|------|-------|
| 3. Most influencers write regular posts on their blogs or micro-blogs. | True | False |
| 4. You can chat with your followers using your bio. | True | False |
| 5. Your posts should not only be attractive but should tell a story. | True | False |
| 6. You can become a social media influencer in a short time. | True | False |

Task 3

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. expertise
2. a trend
3. an audience
4. consistent
5. catchy
6. to charge
7. a bio
8. a niche

Definitions

- a. something that is popular right now
- b. the people who watch or follow a public event, e.g. a film or concert
- c. expert knowledge or skill in an area
- d. to ask someone to pay
- e. a specialised area
- f. a short introduction of a person (short for 'biography')
- g. doing something in the same way over time
- h. attractive and easily remember

TEXT 4

THE STATE OF THE WORLD

If your view of the world comes from watching the news and reading newspapers, you could be forgiven for lying awake at night worrying about the future. Apparently, rising violence and population rates mean humans are both killing each other in ever larger numbers and being born at rates the world's resources can't sustain. To make matters worse, all the wealth is concentrated on a handful of people in the world's richest

countries. People in low-income countries live in poverty while the West gets richer. Depressing, isn't it?

But do the statistics support our negative world view or is the world actually improving?

Let's take global population first. It's around 7 billion now, in line with figures predicted by the UN in 1958. By the year 2100, the same experts predict it will be around 11 billion. But did you know that 11 billion is probably as high as that number will get? The rate of increase will slow down in the second half of this century thanks to falling birth rates today.

Falling birth rates? Yes, that's right.

In the last two centuries, improvements in technology and health meant fewer children died young, fuelling rapid population growth. These large families produced even more children who survived into adulthood and had their own children. But with the wider availability of contraception in the 1960s, the global average number of babies per woman has declined from six babies per woman to as low as two.

The biggest factor in child mortality is poverty. And while it's still true that only 20 per cent of the world takes about 74 per cent of the world's income, 60 per cent of the world now falls into a middle-income group, with 11.6 per cent – the smallest amount of people in history – still living in conditions of extreme poverty. If the majority of the world's people have money, international aid could realistically achieve the UN target of eradicating poverty by 2030. As poverty goes down, life expectancy goes up, birth rates go down because parents can expect their existing children to survive, and the global population stabilises.

As for news stories that make us think the world is an increasingly violent place, there is cause for some optimism too. Between the end of World War II and 1990, there were 30 wars that killed more than 100,000 people. Today there are still civil wars, but countries are mostly co-existing more peacefully than in the past. However, terrorism has shot up in the last few years and, since World War II, wars have killed many more civilians than soldiers. Even for civilians, though, the statistics are not all bad. Although deaths are nine times more likely to be a result of violent crime than political conflict, the global murder rate fell slightly, from 8 per 100,000 people in 2000 to about 5.3 in 2015.

Of course, none of this means the world is perfect, and whether you personally are affected by war and poverty is often down to the lottery of where you're born. Also, we still face huge problems of our own making, particularly environmental ones like global warming, and wealth and natural resources need to be distributed more fairly. But not all the news is bad news, whatever the TV and newspapers might say.

Task 1

Match the numbers with the facts they represent.

60%	11.6%	20%
11 billion	5.3	74%

1. the expected peak global population
2. the size of the richest group of people
3. the amount of the richest group's income
4. the amount of people who are neither rich nor poor
5. the amount of people with the least money
6. the number of murders per 100,000 people in 2015

Task 2

Circle the best answer.

1. What does the word 'apparently' in the first paragraph tell us about the rise in violence we see in the news?
 - a. The rise is obviously true.
 - b. The rise seems to be true but evidence might show it isn't.
 - c. The rise seems false but evidence might show it's true.

2. Which statement about population levels is correct?
 - a. About two hundred years ago, the child mortality rate dropped significantly.
 - b. The rate is growing steadily now.
 - c. The rate will start to drop in the year 2100.

3. Which factor does NOT cause the birth rate to fall?
 - a. Improvements in healthcare
 - b. The availability of contraception
 - c. Poverty

4. One of the UN's targets for 2030 is to ...
 - a. end poverty.
 - b. increase life expectancy.
 - c. make population levels stable.

5. People are more likely to be killed ...
 - a. by soldiers.
 - b. by politicians.

c. by criminals.

6. There is reason to be optimistic because ...

a. you might win the lottery.

b. there are some positives despite what the newspapers report.

c. we're making progress with environmental problems.

Task 3

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. to eradicate

2. to sustain

3. a civilian

4. life expectancy

5. contraception

6. to fuel

7. to be down to

8. optimism

Definitions

a. to support

b. to make something increase or become stronger

c. methods of preventing pregnancy

d. to make something disappear forever

e. how long a person is expected to live

f. positive thinking

g. someone who is not a soldier

h. to be the result of

TEXT 5

HOW HUMANS EVOLVED LANGUAGE

A

Thanks to the field of linguistics we know much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. For example, we understand the origins of the Indo-European group of languages, which includes Norwegian, Hindi and English, and can trace them back to tribes in eastern Europe in about 3000 BC.

So, we have mapped out a great deal of the history of language, but there are still areas we know little about. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

So, we have mapped out a great deal of the history of language, but there are still areas we know little about. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

B

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an innate system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share this capability because they are able to recognise when these rules are broken.

C

If we want to know where our capability for complex language came from, we need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that way. And for this there are very few physical clues; artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds. Before that, evolutionary biologists can only guess whether or not early humans communicated using more basic sounds.

D

Another question is what is it about human brains that allowed language to evolve in a way that it did not in other primates? At some point, our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. These were the basic ingredients for complex language. The next change would have been to put those words into sentences, similar to the 'protolanguage' children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain or was simply a response to our increasingly civilised way of living together.

Between 100,000 and 50,000 years ago, though, we start to see the evidence of early human civilisation, through cave paintings for example; no one knows the connection between this and language. Brains didn't suddenly get bigger, yet humans did become

more complex and more intelligent. Was it using language that caused their brains to develop? Or did their more complex brains start producing language?

E

More questions lie in looking at the influence of genetics on brain and language development. Are there genes that mutated and gave us language ability? Researchers have found a gene mutation that occurred between 200,000 and 100,000 years ago, which seems to have a connection with speaking and how our brains control our mouths and face. Monkeys have a similar gene, but it did not undergo this mutation. It's too early to say how much influence genes have on language, but one day the answers might be found in our DNA.

Task 1

Match the headings with the parts of the text (1-5).

What we know	How linguistic capacity evolved	How unique are we?
The physical evidence	The tiny change that may separate us from monkeys	

1.
2.
3.
4.
5.

Task 2

Are the sentences true or false?

	Answer	
1. Experts fully understand how the Hindi language developed.	True	False
2. The grammar of dolphin language follows the same rules as human language.	True	False
3. Brain size is not the only factor in determining language capability.	True	False
4. The language of very young children has something in common with the way our prehistoric ancestors may have spoken.	True	False
5. When people started using complex language, their brains got bigger.	True	False
6. The role of genetics in language capacity is not yet clear.	True	False

Task 3

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

- 1..... a chimpanzee
- 2..... linguistics
- 3..... evolutionary
- 4..... civilised
- 5..... to mutate
- 6..... DNA
- 7..... innate
- 8..... an artefact

Definitions

- a. the study of language
- b. relating to the way in which living things develop over millions of years
- c. a species of ape
- d. existing in us since birth; natural rather than learned
- e. an object made by a human, especially one that is of historical interest
- f. socially advanced and developed
- g. to change into something different
- h. a chemical that carries genetic information

TEXT 6

A THREAT TO BANANAS

In the 1950s, Central American commercial banana growers were facing the death of their most lucrative product, the Gros Michel banana, known as Big Mike. And now it's happening again to Big Mike's successor – the Cavendish.

With its easily transported, thick-skinned and sweet-tasting fruit, the Gros Michel banana plant dominated the plantations of Central America. United Fruit, the main grower and exporter in South America at the time, mass-produced its bananas in the most efficient way possible: it cloned shoots from the stems of plants instead of growing plants from seeds, and cultivated them in densely packed fields.

Unfortunately, these conditions are also perfect for the spread of the fungus *Fusarium oxysporum f. sp. cubense*, which attacks the plant's roots and prevents it from transporting water to the stem and leaves. The TR-1 strain of the fungus was resistant to crop sprays and travelled around on boots or the tyres of trucks, slowly infecting plantations across the region. In an attempt to escape the fungus, farmers abandoned infected fields, flooded them and then replanted crops somewhere else, often cutting down rainforest to do so.

Their efforts failed. So, instead, they searched for a variety of banana that the fungus didn't affect. They found the Cavendish, as it was called, in the greenhouse of a British duke. It wasn't as well suited to shipping as the Gros Michel, but its bananas tasted good enough to keep consumers happy. Most importantly, TR-1 didn't seem to affect it. In a few years, United Fruit had saved itself from bankruptcy by filling its plantations with thousands of the new plants, copying the same monoculture growing conditions Gros Michel had thrived in.

While the operation was a huge success for the Latin American industry, the Cavendish banana itself is far from safe. In 2014, South East Asia, another major banana producer, exported four million tons of Cavendish bananas. But, in 2015, its exports had dropped by 46 per cent thanks to a combination of another strain of the fungus, TR-4, and bad weather.

Growing practices in South East Asia haven't helped matters. Growers can't always afford the expensive lab-based methods to clone plants from shoots without spreading the disease. Also, they often aren't strict enough about cleaning farm equipment and quarantining infected fields. As a result, the fungus has spread to Australia, the Middle East and Mozambique – and Latin America, heavily dependent on its monoculture Cavendish crops, could easily be next.

Racing against the inevitable, scientists are working on solving the problem by genetically modifying the Cavendish with genes from TR-4-resistant banana species. Researchers at the Queensland University of Technology have successfully grown two kinds of modified plant which have remained resistant for three years so far. But some experts think this is just a sophisticated version of the same temporary solution the original Cavendish provided. If the new bananas are planted in the same monocultures as the Cavendish and the Gros Michel before it, the risk is that another strain of the disease may rise up to threaten the modified plants too.

Task 1

Circle the best answer.

1. Mass-produced bananas are ...
 - d. grown from seeds because its efficient.
 - e. cloned because it's a fast and cheap way to grow them.
 - f. sweeter than other bananas.
 - g. exported to Central America.
2. The spread of the TR-1 strain was ...
 - a. caused by lack of water.
 - b. speeded up by the flooding of banana fields.
 - c. slowed down by crop spraying.
 - d. helped by the movement of people and vehicles.

3. Which sentence is NOT true?
 - a. The Cavendish replaced the Gros Michel.
 - b. The Cavendish bananas were easier to transport than the Gros Michel.
 - c. The Cavendish was resistant.
 - d. The Cavendish stopped United Fruit from losing more money.
4. South East Asia's Cavendish exports fell in 2015 because ...
 - a. a new strain of the fungus had developed.
 - b. farmers can't afford new farming technology.
 - c. they had to quarantine their fruit.
 - d. they depended too much on other countries.
5. Genetically modifying bananas may ...
 - a. mean farmers can grow the Gros Michel again.
 - b. cause farmers to repeat the mistakes of the past.
 - c. encourage farmers to try new growing methods.
 - d. only be a short-term solution.
6. How would you describe the writer's opinion about the future of the Cavendish?
 - a. Optimistic
 - b. Pessimistic
 - c. Cautious
 - d. Uninterested

Task 2

Complete the notes.

grows easily	South East Asia	TR-1	flooding banana fields	tastes good enough
to new locations	ships well	TR-4	genetically modifying crops	Central America

GROS MICHEL

1. Vulnerable to the strain of the fungus *Fusarium oxysporum f. sp. cubense*
2. Suitable for commercial use because it and tastes sweet
3. At risk in
4. Attempts to save the banana: moving and

CAVENDISH

5. Suitable for commercial use because it and
..... for consumers
6. Vulnerable to the strain of the fungus *Fusarium oxysporum f. sp. cubense*
7. At risk in
8. Attempt to save the banana:

Task 3

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

Definitions

- | | |
|-----------------------|--|
| 1. resistant | a. makes a lot of profit |
| 2. fungus | b. a baby plant |
| 3. a plantation | c. the long thin part of a plant |
| 4. lucrative | d. the family that mushrooms belong to |
| 5. a shoot | e. not affected by something |
| 6. a stem | f. a large area where crops are grown, for example tea and coffee |
| 7. to quarantine | |
| 8. a monoculture | g. one kind of crop with no others grown for variety |
| | h. to isolate something so that nothing else can touch it or be affected by it |

TEXT 7

WORK- LIFE BALANCE

Ronan

I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn't seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.

Jo

I used to do a typical five-day week, but after I came out of my maternity leave, I decided that I wanted to spend more time with my children before they start school. After

negotiating with my boss, we decided to cut my working week down to a three- day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week.

Marcus

I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chit-chat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

Lily

I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

Task 1

Circle the best answer.

1. Ronan would prefer it if he ...
 - h. wasn't left to his own devices.
 - i. could spend more time commuting and less time in the office.
 - j. could work from home and be judged based on task performance.
 - k. could trust his boss more.
2. Jo wanted to reduce her working hours because she ...
 - a. thought she would be more efficient and productive when she was at the office.
 - b. wanted to bring her work home.

- c. wanted to go on maternity leave.
 - d. wanted to spend time with her children.
3. Jo is unhappy with her three-day work week because ...
 - a. she didn't realise how much the change would affect her economically.
 - b. she now has to spend more time looking after her children and her family.
 - c. she has more deadlines to meet.
 - d. her workload has remained the same although she's reduced her hours.
 4. In Marcus's opinion, which of these is a disadvantage of working from home?
 - a. You spend a lot of time in the house.
 - b. It's easy to get distracted by your family.
 - c. You tend to work later.
 - d. You end up eating more as you have access to the fridge all day.
 5. Why did Lily not like working from home?
 - a. She found it lonely.
 - b. Her family didn't like her working.
 - c. She didn't have a good Wi-Fi connection.
 - d. There were a lot of distractions.
 6. What solution did Lily find most suitable for her working needs?
 - a. Renting an office space to work from.
 - b. Working from a café.
 - c. Working for an employer.
 - d. Working for other freelancers.

Task 2

Are the sentences true or false?

	Answer	
1. Ronan's boss thinks his employees will not be as productive if they work from home.	True	False
2. Ronan thinks that the performance of employees should be judged according to how much time they spend in the office.	True	False
3. Jo is paid the same for a five-day work week as she is on a three-day week.	True	False
4. Jo feels exhausted trying to manage both a five-day workload and childcare.	True	False
5. Although Marcus sees the benefit in not having idle chit-chat, he misses interacting with his colleagues.	True	False
6. Lily didn't like working from the café because the coffee wasn't very good.	True	False

Task 3

Match the definitions (a–j) with the vocabulary (1–10).

Vocabulary

1. idle chit-chat
2. maternity leave
3. to bounce ideas off someone
4. to wear someone out
5. to clock in
6. to make a concession
7. paid on a pro-rata basis
8. a freelancer
9. a commute
10. to be left to your own devices

Definitions

- a. a regular journey between work and home
- b. to be allowed to decide what to do by yourself
- c. to record the time you begin work
- d. a period of time a woman takes off work due to the birth of a child
- e. calculated according to how many hours you work
- f. to make someone very tired
- g. to give or allow something in order to end an argument or conflict
- h. talk that is informal and irrelevant to work
- i. a person who sells their services or work by the hour or day
- j. to share ideas with someone in order to get feedback on them

TEXT 8

WHY BRIDGES COLLAPSE

Some of the biggest and most expensive transportation projects in the world have involved building bridges. Bridges are crucial links that carry cars, trucks and trains across bodies of water, mountain gorges or other roads. As a result, they are one of the most important aspects of civil engineering and are subject to intense scrutiny, especially when they collapse.

Bridge collapses can be tragic events, leading to loss of life and serious property damage. That's why bridge engineers, designers and builders must always take their jobs very seriously. The best way for them to prevent these accidents is to understand why bridges collapse in the first place. Understanding bridge collapses can lead to major changes in the design, construction and safety of future building projects. The following are main reasons why bridges fall.

Fire

Historically, more bridges were made of wood and were much more susceptible to fire. This was particularly true of old-fashioned train bridges, where the spark created by the steel wheels and steel tracks could sometimes cause a bridge to catch fire and burn to the ground.

During construction

A large number of bridge accidents occur during the construction of the bridge itself. These accidents are often due to an error made by the engineers, such as a miscalculation. The bridge collapses under its own weight, and this can be deadly for the workers on it at the time.

Earthquakes

Earthquakes damage all structures, including bridges. Luckily, this kind of collapse is relatively infrequent, especially with modern bridges. Engineers have learned to design bridges in earthquake zones on areas that are much more resistant to movement.

By defect

Some bridge collapses are mysteries, and engineers only realise why after they conduct a complete investigation. In some cases, this could happen because inferior-quality material was used in the construction, or because of a defect in a key piece of the bridge. In other cases, the bridge was designed only to support a certain amount of weight and no more.

Boat or train crash

Both of these kinds of accidents are extremely rare, but boats and trains can cause a bridge to collapse for different reasons. With trains, it's the velocity of the impact that can bring a bridge down. With boats, it's the very large mass they have that can bring about the collapse, even if they are moving very slowly when it occurs.

The best way to avoid bridge failures is to plan for them. Modern technologies that can detect structural weakness, safer working environments and better designs can all help to reduce these terrible accidents.

Task 1

Circle the correct answer.

1. Why are bridges considered so important according to the article?
 - a. They are important parts of a transportation network.
 - b. They cost a lot of money.
 - c. When they collapse it's a serious problem.

2. How can the people who make bridges stop collapse?
 - a. By studying for longer at university
 - b. By asking engineering experts to check their work
 - c. By studying the reasons for a collapse

3. Which of the following reasons is given as the cause of a bridge catching fire?

- a. A lightning strike
 - b. The contact between train tracks and train wheels
 - c. The extreme heat of a train
4. Which is an example of an error during construction?
- a. The bridge catches fire.
 - b. A mistake is made in the calculations.
 - c. There is a natural disaster.
5. How common is it for an earthquake to destroy a bridge?
- a. Very common in earthquakes zones
 - b. Relatively common
 - c. Relatively uncommon
6. Which of the following is not mentioned as a defect in bridge construction?
- a. A badly made part
 - b. Inexperienced designers or engineers
 - c. Poor-quality materials
7. How does a train cause a bridge to collapse?
- a. By being too heavy for a bridge to support
 - b. By being very big
 - c. By hitting a bridge very fast
8. What role can modern technology have in reducing bridge accidents?
- a. It can detect weak spots in the construction.
 - b. It can stop human error.
 - c. It can select higher-quality materials.

Task 2

Circle the correct word to complete the sentences.

1. _____ a result, civil engineers study collapses closely.
- a. As
 - b. For
 - c. In
2. The accident was subject _____ a full investigation.
- a. for
 - b. of
 - c. to

3. Luckily there was no _____ of life in the accident.
 - a. lose
 - b. loss
 - c. lost
4. Young children are susceptible _____ illness.
 - a. for
 - b. of
 - c. to
5. It only takes a few minutes for the leaves to _____ fire.
 - a. catch
 - b. get
 - c. start
6. The accident was _____ to an error in construction.
 - a. cause
 - b. due
 - c. find
7. The bridge could collapse _____ its own weight.
 - a. below
 - b. in
 - c. under
8. The police will _____ an investigation.
 - a. conduct
 - b. do
 - c. make

Task 3

Match the definitions (a–j) with the vocabulary (1–10).

Vocabulary

1. susceptible to something
2. scrutiny
3. to collapse
4. tragic
5. a defect
6. to bring about
7. to occur
8. crucial
9. to prevent
10. a gorge

Definitions

- a. extremely important
- b. a deep valley with high sides
- c. careful examination of something
- d. to fall down suddenly
- e. causing great sadness
to stop something from
- f. happening
- g. easily affected by something
- h. to happen
- i. a fault in something
- j. to make something happen

TEXT 9

THE SHARING ECONOMY

If we look around us at the things we have purchased at some point in our lives, we would no doubt notice that not everything we own is being put to good use: the thick woollen coat which we thought looked trendy despite the fact that we live in a tropical country, the smartphone that got put away when we bought ourselves the newest model, the car that only gets used at the weekends, or even the guest room in our house that somehow got turned into a storeroom.

Those underutilised items may seem useless to some, but could be an asset to others. With the advent of the internet, online communities have figured out a way to generate profit from the sharing of those underused assets. Using websites and social media groups that facilitate the buying and selling of second-hand goods, it is now easier than ever for peer-to-peer sharing activities to take place. And this is known as the sharing economy.

These democratised online platforms are providing a chance for people to make a quick buck or two. To give an example, busy parents previously might not have bothered with setting up a stall at the local market or car boot sale to sell their children's old equipment, but with online marketplaces, parents are now able to sell on those hardly worn baby clothes that their children have outgrown and the expensive pushchairs and baby equipment they have invested in, so as to put some cash back into their pockets.

Businesses have also caught on to the profitability of the sharing economy and are seeking to gain from making use of those underutilised resources. A business model that has rapidly risen in popularity sees companies providing an online platform that puts customers in contact with those who can provide a particular product or service. Companies like Airbnb act as a middleman for people to cash in on their unused rooms and houses and let them out as lucrative accommodation. Another example is Uber, which encourages people to use their own personal cars as taxis to make some extra cash in their free time.

This move towards a sharing economy is not without criticisms. Unlike businesses, unregulated individuals do not have to follow certain regulations and this can lead to poorer and inconsistent quality of goods and services and a higher risk of fraud. Nevertheless, in the consumerist society we live in today, the increased opportunities to sell on our unwanted and underused goods can lead to a lesser impact on our environment.

Task 1

Circle the best answer.

1. The sharing economy does not involve ...
 - d. a. people selling their used things to others.
 - e. b. people offering their services to others.
 - f. c. businesses selling their goods to people.

- g. d. businesses acting as a middleman for people who want to sell a product and people who want to buy it.
2. People can now sell things more easily because ...
- h. a. people nowadays buy more things.
 - i. b. businesses want to buy the things they don't use.
 - j. c. there are now more market stalls and car boot sales.
 - k. d. there are now online platforms where they can meet people who want to buy their goods and services.
3. Parents might want to sell their baby clothes and baby equipment because ...
- a. they want to make back some of the money some of the money they spent on those baby purchases.
 - b. they don't like the baby items they have bought.
 - c. the baby clothes and equipment are old and worn out.
 - d. they need the money for other investments.
4. Which of these is something that the author says we might underutilise?
- a. A thick coat in a cold country
 - b. The latest smartphone
 - c. Clothes our babies don't or can't wear any more
 - d. The storeroom in our house
5. It might be a problem for unregulated individuals to sell to others because ...
- a. they have to follow certain regulations.
 - b. what they sell might be of a lower quality.
 - c. they don't have a business licence.
 - d. they like to criticise their buyers.
6. What might be a good title for this article?
- a. The consumerist society
 - b. Parents who need money
 - c. The rise of the sharing economy
 - d. Why we buy things we don't need

Task 2

Are the sentences true or false?

1. We don't always use everything we buy.

Answer

True False

- | | | |
|---|------|-------|
| 2. By offering our goods and services online, we can make a profit. | True | False |
| 3. Things that are useless to you will also be useless to others. | True | False |
| 4. Businesses have realized that they can make money by buying people's unwanted goods. | True | False |
| 5. Airbnb is a company that sells people's unwanted houses. | True | False |
| 6. The chance to buy other people's unwanted goods can lead to a greener lifestyle. | True | False |

Task 3

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. to facilitate
2. inconsistent
3. underutilised
4. lucrative
5. to make a quick buck
6. to not bother with something
7. consumerist society
8. an asset

Definitions

- a. not used a lot or enough
- b. something you own that has value if sold
- c. to make a process or action easier
- d. to make money quickly
- e. to not want to do something because it's too much trouble
- f. something that can make you a lot of money
- g. something that keeps and is not always the same
- h. a society where people who love owning things and are always buying new goods

TEXT 10

THE LEGEND OF FAIRIES

Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in *Peter Pan*, **they** usually use their magic to do small things and are mostly friendly to humans.

We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can

be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think **these creatures** were originally the gods of earlier, pagan religions that worshipped nature. **They** were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for **this idea** is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. **This** might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that fairies stole new babies and replaced them with a ‘changeling’ – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

While most people no longer believe in fairies, only a hundred years ago some people were very willing to think they might exist. In 1917, 16-year-old Elsie Wright took two photos of her cousin, nine-year-old Frances Griffiths, sitting with fairies. Some photography experts thought they were fake, while others weren’t sure. But Arthur Conan Doyle, the writer of the Sherlock Holmes detective stories, believed they were real. He published the original pictures, and three **more** the girls took for him, in a magazine called *The Strand*, in 1920. The girls only admitted the photos were fake years later in 1983, created using pictures of dancers that Elsie copied from a book.

Task 1

Are the sentences true or false or is the information not given?

1. Fairies are not usually male.

True

False

Not given

2. Newer religions changed how people thought of fairies.

True

False

Not given

3. People used iron to protect themselves from fairies.

True

False

Not given

4. People thought very good babies were presents from the fairies.

True

False

Not given

5. Arthur Conan Doyle created some fake photos.

True

False

Not given

6. Elsie and Frances were surprised Arthur Conan Doyle believed them.

True

False

Not given

Task 2

Circle the best answer.

1. In paragraph 1, the word **they** refers to ...
 - a. fairies.
 - b. children.
 - c. stories.
2. In paragraph 2, the words **these creatures** refer to ...
 - a. tree and rivers.
 - b. the spirits of trees and rivers.
 - c. the Ancient Greek people.
3. In paragraph 2, the word **They** refers to ...
 - a. pagan gods.
 - b. pagan religions.
 - c. Greek and Roman gods.
4. In paragraph 3, the words **this idea** refer to ...
 - a. the idea that fairies were based on people.
 - b. the idea that fairies used metal weapons.
 - c. the idea that fairies used stone tools.
5. In paragraph 3, the word **This** refers to ...
 - a. the fact that fairies were thought to be afraid of iron.
 - b. stolen food.
 - c. the possibility that hiding people stole food and attacked villages.
6. In paragraph 4, the word **more** refers to ...
 - a. the girls.
 - b. the photos.
 - c. the fairies.

Task 3

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a tribe

2. fake
3. to support
4. to worship
5. origin
6. a spirit
7. a weapon
8. to invade

Definitions

- a. the explanation for how something started
- b. the part of a living thing which is not the body and you can't see or touch it
- c. to pray to
- d. a group of people, usually connected to each other by place or culture
- e. something used to hit or hurt people
- f. to attack a place with an army
- g. to make something stronger
- h. looks real but is not

**SECTION 2 “USE OF ENGLISH”
TEST 1**

For questions 1-15, read the following text and decide which word A, B, C or D best fits each space. There is an example at the beginning (0).

FAT MAN, THIN MAN

Most of us have at some time or (0) C seen a film with the two comedians, Laurel and Hardy. They (1)___ their first appearance in the (2)___ days of the cinema but not as the world-famous (3)___ act they were eventually to become. Historians of the cinema (4)___ to an accident that (5)___ them not only to appear in the same film but made them see in a sudden (6)___ that they (7)___ together like lock and key. They continued into the age of the talkies, happily not (8)___ by the arrival of sound, as (9)___ to so many actors and actresses whose voices (10)___ unsuitable. Both (11)___ as funny as they looked since Laurel, the ideas man, was also responsible (12)___ most of their dialogue. One of their most (13)___ films is “The Music Box”. Even today it still makes people (14)___ with laughter, and quite rightly won an Oscar– (15)___ their only one.

0	A once	B ago	C other	D else
1	A performed	B gave	C showed	D made
2	A still	B silent	C quiet	D dumb
3	A pair	B team	C double	D two
4	A indicate	B refer	C show	D mention
5	A caused	B made	C provided	D meant
6	A blink	B spark	C lightning	D flash
7	A fitted	B matched	C attached	D suited
8	A suffered	B minded	C regretted	D troubled
9	A arrived	B happened	C affected	D became
10	A proved	B showed	C found	D turned
11	A voiced	B heard	C sounded	D spoke
12	A of	B for	C with	D to
13	A common	B normal	C usual	D popular
14	A descend	B collapse	C sink	D fall

15	A finally	B uneasily	C strangely	D unusually
----	-----------	------------	-------------	-------------

TEST 2

For questions 1-15, read the following text and decide which word A, B, C or D best fits each space. There is an example at the beginning (0).

STONEHENGE RULES!

Nowadays, the computer is everywhere. It runs our lives. You (0)D a holiday or theatre or cinema seats or you pass through the supermarket (1)__, and somebody starts pressing keys. Instantly a screen and a machine (2)__ your movements as a spender. (3)__ you pay by card or cheque, your bank or building society is also (4)__ of your life as saver or spender. There (5)__ a computer (6)__ over your money. Where did it all begin, this modern (7)__ of accounting so different from that of the poor clerks Dickens (8)__ about sitting on high stools from early morning till late (9)__ night? Well, in Britain if you take a train or bus and travel across to the Southwest, you may (10)__ yourself looking at the answer. A few miles outside Salisbury (11)__ a broken ring of large stones known as Stonehenge. The ring is (12)__ over 4,000 years old. Experts have (13)__ that one use of the henge was to make calculations, probably to (14)__ with astronomy. If true then Stonehenge can (15)__ to be Britain's oldest computer – Stonehenge rules, you might well say.

0	A make	B demand	C order	D book
1	A lookouts	B sendoffs	C knockouts	D checkouts
2	A retail	B record	C retain	D report
3	A Despite	B Indeed	C Whether	D However
4	A piece	B part	C portion	D amount
5	A again	B however	C more	D over
6	A glances	B looks	C watches	D cares
7	A path	B route	C track	D way
8	A described	B wrote	C told	D reported
9	A in	B the	C of	D at
10	A get	B find	C apply	D appear
11	A stands	B runs	C grows	D forms
12	A many	B plenty	C well	D lots

13	A informed	B suggested	C advised	D appealed
14	A do	B make	C have	D refer
15	A demand	B insist	C claim	D maintain

TEST 3

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

GETTING THINGS DONE

Life in the smaller country places can (0)B you feel very isolated. Once our village didn't have a very good (1)___ into town since there were only two buses a week. (2)___ was the state of (3)___ when I first (4)___ there some years ago. I remember the startled (5)___ of women I spoke to outside the shops about this (6)___ of a very basic provision. 'Well, that's how it is, there's nothing we can do about it.' 'There's (7)___,' I replied quickly. 'We can (8)___ a meeting in the village hall, get up a petition, and (9)___ it to the local council, asking them to (10)___ the number of days a week the bus (11)___ . And most important of all we have to make sure that the local Member of Parliament either (12)___ the meeting or certainly gets a copy of our petition.' After some hesitation and (13)___ doubt about our chance of success, the idea was put into (14)___ with the (15)___ that today the village has a daily bus into town.

0	A get	B make	C force	D start
1	A transport	B route	C link	D service
2	A It	B This	C There	D So
3	A affairs	B matters	C ways	D facts
4	A survived	B settled	C rested	D started
5	A return	B repeat	C reaction	D result
6	A loss	B waste	C scarcity	D lack
7	A many	B plenty	C great	D lot
8	A hold	B raise	C handle	D bring
9	A refer	B propose	C present	D offer
10	A enlarge	B extend	C stretch	D develop
11	A serves	B drives	C transfers	D runs

12	A arrives	B comes	C attends	D appears
13	A first	B opening	C starting	D initial
14	A movement	B act	C practice	D form
15	A result	B output	C end	D verdict

TEST 4

For questions 1-15, read the following text and decide which word A, B, C or D best fits each space. There is an example at the beginning (0).

PLANNING A HOLIDAY

Going (0)B on holiday is a time of great excitement for all (1)___ family. It often (2)___ after a long period of discussion several months before, when for about three weeks every (3)___ booklet and prospectus is (4)___ up at the local travel agent's. There are sometimes so many of these they need to be brought home in a (5)___ bag. They are then gone through (6)___ by one every evening for about three weeks. Places are chosen by the (7)___ of the very attractive photographs and (8)___ to location. Everybody has their say, prices are (9)___ and lists are made. Finally it all (10)___ down to a choice of perhaps three places. It becomes almost impossible to (11)___ two of these and (12)___ what will certainly provide the family's next holiday. But the miracle eventually (13)___ place, and late one evening after much argument agreement is (14)___ . It is with a sigh of considerable (15)___ that next day the holiday is booked.

0	A out	B off	C with	D round
1	A of	B a	C in	D the
2	A presents	B comes	C passes	D appears
3	A approximate	B absolute	C available	D additional
4	A picked	B selected	C chosen	D lifted
5	A carriage	B transport	C porter	D carrier
6	A each	B every	C one	D single
7	A sight	B look	C air	D face
8	A allowing	B approving	C agreeing	D according
9	A compared	B composed	C rivalled	D resembled
10	A restricts	B limits	C narrows	D tightens

11	A depart	B eliminate	C dispose	D rid
12	A rest	B remain	C reside	D leave
13	A forms	B fits	C takes	D makes
14	A arrived	B received	C ended	D reached
15	A relief	B breath	C help	D rescue

TEST 5

For questions 1-15, read the following text and decide which word A, B, C or D best fits each space. There is an example at the beginning (0).

GARRETT A MORGAN

An accident between a car and a horse-drawn carriage turned on a green light in the mind of one (0)C to it. Why not, thought Garrett A Morgan, design a signal that would (1)___ the movement of road traffic? (2)___ a result, in February 1927 Morgan produced the world's first automatic electric traffic signal. His invention (3)___ of a pole with two arms that turned round to (4)___ when traffic should move. The words 'stop' and 'go' were on different sides of the arms, which automatically turned and (5)___ the right line of traffic when necessary. Morgan, who had been (6)___ about road safety because of the (7)___ number of cars coming on to the roads at the (8)___, sold his invention to the General Electric Company for \$40,000. Morgan was born in Kentucky in 1877 and (9)___ an elementary education. In 1905 he began a job (10)___ sewing machines and in 1907 he (11)___ his own shop for this. He (12)___ on to start a company selling hair treatments and later he invented the 'safety hood', which (13)___ firemen from gas and smoke and (14)___ a prize at a 1914 exhibition. Morgan died in 1963, just months after being (15)___ by the US government with an award for inventing the first automatic traffic signal.

0	A observer	B viewer	C witness	D spectator
1	A direct	B train	C master	D rule
2	A With	B Being	C As	D By
3	A composed	B combined	C constructed	D consisted
4	A declare	B indicate	C sign	D inform
5	A aimed	B opposed	C viewed	D faced
6	A tense	B restless	C excited	D concerned
7	A raising	B increasing	C enlarging	D heightening

8	A while	B period	C time	D age
9	A received	B attained	C gathered	D took
10	A remedying	B mending	C revising	D correcting
11	A opened	B introduced	C installed	D formed
12	A took	B went	C kept	D got
13	A covered	B prevented	C saved	D protected
14	A reached	B caught	C won	D succeeded
15	A respected	B honoured	C approved	D valued

TEST 6

For questions 1-8, read the following text and decide which word A, B, C or D best fits each space. There is an example at the beginning (0).

WHAT IS GENEALOGY

Genealogy is a (0) of history. It concerns family history, (1) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however - tracing your family history can also (2) in learning about your roots and identity. The Internet enables millions of people worldwide to (3) information about their family history, without great (4) People who research their family history often (5) that it's a fascinating hobby which (6) a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) in the survey discovered they were better off than their ancestors.

0	A band	B set	C series	D branch
1	A instead	B rather	C except	D sooner
2	A cause	B result	C result	D lead
3	A accomplish	B access	C approach	D admit
4	A fee	B price	C charge	D expense

5	A describe	B define	C remark	D regard
6	A reveals	B opens	C begins	D arises
7	A older	B greater	C higher	D futher
8	A attended	B participated	C included	D associated

TEST 7

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

You know exams are around the corner and you can't stop checking your Facebook? If that is (1)_____, you are (2)_____ to get bad results because of your more than apparent internet addiction.(3)_____ can be considered an internet addict when the internet becomes a priority in life, above other priorities, such as exams. Social media is known (4)_____ a rush of happiness and contentment (5)_____ the release of dopamine, a neurotransmitter which helps control the brain's reward and pleasure centres, and which plays a key role in addictions. The more people use social media, (6)_____ stimulation they receive, which makes them more vulnerable to addiction.

And teens get more easily addicted to the internet and social media because their brains are still developing and they still have to set their priorities, and that makes it more difficult (7)_____ control their use of social media even when they know that they really need to study for exams.

Social media is a constant source of text, photographs, videos – all of (8) _____ provide stimulus to the brain making the activity addictive. And peer pressure also adds to it, because teenagers feel that they would miss out on what's going on among their friends if they (9)_____ constantly check their Instagram, WhatsApp or Facebook.

(10)_____ seems that addiction to social media is more common in teens with lower self-esteem,(11)_____ their online interactions make them (12)_____ they are part of a group.

Of course, parents on (13) _____ don't have a clue what their kids do online. Not only (14) _____ have little or no idea how to technically control their children's behaviour online, but they also have the added problem that teenagers are absolute experts (15)_____ concealing everything from their parents.

1	A which	B so	C it	D like
2	A probable	B definitely	C probably	D likely

3	A people	B he	C one	D they
4	A that it triggers	B to trigger	C to have triggered	D trigger
5	A since	B to	C owing to	D because
6	A the most	B more	C increasingly	D the more
7	A they	B that they	C them	D for them to
8	A it	B which	C that	D what
9	A won't	B didn't	C don't	D wouldn't
10	A which	B there	C that	D It
11	A since	B because of	C on account of	D yet
12	A to feel	B feeling	C feel	D to feeling
13	A most	B general	C the whole	D all
14	A they do	B they	C do they	D they might
15	A To	B in	C for	D at

TEST 8

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

Only if you are a proficient speaker of a language that you have learned (1) _____ in adulthood (2) _____ really tell how hard it is (3) _____ to that level. Or maybe not so hard, (4) _____ most of the students who get there find real pleasure in reading and listening to the language, which (5) _____ central in the process of learning it. But it's definitely a long road to travel. Lots of people start to learn a language excited about the prospect that one day, they will be able to communicate with it. However, only a few of those people (6) _____ end up being proficient speakers of that language, because, (7) _____ students tend to lose some of their enthusiasm when they (8) _____ of the vast world of knowledge that still needs (9) _____. That is the moment of realization when language learners mistakenly stop focusing on what they are learning or already know, and start focusing on all the things they don't know or can't do.

Suppose you (10) _____ a high mountain, wouldn't it be harder (11) _____ if you kept looking at the remote and elevated top, instead of enjoying your every small step along the way? I'm sure it (12) _____. Language learners can see the summit of that overwhelming mountain at around intermediate level and upwards; that's the time (13) _____ many of those enthusiastic elementary students leave behind the comfort of their immediate surroundings and dare look up at the extent of the apparently impossible deed. My advice, learn to appreciate the beauty of those small steps, if you don't want to risk (14) _____ hope in order to become another language (15) _____.

1	A from nothing	B from start	C from zero	D from scratch
2	A you'd	B can you	C you might	D do you
3	A that someone will get	B that someone gets	C for someone getting	D for someone to get
4	A since	B even though	C due to	D because of
5	A is known to be	B there is	C is known that it is	D are
6	A are likely to	B are bound	C will likely	D definitely will
7	A truth be told	B as for the truth	C to be true	D telling the truth
8	A drop a glance	B catch a glimpse	C have a sight	D make a deep look
9	A to be learned	B to have learned	C to learn	D to have been learned
10	A 'd climbed	B 'd be climbing	C were climbing	D would climb
11	A to do so	B to do such	C do it	D doing that
12	A would	B did	C had	D were
13	A at when	B whose	C at which	D that
14	A giving away	B to give away	C to give up	D giving up
15	A miscarriage	B castaway	C dropout	D castoff

TEST 9

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

Three years ago, my father (1) _____ with cancer. It was stage IV cancer, which meant that he didn't have much time to live. When I learned that he was going to die, I (2) _____ him in over a year and, to be honest, our relationship wasn't the best. It was not that we argued a lot, because we (3) _____. But if we never argued, it was just because we didn't talk very often.

My parents divorced when I was a teenager, and my father had to move into (4) _____ apartment on the outskirts, which wasn't convenient for me. My friends lived near my mum's home, and in my father's apartment I had a very dark and tiny room. My father (5) _____ and he even bought me an amazing TV with the little income that he had. But I (6) _____ in (7) _____ tiny space, and I always made (8) _____ excuse to avoid visiting.

The thing is, I (9) _____ there for my dad when he needed me. Years went by and I started to feel guilty. I really wanted to have him back but I had let the relationship (10) _____ to the extent that we were practically strangers.

When he gave me the news, he looked (11) _____ he was truly sorry, and he told me that it was his fault that we had grown apart; he hadn't fought hard enough to make our relationship work. I couldn't believe how he could feel guilty when I was the one to blame.

I decided (12) _____ an unpaid leave of absence at work (13) _____ I could spend my dad's last weeks with him. It was very hard and wonderful at the same time. We talked for hours every day, we remembered all the good moments, we recounted all the details of our separate lives, we expressed all those feelings that had gone unconfessed. Before dying he told me that I had given him the best present he could ever have hoped for. I was so moved to hear that, and glad. Since that day I have always regretted (14) _____ more time with my dad. I wish I (15) _____ things differently while my father was alive and I still had the chance.

1 A Had diagnosed	B diagnosed	C was diagnosed	D is diagnosed
2 A hadn't seen	B didn't see	C haven't seen	D doesn't see
3 A weren't	B not	C didn't	D don't
4 A a little cheap	B an old little	C an uncomfortable little	D an old
5 A had painted	B had it paint	C had it painted	D had been painting
6 A didn't used to live	B wasn't used to live	C wasn't used to living	D wasn't used to be living
7 A so	B such	C as	D very

8 A whichever	B whatever	C however	D when ever
9 A should be	B should have been	C must have been	D had to be
10 A deteriorating	B to deteriorate	C deteriorate	D is deteriorating
11 A -	B as	C as if	D like
12 A taking	B to take	C take	D is taken
13 A for	B to	C so that	D so
14 A not to spend	B not to have spend	C not having spend	D not to be spend
15 A had done	B did	C would do	D have done

TEST 10

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

I didn't know (1) _____ until I told a friend that Sarah (2) _____ my texts for three days. It was then that my (3) _____ friend looked at me and yelled, "You got ghosted!" He had to explain that ghosting is when someone you are dating cuts all contact and disappears from your life. In other words, it's when you are dumped by someone without (4) _____ an explanation.

I had met Sarah through a dating app and (5) _____ coming from different backgrounds, we had lots of things in common. Being with her felt (6) _____ since the beginning. I felt we had a deep connection and that we (7) _____ to be together. After a few dates and a lot of kissing, I was more and more convinced that she was the one. But then she just vanished; she broke up with me without breaking up with me. I hated her for that. I thought she at least owed me an explanation. She (8) _____ me why she had stopped wanting to see me, or to even speak to me.

I didn't know what I (9) _____ wrong, and I was consumed by the thought that Sarah (10) _____ from my life if I had done something differently. But there was no way to know, (11) _____? Because she didn't want to take the time to explain herself. How could anyone do something like that? I lost self-esteem and it was difficult for me to trust the women I dated after Sarah. Until I met Emily.

Emily was easy to trust. She was (12) _____ nice and honest creatures that it was almost impossible not to like her. I really enjoyed (13) _____ time with her. She was sweet and caring, and she made me feel great about myself. However, she cared more than I did and gradually, I realised that we were not on the same level, and that I was going to end up hurting her. I needed to stop seeing her, because (14) _____ I was with her, the more I would hurt her feelings. And she didn't deserve that, so I needed to act quickly. I picked up the phone numerous times, but

I couldn't bring myself to break up with her. Then she texted me a couple of times, but I didn't answer her texts. And I didn't return any of her calls. I didn't know what to say. I knew that (15) _____ I said would hurt her. So I said nothing. I just ghosted her.

1 A what was ghosting	B what did ghosting mean	C what ghosting was	D what does ghosting mean
2 A wasn't answering	B didn't answer	C hadn't been answering	D hadn't answered
3 A funny old big	B big funny old	C funny big old	D big old funny
4 A having given	B giving	C being given	D having been given
5 A despite	B however	C although	D inspite of
6 A greatly	B amazing	C amazingly	D amazed
7 A were destined clearly	B were clearly destined	C clearly were destined	D are clearly destined
8 A should tell	B should be told	C should have told	D should have been told
9 A had done	B was doing	C did	D done
10 A might never have disappeared	B would never disappear	C had never disappeared	D hadn't been disappeared
11 A was there	B didn't it	C wasn't there	D were there
12 A so	B such	C such a	D so so
13 A spend	B to spend	C spending	D were spent
14 A the more long	B the longer	C as long as	D the longest
15 A however	B whatever	C whichever	D whenever

SECTION 3. PRACTICE TESTS

TEST 1

TASK 1

Read the following article; choose the best titles for passages from the list below. There are two extra titles which you do not need to use.

The Six Rules of Effective Communication

Rule #1: (1) _____

Jumbled thoughts lead to incoherent speech. You should be clear about the message that you want to convey, and it is helpful to have a framework for the conversation.

Rule #2: (2) _____

When you think through a subject, try to envision what sort of reaction you will evoke. Think of different directions that the conversation may go, and prepare your ground accordingly. It helps to consider the personality and behavior of the person with whom you are dealing.

Rule #3: (3) _____

The message you convey through your gestures, body language, and facial expressions will play a huge role in the response you elicit. For this reason, your verbal and nonverbal message need to be consistent; otherwise, you will send mixed signals and not achieve the outcome you desire.

Rule #4: (4) _____

As they say, less is more. This holds true for communication as well. Your goal in communication is to convey a message and create a certain response. Emphasize your key points simply, and respond to questions directly.

Rule #5: (5) _____

When you show how the other person will directly get from your offer, you are very close to convincing him/her. To do this, you must highlight the rewards of your offer, and explain how they will improve his or her life. For example, instead of explaining that a new product is more efficient, you might emphasize how much time or money the customer will save. This is the fifth great rule for becoming a good communicator.

Rule #6: (6) _____

The importance of understanding the other party's viewpoint is often overlooked. Effective communication is two-way process; if you adopt a one-way attitude, you will fail to create a rapport with your counterpart. By making the other person feel that you value their words and their participation in the conversation, and that you

are addressing his/her needs, you make him/her much more willing to accommodate your position.

A	Be aware of your nonverbal signals.
B	Be a good listener.
C	Demonstrate how the other person will benefit.
D	Organize your thoughts.
E	Accept your mistake instead of debating
F	Plan the conversation ahead of time.
G	Be brief.
H	Be honest and sincere.

TASK 2

Read the text below. For questions (7—11) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Stuff Dreams Are Made Of *By James MCGowan, Ph.D.*

What are dreams? Do they mean anything? These are two questions my clients often ask. When *Pocket Digest* asked me to write a brief article about dreams for this month's issue, I was happy to agree.

So, first: What are dreams? Dreams are stories people create, watch, and participate in while sleeping. Dreams are imaginary, of course, but they seem real to the dreamer. Whether we are awake or asleep, our brains continually produce electrical brain waves scientists can measure. During sleep, there are two basic types of waves: (1) large, slow waves; and (2) smaller, faster waves. The type of sleep that occurs when the waves are smaller and faster is called REM, which stands for Rapid Eye Movement. Most dreaming happens during REM sleep. If you watch someone who's asleep and dreaming, you'll probably see that person's eyelids moving quickly. REM periods usually occur from three to five times per night. When we wake up in the morning and remember our dreams, it often seems that they've gone on for hours and hours. They haven't, though; REM periods usually last from five minutes to half an hour.

Second: Do dreams mean anything? Well, yes, they mean something. But it's a lot more difficult to assign a specific meaning to a dream than we might think. Sigmund Freud, whose theory of psychoanalysis has dominated psychiatry in the twentieth century, said that dreams are usually disguised wish fulfillments. Suppose, for example, you have a red-headed co-worker you don't like who's always criticizing you. One night you dream you're driving a car. You see a man dressed in red, and you hit him with your car. According to Freud, hitting the man in red would represent your anger at the red-haired man at work. Your dream fulfills your wish. But not all psychiatrists agree with Freud. Some say that this kind of matching of dreams and reality is too easy. The reality of people's lives,

they say, is much more complex. Dreams have meanings, of course, but we shouldn't be too quick to interpret them.

7. According to the passage, *Pocket Digest* is _____.

- A a client's name
- B a weekly newspaper
- C a monthly magazine
- D a doctors' association

8. Electrical impulses generated by brain can be measured _____.

- A at any moment
- B during REM sleep
- C when eyelids are moving
- D when a person is awake

9. The author states that the duration of a REM sleep period is _____.

- A from minutes to hours
- B equal to a night's sleep
- C from three to five hours per night
- D from five to thirty minutes per night

10. All of the following are true EXCEPT _____.

- A Dreams are meaningful
- B Dreams are imaginary stories
- C Dreams realize people's desires
- D Dreams come over and over again

11. It can be inferred from the passage that _____.

- A people are interested in the nature of dreams
- B the red colour in our dreams symbolizes anger
- C there is a direct connection between our dreams and reality
- D we remember our dreams if we wake up during REM sleep

TASK 3

You are going to read an extract from a magazine article. Four paragraphs have been removed from the extract. Choose from the paragraphs A – E the one which fits each gap (12 – 15). There are two extra paragraphs which you do not need to use.

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes. It depicts a snarling animal, teeth bared and back arched: ready to unleash some unknown fury.

12 _____

However, the physical differences are tangible. The wildcat is a much larger animal, weighing up to seven kilos, the same as a typical male fox. The tail is thicker, with three to five black rings. It is now generally recognised that there is little difference between the Scottish and other European populations.

13 _____

It was during the nineteenth century, when landowners used their estates for hunting, and wildcat became a nuisance and its rapid decline began.

14 _____

But what of his lifestyle? Wildcat kittens are usually born in May in a den, secreted in a gap amongst stones. Another favourite location is in the roots of a tree.

15 _____

Rabbits are a favourite prey. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

A	However the recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was less persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range.
B	The wildcat waits for a while, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.
C	It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat.
D	They used woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland and grassy areas. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.
E	Head to body length of male wildcats ranges from 578–636 mm with 305–355 mm tails, and of female specimens from 504–572 mm with 280–341 mm long tails. Males are 3.77–7.26 kg, while females are smaller at 2.35–4.68 kg.
F	As the animals emerge, their curiosity is aroused by every movement and sound in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

TASK 4

Read the text below. Choose from (A—H) the one which best fits each space (16—21). There are two choices you do not need to use.

First time on the snow?

As with any type of holiday you can choose a package ski or snowboard holiday with a tour operator or you can go alone and (16) _____. There are

advantages and disadvantages with both options so take the time to investigate which is best for you before you book.

Booking a skiing or snowboarding holiday is not a complicated process and it can be done in the same way as you would book any other sort of holiday: book a package with a travel agent or tour operator, or arrange your own flights, transfers and accommodation and (17) _____.

Package ski and snowboarding holidays remain popular with UK travellers probably because they require less organisation (18) _____. However, independent travel can provide much more flexibility and it is often a good way to get off the beaten track or away from the crowds. Independent travel also means you may be able to visit a few mountain resorts in one trip.

If budget is important to you — and let's face it, it is for most of us — (19) _____. You may not get as wide a choice of accommodation on late deals but there is the added advantage of picking an area where you know there has been recent snowfall.

It is sometimes possible to save money by booking skiing and snowboarding trips independently (20) _____. However, some tour operators get discounts on a lot of products so don't assume a package is more expensive. In the past you may have been tempted by a package holiday (21) _____.

However, the Internet means that it is now easy to gather all the information you need and to book your travel, accommodation, tuition and equipment rental online.

- A travel when you want to
- B when you arrive in the resort
- C because you only pay for what you need to
- D when the day's skiing comes to an end
- E you might consider a late package deal
- F on your part
- G book your trip independently
- H because everything is arranged for you

TASK 5

For questions 22 – 29, read the text below and think of the word which best fits each gap.

Training sports champions

What are the abilities that a professional sports person needs? To guarantee that opponents can be (22), speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (23) regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the (24) they need to compete. This means that pasta is more (25) than eggs

or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the (26) to maintain stamina.

Regular training to increase muscular (27) is also a vital part of a professional's regime, and this is (28) done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the (29) of these can be minimised.

	A	B	C
22	coming	income	overcome
23	fitness	fitting	fittings
24	endurability	endurance	endure
25	beneficial	benefit	benefitor
26	inable	unable	inability
27	strength	strong	strongest
28	untypical	type	typically
29	severity	severe	severy

TASK 6

Read the text below. For each empty space 30-42 choose the correct answer (A, B or C)

We thought that we were on the right path when suddenly we _____(30) a very familiar rock and _____(31) that we had been walking in circles for quite a long time. We _____(32) totally lost, and the fact that we _____(33) our water provisions wasn't very promising.

We _____(34) to go uphill because according to John, it would be easier to spot a way out from an elevated point. He had learned that from a documentary he _____(35) about survivals. But what the documentary had not taught John was that maybe it's not such a good idea to go up a mountain when you are exhausted and waterless.

We had trekked one mile when we _____(36) to have a horrible feeling that that might be our last trek. Of course, we _____(37) anything, but we could see in each other's eyes that at that precise moment we were thinking precisely the same. We couldn't walk any longer, so we _____(38) to sit and rest, quietly, because neither of us wanted to share any of our gloomy thoughts.

"Hello, can I help you?" we suddenly _____(39). We _____(40) our heads and _____(41) a little man with slanted eyes and a childish grin. He _____(42) right next to us. I wondered where he had come from and how long he had been standing there. But it didn't matter really, because we were safe.

	A	B	C
30	had been running	ran into	were run
31	realised	were realising	had been realised
32	would be	are	were
33	will be finishing	had finished	are finished
34	must decide	decided	will decide
35	was seeing	see	had seen
36	started	had started	should start
37	will not say	doesn't say	didn't say
38	decided	has decided	were deciding
39	hear	hearing	heard
40	raises	raised	were raising
41	had seen	have seen	saw
42	was standing	standing	had been stood

TEST 2
TASK 1

Read the following article; choose the best titles for passages from the list below. There are three extra titles which you do not need to use.

5 Tips for Backpacking

1 _____

This may seem fundamental to most but I, like many others, set off on my first backpacking Europe trip with just a one way ticket. When the money ran out sooner than expected it was a major hassle getting back home. Make sure you have a (preferably open dated) return ticket with you.

2 _____

Do some research and have an outline of your backpacking trip and possible places to stay (hostels are the best for meeting up with other backpackers and like-minded travellers) but aim to go with the flow and don't pre plan your trip too much. Don't try to pack in too many places. Backpacking Europe does not mean you have to visit every European capital in four weeks, or even four months. Relax, taste and feel the different culture, get to know the locals and immerse yourself a little.

3 _____

Backpacking is hard work! Whatever you take with you on your backpacking trip will be carried on your back for the duration. Obvious? Yes but it's amazing how heavy that backpack can become after you've lugged it on and off buses and trains numerous times. Travel light. Really light. Wear a pair of comfy shoes and pack one more pair. One jacket, a couple of jumpers and T shirts, an extra pair of jeans, shorts, swimwear, towel. You shouldn't need much else.

4 _____

You'll meet lots of new people, other backpackers, travellers, locals, and you'll most likely end up chatting easily to strangers. Most of them will be good people, but not all of them. Girls should be particularly vigilant. Stay in touch with family. If immediate strangers ask, always tell them that your family or friends at home know exactly where you are, i.e. which city you are in and the address where you are staying.

5 _____

This from a female backpacker (me again!) who hitched thousands of miles in the 80's across France, Italy and Greece. Yes, there are plenty of wierdos out there. You may feel there is safety in numbers but that's not always so. Catch the bus or the train, really it's worth it!

<i>A</i>	Don't travel alone
<i>B</i>	Be aware of personal safety at all times

<i>C</i>	Avoid hitchhiking
<i>D</i>	Don't put too many things into your backpack
<i>E</i>	Try to enjoy every minute of it
<i>F</i>	Don't plan to visit too many places
<i>G</i>	Carry little cash
<i>H</i>	Get a ticket back home in advance

TASK 2

Read the text below. For questions (6—10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Alternative schools

An alternative school is any public or private school that differs from traditional schools in curriculum, purpose, or teaching methods. Alternative schools developed because of dissatisfaction with the quality and aims of traditional schools. A typical alternative school has from 30 to 40 students. A school of this size can easily adjust its program to fit individual needs and desires. Some alternative schools work only with children of elementary-school age, and others accept only teenagers. Many alternative schools put students of several ages into classes based on subject interest.

Many alternative schools in the United States operate independently of the public school system. These schools, which are privately run, are usually called free schools. The word free refers to the independence of such schools. It also describes the emphasis of these schools in allowing students to make their own decisions in various matters. Other alternative schools operate as part of the public school system. Such schools may be located in one area of a public school building or in a separate building provided by the school system.

The basic principle followed by alternative schools is that not all children have the same goals and the same ways of learning. Many of the people involved in operating these schools do not want to convert the whole school system to their methods. They want to provide the opportunity for a different kind of education for children who would benefit from it.

The major feature of many alternative schools is the open classroom. The teacher of an open classroom, instead of lecturing most of the time, helps students find interesting ways to learn "on their own". Many kinds of educational materials are kept in the classroom. The students work with these materials alone or in groups. The teacher gives the students individual help.

The school without walls plan, used in some large cities, takes advantage of the educational opportunities provided by businesses and institutions of the community. Students may spend part of the day at an artist's studio, a factory, a museum, a newspaper office, a repair shop, a theater, or a government or private agency. The purpose of this method is to make learning more realistic and enjoyable, and to broaden the experiences offered high-school students.

A trend in the development of alternative schools has been the establishment of such schools within the public school system. One plan offers a variety of learning environments from which students, parents, and teachers may choose. At the elementary school level, parents can choose to place their children in a traditional classroom or in one of several kinds of open classrooms. High-school students decide whether to enter a free school with few course requirements, or one of several programs in the regular high-school program.

6. The passage indicates that all alternative schools _____.
- A. are part of the public school system
 - B. are oriented to their own curriculum
 - C. are privately run
 - D. are for teenagers
7. Which of the following is TRUE according to the passage?
- A High-school students choose alternative schools.
 - B All alternative schools work only with children of elementary school age.
 - C Parents and students decide whether to enter a traditional or alternative school.
 - D At the elementary school level, parents place their children in a traditional classroom.
8. It is NOT stated in the passage that _____.
- A alternative schools are free of charge
 - B alternative schools meet students' individual needs and demands
 - C alternative schools are for children who have different ways of learning
 - D students of several ages can attend subject-based classes in alternative schools
9. Alternative schools appeared because _____.
- A children could spend part of the day at a private agency
 - B there were from 30 to 40 students in the traditional classroom
 - C traditional schools' curriculum was the same for all students
 - D children wanted to make their own decisions in various matters
10. The expression "on their own" is closest in meaning to _____.
- A using their own materials
 - B independently
 - C in groups
 - D individually

TASK 3

You are going to read an article about making an unusual television commercial. Six sentences (11-16) have been removed from the article. Choose from the sentences A-I the one which fits each gap. There are three extra sentences which you do not need to use.

The Making of 'Tipping Point'

Many of the most expensive commercials ever made are those in which an A-list celebrity flashes a beautiful smile at the cameras. _____(11) Their recent television advertisement, the most expensive in British history, cost ten million pounds, and it features, not the rich and famous, but villagers from the mountains of Argentina.

The advertisement features a game of dominoes. It begins in a room where several thousand ordinary dominoes are set up on a specially-designed table. _____(12). Dominoes knock over books, which knock suitcases, pots of paint and even cars. The final piece in the chain reaction is a huge tower of books. These flutter open to reveal a structure in the shape of a pint of Guinness.

The location chosen for the commercial was Iruya, a village high up in the mountains of north-west Argentina. _____(13). The journey there could take up to ten hours. The director said that even though it was the most difficult location they could have picked, it was perfect.

For one month, the village increased in size by almost thirty percent. One hundred and forty crew members descended on the village. These included the world record holders in domino toppling, Weijers Domino productions from the Netherlands. _____(14).

Creating this film was no easy task. Preparations for filming took well over a month. Twenty six truckloads of objects were brought in. _____(15). They included 10,000 books, 400 tyres, 75 mirrors, 50 fridges, 45 wardrobes and 6 cars. Setting the objects up took skill and patience. They needed to be arranged so they would fall over easily, and this involved balancing them on stones. Some of the sequences had to be reshot 15 times. However, the sequence in which six cars fell over was successfully shot in just one take.

Filming in this location was not without its difficulties. Firstly, being so isolated, it was hard to obtain resources at short notice. The second problem was the high altitude. _____(16). It was also hard working with the villagers who had no experience of film-making. Finally, setting and resetting the props caused a good deal of frustration.

Director Nicolai Fuglsig said about the project: 'Despite all the challenges, the cast was fantastic and it was a really amazing experience.'

A	Then the falling dominoes head out of the room into the streets, causing progressively larger objects to tumble.
B	On 13 November 2009, Domino Day 2009 saw the world record broken for the most dominoes toppled by a group, when 4,491,863 dominoes were toppled.

C	These were all chosen to suit the town and fit in with the people's way of life.
D	Getting there involved driving along 48 kilometres of dirt roads and crossing twelve rivers.
E	Iruya is situated 3000 metres above sea level and the film crew was not used to working in such conditions.
F	The prop department did construct a small version on site, but most of the work was done in a studio in London.
G	Added to this was the total of one hundred and thirty 'actors' who were recruited from a five neighbouring towns.
H	A total of 89 builders set up the dominoes in the WTC Expo Center in Leeuwarden, Netherlands.
I	Not so with the famous Irish drink company Guinness.

TASK 4

Read the text below. Choose from (A–H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Introduction to sleep

When you're in a rush to meet work, school, family, or household responsibilities, do you cut back on your sleep? Like many people, you might think that sleep is merely a "down time" when (17) _____. Think again.

What is sleep?

Sleep was long considered just a uniform block of time when you are not awake. Thanks to sleep studies done over the past several decades, it is now known that sleep has distinctive stages that cycle throughout the night. Your brain stays active throughout sleep, but (18) _____. For instance, certain stages of sleep are indeed for us to feel well rested and energetic the next day, and other stages help us learn or make memories.

In brief, a number of vital tasks carried out during sleep help maintain good health and enable people to function at their best. On the other hand, not getting enough sleep can be dangerous - for example, (19) _____ if you drive when you are tired.

How much sleep is enough?

Sleep needs vary from person to person, and (20) _____. Most adults need 7-8 hours of sleep each night. Newborns, on the other hand, sleep between 16 and 18 hours a day, and children in preschool sleep between 10 and 12 hours a day. School-aged children and teens need at least 9 hours of sleep a night.

Some people believe (21) _____. But there is no evidence to show that older people can get by with less sleep than younger people. As people age, however, they often get less sleep or they tend to spend less time in the deep, restful stages of sleep.

Why sleep is good for you and skimping on it isn't

Does it really matter if (22) _____? Absolutely! Not only does the quantity of your sleep matter, but the quality of your sleep is important as well.

A	they change throughout the lifecycle
B	that sleep is needed for creative problem solving
C	different things happen during each stage
D	it can lead to daytime sleepiness
E	the brain shuts off and the body rests
F	that adults need less sleep as they get older
G	you get enough sleep
H	you are more likely to be in a car crash

TASK 5

For questions 23 – 30, read the text below and think of the word which best fits each gap.

The origin of language

The truth is nobody really knows how language first began. Did we all start talking at around the same time (23) of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (24) a way that we are programmed for language from the moment of birth. In (25) words, language came about as a result of an evolutionary change in our brains at some stage.

Language (26) well be programmed into the brain but, (27) this, people still need stimulus from others around them. From studies, we know that (28) children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (29) else, that language is a social activity, not something invented (30) isolation.

	A	B	C
23	because	kind	lack
24	that	such	that kind of
25	a few	another	other
26	must	might	ought to
27	despite	inspite	in despite
28	why	where	when
29	anything	something	nothing
30	in	into	inside

TASK 6

Read the text below. For each empty space 31-42 choose the correct answer (A, B or C)

Many years ago I _____(31) to spend New Year's Eve with my family. I didn't normally spent new year with my parents but I had nowhere to go, and being with my family seemed preferable to being on my own.

When my parents _____(32) the door I could see they _____(33), and that they were genuinely happy to see me. I _____(34) addicted to heroin for 10 years, and for them, seeing me was the confirmation that I wasn't dead in an alley. Unfortunately, I _____(35) nothing new or exciting to tell them, just the same sad old stories. I had been going from crappy job to crappy job, being invariably sacked, and I had been resorting to crime whenever I was out of money. Same old, same old.

During dinner, I _____(36) a few glassfuls of whisky. I _____(37) something to make ease the pain, because for the whole evening my sisters had been looking at me with such contempt that it was unbearable. My own sisters _____(38) me. Then I had a moment of realisation; I _____(39) that they would never hate me as much as I hated myself.

When we finished dinner I raised my glass. "I'm going into rehab," I said. My parents _____(40) at me with some kind of hope. Parents never lose hope. But my sisters just _____(41) down with disdain. They knew perfectly well that I had been in rehab centres many times before, and that this time wouldn't be different.

But this time it was different. After that day, I remembered that look in my sisters' eyes every day, every time I wanted to shoot some heroin. 10 years later, on a New Year's Eve, I thanked my sisters because they _____(42) my life. They kissed me with their new look in their eyes, the look of love.

	A	B	C
31	was deciding	decided	have decided
32	opened	were opening	had been opening
33	had smiled	were smiling	must have smiled
34	was	was being	had been
35	had	have	was having
36	was drinking up	had drink up	drank up
37	needed	was needing	have needed
38	has hated	were hating	hated
39	discovered	was discovering	would discover
40	were going to look	looked	used to look
41	have looked	had looked	looked
42	had saved	were saving	have been saving

KEYS
SECTION 1. "READING"

TEXT 1

Task1

1.	2.	3.	4.	5.	6.
False	False	False	True	True	False

Task2

1.	2.	3.	4.	5.	6.
c	a	a	c	b	b

Task3

1.	2.	3.	4.	5.	6.
d	e	b	f	c	a

TEXT 2

Task 1

1.	2.	3.	4.	5.	6.
b	f	d	a	c	e

Task2

1.	2.	3.	4.	5.	6.
KhaoSanRoad	PhraKanong	ChaoPhraya	Sukhumvit	YaowaratStreet	WatPho

Task3

1.	2.	3.	4.	5.	6.
False	False	True	False	True	False

TEXT 3

Task 1

c	a	d	c	d	c

Task 2

False	True	True	False	True	False

Task 3

c	a	b	g	h	d	f	e

--	--	--	--	--	--	--	--

TEXT 4

Task 1

1.	2.	3.	4.	5.	6.
11 billion	20%	74%	60%	11.6%	5.3

Task 2

1.	2.	3.	4.	5.	6.
b	a	c	a	c	b

Task 3

1.	2.	3.	4.	5.	6.	7.	8.
d	a	g	e	c	b	h	f

TEXT 5

Task 1

1.	What we know
2.	How unique are we?
3.	The physical evidence
4.	How linguistic capacity evolved
5.	The tiny change that may separate us from monkeys

Task 2

1.	2.	3.	4.	5.	6.
True	False	True	True	False	True

Task 3

1.	2.	3.	4.	5.	6.	7.	8.
c	a	b	f	g	h	d	e

TEXT 6

Task 1

1.	2.	3.	4.	5.	6.
b	d	b	a	d	c

Task 2

1.	TR-1
-----------	------

2.	shipswell
3.	CentralAmerica
4.	to new locations/flooding banana fields
5.	grows easily/tastes good enough
6.	TR-4
7.	SouthEastAsia
8.	geneticallymodifyingcrops

Task 3

1.	2.	3.	4.	5.	6.	7.	8.
e	d	f	a	b	c	h	g

TEXT 7

Task 1

1.	2.	3.	4.	5.	6.
c	d	d	c	d	a

Task 2

1.	2.	3.	4.	5.	6.
True	False	False	True	True	False

Task 3

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
h	d	j	f	c	g	e	i	a	b

TEXT 8

Task 1

1.	2.	3.	4.	5.	6.	7.	8.
a	c	b	b	c	b	c	a

Task 2

1.	2.	3.	4.	5.	6.	7.	8.
a	c	b	c	a	b	c	a

Task 3

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	------------

g	c	d	e	i	j	h	a	f	b
---	---	---	---	---	---	---	---	---	---

TEXT 9

Task 1

1.	2.	3.	4.	5.	6.
c	d	a	c	b	c

Task 2

1.	2.	3.	4.	5.	6.
True	True	False	False	False	True

Task 3

1.	2.	3.	4.	5.	6.	7.	8.
c	g	a	f	d	e	h	b

TEXT 10

Task 1

1.	2.	3.	4.	5.	6.
True	True	Notgiven	Notgiven	False	Notgiven

Task 2

1.	2.	3.	4.	5.	6.
a	b	a	a	c	b

Task3

1.	2.	3.	4.	5.	6.	7.	8.
d	h	g	c	a	b	e	f

SECTION 2 "USE OF ENGLISH"

TEST 1

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

6 D	7 A	8 D	9 B	10 A
-----	-----	-----	-----	------

11 C	12 B	13 D	14 B	15 C
------	------	------	------	------

TEST 2

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

6 C	7 D	8 B	9 D	10 B
-----	-----	-----	-----	------

11 A	12 C	13 B	14 A	15 C
------	------	------	------	------

TEST 3

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

6 D	7 B	8 A	9 C	10 B
-----	-----	-----	-----	------

11 D	12 C	13 D	14 C	15 A
------	------	------	------	------

TEST 4

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

6 C	7 B	8 D	9 A	10 C
-----	-----	-----	-----	------

11 B	12 D	13 C	14 D	15 A
------	------	------	------	------

TEST 5

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

6 D	7 B	8 C	9 A	10 B
-----	-----	-----	-----	------

11 A	12 B	13 D	14 C	15 B
------	------	------	------	------

TEST 6

1B	2C	3B	4D
----	----	----	----

5C	6 A	7 D	8 B
----	-----	-----	-----

TEST 7

1 B	2 D	3 C	4 B	5 C
-----	-----	-----	-----	-----

6 D	7 D	8 B	9 B	10 D
-----	-----	-----	-----	------

11 A	12 C	13 C	14 C	15 D
------	------	------	------	------

TEST 8

1 D	2 B	3 D	4 A	5 A
-----	-----	-----	-----	-----

6 A	7 A	8 B	9 A	10 C
-----	-----	-----	-----	------

11 A	12 A	13 C	14 D	15 C
------	------	------	------	------

TEST 9

1 C	2 A	3 C	4 B	5 C
-----	-----	-----	-----	-----

6 B	7 B	8 B	9 B	10 B
-----	-----	-----	-----	------

11 C	12 B	13 C	14 B	15 C
------	------	------	------	------

TEST 10

1 C	2 C	3 C	4 C	5 A
-----	-----	-----	-----	-----

6 B	7 B	8 C	9 A	10 A
-----	-----	-----	-----	------

11 A	12 C	13 C	14 B	15 B
------	------	------	------	------

SECTION 3.

Practice Test 1

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 D	7 C	12 C	16 G	22 C	30 B
2 F	8 A	13 D	17 A	23 A	31 A
3 A	9 D	14 A	18 F	24 B	32 C
4 G	10 D	15 F	19 E	25 A	33 B
5 C	11 C		20 C	26 C	34 B
6 B			21 H	27 A	35 C
				28 C	36 A
				29 A	37 C
					38 A
					39 C
					40 B
					41 C
					42 A

Practice Test 2

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 H	6 B	11 I	17 E	23 A	31 B
2 F	7 C	12 A	18 C	24 B	32 A
3 D	8 A	13 D	19 H	25 C	33 B
4 B	9 C	14 G	20 A	26 B	34 C
5 C	10 D	15 C	21 F	27 A	35 A
		16 E	22 G	28 C	36 C
				29 C	37 A
				30 A	38 C
					39 A
					40 B
					41 C
					42 A