

ENGLISKI JEZIK

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**KATALOG PITANJA
za eksternu maturu
srednje škole za stručno obrazovanje i obuku**

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UVOD

Polazna osnova za izradu *Kataloga zadataka za eksternu maturu za učenike srednjih škola za stručno obrazovanje i obuku* (nastavni predmet Engleski jezik) su:

1. Zajednička jezgra nastavnih planova i programa za strane jezike definirana na ishodima učenja (ZJNPP, 2014.),
2. Vodič za polaganje eksterne mature za učenike osnovne škole—Engleski jezik (2014.),
3. Vodič B za učenike [srednjih škola za stručno obrazovanje i obuku](#)—Engleski jezik (šk. 2015/2016. godina).

Katalog zadataka se sastoji iz sljedećih dijelova:

- Osnovni elementi Vodiča za učenike srednjih škola za stručno obrazovanje i obuku.
- Modeli ispitnih pitanja koja su podijeljena prema oblastima. Svaka oblast sadrži nekoliko tipova zadataka.
- Rješenja koja će učenicima omogućiti da na što efikasniji način uvježbaju predstavljene zadatke.
- Lista izvora, odnosno spisak literature, koju je moguće i dodatno konsultirati.

Oblasti koje su zastupljene u *Katalogu B* su sljedeće: **LISTENING, GRAMMAR, READING, VOCABULARY**.

Svaka oblast obuhvata opće teme koje su zastupljene u Nastavnom planu i programu. Oblasti koje se testiraju su predstavljene u katalogu redosljedom koji je utvrđen u Vodiču. Način bodovanja predstavljen je u Tabeli 1:

OBLAST	BROJ ZADATAKA	BROJ PITANJA	BODOVI /PITANJE	BODOVI /ZADATAK
1. LISTENING	1	4	0.50	2
2. READING	1	4	0.50	2
3. VOCABULARY	2	6	0.50	3
4. GRAMMAR	3	6	0.50	3
UKUPNO ZADATAKA:	7			
UKUPNO BODOVA:	10			

Tabela 1 - Broj zadataka i način bodovanja

Tipovi zadataka za svaku oblast navedene su u tekstu koji slijedi.

LISTENING

Katalog zadataka sadrži sljedeće tipove zadataka za oblast *Listening*:

- Tip zadatka 1: *Read the statements below, then listen to a radio programme and decide if the sentences are true (T) or false (F)?*
- Tip zadatka 2: *Listen to a TV programme and underline the correct answer for each question: a, b or c.*
- Tip zadatka 3: *Listen to the story and order (1-4) the sentences as you hear them.*

Za uvježbavanje oblasti *Listening*, učenici analiziraju informacije i poruke iz sadržaja s ciljem povezivanja sadržaja sa izvorom sadržaja, čitaju tekst i donose odluke nakon preslušanog sadržaja, te odluke o tome da li su informacije predstavljene u pitanjima tačne. Da bi se adekvatno pripremili za uspješno rješavanje pitanja iz oblasti *Listening*, učenici će posebnu pažnju obratiti na naglašene ključne riječi u preslušanom materijalu. Učenici će pažljivo pročitati pitanja i analizirati sadržaj pitanja prije slušanja sadržaja na audio snimku. Učenici će snimak slušati dvaput da bi uradili i provjerili zadatak. Posebnu pažnju treba obratiti na negaciju, glagolska vremena, intonaciju, sinonime i antonime tokom slušanja sadržaja na audio snimku.

READING

Katalog sadrži sljedeće tipove zadataka za oblast *Reading*:

- Tip zadatka 1: *Complete the gaps 1-4 in the article with four of the paragraphs A-E. One paragraph is extra.*
- Tip zadatka 2: *Read the extracts 1-3 and decide if the statements below are true (T) or false (F).*
- Tip zadatka 3: *Read the newspaper article and underline the correct answer in each question.*

Za uvježbavanje oblasti *Reading*, učenici analiziraju informacije i poruke iz sadržaja s ciljem povezivanja sadržaja sa postavljenim pitanjima, donose odluke na osnovu pročitanog sadržaja parafraziranjem i razumijevanjem teksta. Da bi se adekvatno pripremili za uspješno rješavanje pitanja iz oblasti *Reading*, učenici će posebnu pažnju obratiti na ključne riječi i njihova značenja, pažljivo će čitati pitanja i analizirati sadržaj teksta koji će pročitati jednom kako bi saznali koja je glavna tema teksta (*scanning*). Nakon prvog čitanja, učenici će čitati tekst uporedo sa traženjem odgovora na postavljena pitanja (*skimming*). Posebnu pažnju treba obratiti na glagolska vremena, član, negaciju, sinonime i antonime.

VOCABULARY

Katalog sadrži sljedeće tipove zadataka za oblast *Vocabulary*:

- Tip zadatka 1: *Complete the sentences with the correct verbs from the box. There are two extra verbs.*
- Tip zadatka 2: *Underline the correct word (a, b or c) to complete the sentences.*
- Tip zadatka 3: *Read the expressions a-e and decide which one can replace the underlined word in the sentences given below so that the meaning remains unchanged. Two expressions are extra.*
- Tip zadatka 4: *Read the sentences, check the words given in italic and then underline the correct option.*

Za uvježbavanje oblasti *Vocabulary*, učenici analiziraju informacije i poruke iz sadržaja s ciljem donošenja odluke o upotrebi odgovarajuće riječi u kontekstu. Također, učenici će, u zavisnosti od značenja rečenice odabirom odgovarajuće vrste riječi ili veznika demonstrirati da bez poteškoća prepoznaju vrste riječi i njihov *spelling*. Da bi se adekvatno pripremili za uspješno rješavanje pitanja iz oblasti *Vocabulary*, učenici će čitati tekstove iz svojih udžbenika kako bi usvojili adekvatan fond riječi koji će nadgraditi i pasivno znanje vokabulara kojeg usvajaju, zajedno sa ostalim oblastima, tokom cijelog školovanja.

GRAMMAR

Katalog sadrži sljedeće tipove zadataka za oblast *Grammar*:

- Tip zadatka 1: *Underline the correct answer for each sentence.*
- Tip zadatka 2: *Complete the sentences with the correct form of the verbs in brackets.*
- Tip zadatka 3: *Underline the correct form of the verb in the following sentences.*
- Tip zadatka 4: *Complete the second sentence so that it has a similar meaning to the first.*
- Tip zadatka 5: *Put the words in the correct order to make the sentences.*
- Tip zadatka 6: *Circle or underline the correct option in the sentences below.*

Za uvježbavanje vještine *Grammar*, učenici analiziraju informacije i poruke iz sadržaja s ciljem donošenja odluke o upotrebi odgovarajućeg glagolskog vremena ili oblika u kontekstu.

Da bi se adekvatno pripremili za uspješno rješavanje pitanja iz oblasti *Grammar*, učenici će posebnu pažnju obratiti na rješavanje zadataka Tip 1. Također, prilikom rečeničnih transformacija, potrebno je obratiti pažnju da svi potrebni rečenični elementi budu prisutni.

I LISTENING

1

Listen to the recording and circle the correct answer a), b) or c).

Example:

The EBU stands for:

a) *European Business Union.*

b) *European Broadcasting Union.*

c) *European Broadcasting Unit.*

1 The European Broadcasting Union

- a) produced twenty TV programmes.
- b) cooperates with twenty other organisations.
- c) came up with the idea of Eurovision.

2 Today, Eurovision

- a) doesn't have as many countries as before.
- b) is still very popular.
- c) is watched by a billion Europeans.

3 ABBA and Celine Dion are artists who

- a) copied somebody else's song.
- b) sang for countries where they weren't born.
- c) became better known after Eurovision.

4 Martin thinks that

- a) Eurovision has helped to make Europeans understand one another.
- b) certain countries vote in a very predictable way.
- c) music is more important than politics.

Transcript: Eurosong

Sally: *Yes, as you've probably guessed, today we're going to discuss the Eurovision Song Contest. With me in the studio is Martin Winton, specialist in television history, and Jacqueline Goodall, a lecturer in Music.*

**Martin /
Jacqueline:** *Hello!*

Sally: *Let's start by looking at the history of Eurovision. Martin, how did Eurovision begin?*

Martin: *Well, Sally, it was all the idea of the EBU, the European Broadcasting Union. That's an organization where radio and TV companies from over twenty countries meet together and cooperate on different programmes and projects and ...*

Sally: *So Martin, sorry to interrupt, but why have countries like Morocco and Israel taken part in the competition? They're not really in Europe, are they?*

Martin: *Yes, you're right—many countries from outside Europe belong to the EBU. Anyway, the first Eurovision was in 1956, over fifty years ago. There were only seven countries in the first competition. Quite different from today when more than forty countries want to take part. And of course the programme is still a huge success and often more than a billion people across the world watch it.*

Sally: *A billion people? A lot of people have strange musical taste. Which brings me to the next question ... the music. Jacqueline, is the music any good?*

Jacqueline: *The short answer is no. The typical Eurovision song is full of nonsense words like 'ding, dong' or, even better, 'bing, bong' ... and of course lots of 'la, la, las'. Very often people use the same ideas or even melody from a song that was successful the year before. But to be serious, quite a few singers and bands have become famous thanks to the Eurovision. ABBA, of course, but also the Canadian singer Celine Dion, who sang for Switzerland.*

Sally: *Right. So has Eurovision brought Europeans closer together, knocked down borders between countries, helped Europeans to understand and enjoy the language and culture of their neighbours. Martin?*

Martin: *Er, not really. The Eurovision Song Contest has always been as much about politics as music. There are certain countries who always vote for each other.*

It doesn't matter if the song is good or terrible. In fact, Eurovision is a very good barometer of how popular different countries are ... perhaps that's why Ireland is the most successful country in Eurovision history because everybody seems to like them.

Sally: *And the UK usually does so badly ...*

Martin: *And of course there are often arguments about whether songs should be in English or not. And arguments about how seriously to take the contest. For example, one year the French actually refused to take part. They said the competition was too silly. But they came back for the next year ...*

Sally: *Mm, fascinating. But at the end of the day, forgetting all those ding dongs and the politics, it's great television, isn't it?*

Jacqueline: *Oh, absolutely. It's terrific fun.*

Martin: *I totally agree. I watch it every year.*

Listen to the radio commercial, read the questions and circle the correct answer, A, B or C.

Example:

Hatton Hotels tradition is:

a) *good service at good price*

b) *costly service*

c) *earning a lot of money*

1 Hatton Hotels are located

a) in city centres.

b) close to city centres.

c) far from cities.

2 Hatton Restaurants do not serve

a) fish dishes.

b) meat and salads.

c) light meals.

3 The weekend tour of the area takes

a) two hours.

b) three hours.

c) four hours.

4 On departure day every hotel guest gets

a) an invitation for a special weekend tour.

b) a souvenir.

c) a free ticket to one of the local attractions.

Tapescript: Hatton Hotels

Are you tired of the noise and rush of city life? Do you feel like spending your free time close to nature? Stay at one of our Hatton Hotels, offering you fantastic weekends away all over the country.

Hatton Hotels' tradition of good service and value for money means that at any one of over forty Hatton Hotels there is a warm welcome waiting for you. So, if you are looking for a relaxing break, you are sure to find a Hatton Hotel to suit your needs.

We are famous for our tradition of fine food, comfort and hospitality. At every Hatton Hotel there is a modern Hatton Restaurant offering a range of classic steaks, salads, fish and vegetarian dishes. There is also an attractive Cocktail Bar which provides a fine selection of light meals and drinks. Both are wonderful places to relax in a friendly atmosphere. All our bedrooms are large, comfortable and have all the necessary facilities, including a private bathroom, cable television and a direct-line telephone.

Almost all Hatton Hotels are perfectly situated for visiting many of the local attractions like old churches, castles, and other historic places of interest. For those who choose to stay with us at weekends, we have a special offer—a free four-hour tour of the surrounding area. And for those who want to remember their stay at our hotels we have a special souvenir when they leave.

If you are interested in joining us at one of our Hatton Hotels, simply pick up a WEEKENDS AWAY brochure at any Hatton Hotel or call our free line 0 800 768 563. Hatton Weekends Away—a great tradition and excellent value for money.

Listen to the radio interview and choose the best answer

Example:

Iris recognitions is

A) *only a science fiction*

B) *very rare*

C) *is being introduced more and more*

1 People with blue eyes

A) *have a lot of pigment in their iris.*

B) *don't have a lot of pigment in their iris.*

C) *have more pigment than people with brown eyes.*

2 Your two irises are always

A) *the same.*

B) *different.*

C) *coloured differently.*

3 Iris recognition works with

A) *just a photo of your iris.*

B) *your photo in a database.*

C) *a digital code made from a photo of your eye.*

4 For it to work, the maximum distance your eye can be from the machine is

A) *ten centimetres.*

B) *just less than a metre.*

C) *two metres.*

Tapescript: Iris Recognition

Presenter: *Well, it may seem like science-fiction, but iris recognition is becoming more and more common as a way of having your identity checked. Here to tell us about it is expert Amelia Jones. Amelia, can you begin by explaining what exactly iris recognition is?*

Amelia: *Yes, certainly. Of course, as we all know, the iris is the green, grey or blue part of the eye-the coloured ring around your pupil, which is made with different pigments. If you don't have much pigment you probably have blue eyes, and if you*

have more pigment you will probably have brown. Now the important thing here is that each person's eye is totally unique. Nobody else has an iris with the same colours or pattern as you. In fact, the iris in one of your eyes is so unique that it's also different from the iris in your other eye. Some people are even born with two eyes of totally different colour.

Presenter: *So, that's why iris recognition is such a good way of identifying somebody?*

Amelia: *Exactly. And, another thing. Your iris stays the same all the way through your life. It's such a good system that experts think that, in the future, we'll all be identified by our eyes. That has some advantages of course. You won't need a passport or a PIN number or anything to prove who you are. You can just look into a machine and be identified immediately. So you could get money from a cash machine just by looking into it. Or you could check in at an airport in the same way. No passport.*

Presenter: *How does an iris recognition system work?*

Amelia: *Well, first, you have a special photo taken of your eye. Then this photo is changed into a digital code and this digital code is put into a database with your name and details. Every time you need to be identified you look into a special machine. You look into it for a few seconds, a video image is taken and then the image is checked in the database. Like I say, it only takes a second or two.*

Presenter: *How far away should you be from the machine?*

Amelia: *Well, you shouldn't be more than 90 centimetres away, but it's better to be closer. The best distance is nine or ten centimetres from the machine.*

Presenter: *Hmm. One thing, I wear contact lenses. Does the system work if you wear glasses or contact lenses?*

Amelia: *Oh, yes. That's not a problem. All in all, it's a great system-fast, easy to use and very safe. It works.*

Presenter: *So, can you give some more examples of practical applications?*

Amelia: *Well, yes. At school, it could be used to check that all the students are there. As you walk into school, you could pass next to a machine, have your eye checked, and then the school knows automatically who is there and who isn't. Or for example with your computer set up so that it only works when it recognises your iris.*

Presenter: *Now that sounds useful. Amelia, thanks for coming and telling us all about iris recognition.*

4

Listen to the recording and underline the correct answer.

Example:

On sales you:

a) can get great deals.

b) can buy only low quality things.

c) can't find anything useful.

1 Helen is looking for bargains:

a) in Birmingham city center

b) in small charity shop

c) online

2 She bought Versace top for:

a) £10.00

b) £5.50

c) £ 4.50

3 Before you buy anything check out prices:

a) online

b) in city center

c) in a small charity shop

4 Helen is

a) good in saving

b) frugal

c) poor

Tapescript: Be Frugal, It Is Cool!

It's cool to wear second-hand clothes and sell your own things online. It is Saturday afternoon in Birmingham city centre and young people are buying the latest fashions. But one young woman is not with the crowd. She is looking for bargains in a small charity shop. "I hate paying a lot for clothes", says Helen Howard, a student at Birmingham University. "In the past, people thought I was mean but now it is cool to be frugal. People have less money these days and they are worried about the environment. You can get great bargains in charity shops or at the sales. I bought this Versace top for £4.50 and these Diesel jeans for £5.00." Helen is typical of the new attitude to money and even Hollywood stars are doing it. "I love going to markets and second hand clothes shops to look for things," says Keira Knightly. Angelina Jolie wore a \$26 vintage dress at recent film premiere and does not use expensive face cream. "The main thing is to get enough sleep and drink lots of water," she says. According to Helen there are lots of fun ways to save the money. For example, have a party and swap clothes, CDs, computer games and books with your friends or sell your old things online. Walk or cycle to school and go to the library to get books and DVDs. One bit of advice is to celebrate Valentine's Day on 15 February. A bouquet of roses, a box of chocolates or a bottle of perfume is up to half price the day after. Before you buy anything expensive, like jeans check out prices online. You can find some great bargains. "Always think before you fork out money," says Helen. "Also think about small items. Before you get that packet of crisps or can of cola, wait. Do you really need it? And as for that pair of jeans—may be it isn't so important after all."

5

You are going to hear a man talking about his job. Listen carefully and choose the correct answers (a-d) to the questions below.

Example:

James Moore:

a treats people when they come sick after a journey.

b takes care of tourists in foreign countries.

c prepares people before they go travelling abroad.

d travels the world and provides medical care to locals.

1. Why was James Moore attracted to his job?
 - a. Because he wanted to combine his love of nursing and his love of travel.
 - b. Because he is a philanthropist.
 - c. Because he has always dreamed of becoming a nurse.
 - d. Because of his father.

2. In the desert he sleeps in a:
 - a. tent.
 - b. sleeping bag.
 - c. bed.
 - d. house.

3. He finds a jungle very:
 - a. challenging.
 - b. boring.
 - c. tempting.
 - d. interesting.

4. Does he think that people are similar in nature?
 - a. Yes, he does.
 - b. No, he does not.
 - c. It is not mentioned.
 - d. It depends.

Transcript: James Moore

My name is James Moore, I'm a nurse and I am the Director of a travel clinic down in the south west of the United Kingdom. I prepare people for travelling abroad or overseas, I also lecture in Travel and Expedition Medicine, and I work as an Expedition Medic around the world. I was attracted to this job because I wanted to combine my love of nursing and my love of travel across the world and it seemed an ideal opportunity to do that. Lots of different people come to me for help and advice before they travel abroad. It could be families having short holidays to Africa, it could be film crews shooting films in the jungle or in extreme environments, it might be business people working for short periods of time, or even gap year students, who travel for a year or more. Hundreds of years ago, doctors and nurses who went away on expeditions were primarily responsible for looking at the local plants or the local people and the illnesses there. Nowadays the doctors and nurses that go on expeditions are there to look after the team. One of the most remote places I've been to is the Sinai Desert in Egypt, and although you're not very far from the major cities, actually you feel incredibly remote at the same time. The temperatures in the day can reach about 37 degrees Celsius which is very hot. But then at night it drops to an extremely cold temperature that might be just above freezing. Some of the extreme environments can be very different at night, for instance, in the desert we sleep in a sleeping bag under the stars. You don't need to sleep in a tent. Whereas in the jungle it's incredibly noisy where you can hear all the animals at night, and you can't sleep on the floor, you have to sleep in a hammock, suspended between two trees. The people who live in these environments have often lived there for thousands of years. They are very well adapted to living in the extreme conditions that they may find. People don't move around very quickly, they move around very slowly, in these hot environments. If you move around quickly, you get too hot too quickly and you become unwell. As an Expedition Medic, you need to learn quite a lot from the people who live there all the time. It's important that you learn how they live, how they dress, what they eat, what they drink and how they move around in that environment. And at the same time we look after them whilst they're with us, we provide a bit of Health Care for them if they need it. For me, personally, I find the jungle a very challenging place to live and work. It's quite dirty, it's very, very hot and it's very, very humid. And unless you know exactly what you're doing and how to look after yourself, how to take care of your body, things can fall apart, very, very quickly, your kit will break very, very easily. My top tip for anyone spending any time in an extreme environment is to make sure they do their preparation. To learn from the locals, to read

books, to speak to people who've been there before, but also to practise with the equipment that they've got. To put their hammocks up before they get into the country, to learn how to put a mosquito net up. To learn how to cook on a stove, if they've never done it before. And that makes life much more comfortable when you get into the country. People learn an incredible amount about themselves, working in extreme environments. They learn how to work under pressure, they learn a lot about cultures and different societies and you realise, that although on the surface societies look very different, underneath humans are actually quite similar in nature.

Listen to the radio programme about the Thanksgiving Day in the United States and decide if the statements are true (T) or false (F).

Example:

 F *The title of the program is "Celebration of This Year".*

- 1 _____ Thanksgiving Day is celebrated on the third Thursday in November.
- 2 _____ The early colonists arrived in America in the early seventeenth century.
- 3 _____ The settlers didn't feel happy about the crops they gathered in the autumn.
- 4 _____ For Thanksgiving Day today American families prepare roast beef.

Thanksgiving Day

Jim Morrow, Interviewer (JM):

Welcome, everybody. This is Jim Morrow and your favourite programme 'CELEBRATIONS OF THE YEAR'. Today, our guest Tom Tripleton, who comes from the United States of America, is going to tell us about his favourite holiday—Thanksgiving Day. Well, Tom, what is Thanksgiving Day?

Tom Tripleton (TT):

Thank you, Jim. I'd say that after Christmas, Thanksgiving Day is the second most important family occasion in the United States. We celebrate it every year, on the fourth Thursday in November.

(JM): *What exactly do you celebrate?*

(TT): *We celebrate the good fortune of the early colonists who arrived in America in 1620 in what is now Plymouth, Massachusetts.*

(JM): *You say—good fortune?*

(TT): *Well, at first, the early English settlers had many problems like poor health and sickness. However, they gradually learnt to live in their new world and built settlements. You know, they had to cut down the trees in the forests to build their houses and create fields, which was very tiring. Fortunately, later, friendly Indians taught them how to hunt, fish and grow crops in their fields.*

(JM): *They were lucky, weren't they?*

(TT): *That's right. When they collected their crops in the autumn, they were very happy because they knew they had enough food for the winter ahead. So they decided to have*

a feast to thank God for their good luck. They invited their helpful Indian neighbours and celebrated for several days.

(JM): *So what happens today in America?*

(TT): *Today, American families meet on Thanksgiving Day and prepare a traditional Thanksgiving dinner. We have roast turkey, sweet potatoes and sweetcorn. In large cities, big department stores sponsor Thanksgiving Day parades. They introduce the Christmas shopping season.*

(JM): *Do children like this holiday?*

(TT): *Oh, yes, they love it. The holiday is always on Thursday, so they get a long four-day weekend.*

(JM): *The Thanksgiving holiday, isn't it wonderful? Tom, thank you very much.*

(TT): *My pleasure.*

Listen to the interview with a teacher who is talking about the role of computers in education and decide if the statements are true (T) or false (F).

Example:

 F Susan thinks that it's difficult to make students use the computers for learning purposes.

- 1 _____ At school, computers are useful only in the language lessons.
- 2 _____ Students can find examples of real-life communication on the Internet.
- 3 _____ It takes a long time to find online publications.
- 4 _____ Teachers may find it difficult to find lesson plans in the Net.

Tapescript: Computers in Education

Interviewer (I), Susan (S)

(I): Susan, how long have you been a teacher?

(S): Er ... for about ten years.

(I): What do you think about the role of computers in education?

(S): Well, recently, computers have become a very helpful teaching aid in the classroom. More schools provide their learners with opportunities to use computer technology (the Internet in particular) to learn new and interesting information. I think it's useful not only for the teaching of subjects like physics, maths, chemistry, biology and geography, but also for practising foreign languages, especially English.

(I): Why do you think teachers should use computers in the English language classroom?

(S): That's an interesting question. First of all, most of the material on the Internet is in English. Students can see examples of real-life communication, find out about the use of the grammar and vocabulary they are learning in their lessons and find all sorts of online publications in a quick and convenient way. Secondly, students can expand their horizons by getting to know a lot about people and faraway places they will never be able to visit. They can read texts on the websites, play videos, solve quizzes and join discussion groups. These are only some of the options available to students. Additionally, they can become pen friends or rather email friends and exchange personal information over the Internet.

(I): *And how can the Internet be useful for the teachers?*

(S): *Oh, the Internet gives teachers many ideas for making their lessons attractive. It has popular dictionary sites, pages with information about English-speaking countries, lesson plans and attractive collections of exercises written by experienced teachers from various parts of the world.*

(I): *In other words, it helps teachers to make their lessons more challenging and interesting for students.*

(S): *That's true. It is not very difficult to make students use the computers for learning purposes. I believe most students would love the chance of having at least one lesson a week to surf the Internet.*

Listen to a conversation in a toy shop and decide if the statements (1–4) are true (T) or false (F).

Example:

The customer didn't know at first which toy to buy. T

- 1 The customer wants to buy a present for a child who hasn't got many toys yet. _____
- 2 Poo-Chi is a dog that will certainly not ruin people's soft furniture. _____
- 3 Unlike Poo-Chi, Meow-Chi is able to dance on her tiptoes. _____
- 4 She is exactly as big as Poo-Chi. _____

Tapescript: At The Toy Store

Customer (C), Shop assistant (SA)

(C): Hello, I'm looking for a toy for my friend's child.

(SA): Good afternoon. Is the child a boy or a girl?

(C): A girl. I want to get her something brand new and original. She's got everything you can imagine.

(SA): I think I've got something that would make her happy. It's just up to you to decide. You can choose a dog or a cat.

(C): Another sweet thing, eh?

(SA): Not exactly. What I'm referring to is the last word in Japanese toy fashion. The robot toy.

(C): Could I have a look at it?

(SA): Sure. Let's have a look at this description here on the package for this toy. It says, "Poo-Chi is our dog. He sits. He sings. He even dances on his tiptoes. And he won't chew up the couch. He is a smart puppy. His sensors make him react to light, sound and touch. Three separate motors give him the ability to do all the doggie basics—tail wagging, ear flapping and stretching. The more you play with him, the more he does. Ignore him and he'll give you unhappy looks with expressive eyes, which also can show love, confusion and happiness. Feed him with the included bone and he'll sing up to six different songs. Poo-Chi also speaks to and interacts with other Poo-Chis. He is 5 inches high, 6.5 inches long and he costs \$29.99."

(C): Well, I admit I'm impressed.

(SA): *Or how about our cat, Meow-Chi. As the description on the package says, "She's a totally interactive toy cat with a moving head, ears, legs and mouth. Meow-Chi meows, sings, stands, sits, wiggles her ears, moves her paws and even dances on her tiptoes! Meow-Chi senses light, sounds and your special touch! Her animated eyes show emotion from happiness to sadness to love. Meow-Chi loves to be cared for and the more you take care of her, the happier Meow-Chi will be! Meow-Chi loves playing with her play mouse and responds with happy eyes and wiggling ears! She can speak, sing eight different songs and interact with other Robo-Chi animals! Meow-Chi stands 5 inches high and 6.5 inches long and she also costs \$29.99."*

(SA): *Oh, dear. I really don't know which one to choose. Let me have a walk around the shop and I'll think it over. I'll be back in a few minutes.*

Listen to someone talking about a safari park in India and if the statements(1-4) are true (T) or false (F). Circle the correct answer.

Example:

The police in India are fighting bandits who spread plague in large areas of the country.

T **F**

- 1 The text is about a safari park that has just opened in India.
T / F
- 2 The eastern parts of the state of Uttar Pradesh are dangerous to people with good cars.
T / F
- 3 In the past, some Asiatic lions lived close to Europe.
T / F
- 4 Wildlife groups are afraid that the lions will be stolen before the project really starts.
T / F

Tapescript: A Safari Park with a Difference

Police in the state of Uttar Pradesh in India say they have come up with a new weapon against the bandits who plague large areas of the country: lions. They are seriously proposing that a new lion safari park will help rid the area of bandits.

But Indian wildlife groups are warning that the bandits will kill the lions to sell their skins. The proposal comes months after it emerged that India's natural tiger population has been sharply reduced by poachers.

Uttar Pradesh is particularly notorious for dacoits, as bandits are known in India. Because of the number of car jackings by bandits, eastern areas of the state are, in effect, off limits to drivers of more expensive cars.

The state is known for kidnappings as well. In the area around the Chambal ravines, where the authorities want to set up the 371-acre safari park, there have been 4,000 kidnappings over the past five years. Those who are kidnapped are held for ransom. If the money is not paid, the victim may be killed.

Police in these remote rural areas are often forced to patrol like soldiers, armed with military assault rifles. Now they are suggesting lions may be the answer. Not that the lions

will actually be chasing the bandits. The lion park will attract many visitors and officials say it will be brightly lit. This is supposed to force the dacoits to flee.

The state government thinks the park will attract tourists because of the rarity of the Asiatic lion. Although lions are generally thought of as African, a sub-species once roamed much of Asia, as far west as the Mediterranean. Today, there is just one population of Asiatic lions left in the wild, in Gujarat in India.

The proposed safari park is not an attempt to reintroduce lions to the wild. The state government is asking Indian zoos to donate captive Asiatic lions and the animals would be fed by park officials.

But wildlife groups say the proposal is disastrous. They think the lions will be used for target practice by Chambal's bandits. They also claim that the project will be a waste of money, and in fact, will never take off. Their warnings must be treated seriously. Earlier this year, it emerged that the entire wild tiger population of a major reserve in India had disappeared. They are believed to have been killed by poachers for their valuable skins.

Listen to a radio programme about hurricanes and decide whether these sentences are true (T) or false (F).

Example:

Hurricanes and Typhoons have absolutely the same characteristics. T ~~F~~

1 Hurricanes usually have more power than typhoons. T / F

2 Typhoons kill more people than hurricanes. T / F

3 Hurricanes lose their strength when they leave the sea and go inland. T / F

4 You can fly right through a hurricane. T / F

Tapescript: Hurricanes and Typhoons

Presenter: *Unfortunately, hurricanes are in the news more and more nowadays, so wethought we'd ask an expert to tell us some more about them. Dr Wilkins, you work at the US National Hurricane Centre. Can you begin by telling us what exactly is the difference between a hurricane and a typhoon?*

Expert: *Well, in fact hurricanes and typhoons are more or less thesame. The difference really is a geographic difference. In the USA, we call them hurricanes because that's the name for them in the Atlantic. But in the Western Pacific, round Japan for example, they're called typhoons.*

Presenter *Are there any other differences?*

Expert *Well it's interesting but in hurricanes the air near the ground rotates anti-clockwise but in typhoons it goes, er, clockwise in the opposite direction.*

Presenter: *And which areusually stronger—hurricanes or typhoons?*

Expert: *Typhoons, and there is a simple reason for that. Hurricanes and typhoons are stronger when the water is warm. In the Western Pacific, the temperature of the water is slightly warmer than in the Atlantic so that meanstypoons are usually really strong. But, what is true is that the population of the Western Pacific is smaller than in the Atlantic. On the east coast of the USA there are hundreds of big cities right next to the coast so the effects are usually more dramatic. More people die from hurricanes. A lot of typhoons, however, lose their strength by the time they get closer to land.*

Presenter: *That was my next question. Do you only get hurricanes at sea?*

Expert: *Well, hurricanes, like we said, need warm water for energy. They hit the land hard because they have all this energy from their trip over the warm sea. But when they go further inland, they lose strength because there's no more water. So, no, you will never have a hurricane in the middle of the USA, for example.*

Presenter: *Now we all remember Hurricane Katrina and how it destroyed New Orleans. As I said at the beginning, it seems that hurricanes are really bad and more frequent now. Is that true? And if so, why?*

Expert: *Hmmm. Not everybody agrees, but it seems there's a strong, logical connection between global warming and hurricanes. We know that hurricanes are stronger when the water is warm, and we also know that the temperatures of the world's oceans are going up because of global warming.*

Presenter: *Right. Oh, another thing. How do they name hurricanes?*

Expert: *Well at first scientists only gave women's names to hurricanes. But in 1979 they decided that that wasn't fair so they started to have a man's name then a woman's name. They decide the names at international meetings. They often use the same name more than once except when there's a really bad hurricane where a lot of people die, like Hurricane Katrina which you mentioned. They will never use that name again.*

Presenter: *I see. And my last question, I heard the other day about Hurricane Hunters. Who are they exactly?*

Expert: *Well, they're a part of the American Air Force. They fly through hurricanes, right through the eye of the hurricane.*

Presenter: *Why do they do that? It sounds really dangerous.*

Expert: *They do it to know more about each hurricane so that they can help people to prepare for its arrival. They find out how big it is, how fast and how strong.*

Presenter: *Sounds like a really important job. But I'm glad it's not me doing it!*

11

Listen to the story and order (1-4) the sentences as you hear them.

Example:

e) *No bees means no pollination, no plants, no animals, no humans.*

e) 5

a) Although there are other pollinating insects-like butterflies and wasps, none of these species is a true pollinating machine like bees.

b) Of course, all species are important but none of them compares with bees.

c) Some people say that if bees disappear, then humans will only have four years to live.

d) But bees are not useful only for people.

a) _____

b) _____

c) _____

d) _____

Tapescript: Bees

Bees are one of most important species on our planet. Of course, all species are important but none of them compares to bees. Who wants a world without honey, flowers and chocolate? Bees first appeared on Earth 150million years ago and now there are 20,000 bee species of plants. Many of these plants, like apples and cotton are very important to word agriculture in addition; some important medicines come from plants.

But bees are not useful only for people. Many birds and insects mammals eat plants that need bee pollination. If these animals die of hunger, then predators, the next animals in the food, will die too.

Although there are other pollinated insects—like butterflies and wasps—none of these species is a true pollinating machine like bees. Unfortunately, most bees are in a danger at the moment. Modern farming has changed their habitat land, many flower have disappeared so bees do not have enough pollen to eat. Some bees are also killed by diseases.

Some people say that if bees disappear, then humans will only have four years to live. No bees means no pollination, no plants, no animals, no humans.

II READING

READING I

Read the article from which some sentences have been taken out. Choose the correct sentences / paragraphs A–E to fill the gaps. There is one extra sentence / paragraphs that you do not need.

1.

Mattie Jackson is 12 years old. He rides his bike around the neighborhood, plays soccer with his friends and gets good grades from Fairmount Ridge Junior High School.

1 _____

When I first met Mattie, he was exchanging baseball cards with some of his pals. This is a quiet, unassuming youngster and not at all what I expected from somebody who is said to have the fishing world at his feet. He was called the ‘Tiger Woods of Fishing’ by the editor of *California Fishing* last month just after he won the prestigious under-16 title.

Mattie was pushed into angling by his father, John, when he was nine. He accompanied his father on numerous fishing trips so many successful tips and tricks had already been picked up by the time he tried it himself. And it seemed to come oh-so-naturally to him.

“I caught my first fish after about four minutes. My father was furious,” he laughs. His father says he has a great technique, enormous patience and, most importantly, a willingness to listen and learn.

2 _____

His first angling trophy was won at the age of ten. He was Californian under-12 champion the following year. He is also American under-13 champion but it is the under-16 tournament success, against much older anglers, that gives him the most satisfaction.

3 _____

It’s what his father calls ‘Mattie’s radar’ and it is being used on a daily basis in rivers and lakes across the USA as he travels from one tournament to the next with his father by his side. But he has other tools of the trade and is, typically for a fisherman, pretty superstitious when it comes to his tackle.

“This lure was bought for me in England,” he explains, handing me something that looks like a wasp on a hook. “I’ve won three tournaments using that and if I lost it, snagged it or something, I would dive in after it. And this hat.” He is wearing a light blue cloth hat that he goes on to explain brings him luck.

4 _____

What does the future hold for Mattie? “I intend to finish school and I want to go to college. I know it's important to get a good education. I’ll always have fishing to go back to whenever I want.”

And with that, we reach the lake shore and he settles down for what promises to be a fruitful evening. Instinctively, his hand reaches up and pats his faithful blue hat before returning to his rod. Just checking.

- A** “I was at this tournament in Oregon last autumn and it had been left back in the motel by my father. I tell you, not a single fish came near the hook that day. I wouldn’t go anywhere without it now.”
- B** “But it was mainly his mother who saw his potential and decided to buy Mattie his first rod for his ninth birthday. The rest, as they say, is history.”
- C** “Oh, and he’s the Western USA under-16 Freshwater Angling Champion. Which, considering he’s up against kids who have been fishing for some ten years while Mattie has had a rod in his hand for a mere three, is pretty impressive.”
- D** “I went to Florida for the national under-13’s. I won that with a barracuda and it was caught in about 3 feet of water. Everyone else was casting out to 20 foot. I just seem to have a knack for finding fish.”
- E** “This explains the wise head he seems to have on his shoulders. Fishing runs wide and deep in the Jackson family, who live near the mountain resort of Mammoth in the north of the state of California. “So much of what I know about fishing has been given to me by my father, my brothers, my uncles and aunts. It’s a team effort I like to say.”

2

Films

One of the best films about criminals ever made was the 1969 story of *Butch Cassidy and the Sundance Kid*. They were real people who lived in the late 1800s. There is a story that Butch Cassidy's first crime was to steal some clothes. He had gone to town to buy a suit but, when he got there, the shop was shut. He broke in and stole the clothes he wanted but he left a note to say that he would come and pay for them the next day. This story may not be true but it shows that he was a 'gentleman criminal' who liked stealing money but always tried not to hurt anybody.

He and his gang robbed banks and, in 1900, he met up with Harry Longabaugh, alias the Sundance Kid. They kept on robbing trains. In one robbery they killed someone who worked on the railway. After this they left America and went to live in Buenos Aires in Argentina. For a few years they lived normal lives but then they started robbing banks again. Nobody knows why. ¹ _____. In 1908, there was a bank robbery in Bolivia and the police shot men who had committed the crime. After that, nobody heard of Butch Cassidy and the Sundance Kid again so everybody thinks they were the robbers but nobody really knows.

The film starred Paul Newman and Robert Redford. Paul Newman was already very famous but Robert Redford was almost unknown. ² _____. He thought about Marlon Brando or Steve McQueen. In the end, Robert Redford was perfect.

The director was George Roy Hill. He made the film so that the two criminals were the heroes. ³ _____. One famous part is when Hutch Cassidy rides a bicycle while the song *Raindrops Keep Falling on my Head* plays on the soundtrack and, in parts, it is almost a comedy with some clever dialogue. The film is also famous for its ending where, as the two criminals are shot dead, the film stops, so that you don't actually see them die. The film was very successful. ⁴ _____. The two actors joined up with the same director in 1973 for *The Sting*, another comedy-crime film.

- A It won four Oscars and made Robert Redford a star.
- B Maybe they needed the money or maybe they were bored.
- C Nobody is sure how they met.
- D At first the director wanted a more famous actor to play with Paul Newman.
- E He did this by making it clear that they didn't want to hurt anybody and showing their life away from crime.

3

Vampires - Fact or Fiction?

Everybody has heard stories about vampires. The word *vampire* is of Slavic origin, as the legend originated centuries ago in south-eastern Europe, in Transylvania and Serbia.

¹ _____. Since the inhabitants of Germany, France and England did not know much about these distant lands, they listened with fear and amazement to the strange tales told by merchants and travellers.

² _____. Many romantic authors in the early nineteenth century wrote novels about foggy mountains, terrifying creatures, distant castles and their mysterious inhabitants. In 1897, Bram Stoker wrote a book about Dracula, the most famous vampire of all time.

³ _____ Stoker's tale was set in Transylvania, in Count Dracula's castle, and in nineteenth-century London. However, Dracula was not a historical novel. It was a romance, a story about an unhappy vampire who fell in love with Mina, a beautiful girl who reminded Dracula of the wife he had lost years ago. In the twentieth century, Stoker's book was the source of inspiration for film makers who started to make new versions of the original story.

⁴ _____. This film, by Francis Ford Coppola, with Gary Oldman and Winona Ryder, became a box office hit—it shows that every generation wants to discover vampires for themselves.

(Adapted from *The World of English*)

- A With time, literature started to play an important role in popularizing vampires.
- B He based his story on the life of a fifteen-century Valachian ruler, Vlad IV Dracula, who was known for exceptional cruelty and criminal actions.
- C One of the most successful films about Dracula came out in 1992.
- D Later, vampires became part of mass culture.
- E In the Middle Ages, there were many folk legends about vampires, but places like Transylvania and Serbia seemed like the end of the world to the people of Western Europe at the time.

4

Gender Roles

In the past, gender roles were clearly defined. ¹ _____ The top box office success of 1987 was *Three Men and a Baby*, a comedy about the men trying to look after a baby. Being men, they had no idea of what to do. Everyone laughed because it was true to life. Would it work now, some thirty years later? Or have roles changed so much that the idea of a man not being able to change a nappy is as unlikely as that of a woman not being able to change a tire on a car. How did attitudes change so much? Here are some people who have helped us to see that our roles need not be so clearly defined.

From the age of 16, John Lennon was involved in making music. He was always the most publicly aggressive member of his group, The Beatles. ² _____ However, in 1969 he married his second wife, Yoko Ono. She made him aware of a different way of life. In 1976, he decided he had had enough of the music business and became a house husband. He stayed at home, looking after his baby and making bread while Yoko continued with her work. Friends couldn't believe he could just abandon his career. However, in interviews, he said these were the happiest years of his life. David Beckham, another superstar, showed his feminine side when he wore a *sarong*, a Malaysian dress, to a nightclub. Was he making a statement about sexual equality? Perhaps, it was just another clever photo opportunity. We will probably never know.

Margaret Thatcher was another person who reversed roles. She was the first woman Prime Minister of Great Britain. People often said that she acted more like a man than some of her male colleagues. ³ _____ Perhaps someone could repeat her success now but without sacrificing their femininity.

However, some things never change. Mike Newell, the Luton Town football manager, is no stranger to controversy. In 2006 he became famous for criticising the assistant referee of a match his team were playing in. ⁴ _____ The assistant was a woman. He made it very clear that, in his opinion, a woman's place was not on a football pitch. Or anywhere near one!

- A Fortunately, most people no longer think like this.
- B His first marriage was a very traditional one.
- C This is quite common behaviour but in this case there was another factor.
- D The man went out to work, the woman stayed at home to look after the children.
- E In the male-dominated world of the late 1970's, there was no room for females, but women could still succeed.

The EU Is Changing Our Lives

Many people in Britain think that the EU is trying to change our lives completely. Newspapers make this worse by writing stories that aren't true. Here below are some famous of these stories.

The straight banana is possibly the most famous of all the EU myths. British papers told their listeners that EU didn't like the shape of bananas. ¹ _____. What the EU really said was that the size and quality of bananas should be looked at. There was a similar story about cucumbers. That wasn't true either.

Vegetate. Newspaper told their readers that chocolate would have to be vegetate. This was because the EU said English chocolate didn't have enough cocoa or milk fat.

² _____. What did the EU really say? That chocolate bars would have to say, on the packet, what was in them. The name wouldn't have to change.

Road numbers. Someone saw a map which said E30 not the M4. They thought the EU had changed our road numbers. ³ _____. It was the UN who thought up the Trans Europe Road Network. But the UN didn't say the road numbers would have to change. There are now two numbers which are both used.

British exams. This sounded very serious. A levels, which students take at eighteen will go. ⁴ _____. What did the EU want to do? They wanted to help students from different countries study anywhere they wanted in the EU. The best way to do this was not to have just one exam. It was to help all countries understand the exams in the other countries. That will help universities to know what these exams mean.

- A All students will now take a European diploma.
- B In fact, these changes have nothing to do with EU.
- C They used vegetable fat.
- D It was very useful for companies which operate in more than one country.
- E They thought they should be straight.

READING II

Read the text and decide if the statements below are (T) or (F).

1

What Is a Carbon Footprint?

It is difficult to know exactly how our climate will change. Scientists think that the global temperature may go up in the next fifty years. This global warming will definitely make a big change to life in earth. Most areas will become warmer.

Some parts of the world might have terrible floods, but some may have droughts. This will probably be bad for plants and animals in all parts of the world.

In Arctic we can already see that the changing weather is going to make life very difficult for polar bears. So what can we do about this? One thing that we can do is to think about our 'carbon footprint'. A carbon footprint is a way of working out the difference that each person makes to the environment. It shows the pollution that we, as individuals, are responsible for. For example, when you go to school by car every day your carbon footprint gets bigger because you are adding to the pollution. When you walk to school or go by bike your footprint is much smaller.

Your decisions in life make a difference to your carbon footprint. Do you fly when you go on holiday? Planes are much worse for the environment than trains. They leave a bigger carbon footprint. When you buy products that have a lot of plastic packaging you are also making your carbon footprint bigger.

You are a teenager. Perhaps you think that you are not responsible for your own carbon footprint because your parents and your school are responsible. But you can help your family and others to change their habits. And you can watch less TV and turn off the light when you leave a room. Each small action will make you carbon footprint smaller. And that will help to slow down global warming and dangerous consequences.

- | | |
|--|-------|
| 1 Young people can make a difference. | T / F |
| 2 Planes are much worse for the environment. | T / F |
| 3 This will be probably good for plants and animals in all parts of the world. | T / F |
| 4 When you go to school by bike every day your carbon footprint gets bigger. | T / F |

Your Embarrassing Stories

When I was younger, I used to love boy bands and terrible pop music and my favourite group was *High Five*. I used to buy all of their CDs and my bedroom was covered in posters of them. I was in love with Aiden Jones, the lead singer of the group. I wrote to him once but he didn't write back.

Once, when I was 10 or 11, they played a concert in my town. I asked my mum if I could go but she didn't want me to. I asked and asked and finally she bought tickets for the whole family, my father, my brother and me. My brother was 15 then and he didn't want to go—he didn't want his friends to see him—but finally he agreed and he wrote about it for his school magazine. He was really rude about the concert and I was angry with him but now I think that what he wrote was very funny.

At the concert I bought everything I could—posters, books, badges, a T-shirt—and we went to sit down. The hall was full of young girls. I think my father was a bit frightened because of the noise. He kept on looking at me and every time I started to cry or shout he told me not to be so stupid.

I don't remember the concert much, they sang and danced and we all screamed so we couldn't hear the music. My brother took his camera and I thought he was taking photos of the band but he wasn't, he was taking them of me. Now, seven years later, when I bring a boyfriend home, my brother always shows them his photos. It's so embarrassing!

- | | | |
|---|---|-------|
| 1 | Aiden Jones once wrote to the girl. | T / F |
| 2 | She likes what he wrote about the concert now. | T / F |
| 3 | She remembers what songs they sang at the concert. | T / F |
| 4 | She didn't know her brother was taking photos of her. | T / F |

The American Gold Rush

It all started early in 1848 in California. James W. Marshall was working by the riverside when he found some small pieces of yellow metal in the water. He showed them to his boss. It was gold. The two men tried to keep this discovery a secret but without success. Soon, the magic word 'gold' was repeated all around the world. Everybody wanted to go to California to get rich. Thousands of people started to rush to the golden river by horse, by ship and even on foot. Night after night, a few more new towns appeared along the river. Some people brought tents to live in while others built wooden houses called huts. Looking for gold was hard work and many people were disappointed. Only the lucky ones found gold—sometimes up to \$2,000 in one day. It is not surprising that many small hotels, restaurants and bars opened in the new towns. Their owners made fortunes providing services to people who arrived in town in search of gold. By the end of 1850, the California Gold Rush was over. However, about forty-seven years later gold was discovered again, this time in Canada. Once more, over a thousand people left their homes and families to look for a better future. Today, at the original site of the California Gold Rush, near Sacramento, visitors can still try their luck with finding the yellow pieces of metal in the river. The old buildings have been redecorated and tourists can experience the life of the old days. Many of them are sure that they can find at least a small bit of gold.

- 1 The American Gold Rush started in the second half of the nineteenth century. **T / F**
- 2 The pieces of metal found in the river were yellow. **T / F**
- 3 James W. Marshall didn't show the gold he found to his boss. **T / F**
- 4 A hundred people later left their homes to search for gold in Canada. **T / F**

Like Father, Like Son? Perhaps Not...

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that the women are reading about fashion, beauty, romance or relationships and the men are reading about cars, photography, equipment or sport. This ought not to be a surprise. After all, these choices are also seen in typical male and female hobbies—men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird-watching or playing computer games while women seem to prefer keeping in touch with friends and entertaining.

For a long time, experts thought that these differences between male and female interests depended on how parents brought up their children and indeed society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typically 'male' or 'female' from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees a sad or worried face—she also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects—toys that spin, light up or move. Later, when they become toddlers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like the adults.

So where do these differences between male and female behaviour come from? Although it is true that culture and upbringing play an important role, many scientists now believe that the answers also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S or male brain are generally interested in systems: constructing and organising things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have a type E or female brain which means they are good at understanding other people's emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains—this is called the type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain, and not all women have the female brain. But on average, more males than females have a type S brain, and more females than males have a type E brain.

So does this mean that one sort of brain is superior? No, not at all. Some people find some things easier to do than others but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different types of brain can help make all of us more tolerant of difference.

- 1 Generally speaking, women and men both prefer reading about people than reading about gadgets or equipment. **T / F**
- 2 Experts used to believe that parents had a lot of influence on what hobbies their children liked. **T / F**
- 3 Even when they are babies, girls seem more interested in people than boys. **T / F**
- 4 People with a type S brain get lost easily. **T / F**

Charles Chaplin

He was believed to have been born on April 16, 1889. There is some doubt whether April 16 is actually his birthday, and it is possible he was not born in 1889. There is also uncertainty about his birthplace: London or Fontainebleau, France. There is no doubt, however, as to his parentage: he was born to Charles Chaplin, Sr. and Hannah Harriette Hill (aka Lily Harley on stage), both Music Hall entertainers. His parents separated soon after his birth, leaving him in the care of his increasingly unstable mother.

In 1896, Chaplin's mother was unable to find work; Charlie and his older half-brother Sydney Chaplin had to be left in the workhouse at Lambeth, moving after several weeks to Hanwell School for Orphans and Destitute Children. His father died an alcoholic when Charlie was 12, and his mother suffered a mental breakdown, and was eventually admitted temporarily to the Cane Hill Asylum at Coulsdon. She died in 1928 in the United States, two years after coming to the States to live with Chaplin, by then a commercial success.

Charlie first took to the stage when, aged five, he performed in Music Hall in 1894, standing in for his mother. As a child, he was confined to a bed for weeks due to a serious illness, and, at night, his mother would sit at the window and act out what was going on outside. In 1900, aged 11, his brother helped get him the role of a comic cat in the pantomime *Cinderella* at the London Hippodrome. In 1903 he appeared in *Jim, A Romance of Cockayne*, followed by his first regular job, as the newspaper boy Billy in *Sherlock Holmes*, a part he played into 1906. This was followed by Casey's *Court Circus* variety show, and, the following year, he became a clown in Fred Kano's *Fun Factory* slapstick comedy company.

According to immigration records, he arrived in the United States with the Karno troupe on October 2, 1912. In the Karno Company was Arthur Stanley Jefferson, who would later become known as Stan Laurel. Chaplin and Laurel shared a room in a boarding house. Stan Laurel returned to England but Chaplin remained in the United States. Chaplin's act was seen by film producer Mack Sennett, who hired him for his studio, the Keystone Film Company.

- 1 Chaplin might have been born some years earlier than is currently believed. **T / F**
- 2 Chaplin's mother died before her son was successful. **T / F**
- 3 His first serious job was delivering newspapers. **T / F**
- 4 His first partner on the stage was the actor, Stan Laurel. **T / F**

READING III

Read the text about and choose a, b or c to complete the sentences.

1

Harriet Tubman was born a slave. In the 1800s, slaves were African-American people who were forced to work. They were “owned” by their masters and had no rights. They could be bought and sold, and ripped away from their families forever. Harriet Tubman wanted a better life. She ran away from her “owners” on what came to be known as *The Underground Railroad*. *The Underground Railroad* was not really underground and it was not really a railroad. It was a series of long paths through the woods that lead to freedom for slaves in the Northern United States. It was very dangerous, and very long, but Harriet Tubman made it to freedom! After Harriet became free, she helped her family members and other slaves to freedom along *The Underground Railroad*. Southern slave owners were very angry with Harriet, and offered large rewards for anyone who could capture her. Harriet, however, was never captured. In all, she helped over 300 slaves to freedom in the North. Former slaves called her ‘Moses’. That is one reason why Harriet will be known forever as ‘the Conductor of the Underground Railroad’.

1 Which of the following questions is NOT answered in the passage?

- a) How old was Harriet when she ran away?
- b) What was the Underground Railroad?
- c) Did Harriet help other slaves to freedom?

2 How did Southern slave owners feel about Harriet Tubman?

- a) They didn’t really care.
- b) They thought she should be free.
- c) They wanted her captured.

3 What did Harriet Tubman do after she became free?

- a) She got a job.
- b) She started helping other slaves to freedom.
- c) She made people call her ‘Moses’.

4 *The Underground Railroad* was

- a) a train.
- b) underground.
- c) in the woods.

An Ancient Greek Called Hippocrates

There were many Ancient Greeks whose work helped to create the modern world we knew today. One of these was an extraordinary man called Hippocrates, who changed the world of medicine with his ideas.

Hippocrates was an extremely intelligent man who is famous for being the ‘father of medicine’. People called him the ‘teacher of medicine’ because he was the first person to make medicine a serious profession. Before Hippocrates people thought that supernatural, mystical or divine factors were responsible for illness. Hippocrates didn’t believe in these superstitions. He watched his patient very carefully and saw that illnesses come from the things that we eat, the things around us and habits.

Hippocrates was one of the first people to ask his patients questions and he wrote down the information to analyze it later. With his observation and information he worked out how to look after the patient. We now know that he sometimes made serious mistakes in his analysis, but in general his way of working was revolutionary for the time.

Hippocrates believed that doctors needed to be serious, professional and, very importantly, to be clean. He told his student doctors to wash their hands all the time, and his patients were always clean too.

One of the many extraordinary things that Hippocrates did in his life was to discover and use an ingredient called *salicin*. He used *salicin* to cure headaches. Later people forgot about this medicine. But 2,200 years later a German scientist rediscovered *salicin* and it became an ingredient in today’s typical cure for headache.

One final point about Hippocrates—he was clearly a good doctor because he himself lived until he was very old. Some people say he was 90 and others say that he was 100 years old.

1 Before Hippocrates people didn't

- a) want to be doctors.
- b) look for natural explanations for illnesses.
- c) like doctors because they were superstitious.

2 For Hippocrates, _____ was important to help his patients.

- a) analyses
- b) good food
- c) time

3 Hippocrates

- a) wasn't always right in his analyses.
- b) didn't often wash his hands.
- c) had a lot of enemies because of his ideas.

4 We know that

- a) Hippocrates created aspirin 2,200 years ago.
- b) a German scientist discovered Hippocrates' instructions for how to make aspirin.
- c) Hippocrates knew an ingredient to stop headaches.

Culture Shock

You have read about Romulus and Remus whose culture shock came when they went back to the world of human beings after being raised by a wolf. Tarzan's culture shock came when he discovered that he was not a 'white ape' but a human being. Emily Carr preferred the culture of the First Nations people and the life she led on her explorations to the dresses and polite conversations of her own culture. You now know that First Nations culture did not include school or even business activity, people spent most of their time in nature or around the fire of their home talking, telling stories and making the things they needed to survive. Psychologists tell us that there are four basic stages that human beings pass through when they enter and live in a new culture. This process, which helps us to deal with culture shock, is the way our brain and our personality reacts to the strange new things we encounter when we move from one culture to another. If our culture involves bowing when we greet someone, we may feel very uncomfortable in a culture that does not involve bowing.

If the language we use when talking to someone in our own culture is influenced by levels of formality based on the other person's age and status, it may be difficult for us to feel comfortable communicating with people in the new culture.

Culture begins with the 'honeymoon stage'. This is the period of time when we first arrive in which everything about the new culture is strange and exciting. We may be suffering from 'jet lag' but we are thrilled to be in the new environment, seeing new sights, hearing new sounds and language, eating new kinds of food.

This honeymoon stage can last for quite a long time because we feel we are involved in some kind of great adventure. Unfortunately, the second stage of culture shock can be more difficult. After we have settled down into our new life, working or studying, buying groceries, doing laundry, or living with a home-stay family, we can become very tired and begin to miss our homeland and our family, girlfriend/boyfriend, pets. All the little problems that everybody in life has seem to be much bigger and more disturbing when you face them in a foreign culture. This period of cultural adjustment can be very difficult and lead to the new arrival rejecting or pulling away from the new culture.

This 'rejection stage' can be quite dangerous because the visitor may develop unhealthy habits (smoking and drinking too much, being too concerned over food or contact with people from the new culture). This can, unfortunately lead to the person getting sick or developing skin infections or rashes, which then makes the person feel even more scared and

confused and helpless. This stage is considered a crisis in the process of cultural adjustment and many people choose to go back to their homeland or spend all their time with people from their own culture speaking their native language.

The third stage of culture shock is called the 'adjustment stage'. This is when you begin to realize that things are not so bad in the host culture. Your sense of humour usually becomes stronger and you realize that you are becoming stronger by learning to take care of yourself in the new place. Things are still difficult, but you are now a survivor!

The fourth stage can be called 'at ease at last'. Now you feel quite comfortable in your new surroundings. You can cope with most problems that occur. You may still have problems with the language, but you know you are strong enough to deal with them. If you meet someone from your country who has just arrived, you can be the expert on life in the new culture and help them to deal with their culture shock.

There is a fifth stage of culture shock which many people don't know about. This is called 'reverse culture shock'. Surprisingly, this occurs when you go back to your native culture and find that you have changed and that things there have changed while you have been away. Now you feel a little uncomfortable back home. Life is a struggle!

1 When does culture shock process happen?

- a) When you move to a big city.
- b) When you meet foreign people for the first time.
- c) When you go to live in a foreign culture.

2 How do you feel during the first stage of culture shock?

- a) lonely and depressed.
- b) bored and homesick.
- c) happy and excited.

3 How do you feel during the fourth stage of culture shock?

- a) tense, but positive.
- b) relaxed.
- c) afraid.

4 Why might reverse culture shock be a problem?

- a) It hardly ever happens.
- b) Most people do not expect it.
- c) It only happens to young people.

The Positive Effects on Children of Owning a Dog

Brendan's best friend is Tip. Tip and Brendan are inseparable. They teach each other things and they look after each other. Tip has helped Brendan become more responsible, more caring, and a better friend. Brendan is a nine-year-old boy, and Tip is a ten-year-old dog. Brendan and Tip are an example of how owning a dog can have a positive effect on a child's development. Having a dog develops a child's sense of responsibility, broadens his capacity for empathy, and teaches the nature of friendship.

Having a dog helps a child learn how to act responsibly. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties and responsibilities, or ignores any of the dog's needs, the dog will suffer. This teaches the child that his responsibility to the dog is more important than his desire to play with his toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to take responsibility for the health and welfare of a dog leads to learning how to take responsibility for oneself.

Another lesson that a child can learn from having a dog is how to be empathetic. Empathy is the ability to put oneself in another person's, or in this case another creature's, situation and imagine that person's or creature's feelings or problems. A dog cannot express itself with speech, so its owner must learn how to interpret its behaviour. The child must learn to understand what the dog's behaviour means. Is the dog frightened, aggressive, or sick? The child needs to understand what is going on in the dog's mind. Understanding a situation from the dog's perspective helps the child understand why the dog is behaving in a certain way and what the dog needs. The result of learning to read a dog's behaviour is that the child develops empathy. By learning how to empathize with a dog, the child also learns how to empathize with other people. This leads to the child becoming a more considerate and caring person.

Being considerate and caring are important characteristics in a good friend. One of the most significant benefits of owning a dog is the example of true friendship that a dog provides. A dog gives unconditional love to its owner. A dog will not stop loving its owner because of a little anger, indifference, or neglect. The dog will wait patiently for its owner to

pat its head and say a few kind words. This acceptance of the negative qualities and appreciation for the positive qualities of its owner provide a wonderful model of how to be a good friend. A child soon realizes that his dog will always listen to him, will always be ready to play with him, will always protect him, and will always forgive him. A child who has learned to be even half as good a friend to others as his dog is to him will have learned one of the most valuable lessons in life.

These are some of the most important lessons a child will ever learn. The benefits of owning a dog will last the child's entire lifetime. The understanding and appreciation of responsibility, empathy, and friendship that a child develops from the experience of having a dog will help him or her grow into a reliable, caring, and mature adult.

1 Which of the following have a positive effect on a child's development?

- a) feeling responsible
- b) feeling empathy
- c) all of the above

2 A child learns how to be responsible for a dog by

- a) care of the dog's daily needs.
- b) taking away a safe environment.
- c) feeding the dog weekly.

3 Which of the following is a positive result of learning how to interpret a dog's behaviour?

- a) becoming selfish
- b) becoming empathetic
- c) becoming patient

4 Which of the following is NOT a benefit of a child owning a dog?

- a) companionship
- b) reliability
- c) neglect

6

What Makes a Good Sign?

Many road signs are bizarre when thought about logically. Just what is one meant to do if there is a danger of falling rocks? And if the road is slippery, will your car tyres really cross like the alarming skid marks seen on the sign? But even if some symbols do not stand up to scrutiny, they convey a message that is quickly recognised. Or at least, that's the hope.

Out of 500 drivers surveyed last year, none was able to correctly identify 12 road signs and only one sign—the speed camera—was known to them all. A review of signs has been launched by the Department for Transport, looking at ways to reduce the number of signs and introduce more technology. So what makes a good sign?

“The most important thing is that it works,” says Michael Wolff, chairman of The Sign Design Society. Not only do modern drivers travel faster than before, they are also listening to the radio, chatting on their hands-free phone and trying to get children in the back under control. Distractions are everywhere. With so much competition for a driver's attention, a good sign must be clear and simple so that it can be seen, read and understood in an instant. The red ‘no-entry’ sign is one that, even without words or pictures, conveys its message. But others don't.

Many drivers are unable to recognise the ‘no stopping’ sign. And former police driving instructor Chris Walker says the “give way to oncoming traffic” sign is hotly debated at driving school because it is illogical and takes too long to work out. The symbols on signs should not be interpreted too literally—the roadworks warning is often compared to a man opening an umbrella, while some of the most recognisable signs evoke memories of the pre-motoring age.

A 19th century-style bellows camera is used, with great success, to warn of the imminent danger of racking up a speeding fine and rail enthusiasts' hearts must race at the symbol of a steam train before level crossings. “Symbols don't have to be accurate; they are there to convey an idea and be understood,” Mr Wolff says. Some widely used signs have attracted criticism for being outdated. The image of stooped elderly people crossing a road has been branded as ‘insulting’ by Help the Aged. It originates from a children's competition in 1981.

Different colours provoke very different reactions in the human mind, says Dr David Cowell, who specialises in the psychology of colour. The brain is very sensitive to the level of energy in the light that passes through your eyes, with different colours of light carrying

different amounts of energy. “Blue [the colour of motorway signage] suggests harmony and relaxation,” says Dr Cowell. “It is the colour of nature in relaxed form. It encourages social communication and consideration of others.” Orange and yellow “suggest a positive future,” he says, the point being that the colour of signs surrounding roadworks is clearly meant to encourage frustrated drivers to think beyond the current delays. Different shaped signs also create different psychological reactions, suggests Dr Cowell. “A triangular sign has points and represents danger,” which is why the shape is used for warning signs. “Rectangular signs are the same shape as a book and therefore give information. Round signs are instructional. They look like the end of a pointing finger giving you an instruction.” While the fundamental design of the country’s road signs has remained unchanged for almost half a century, the number of signs seems to be multiplying.

Today British roads can seem crammed with symbols warning drivers of every foreseeable danger, from falling rocks to passing deer. As well as fuelling fears, the streetscape is being damaged, and the proliferation of signs reduces their effectiveness. “Drivers now face a system overload,” says Mr Walker. “Signs are duplicated, in some cases triplicated, leaving little time for the information to be seen and processed.” Even the most well-designed road sign will be of little use if nobody can make it out.

1

A recent survey has shown that

- a) drivers should revise the sign system.
- b) the sign system doesn’t work at all.
- c) the sign system has to be improved.

2 Today it is more necessary than ever that

- a) distractions be avoided.
- b) drivers pay attention on the roads.
- c) signs are well designed.

3 Some signs are very effective even though they may

- a) depict unrecognisable objects.
- b) have a controversial origin.
- c) look old-fashioned.

4 The colours around roadworks are intended to

- a) attract attention.
- b) encourage patience.
- c) indicate them clearly

III VOCABULARY

VOCABULARY I

Underline the correct alternatives to complete the sentences.

Example:

I'm a big fan of _____ music, so I go to as many concerts as I can.

- a) recorded **b) live** c) soundtrack*

1

1 The new student, Leona, is very _____ and comes out with us quite often at weekends.

- a) shy b) selfish c) sociable

2 My grandfather is quite _____ now, but he still goes out for long walks with us.

- a) handsome b) elderly c) arrogant

3 I hope our car doesn't break _____ on the way to the airport like it did last year!

- a) down b) over c) out

2

1 If you're _____, you can quickly reach a high level in the company.

- a) caring b) well-paid c) ambitious

2 I've had an annoying _____ in my back for two days.

- a) cough b) ache c) temperature

3 Some of the pupils have learnt to give first _____ at school, which will be good if someone has an accident.

- a) aid b) help c) assist

3

- 1 It's a good idea to _____ new words into your own language in your vocabulary notebook.
a) write b) translate c) revise
- 2 In the competition, people have to _____ more than 20 objects in a list.
a) revise b) memorize c) practice
- 3 I usually _____ for exams the day before. I know that's not enough time!
a) revise b) practise c) fail

4

- 1 The film was really _____. I nearly fell asleep.
a) exciting b) boring c) funny
- 2 I _____ a lot more money in my new job.
a) had b) win c) earn
- 3 Dan's so _____. He pays for everything when we go out.
a) lazy b) mean c) generous

5

- 1 _____ have black and yellow stripes on their bodies.
a) Flies b) Mosquitoes c) Wasps
- 2 Excuse me, could I _____ on these jeans, please?
a) get b) take c) try
- 3 The bus was so _____ I couldn't move.
a) crowded b) modern c) noisy

6

- 1 I was offered a better job but I _____ it _____ because I didn't want to leave my friends.
a) gave away b) dropped off c) turned down
- 2 If I don't answer, you can leave a message on my _____.
a) spyware b) search engine c) voicemail
- 3 I don't _____ my brother - we are always arguing.
a) get at b) get on with c) get by

7

- 1 Before starting a new computer, read the _____ carefully.
a) attachment b) application c) manual
- 2 The police say that these teenagers are harmless and just fool _____.
a) about b) around c) up
- 3 Everybody in the court stood up when the _____ walked in.
a) lawyer b) jury c) judge

8

- 1 This is a very _____ hotel. You have to wear a suit when you go to dinner.
a) posh b) flattering c) vain
- 2 My father started going _____ in his twenties and now he has no hair at all.
a) shaved b) bald c) cropped
- 3 The play was absolutely _____!
a) brilliant b) interesting c) good

VOCABULARY II

Read the sentences, check the words in *italic* and then underline the correct option.

Example:

Stop talking and concentrate *at/ on/ to* your work.

1

- 1 The *living cost / cost of living / cost of life* has risen enormously.
- 2 The car was completely *wrecked / damaged / destroyed* in the accident.
- 3 I've *after all / eventually / finally* decided where I'm going for my holiday.

2

- 1 Many wars are unnecessary and could easily be *denied/ prevented/prohibited*.
- 2 Don't shout at her. She is very *sensitive / sensible / sympathetic* and will be upset.
- 3 In the battle, over a hundred soldiers were *assassinated / killed / murdered*.

3

- 1 When I lost a contact lens, I *looked for / looked into* it everywhere.
- 2 The maths problem was really difficult but after thinking hard, they *worked out / came across* the answer.
- 3 Nobody usually went to her house but one Saturday one of her friends *turned up / came across*.

4

- 1 I was *indifferent / ecstatic / bewildered* by all the people speaking foreign languages. I couldn't understand anything.
- 2 When Colin asked me to marry him, I was *impressed / exhausted / ecstatic*.
- 3 After I had finished the work in the garden I was *spellbound / exhausted / impressed*.

5

- 1 "It wasn't me," he shouted, "I have a **(n)** *accused / witness / alibi* for the evening it happened".
- 2 This is a nice national *flag / anthem/ border*. Who composed it?
- 3 There were no signs of life in the Market Square—it was *cramped / deserted / filthy*.

6

- 1 I've always wanted to be a *politics / politician / political*.
- 2 If you turn up late again, you'll get *a pay rise/ the sack /a promotion*.
- 3 Scientists are still trying to *improve / solve / invent* this problem.

7

- 1 No *previous / much / extraordinary* experience is needed for this job.
- 2 I'm afraid of flying, especially when the plane takes *in /up /off*.
- 3 You need *a fresh air / outdoors / an outdoor* instructor to learn how to ski.

8

- 1 Don't *waste / lose / take* your breath trying to explain the value of the rooms.
- 2 If you *fall / fail / late* behind with your work they'll help you with it.
- 3 The students *got on / came up / took down* with a new idea for school activities.

VOCABULARY III

Complete the sentences with the correct forms of the verbs from the box. There are two extra words.

Example:

think complain hear remind warm

- 1 *That's good idea .Why didn't you think of that?*
- 2 *Before you go into the house, I must remind you about the dog.*
- 3 *Bill is never satisfied. He is always complaining about something.*

1

before moreover on the other hand at least firstly

- 1 *I had a terrible day at work and lost my umbrella too. _____ I spoke to that nice guy who works in the coffee shop!*
- 2 *Television turns people into lazy couch potatoes. _____, there are some educational programmes on.*
- 3 _____ going to sleep, I like to read for half an hour.

2

after afterwards as soon as though however

- 1 *Call me _____ you get to the hotel, OK?*
- 2 _____ the film was a little boring, we still had a nice evening out.
- 3 *I've always known Caroline as a mean person. _____, she lent me \$10 yesterday without me having to ask twice!*

3

after immediately afterwards before despite

- 1 I didn't look at the answers until _____ finishing the test. I didn't cheat!
- 2 If you see this book on sale for less than ten dollars, buy it _____!
It usually costs nearly twenty.
- 3 _____ the fact that she had a cold, she won the race.

4

droughts waste ozone layer global warming floods

- 1 _____ is getting worse and worse—the temperatures keep going up and up.
- 2 That's probably because of the big hole in the _____, which protects us from the sun.
- 3 In some parts of the planet there have been terrible _____ where the water has destroyed towns and cities.

5

credit card insurance exchange rate bill floods

- 1 A _____ is a piece of paper that shows how much you must pay.
- 2 _____ is money you pay to protect yourself against something bad happening.
- 3 There is a 25% _____ on all electrical goods until the end of the week.

6

luggage single ticket office cancel delay

- 1 Sometimes there can be a _____ and your train doesn't arrive on time.
- 2 If you are only going one way you should buy a _____ ticket.
- 3 If you don't already have a ticket you go and buy one at the _____.

7

arsonist forger swindle suspect silencer

- 1 Look here, officer! The _____ has dropped his wallet.
- 2 He's a very clever _____. Even the museum experts didn't notice that the painting wasn't real.
- 3 The woman managed to _____ my grandma out of £300.

8

go off get on with get in touch with pick me up keep at

- 1 Could you _____ outside the hotel in ten minutes, please?
- 2 I _____ my stepmother very well.
- 3 When can I _____ the tour guide, please?

IV GRAMMAR

GRAMMAR I

Underline or circle the correct answer for each sentence.

Example:

“I live with my family.” She said she _____.

- a) living with her family
- b) have lived with her family

c) lived with her family

1 “I don't like vegetables.” He told me he _____.

- a) didn't like vegetables
- b) do like vegetables
- c) don't like vegetables

2 “I'm doing my homework.” She told me she _____.

- a) had home worked
- b) was doing her homework
- c) was done her home worked

3 “I've seen that film.” He said he _____.

- a) had saw that film
- b) had seen that film
- c) have seen that film

4 You look very confused by the homework, Clive. _____ I help you?

- a) will
- b) can
- c) must

5 The company _____ go bankrupt if they don't find a lot of money quickly!

- a) should
- b) shouldn't
- c) might

- 6 When they arrived, we _____ the game.
a) had already finished
b) were already finished
c) already finished.
- 7 What time _____ get up yesterday?
a) did you have
b) must you
c) did you have to
- 8 We had our photos _____ at school last week.
a) taken
b) took
c) take
- 9 Can I ask you where _____ from?
a) are you
b) you come
c) do you come
- 10 _____ you go already? You only arrived an hour ago!
a) must
b) should
c) can
- 11 When he was young, he _____ swim very well. He won medals and championships!
a) had to
b) can
c) could
- 12 Until the 1980s, nearly all Britain's biggest newspapers _____ in Fleet Street.
a) are produced
b) have been produced
c) were produced

- 13 Forty million newspapers _____ worldwide by News Corporation every week.
a) are printed
b) have been printed
c) were printed
- 14 *The Times* _____ by News Corporation since 1981.
a) is owned
b) was owned
c) has been owned
- 15 We _____ since five o'clock and we're still not there.
a) have driven
b) are driving
c) have been driving
- 16 There's _____ power left in the battery, so you'd better plug your laptop in.
a) not many
b) not much
c) a few
- 17 We _____ forget it's Dad's 50th birthday next month.
a) don't have to
b) can't
c) mustn't
- 18 My grandparents _____ for fifty years and they are still very happy.
a) were married
b) have been married
c) are married
- 19 There are _____ grapes in the fruit bowl-only two.
a) a little
b) a few
c) to many

- 20 I'm OK here in Germany but I miss _____ with my friends.
- a) be
 - b) being
 - c) to be
- 21 I _____ tennis with David tomorrow afternoon.
- a) am playing
 - b) play
 - c) will play

GRAMMAR II

Complete the sentences with the correct form of the verb in brackets.

Example:

My feet are tired. I have been standing/'ve been standing (stand) here for hours.

- 1 If I were you, I _____ (not/eat) that.
- 2 Volcanoes _____ (not/understand) in the middle ages.
- 3 She asked me if I _____ (see) her pencil.
- 4 School _____ (not / start) yet.
- 5 If I _____ (be) you, I would not eat that.
- 6 Every year a lot of people _____ (kill) on our roads.
- 7 The police asked me if I _____ (see) something strange.
- 8 You _____ (grow) since the last time I saw you.
- 9 Life would be easier if everybody _____ (speak) English.
- 10 The teacher asked me if I _____ (bring) materials for the school project.
- 11 After the plane _____ (take off), the air steward gave us tea and sandwiches.
- 12 We didn't get a table in the restaurant because we _____ (not book).
- 13 His mobile phone _____ (steal) last week.
- 14 Come on, you need rest. You _____ (study) for five hours non-stop.
- 15 She _____ (be) a teacher since 1996.
- 16 She _____ (go) to the cinema last night.
- 17 If he hits that boy again I _____ (call) the police.
- 18 More young people _____ (leave) the country these days.
- 19 I _____ (not do) very well in last week's exam.
- 20 Most of the kids in my class usually _____ (listen) to soul and hip hop.
- 21 Where _____ (you/go) when I saw you last night?
- 22 Ian _____ (be) my boyfriend for five years.
- 23 The police found some fingertips because the burglars _____ (not/use) gloves.

GRAMMAR III

Underline or circle the correct form of the verb in the following sentences.

Example: I was getting / got off the train when I dropped my suitcase.

- 1 When we *were arriving* / *arrived* at the station, I got a taxi home.
- 2 Can we stop at the bank? I *need* / *am needing* some money.
- 3 How are you? *Do you have* / *are you having* a good time?
- 4 A: "I was outside the cinema at six o'clock."
B: What did he say?
C: He said he *has* / *had* been outside the cinema at six o'clock.
- 5 If you *were* / *would be* rich, what would you buy?
- 6 We haven't been to Cairo yet, *have* / *did* we?
- 7 They must *to work* / *work* harder.
- 8 We were *gave* / *given* this clock by my uncle.
- 9 You *don't have to* / *mustn't* wear a suit. You can wear anything you want.
- 10 We hope the evening will be as successful as last year's, when a lot of money *was raised* / *was rose* by the parents for the new computer room.
- 11 She won't be here because she *'ll go* / *is going* to the dentist.
- 12 Please stay for lunch. I've *made* / *been making* enough sandwiches for four people.
- 13 How are you? *Do you have* / *Are you having* a good time?
- 14 He *confessed* / *would confess* to all the crimes last Friday.
- 15 She *must* / *has to* be at the office at three o'clock. Her boss wants to see her.
- 16 You *mustn't* / *don't have to* discuss this problem with your students. It's dangerous.
- 17 I *feel* / *am feeling* that I understand the process very well.
- 18 I'd prefer *to make* / *making* an appointment now.
- 19 I *don't think* / *am not thinking* you should invite him to your wedding.
- 20 You *couldn't* / *didn't* have to buy milk—there is still some in the fridge.
- 21 After two months of intensive physiotherapy my grandfather *could* / *was able to* move from his bed to the bathroom.

GRAMMAR IV

Complete the second sentence so that it has a similar meaning to the first.

Example: Mary ate the cookies.

The cookies were eaten by Mary.

- 1 Don painted the picture.
The picture _____.
- 2 "I've seen the comedy twice."
My cousin Greg told my mum _____.
- 3 "We are opening a new cinema in May."
The businessman said _____.
- 4 He got home and immediately turned the television on.
As soon as _____.
- 5 "Why was he furious?"
My girlfriend wanted to know _____.
- 6 "She's out of work now."
Her husband complained that _____.
- 7 It's possible that my parents are enjoying themselves in Barcelona now.
My parents _____.
- 8 Ferlinghetti opened the oldest paperback book store in the United States in 1953.
The oldest paperback book store in the United States _____.
- 9 Tim answered the phone.
The phone _____.
- 10 Bob wrote the letter.
The letter _____.
- 11 I'm sure she is more mature than her sister-in-law
She _____.
- 12 They are going to hold a concert for children in Africa.
A concert _____.
- 13 "The BBC are going to start showing my cookery programme next month."
The chef announced that _____.

GRAMMAR V

Put the words in the correct order to make the sentences.

Example:

it / call / to / will / , / dog / come / the / . / you / if / you

If you call the dog, it will come to you.

1 tell / I'll / tomorrow / , / him / you / him / Brian / call / see / if / .

If _____.

2 me / you / starts / can / tell / job / when/?/ the/

Can _____.

3 if / I / need / could / you / any / ask / experience / ?/

Could _____.

4 meeting / are / this / o'clock / having / at / we / seven / a / evening / . /

We _____.

GRAMMAR VI

Circle or underline the correct option in the sentences below.

Example: The man who / which came to fix the TV knew about computers too.

- 1 The musicians stopped *to play* / *playing* because they were tired.
- 2 This is George, *whose* / *which* brother went to school with me.
- 3 As so many people die of cancer I strongly advise you to stop *to smoke* / *smoking*.
- 4 This is a building, *who* / *which* attracts a lot of tourists.
- 5 Tim is looking forward to *visiting* / *visit* his friend in Paris next summer.
- 6 I'd work harder *if* / *unless* they gave me a chance to study abroad.
- 7 Don't touch that sandwich—it's *my* / *mine*.
- 8 He plays tennis *well* / *good*.
- 9 The news today *will be read* / *read* by John Cook.
- 10 I have never been *in* / *to* Australia.
- 11 That *can't* / *must* be the new student. I haven't seen him before.
- 12 We *can* / *should* leave early to avoid the traffic.
- 13 I *would* / *used to* be a judge but now I work for an insurance company.
- 14 *Can* / *Should* you help us organize a garden party next Saturday?
- 15 We *used to* / *would* have a lawyer in our company in case we needed legal advice.
- 16 In his opinion boys and girls *can* / *ought to* study separately because they prefer different subjects.
- 17 The dog will win *as long as* / *as soon as* it doesn't try to bite the judge.
- 18 This is the man *who* / *whose* book I read.

RJEŠENJA ZADATAKA

LISTENING TEST KEY

1 1 C 2 B 3 C 4 B	2 1 C 2 C 3 C 4 B	3 1 B 2 B 3 C 4 B
4 1 b) <u>in small charity shop</u> 2 c) <u>£ 4.50</u> 3 a) <u>online</u> 4 b) <u>frugal</u>	5 1 A 2 B 3 A 4 A	6 1 F 2 T 3 F 4 F
7 1 F 2 T 3 F 4 F	8 1 F 2 T 3 F 4 T	9 1 F 2 T 3 F 4 T
10 1 F 2 F 3 T 4 T	11 a) <u>3</u> b) <u>1</u> c) <u>4</u> d) <u>2</u>	

READING TEST KEY

READING I
1
1 C / 2 E / 3 D / 4 A
2
2 B / 3 D / 4 E / 5 A
3
1 E / 2 A / 3 B / 4 C
4
1 D / 2 B / 3 E / 4 C
5
1 E / 2 C / 3 B / 4 A
READING II
1
1 T / 2 T / 3 F / 4 F
2
1 F / 2 T / 3 F / 4 T
3
1 F / 2 T / 3 F / 4 F
4
1 F / 2 T / 3 T / 4 F
5
1 T / 2 F / 3 F / 4 F
READING III
1
1 A / 2 C / 3 B / 4 C
2
1 A / 2 C / 3 B / 4 C
3
1 A / 2 C / 3 C / 4 C
4
1. C; 2. A; 3. B; 4. C
5
1 C / 2 C / 3 C / 4 B

VOCABULARY TEST KEY

VOCABULARY I

1

1 C / 2B / 3A

2

1C / 2B / 3 A

3

1B / 2B / 3A

4.

1B / 2 C / 3 C

5

1C / 2C / 3A

6

1C / 2C / 3B

7

1C / 2B / 3 C

8

1A / 2 B / 3 A

VOCABULARY II

1

1 The cost of living / 2 destroyed / 3 finally

2

1 prevented / 2 sensitive / 3 killed

3

1 looked for / 2 worked out / 3 turned up

4

1 bewildered / 2 ecstatic / 3 exhausted

5

1 an alibi / 2 anthem / 3 deserted

6

1 politician / 2 the sack / solve

7

1 previous / 2 takes off / 3 outdoor

8

1 waste / 2 fall / 3 came up

VOCABULARY III
1
1 at least / on the other hand / before
2
1 as soon as / 2 though / 3 however
3
1 before / 2 immediately / despite
4
1 global warming / 2 ozone layer / 3 floods
5
1 bill / 2 insurance / 3 discount
6
1 delay / 2 single / 3 ticket office
7
1 suspect / 2 forger / 3 swindle
8.
1 pick me up / 2 get on with / 3 get in touch with

GRAMMAR TEST KEY

GRAMMAR I

Underline the correct answer for each sentence.

1	a
2	b
3	b
4	b
5	c
6	a
7	c
8	a
9	b
10	a
11	c
12	c
13	a
14	c
15	c
16	b
17	c
18	b
19	b
20	b
21	a

GRAMMAR II

Complete the sentences with the correct form of the verb in brackets.

1	would not/ wouldn't eat
2	were not understood
3	saw / had seen
4	has not/hasn't started
5	were
6	are killed
7	saw /had seen
8	have grown/'ve grown
9	spoke
10	brought/ had brought
11	had taken off
12	had not booked
13	was stolen
14	have been studying
15	has been
16	went
17	will call
18	are leaving
19	didn't do/ did not do
20	listen
21	were you going
22	has been
23	had not used/ had not been using gloves

GRAMMAR III

Underline the correct form of the verb in the following sentences.

1	arrived
2	need
3	are you having
4	had
5	were
6	have
7	work
8	given
9	don't have to
10	was raised
11	is going
12	have made/ 've made
13	are you having
14	confessed
15	has to
16	mustn't
17	feel
18	to make
19	don't think
20	didn't have to
21	was able to

GRAMMAR IV

Complete the second sentence so that it has a similar meaning to the first.

1	was painted (by Don).
2	that he had seen the comedy twice.
3	that they were opening a new cinema in May.
4	as soon as he got home, he turned the television on.
5	why he had been so furious.
6	she was out of work (then).
7	may/might/could/should be enjoying themselves in Barcelona now.
8	was opened in 1953 by Ferlinghetti./ was opened by Ferlinghetti in 1953.
9	was answered (by Tim).
10	was written (by Bob).
11	must be more mature than her sister-in-law.
12	for children in Africa is going to be held (by them)./ for children is going to be held in Africa (by them).
13	the BBC were going to start showing his programme the following month. / the BBC were going to start showing her programme the following month. / the BBC was going to start showing his programme the following month. / the BBC was going to start showing her programme the following month.

GRAMMAR V

Put the words in the correct order to make the sentences.

1	If you see Brian, tell him I'll call him tomorrow. / If you see him, tell him I'll call Brian tomorrow.
2	Can you tell me when the job starts?
3	Could I ask if you need any experience?/ Could I ask if you need any experience?
4	We are having a meeting at seven o'clock this evening.

GRAMMAR VI

Circle or underline the correct option in the sentences below.

1	playing
2	whose
3	smoking
4	which
5	visiting
6	if
7	mine
8	well
9	will be read
10	to
11	must
12	should
13	used to
14	can
15	used to
16	ought to
17	as long as
18	whose

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