

ENGLISKI JEZIK

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**KATALOG PITANJA
za eksternu maturu – gimnazije**

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UVOD

Polazna osnova za izradu *Kataloga zadataka za eksternu maturu za učenike gimnazija* (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 A za učenike **gimnazija**—Engleski jezik (šk. 2015/2016. godina).

Katalog zadataka se sastoji iz sljedećih dijelova:

- Osnovni elementi Vodiča za učenike gimnazija.
- 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 A* su sljedeće: **LISTENING, GRAMMAR, READING, VOCABULARY, GUIDED WRITING.**

Svaka oblast obuhvata opće teme koje su zastupljene u Nastavnom planu i programu. Oblasti koje se testiraju su predstavljene u katalogu redoslijedom 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	4	0.50	2
4. GRAMMAR	2	6	0.50	3
5. WRITING	1	2	0.50	1
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: *You are going to hear three people talking about going to university. Listen and match the speakers 1–3 with the statements A–D. There is one extra statement you do not need (indicate which one by writing NI (no information) on the line.*
- Tip zadatka 2: *You are going to hear part of a radio programme. Listen and decide if the statements are true (T) or false (F).*
- Tip zadatka 3: *Listen to the story and underline the correct answers.*

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: *Read the article and choose the correct sentences A–E to fill the gaps. There is one sentence you do not need.*
- Tip zadatka 2: *Read the texts about different students' plans for a career in writing. For questions 1–4 choose from the students A–D.*
- Tip zadatka 3: *Read a review of a new film. Choose the correct alternatives to complete the sentences.*
- Tip zadatka 4: *Read the article and match the titles (1-4) with the paragraphs (A-D).*

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 one word in each gap. The first letter of the word is given.*
- Tip zadatka 2: *Complete the sentences with the correct form of the words in brackets.*
- Tip zadatka 3: *Underline the correct words to complete the sentences.*
- Tip zadatka 4: *Underline the correct answer to complete the sentences.*

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: *Complete the sentences with the correct form of the verbs given.*
- Tip zadatka 2: *Underline the correct alternatives to complete the text.*
- Tip zadatka 3: *Rewrite the sentences below so that they contain zero mistakes. If the sentence is correct write correct on the line.*
- Tip zadatka 4: *Underline the correct alternatives to complete the sentences.*
- Tip zadatka 5: *Rewrite the sentences using the word(s) given. Do not change the word(s) given.*

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 i 5.

I LISTENING

1

Listen to Paul describing a dream. Are these statements true (T) or false (F)?

Example:

Paul's story is just another ordinary story. **F**

1 Paul describes himself as a sensible, rational person.

2 He was asleep with his girlfriend.

3 The dream took place in his home town.

4 He believes their dreams were as a result of a TV programme they'd been watching.

Transcript: Shopping for Clothes

Well, my story, I suppose it's in the supernatural category, which is exactly strange for me because I'm a very down-to-earth person. I'm basically quite sceptical when people tell weird and wonderful stories. But there is just one occasion when something very weird and inexplicable happened to me. Erm... it was when I was at university, a long time ago, and I had a girlfriend, and the first time I stayed at her house we stayed in separate bedrooms, because it was in the less permissive times and I had this incredibly vivid dream. You know sometimes when you wake up and you're not sure what's more real, the dream or what's around you. It was like that. There was nothing very momentous happened in the dream, but in the main part of it I was walking along a street in the town where I originally come from, and I bumped into my girlfriend unexpectedly, and we stood in the street and we kissed and everyone was looking, and it was just a really strange atmosphere. Right? And I was lying there, in bed, and I was just thinking how incredibly vivid this dream was, I could just remember every detail of, of the scene. And then my girlfriend came in with a cup of tea for me. And she walked in the door and said: "Wow, I had this really strange dream last night". And I just felt uneasy already, erm... and I suppose it was... like an experience of déjà vu which I'd never had before. I just knew what she was going to say, it felt like that, and she went onto describe the dream that she'd had and it was exactly the same as the dream I'd had. It was, and she said how incredibly vivid it was, and then she looked at me and said: "What's wrong?" because I must have looked very shocked. And I asked her to describe the street where we were and where we'd been standing there kissing. And she described the shop we were standing in front of, and she said it was a stationer's shop. She remembered that,

selling pens and paper, and stuff like that, which is exactly right. And I was feeling pretty cold and shivery by this time. Well, the really spooky part is that of course I knew it was the town I'd grown up in, but at this point she'd never been there, so she didn't know the town at all and yet she was describing it very accurately. And I was kind of obsessed by this point. I wanted to make sure it wasn't just a similar street and I drew this little map of the street and asked her to describe things, and she put loads of details onto it like she could say exactly where the traffic lights and the pedestrian crossing was. So, I don't know, it must have been my dream in a way because only I knew the town, but somehow I must have transmitted it to her. It's just inexplicable. Well, I saw a TV programme last year in which they said that it's called 'dream telepathy', and they say it's not that unusual in dreams. Well, it's never happened to me since, and to be honest, I can't say I'd want it to, because it was actually strangely very disturbing.

Listen to the radio show about organising your time. Circle True or False to make the statement correct.

Example:

The Pomodoro Technique is a technique of growing Italian tomatoes. True **False**

- | | | |
|---|------|-------|
| 1. The Pomodoro Technique was invented in the 1980s. | True | False |
| 2. Students and workers can use the technique. | True | False |
| 3. The technique is a bit complicated to use. | True | False |
| 4. You need to break down your tasks into smaller sections. | True | False |

Transcript: Pomodoro Technique

Host: On 'Star Students' today we're speaking to Peter who is going to tell us about the Pomodoro Technique, a system to help manage your time. It was invented by an Italian man called Francesco Cirillo in the 1980s. He called it the Pomodoro Technique after a tomato-shaped timer that his mother used to use when she was cooking. Pomodoro is Italian for tomato. And this tomato has helped Peter become an A-grade student. Welcome, Peter.

Peter: Thanks.

Host: Tell us about the Pomodoro Technique. What's it about?

Peter: It's about getting maximum productivity from your available time. I use it for studying, but professionals use it at work.

Host: Is it difficult to follow?

Peter: No. It's actually very simple. It's about breaking down your work into separate jobs and then using a timer to separate your time into periods of intensive work and short breaks.

Host: OK, that sounds sensible. How do you start?

Peter: First of all, you should think about the task you need to complete. For example, writing an essay for homework. You need to think about all the stages of the task and write a clear to-do list on a piece of paper. When you are ready to start you set the timer to 25 minutes and you start working on the first item on the list.

Host: OK... but what happens when the timer goes off?

Peter: When the timer goes off you must take a short break of between 3 to 5 minutes. One 25-minute session is one 'pomodoro' so when you have completed this you deserve a short break. You should try to move about a bit during the break.

Then set the timer for another 25 minutes and keep working. At the end of the next 'pomodoro' you have another short break. As you complete the items on the 'to-do' list you should tick them off, to give you a feeling of satisfaction that you're getting the job done.

Host: OK ... I get it. Can you use any timer? Most people have timers on their phones these days, can you use that?

Peter: You could, but the danger is that then you check messages on your phone or you start looking at apps. I use my dad's kitchen timer and I make sure I switch off my phone when I'm studying. I get so much more done. In the breaks I sometimes check my phone but only if I've completed some of the items on my to-do list.

Host: Three to five minutes isn't long for a break. Is that enough time?

Peter: Well, when you've had four or five short breaks you can take a longer break, then you start again.

Host: And it works?

Peter: Yes! It works for me. It stops me wasting time. My work is much more effective when I use the timer. It's like short, intense periods of work. I actually get my homework done a lot quicker now which leaves me more free time, so for me it works really well.

Host: I think I'll give it a try. Thanks for coming in, Peter.

Peter: You're welcome. Thanks for inviting me.

3

Listen to two teenagers talking about the animals. Are these statements true (T), false (F) or is the information not given (NG)?

Example:

The chimp didn't collect the stones in winter.

T / F / NG

- 1 The teenagers talk about an incident that happened yesterday.
T / F / NG
- 2 The chimpanzee was only aggressive towards certain types of visitors to the zoo.
T / F / NG
- 3 The girl says that some scientists are against shows where dolphins do tricks.
T / F / NG
- 4 The girl tells a story about a man who taught dolphins in the wild to do tricks.
T / F / NG

Transcript:

A: *Did you hear the story about that chimpanzee yesterday?*

B: *No. What chimpanzee?*

A: *Well, there was a chimpanzee in a zoo in Sweden. The thing is that the chimpanzee used to get so tired of visitors to the zoo that he'd throw stones at them.*

B: *What's so interesting about that?*

A: *The usual thing was that he collected the stones when the zoo was closed and there were no tourists around. Early in the morning, he looked for stones that he could throw. There were none on the little island where he lived, so he'd put his hand in the water round the island and get them from there. Then he made them into simple discs so that he could throw better. When he couldn't find rocks or stones in the water, he made new ones by hitting the floor hard and making the concrete break. And then he'd hide them in special places on the side of the island where the tourists came, so it wasn't too difficult to find them when he needed them. The thing is that when he did all this, he was really calm and relaxed and yet when the tourists came back, he got nervous and angry and went straight to get his stones and start throwing them.*

B: *So what does that prove?*

A: *Well, we usually think that animals aren't clever enough to make plans for the future. We think they just live in the present and follow whatever needs they have at that particular moment. When you look at this chimp's behaviour, though, it shows that humans aren't the only creatures that can make plans for the future.*

B: *Yeah, well, it does seem to be such a clear example that you have to agree.*

A: *Yeah. The chimp knew exactly what he was doing. When the zoo closed in the winter, he stopped collecting his stones.*

B: *You know, the sad thing is that this story shows how intelligent animals are, but it also shows how much they hate humans!*

A: *You're right. It makes you think about zoos, doesn't it? I loved going to the zoo, but now all the animals seem so down and depressed that it's just not fun. I can't see why people go.*

B: *That reminds me about an article I read in the newspaper yesterday. It said that there are scientists who think that dolphins are so intelligent that it's humiliating to do shows with them in zoos and aquariums. It said that after humans they're probably the most intelligent animals in the world, more intelligent than chimps even. There was an interesting story in the newspaper about a wild dolphin. It spent three weeks in a dolphinarium in Australia. One of the trainers helped it to learn to do a trick there, walking in the water using its tail. When the dolphin went back into the wild, they found that it had started teaching other dolphins how to do it!*

A: *Cool!*

4

You are going to hear an extract from a radio programme. Listen and decide if the statements are true (T), false (F) or not mentioned (NM).

Example:

Mark never mentions price in when talking about restaurants and food.

T **(F)** / NG

1 Mark Pearson usually talks about unusual recipes on the programme.

T / F / NM

2 The restaurant *The Red Imp* is popular because of a new style of food it produces.

T / F / NM

3 Mark Pearson prefers the cuisine of other countries to that of the UK.

T / F / NM

4 Mark likes being able to see the food that he is ordering.

T / F / NM

Transcript:

Presenter: I'd like to welcome someone onto the programme today who is definitely not a stranger to you, having given us his opinions on everything related to the food world for many months. Mark Pearson, hello again!

Mark: Hi! As you know, this is the spot where I talk about new and amazing restaurants that I've recently been to. And the one I'm talking about today is a bit different.

Presenter: In what way different?

Mark: Well, normally, I talk about the food and the chefs, oh, and, of course, the decor...

Presenter: ...and price!

Mark: That, as well. However, today I'd like to mention a new restaurant in Bradberne High Street which is making the headlines for something else. It's using advanced technology to attract its customers.

Presenter: You mean with its advertising?

Mark: No, people are coming to the restaurant because of the technology it's using, and I don't mean in the kitchen. This restaurant, called The Red Imp has implemented a novel way of ordering. You know we usually sit down and look at a menu and

spend a while working out what all the words mean, because they're in a foreign language or because the meals are described in such flowery language that we can't decide whether it's a chicken or a fish dish.

Presenter: I know the feeling well!

Mark: Well, here at The Red Imp you sit down and the menu is projected onto the table in front of you from a device above your head. It shows a picture of each dish on the menu as it will appear on your plate. Magic! So then you know what you're choosing, and to order—get this—you don't call a waiter, you click on the picture, and it's all automatic!

Presenter: That's incredible. But I imagine the food actually gets delivered by real people?

Mark: Oh, yes. That would be rather difficult to do automatically, I would think. But the waiters are definitely in the background. They're there if you need them, but they don't keep coming to the table to check if you're OK. It's really nice not to be interrupted all the time.

Presenter: That sounds good.

Mark: And that's not all. You can change your tablecloth by clicking on the menu screen again, so you can choose to have a white background, or a street in Paris, or whatever you like. Then when you leave, just click again and the bill appears. You enter your card details and you can leave! Brilliant for people who are in a hurry.

Presenter: And the quality of the food?

Mark: Absolutely first class! The chefs are extremely good and have trained at top restaurants across the world. And it doesn't cost a fortune, either. The whole evening with wine and desserts, again ordered from the projected menu, was most reasonable.

Presenter: So, does this mean the end of the normal type of restaurant we're used to?

Mark: I doubt it. But I think it's the way forward, although the traditional restaurant will always be around for those customers who enjoy being waited on. I think it's cool!

Listen to an interview about stereotypes with Adam Dalton. Decide if the statements are true or false.

Example:

<i>Stereotyping others is unconscious activity which can be dangerous</i>	TRUE	FALSE
1 Stereotypes often have historical or cultural roots.	TRUE	FALSE
2 Adam presumes that people use stereotypes unconsciously.	TRUE	FALSE
3 Hearing another accent, Adam never judges its speaker.	TRUE	FALSE
4 British people are considered reserved and many are proud of that fact.	TRUE	FALSE

Transcript:

Interviewer: *Today in our weekly programme 'Identities' we are talking about stereotypes. A stereotype can be defined as a fixed idea or image of what a particular type of person or thing is like. Our guest today is Adam Dalton, an Englishman from London. Welcome, Adam. What, Adam, do you think is the nature of stereotypes? Are they simply examples of prejudice or do they represent social trends and cultural traditions?*

Adam Dalton: *Hello, everybody. Most people would tell you that they never stereotype others, but that begs the question of where these stereotypes come from and how they continue to be used. Perhaps people stereotype others unconsciously, often believing that there is some historical or cultural truth to stereotypes.*

Interviewer: *Do you rely on stereotypes?*

Adam Dalton: *Yes, I use stereotypes and, despite the fact I know I do it, I can't seem to stop it. For example, as soon as I hear another Brit, I will unconsciously try to work out the geographical region of his or her origin, consider the economic strength and industry of the region, make a guess about the quality of the education system of the region, make a prediction about the individual's job and what their social class is.*

Interviewer: *And that's just from hearing a certain accent!*

Adam Dalton: *Yes, it's prejudiced, but it's also instinctive and, perhaps more importantly, useful. You do it unconsciously to avoid offence and conflict. It's just your survival instinct and we humans all do it!*

Interviewer: *There are dangers to this unconscious stereotyping, of course.*

Adam Dalton: *That's true. The stereotype you use may only mislead you and disrupt the communication. But your ability to stereotype improves with time—as long as you're not too slow a learner.*

Interviewer: *There are negative trends in stereotyping, but there are also some positive ones. Do you think Brits are reserved or distant? Do you consider such traits negative?*

Adam Dalton: *I know many Brits who are proud of such a trait. However, perhaps Brazilians, being more dynamic and outspoken, would consider such a trait negative. Are we Brits funny ... funnier than other cultures? The Brits certainly have a strong tradition in comedy. Is it possible to be funny and outgoing but still reserved?*

Interviewer: *When you really look at it, stereotypes can be more confusing than useful. They are certainly more limiting than freeing. They can even be dangerous. So why do we use them? Can't we overcome our instincts?*

Adam Dalton: *There must be other reasons for using stereotypes than just primitive instincts. Perhaps it's laziness: after all, stereotypes give us a simplified picture of the world. Some industries, like advertising, rely on stereotypes—they use them to sell products. I suppose stereotyping is a part of the struggle between different cultures. But let's hope that there will be fewer victims and fewer negative stereotypes in the future.*

Interviewer: *Adam Dalton, thank you.*

6

You are going to hear four people talking about buying something in another country.

Listen and match the speakers 1–4 with what the statements in A–D.

Example:

E Music represents great things that happened on his holiday. Speaker 5

A The item I bought did not survive. Speaker _____

B I was disappointed with what I bought. Speaker _____

C This isn't original, but it brings back good memories. Speaker _____

D This was an unusual purchase for me. Speaker _____

Transcript:

Speaker 1:

I learned to play the guitar when I started at university. Not official lessons, just a kind friend who taught me how to play a few chords and songs, and then it was all down to me to practise. Which I did, far too much. It was better fun than lectures. Anyway, the following year I had a holiday job on a cruise liner, and one of the stops we made was in Northern Spain. Spain and guitars are inextricably linked in my brain, and I thought how wonderful it would be to have my very own, real Spanish guitar, bought in Spain. So, I dashed ashore and bought a guitar in the first tourist shop I came to. Not a good idea. I was over the moon because it was very cheap and Spanish but when I tried actually playing it, it was rubbish; a truly tourist guitar! I still have it though, as a reminder not to buy on impulse.

Speaker 2:

As a family we used to go on holiday to France quite a lot; at least once a year, and Paris was my favourite place to stay. I loved the hotels and the markets, and of course, the food. But what I remember most about Paris were the artists. There seemed to be artists everywhere, painting pictures of the river Seine, or the tourists in Montmartre! There were paintings on sale and prints and posters of famous paintings too. I really wanted Mum to buy me a painting to take back with us, but of course, they were far too expensive, and the cheap ones were not very good, so instead I persuaded her to buy me a print of a painting by Monet from the gallery. It's a lovely one of a poppy field with tall trees. I've had it in my bedroom since I was 11. It always reminds me of those great times we had in France.

Speaker 3:

The first holiday I ever went on without my parents was to Sri Lanka with two friends from college. It was so exciting. Not only were we on holiday without our parents for the first time but we were somewhere a bit different. None of us had ever been out of Europe before. Needless to say it was a wonderful holiday, and we spent loads of money. I brought back presents for the family, and the one my mum liked most was an elephant made out of a coconut. She put it on a shelf in the living room, and it was there for ages until they bought a new dog. He was only a puppy, about six months old, and he was going through the chewing stage, where he ate everything within reach. One morning, they found he had eaten most of the elephant! A sad end to a lovely souvenir. I'll have to go back and get another one.

Speaker 4:

I don't usually spend much money on souvenirs or presents when I go on holiday; I spend it on having a good time! But I do have something I bought when I went to Barbados, a beautiful tropical island in the West Indies. Sun, sea and palm trees, if you get the idea. Oh yes, and lots of amazing island music. Most evenings my friends and I used to go dancing in the local club, and they had live bands all the time: steel drums, reggae, music that had sunshine in it. Before coming home, I knew that that music represented everything that was great about the holiday, so I bought a CD of the live band we'd danced to. I still have it today and whenever I'm feeling a bit down or gloomy, I stick it on and I'm immediately back on the island, dancing. I'd be very upset if I ever lost it.

7

Listen to four people talking about the important people. Are the sentences true or false? Listen and match the speakers 1–4 with what the statements in A–D.

Example:

- 5 She expects to never break up with her partner. *Speaker* E
- 1 He supports the same football team as his brother. *Speaker* _____
- 2 He didn't have much in common with his friend when they were young. *Speaker* _____
- 3 She and her friend argued about the boy. *Speaker* _____
- 4 Her next door neighbour also worked with her mum. *Speaker* _____

Transcript:

Speaker A

She lives next door and she's always been really important in my life. When we were little and my mum was working she used to look after us. She'd tell us stories about her childhood. It was like listening to fairy stories, life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she was always baking cakes and pies. Now she doesn't bake so much. She's started eating more healthily in her old age, salads and vegetables and things. It's funny how she's changed. She also goes to this special gym class for old people, it's amazing. I don't see her so often now, but she's always the same person however much her lifestyle changes.

Speaker B

He's four years older than me and that seemed like a huge amount when we were children. When we were at the same school we'd never talk to each other during school hours. But now we're older and it's a lot better, although I'll always be the little one, and that's annoying sometimes. He's taken me to rock concerts that I wouldn't have gone to otherwise and when he was at uni I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he's working he's really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It's always good to see him.

Speaker C

We've known each other since we were five and we've always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we're good at different things. I'm good at languages and Laura's good at maths. That's good though—it means that we can help each other with our homework. Next year I'm probably going to study in London and she's going to Manchester, but I'm sure our relationship won't change.

Speaker D

His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out there was another boy on the street. I'd been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of aeroplanes one year. Another year we took up fishing. We had all the equipment and everything and we'd spend ages down by the river. I never go fishing now. His family moved away a couple of years ago. We're still friends on Facebook but we don't really have much contact.

Speaker E

I can remember all the details of when we met. I was wearing a red dress and I'd just had my hair cut. I can even remember what music was playing the first time I saw him. I knew he was special from the beginning, and I was right. We've been together ever since. Well, it's only been eighteen months, and some people say that isn't very long, but it seems like ages to me. We've got such similar personalities and so much in common. I'm sure we'll stay together forever.

8

Match the speaker to the genre of film. Write a–e next to the numbers 1–5.

Example:

- | | | |
|------------------|-----------|------------------------------|
| 5 <i>b</i> | Speaker 5 | b. A modern vampire film |
| 1 | Speaker 1 | a. A science fiction film |
| 2 | Speaker 2 | c. An action film |
| 3 | Speaker 3 | d. A romance |
| 4 | Speaker 4 | e. A romance based on a book |

Transcript:

Speaker A

*I really like *The Notebook*; it's a romantic classic. The story is about a poor boy, called Noah, who meets a rich girl, called Allie, and they fall in love over one summer. But of course there are problems. Allie's parents don't approve of Noah because he's poor and they get separated, then a lot of time passes before they can get together again. She goes away to college and he writes to her every day, but she doesn't get the letters. Then after quite a long time, Noah buys an old house which he promised to restore for Allie. He does it up and she sees a newspaper article about it and goes to find him again. You can probably guess the rest, but it's a bit complicated because she is engaged to another man. Noah is played by Ryan Gosling, who's my favourite actor, and he stops the film being too soppy—but you still cry a lot at the end. Rachel McAdams is really good too, as Allie.*

Speaker B

*I think my favourite film is *Skyfall*, the last James Bond movie. It stars Daniel Craig again and Javier Bardem is this really evil baddie. They're both great, and so is Judi Dench as M, Bond's boss. It's a bit different to other Bond films. The story is more important, although there is still a lot of action. It's really well filmed, especially in the scenes which are shot in Shanghai and Scotland, and it's really exciting, of course. Bond is also a bit different—although he does amazing things, he seems older and that makes him more human and the story more realistic. Oh, the song by Adele is great, too. You know it won an Oscar?*

Speaker C

It's not a very recent film, but I love Pride and Prejudice—the version with Keira Knightley as Elizabeth Bennet and Matthew Macfadyen as Mr Darcy. The story is really clever and interesting, besides being romantic. It's all about how we tend to jump to conclusions about people and we're often completely wrong. Elizabeth thinks Mr Darcy is stuck up and snobbish at the beginning of the film, but at the end she realises she has been completely wrong and he isn't like that at all. She also realises he has an enormous house and that maybe helps her fall in love with him too! After I saw the film I read the book by Jane Austen and I really recommend that too. Although it was published 200 years ago, it's still a great read and really funny in parts.

Speaker D

My favourite film has to be The Matrix. Even though it was made back in 1999, it still feels really modern. It's about this ordinary man, Neo, played by Keanu Reeves, who works with computers during the day and is a hacker at night. One day he is contacted by a woman who introduces him to a very strange man: Morpheus. Morpheus explains to Neo that what he thinks of as real is actually fiction and the world is run by evil machines who have imprisoned and tricked the human race. Laurence Fishburne is terrific as Morpheus, and Keanu Reeves is excellent, but the best thing about the film is the special effects. I can watch it again and again.

Speaker E

Let the Right One In is my favourite film. There are two versions, the first is Swedish and the second American—I prefer the original, Swedish version. It's a modern vampire film and also a kind of love story, but it's really unsentimental and a bit scary in places. Oskar is a young boy with a lot of problems. He is being bullied at school and wants revenge on the bullies. Then some new neighbours move in next door and he becomes friends with Eli, a beautiful but strange girl. I won't tell you any more, because it will spoil the story, but expect a serial killer, a lot of violence and blood-drinking. If you like that kind of thing, you'll love this.

9

Listen to a lecture on learning styles and decide which is the correct answer (a, b, c or d).

Example:

Visual learners

- a) *are good at drawing illustrations and pictures.*
- b) *easily present their idea and vision using visual aids.*
- c) *remember things more easily by using visualisation.***
- d) *cannot learn using learning styles other than visualisation.*

1 Visual learners get more from a lesson if

- a) the teacher helps each of them individually.
- b) the teacher is somebody they know very well.
- c) they can choose where to sit in the classroom.
- d) there are not too many students in the classroom.

2 Which of the things which are useful to visual learners is NOT mentioned by the speaker?

- a) painting exhibitions
- b) texts with pictures
- c) film presentations
- d) extra class materials

3 Auditory learners will find it difficult to understand a text unless

- a) they take notes.
- b) it is read out to them.
- c) they listen to it being played very loudly.
- d) somebody records it for them.

4 Which problem in being a tactile learner is mentioned by the speaker?

- a) They learn best out of the classroom.
- b) They don't sit where the teacher asks them to.
- c) They become angry when the lesson is too long.
- d) They can find it hard to focus on the task.

Transcript:**Lecturer:**

Good morning, everyone. Today I will talk to you about different learning styles and how to adopt them. So, what are learning styles? Well, they are simply different approaches to or ways of learning. There are three major learning styles. We can differentiate between visual, aural or auditory and tactile learners: visual learners learn through seeing; aural or auditory learners learn through listening, and tactile learners learn through moving, doing and touching. Now let me describe the qualities of each of these types.

As I just mentioned, visual learners are those who learn through seeing. These learners need to see the teacher's body language and facial expressions to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays, including diagrams, illustrated text books, overhead transparencies, videos, charts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory learners learn through listening. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to the tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Finally, there are tactile learners. They learn through touching, moving and doing. Tactile persons learn best through actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

You may wonder then how you can make your learning style work for you. It's not difficult. To help you cope with your learning, it is important to identify your learning style. Once you have figured out the way you learn, you will need to use specific strategies to fit into your way of learning. Let me briefly talk about some more practical suggestions pertaining to each learning style.

For example, if you are a visual learner, you could use a highlighter when reading a text book. The bright colour would appeal to your artistic sense and help you concentrate on the reading. You could also use visual materials such as pictures, charts, maps, graphs, etc., use multi-media (e.g. computers, videos and filmstrips) or read illustrated books. In the classroom, it is a good idea to have a clear view of your teachers when they are speaking so you can see their body language and facial expression and take notes or ask your teacher to provide hand-outs. While studying, I advise you to illustrate your ideas as a picture before writing them down, visualise information as a picture to aid memorisation and finally study in a quiet place away from noise.

Auditory learners should participate in class discussions/debates, make speeches and presentations, use a tape recorder during lectures instead of taking notes and read text out aloud. To help memorise things they could create musical jingles. A good idea would be to discuss their ideas and use analogies and story-telling to demonstrate their point.

If you are a tactile type of learner, you should move around to learn new things (e.g. read while on an exercise bike) and work at a standing position. While studying, you should take frequent breaks, but if you wish you could listen to music or chew gum. It would be a good thing to dress up your work space with posters.

Listen to the presentation about the *Clean up the World* movement and decide which is the correct answer (a, b, c or d).

Example:

Clean Up the World

- a) *involved 30 milion countries and 80 milion people.*
- b) *started late 20th century.***
- c) *is organized by National Geographic Society.*
- d) *promises everyone clean water and healthy environment.*

1 Which information about Clean Up the World is NOT mentioned in the text?

- a) It is an enterprise with a unique status in the world.
- b) It began in the biggest community centre in Australia.
- c) It owes its existence to an Australian sportsperson.
- d) It began as a solution to the problems that Ian Kiernan saw in the world.

2 1993 is the year when

- a) the project was started all over the world.
- b) 30 million Australians decided to join the project.
- c) Japan and China became leaders of the project.
- d) the project began to support smaller nations.

3 What does Clean Up the World do?

- a) It teaches local people how to act.
- b) It brings specialists to the areas in need.
- c) It collaborates with local politicians.
- d) It gives power to poor people in certain areas.

4 Which type of activity did the annual campaign NOT involve?

- a) storing waste materials
- b) improving water quality
- c) using natural resources
- d) preparing teaching campaigns

Transcript:**Presenter:**

Clean Up the World is the biggest community-based environment project in the world. It started in 1989 in Sydney Harbour with the success of Clean Up Australia Day, the biggest community event in the country. It is the idea of one person, an Australian yachtsman, Ian Kiernan, who was motivated to act after witnessing the effects of pollution and other rubbish on oceans across the globe.

The international movement began in 1993 and involved 30 million people in 80 countries. The first countries to become involved included superpowers such as the United States, Japan and China and smaller nations such as the Comoros, Kiribati and Nauru.

What Clean Up the World does is empower communities to take simple, positive steps to protect their environment. It also has links with community groups, environment groups and businesses throughout the world. Its popularity has brought about the involvement of 124 countries and approximately 37.5 million people as of January 2000.

Now let me mention a few details about the Clean Up the World Campaign 2001. The ninth annual Clean Up the World campaign took place over the weekend of September 21–23, 2001. It involved a wide range of activities including waste collection, water treatment and education programmes. New countries like Ukraine, Mongolia and Taiwan participated in their first Clean Up the World campaign this year.

The Executive Director of the United Nations Environment Program (UNEP), Mr Klaus Toepfer, highlighted the enormous contribution volunteers made to the prosperity of communities and the health and protection of natural environments in the campaign this year: “Clean Up the World raises awareness about the wider effects of modern-day lifestyles. This hopefully means that more people become motivated to fight not only litter and rubbish but the more invisible kinds of environmental pollution that poison our seas, air and land,” Mr Toepfer said.

Clean Up the World (or CUW, as it is known) has been joined in its ninth year by some of the world’s most recognised global organisations dedicated to conservation, including the United Nations Environment Program and National Geographic Channels International.

II READING

READING I

Read the article from which some sentences have been taken out. Choose the correct sentences A–E to fill the gaps 1–4. There is one extra sentence.

1

How Did They Make It?

What's the key to success? We all want to know! So, we asked a couple of people who have made it to the top of their chosen professions what they think is the secret.

Ben Salter, winner of two Olympic gold medals for running:

How did I make it to the top? If I had a pound for every time I've been asked this question, I'd be really wealthy. If I could give a simple answer, I would be even wealthier! My success has been in athletics. People often wonder whether it is down to my genes. Did my talent come from my parents? Or is it because I started training at a young age? To be honest, I think my own success has been a result of a combination of factors. I have parents who are keen on sports and encouraged me to take up running quite early on. ¹ ___ Not because I had to, but because I loved it. That's what they gave me—a love for the sport, and that was very important. However, when you start talking about success itself, it's important to remember that there are a lot of talented sportsmen out there, particularly runners. So why did I make it to the top over those other excellent sportsmen who were no doubt equally as dedicated as I was? That's where I think luck comes into play. And my luck was living in an area which had a magnificent sports club that offered free coaching to children who showed promise. My parents could never have afforded to pay a top coach to train me. ² ___ As it was, I received coaching from one of the best coaches in the country. He inspired me to push myself to the limits. Quite honestly I can say that without him, I would never have made it right to the top. Thanks Mac!

Dave Myers, entrepreneur:

You know, some people can have all the talent in the world and never really get the success they deserve. In my opinion, to be successful, particularly in the business world, what is really required is determination and perseverance. If you're a young entrepreneur like I was, you have to have a goal and then really work towards it. ³ ___ You need to come back from a failure, fighting. That's where the perseverance comes in. Don't give up! In my case, I knew

very early on that I wanted to have my own online business and so, even when I was still at school, I'd get up early and put in an hour's work on the computer before a day's studying. In the evening I'd be on the computer again. ⁴ ___ And it certainly wasn't plain sailing. There were many times when things went wrong and I was tempted to change track. In the end, however, all the hard work paid off and my business has done extremely well. Some people have said that my success is down to my having a gift for spotting lucrative deals, or, as my mother maintains, the ability to persuade anyone to do anything! But I definitely believe that in the end, what gives you that extra edge is working hard and never losing sight of your goal.

- A** I used every spare minute I had.
- B** Being good at something isn't enough on its own.
- C** It's not easy because you have to take chances and there are a lot of disappointments along the way.
- D** The cost was way out of their league.
- E** I remember training regularly from about the age of six.

2

EcoSwitch: A Computer Gadget That Saves Money

Every time you leave your computer running whilst you get on with other tasks, it uses up valuable energy. It might only seem like a few minutes each time, which may lead you to believe that the cost of this amount of energy is not important. ¹ _____ We all know that we should not be careless about our environment and that we should take responsibility for saving as much energy as possible, but this, of course, is easier said than done. Many of us simply forget. For others, switching off the computer or even setting it to hibernate is too much hassle. But there is an easy and effective solution: the *EcoSwitch*.

You don't need a circuit board connector or an external device lead to connect your computer to the *EcoSwitch*. You simply plug it into a USB port, and, whenever you leave your computer, just push the bright green button and your computer will go into energy-saving mode. ² _____ When you return to your computer, you just push the button again, and your computer will instantly revert to normal operation.

The *EcoSwitch* has an inbuilt device which calculates the amount of energy saved each time the green button is pressed, which is then converted into a sum of money saved in the currency you choose. To select the currency of your choice, you simply scroll down the touchscreen next to the green button, highlight the currency you want and double-click on it. ³ _____

Different models and makes of computers use different rates of energy, but *EcoSwitch* estimates that the savings of an average computer user on their electricity costs will be about \$50 a year. No one can say that the *EcoSwitch* is extortionately priced, either. ⁴ _____ As it is compatible with all computers, no computer user will tell you off if you decide to give them the *EcoSwitch* as a present. Who wouldn't appreciate a present that they will benefit from long into the future?

- A** The device is so clever that it allows your computer to continue with most tasks whilst in the energy-saving mode, whether it is streaming a video or downloading an app.
- B** But if you added it all together over the years, you would be surprised how much money you are wasting.
- C** Once in this mode, the computer is switched off and will need to be rebooted to make it function fully.
- D** Not only do you get gratification from knowing how much money you have saved, you will also know that you have helped the planet by being more ecological.
- E** On the contrary, the manufacturers believe that at \$10 it is very reasonable, considering how much valuable energy it saves.

3

We Are What We Eat: Influences on Our Food Choices

Why and how we eat, which foods we eat, and with whom, as well as the ways we use food, are all referred to as eating habits. People's eating habits are influenced by a variety of factors, such as individual preferences, social and cultural norms, religious restrictions, economic circumstances, and even environmental and political factors.

Our eating rituals also vary depending on whether the meal is informal, formal or special, and how and what we eat depends on learnt behaviours. Of course, we eat to survive, but other reasons for food consumption include expressing appreciation, when someone has cooked food for you. ¹ _____

Some of our preferences for certain tastes depend on our nature, but others are learnt and developed from infancy to adulthood. ² _____ This means that sugary foods are tasty to all of us from an early age, whilst the appreciation of saltiness, bitterness, sourness and spiciness must be learnt. The more we are exposed to certain foods and encouraged to eat them, the greater the chances that we will develop an acceptance of their taste. Our readiness to try out new flavours also has an impact on the range of foods we are likely to enjoy and consume. The result is that every individual has unique likes and dislikes concerning foods.

For example, one person may have a passion for baked beans, whilst another might hate them, and a dinner cooked by a family member with a preference for bland foods might not satisfy another family member with a taste for rich, strong flavours, like smoky or peppery foods.

³ _____ For example, a hamburger and fries is considered a typical American meal, whilst in Japan you would be more likely to find people eating raw fish and rice. Whilst in some cultures fried insects are considered a mouth-watering delicacy, others find the idea of eating them disgusting. And whereas many Europeans regularly eat pork, in some countries eating pork is prohibited for religious or cultural reasons. Unfortunately, socially-determined eating habits can be harmful to our health. Whilst some cultures promote healthy eating habits and low-carb, high-fibre diets, others traditionally eat greasy and stodgy food, or overeat, which can cause problems with digestion or increase our cholesterol levels.

⁴ ____ So, whenever we start thinking about going on a diet, switching to a healthier lifestyle, spending less on food, or even choosing a restaurant to have dinner in, we should remember: it's not that simple.

- A** Sweetness, for example, is a taste naturally liked by all babies.
- B** To summarise, we are what we eat, but the roots of what, why and when we eat might be more deep-rooted than we realise.
- C** Chocolate is a typical example of the type of food that we might crave regularly.
- D** Different cultures and social groups have a direct impact on the way we eat.
- E** For example, you may eat a piece of cake even though you are not hungry, just because a relative has baked it for a special occasion.

4

The Importance of Technology

Technology plays a large part in the lives of most students today. More and more students have their own computers at home or even laptops, so that they can do online research for projects and assignments. Handwritten essays are also becoming a thing of the past.

Many schools equip their classrooms with computers for use during lessons, and students are expected to be computer literate at an early age. In some schools, the need to use reference books has mainly been replaced by easy access to information online. ¹ ___ The world of learning is changing quickly and dramatically. But how far can technology go in education? Will teachers still be necessary in ten or 20 years' time? Or will online teaching be the norm? Now, there's a thought!

In Denmark, the government is taking the use of computers in schools one step further. Computers are now being used in the exam room itself. Unsurprisingly, this is causing a fair amount of controversy. Using computers in exams is not completely new for Danish students. ² ___ However, now, under a new scheme, students in exams are allowed complete access to the Internet. The rules say that they can go on any website they wish. ³ ___ So, no emailing or messaging while in the exam room.

Opponents to the idea believe that using computers like this in exams opens the door to cheating. They say it is impossible to monitor the sites the students visit or any contact they may make with friends outside the exam room or even other students in the same exam. However, supporters believe that we should trust the students. ⁴ ___ Examination questions these days do not usually ask about when, who or what. They ask why and how. It's hard to cheat using the Internet on questions like this.

Surely, computers are such an important part of the learning process today that it seems a natural step to use them in exams? For those worried about cheating, it's important to remember that in exams the students are under a lot of pressure and have to do a lot of things in a very short time. There isn't really a lot of time to cheat. Perhaps computer use in exams will become standard procedure in a few years' time. What do you think? We'd love to hear your views. Post a comment on our website.

- A** They have been able to type up their exam essays on computers instead of writing them by hand for several years.
- B** They point out that exams these days are no longer about remembering facts and figures. They are about analysing things.
- C** Therefore, school libraries are no longer as necessary as they once were.
- D** The only thing they cannot do is communicate with anyone else online.
- E** Students themselves are aware of the possible accusations of cheating.

READING II

Read the article and choose the correct answers (a-d).

1**About Beauty**

Over the past three decades, the popular magazine *Psychology Today* has conducted several surveys on how people feel about the appearance of their bodies. The changing results make for interesting reading. The dramatic changes in American culture have significantly altered people's perceptions of themselves. In 1972, 23 percent of American women were dissatisfied with their appearance, but by 1997 that figure had risen to 56 percent. In 1972, 15 percent of men were dissatisfied with their appearance, but by 1997 that figure had risen to 43 percent.

Images of beauty are everywhere. Pictures of handsome men and beautiful women can be found in glossy magazines, on television, billboards, consumer products and the Internet. In the developed world, the incredibly strong interest in the body and beauty is intensifying. As a result, the beauty industry, despite nearly thirty years of feminism, is a multi-billion dollar a year business.

Visit any newsagent's and you will find dozens of magazines on various aspects of style, fashion and health. There are many magazines devoted to the topic of hairstyles and hair care. Men's magazines tell men how to get flat stomachs and strong muscles. Images of slim, fit models seem to be everywhere, making vast numbers of women overly concerned about their weight. Yet despite this preoccupation with beauty, over a third of Americans are extremely fat.

But the images of beauty are not the average man or woman. Few ordinary people can aspire to look like the images of the exceptional beauty that the media present us with. The models, actors and actresses are selected from the thousands that apply. They are statistically exceptional in their appearance. Not only do professional stylists and make-up artists spend hours doing their hair and make-up, but the models regularly go to gyms to stay fit and trim. However, in films and soap operas, they are often placed in ordinary situations so that we all feel that they are our competition.

To suggest that we can either have something very beautiful and desirable if we purchase a car, or look very beautiful and desirable if we use a certain hair conditioner and eye make-up, sells products very effectively. Such people are presented as heroes and heroines of our world, but do they really offer a lifestyle worth following?

Feminists have blamed men and society. Socialists have blamed capitalists and the advertising industry. But what is really going on? Why are both men and women more preoccupied, more anxious, about being beautiful these days than ever before? Why is being beautiful presented as being the answer to everyone's problems?

The developed countries of the world are going through a period of great turbulence. Just as the Industrial Revolution of the 1800s led to great changes in society, so too is the Information Revolution of the late twentieth and twenty-first centuries. And it is happening fast.

For hundreds of thousands of years our ancestors were hunter-gatherers. Civilisation and cities are only a few thousand years old. Just as our bodies evolved over those countless millennia in order to adapt and survive, so did our psychologies. The reasons why it is so important for women to be beautiful and men to be strong and handsome are deeply rooted in the human psyche and are the product of hundreds of thousands of years of evolution.

- 1 Surveys carried out by *Psychology Today* demonstrate that**
- a) people's feelings about their looks are not as strong as before.
 - b) culture helps to spread positive attitudes about our appearance.
 - c) in 1997, more American women liked their looks than they do today.
 - d) men and women's feelings about their looks have changed in a similar way.
- 2 Which statement about pictures of fit and beautiful people is NOT mentioned in the text?**
- a) They appear in all kinds of media.
 - b) They help to boost sales every year.
 - c) They are addressed to men and women alike.
 - d) They are used to promote a healthy lifestyle.
- 3 Images of beauty don't show ordinary people but they influence all of us because**
- a) models are found among common people.
 - b) the selection of models is carried out scientifically.
 - c) models appear in the context of everyday life.
 - d) we develop friendly feelings towards models.
- 4 The growing obsession with our appearance has been explained through**
- a) social factors.
 - b) economic decline.
 - c) religious crisis.
 - d) the effects of the Industrial Revolution.

2

Growing Up with Brothers and Sisters

Probably nothing upsets parents more on a daily basis than constant fighting between children. If you can accept the fact that fighting between sisters and brothers is a normal part of growth, you will find it easier to deal with your children's fighting. It takes children years to learn some of the basic lessons in human relationships, and this includes getting along with sisters and brothers.

Some degree of rivalry and conflict among sisters and brothers is to be expected. There is no reason why your firstborn child should welcome a new baby without some jealousy. Who would want to give up being the centre of the universe?

There are natural reasons for fighting between sisters and brothers: they are often different sexes; they're almost always different ages, and they have different temperaments. They don't choose each other, yet they have to share the one or two people they want most for themselves. So there will always be some competition, as children look for their parents' attention and try to prove one way or another that they are the 'best'. Sometimes a child may be jealous because of what a sibling received or was allowed to do. Children's personalities don't always match perfectly. Conflict can also result from the ordinary teasing that children do.

Two problem areas for parents related to sibling rivalry are fairness and fighting. One of the dangers parents face is the notion that they should be 'fair'. But if they treat all their children alike, they are unfair to all of them, for they are not all alike. What is 'fair' for one child may be improper for another? It is not equality that children desire, but to be recognised as individuals.

Most parents feel deep concern about the endless fighting that goes on among brothers and sisters. They love each child, and it hurts to see them fight or hurt each other. A great deal of child-raising energy goes into settling fights and trying to 'teach' children to get along.

Difficult as it may be, it is best to do as little as possible. Here's why:

- If the children work it out by themselves, they will probably learn more and suffer less than if you step in.
- If you step in, it usually means blaming one or the other—most often the older one. Blaming can cause a chain reaction: guilty feelings, feelings of being unable to deal with the situation, anger, quarrelling, more fighting, more guilt, and so on.
- If they know you really won't step in, they can usually find a solution themselves.

You can try to reduce fighting between sisters and brothers in a few ways. For example, you may try to spend some time alone with each child doing something that the child really enjoys. Also, praise children for what they are, not just for what they can do, and resist the temptation to motivate your children by comparing them to each other or to other children as this may lead to competitiveness. Above all, let your children know that you love them equally, though each in a different way. Emphasise family unity. If your children say bad things about one another to you, point out that no matter how unpleasant their behaviour may be, the sister or brother is still and will always be 'one of us'. When we remind our children that they will always belong to us and to each other, we strengthen their sense of safety. This inner security enhances their capacity for brotherly and sisterly love.

1 According to the text, fighting between sisters and brothers

- a) is bound to ruin the peace and quiet of family life.
- b) should be seen as an ordinary fact of life.
- c) tends to develop into a lifelong competition.
- d) can decrease after a few years of school.

2 There are conflicts between siblings because

- a) they are forced to live with each other.
- b) they have different opinions about their parents.
- c) parents always give them less than they expect.
- d) other children don't accept one or all of them.

3 Which reason for letting children solve their quarrels by themselves is NOT given in the text?

- a) It can teach children how to solve problems.
- b) It helps to avoid putting the blame on one child.
- c) Children are capable of doing it on their own.
- d) It is a way of showing children that parents really care.

4 Parents can minimise fighting between their children by

- a) spending more time with the weakest of them.
- b) paying more attention to what they are doing.
- c) avoiding the tendency to tell them who's better and who's worse.
- d) explaining why it is impossible to love them in the same way.

3

Henry Moore: Sculptor

Henry Moore was born in 1898, in a small house in Castleford, in the north of England. He was the seventh child in a family of eight children. His father was a miner and the family were very poor. Despite this, his father wanted his children to be educated, so he sent them to a local school. In his teenage years, Henry was already very clever, and he also showed an ability for art. He went to Castleford Grammar School and later became a teacher there. He might have stayed at the school, but when the First World War started Henry was sent to fight in the army.

In 1917, Henry was injured during the Battle of Cambrai, and he didn't fight again. Instead, he spent the rest of the war training new soldiers. After the war, he realised that he didn't want to be a teacher any more. He wanted to follow his dream of being an artist. In 1921, he was accepted at the Royal College of Art. He was very talented, but he wanted to be different from everybody else. He began to experiment with different modern styles of art. This was a problem for his teachers who were trying to teach more formal, traditional art. They couldn't understand what Henry wanted to do.

In 1924, Henry left England and went travelling in Italy and Paris. He studied Michelangelo and Giovanni Pisano. When he visited the Louvre Museum in Paris, he became interested in sculpture. Back in London, he married Irina Radetsky, who he had met at art college. He began teaching at the Royal College of Art and at the same time, he worked on his own art. His first public sculpture was called *West Wind*, cut in the stone of a building in London, above St James's Park underground station.

In the 1930s, Moore became a member of the modern art movement. He admired artists like Pablo Picasso and Jean Arp. Then, during the Second World War, he worked as a war artist and drew many pictures of ordinary people in London escaping the bombing. These have become well known. After the war, he was given many awards, including the International Prize for Sculpture in 1948. He died in 1986. In September 2000, Moore Square was opened on the site where he was born in Castleford.

1 People noticed Henry Moore had a talent for art when he

- a) became a soldier.
- b) was at school.
- c) started teaching.
- d) was a small child.

2 After he was injured in the First World War, Henry

- a) stayed in the army.
- b) continued to fight.
- c) taught in a school.
- d) went back home.

3 When he was at the Royal College of Art, his teachers

- a) thought his style was interesting.
- b) didn't recognise his talent.
- c) refused to teach him.
- d) felt confused by his art.

4 When he returned to London after travelling in Europe, he

- a) decided to give up teaching.
- b) did another art course.
- c) started making sculptures.
- d) painted pictures of London.

A Review of a Film

The camera focuses on a single shoe, a child's shoe, which is lying in the middle of an empty road. It casts a shadow on the tarmac. We can feel the intensity of the sun and its glare. Could the shoe have been flung from a car window or perhaps thrown by an angry toddler from the pavement? Who knows? We don't, not yet. The camera gets closer, and we can see that there are spots of red on the toe of the shoe, blood. Then we realise that what we thought was shadow on the road is something different. The colour changes from deep purple to dark red. We start to feel the tension. The camera widens its focus and we understand that the street is completely empty. There is no one on the pavement. The shop doors stand open, but nothing moves, not even an old crisp bag or a leaf in the breeze. And then the silence hits us, total absence of sound, and we shiver. This is how Sam Pickering's new disaster movie opens, and the shivers don't stop there; the film is packed full of very scary moments. In my opinion, this is a very special film, and I'm going to use a word that doesn't figure often in my vocabulary. I think it's a masterpiece.

The effect of this amazing film depends on shock and surprise, so I do not intend to say much more about the plot beyond the fact that it is very clever and very, very frightening. I'm not the sort of person who suffers from nightmares but I must admit after seeing *Final*, my sleep was uneasy for several nights. Pickering manages to touch us in all the most sensitive places and plays on our deepest fears. I defy anyone to leave the cinema with a smile on their faces. It's definitely not a feel-good film.

Final benefits from having a superb cast, led by Oscar winner Brian Sneddon as the retired police captain and Faye Hunter as his troubled teenage daughter. There is a particularly tender scene between the two of them after the death of Brian's wife, Zena. However, for me, the biggest pull of the film is the use of advanced special effects. I cannot praise them enough. They are clever, magical, memorable and, most importantly, used in a way that carries the message of the film forward, not, as happens so often these days, an added extra. Through the camera's eyes we see the power and majesty of nature from the depth of a tsunami to drought-besieged deserts, and yet this still cannot match the destructive power of man.

Do not wait to see this film on DVD. It demands to be seen on the big screen, and if it doesn't claim a whole shelf of awards this coming year, I shall walk barefoot through the desert. No, on second thoughts, considering the subject matter of the film, maybe not! But seriously, this is one film NOT to be missed. It's an education, a visual feast and a true masterpiece.

1 The shoe in the first scene of the film is unusual because of

- a) its position.
- b) its style.
- c) its age.

2 The opening scene is scary because

- a) of the strange weather conditions.
- b) the sound of rustling paper is the only thing you can hear.
- c) of the lack of movement.

3 The writer will not tell us the plot because

- a) it is too violent.
- b) it would spoil the film.
- c) it would give us bad dreams.

4 Brian Sneddon

- a) loses a family member in the film.
- b) gives a good performance as a young policeman.
- c) has won an award for his part in the film.

5

Stress and How to Deal with It

The twenty-first century seems to have brought with it a whole range of new medical problems. Many of these are related to our increased use of technology. For example, there are now several problems connected with using computers and mobile phones. Certain parts of our body ache because they are overused, like thumbs from too much texting, eyes from peering at small screens repeatedly, elbows because of lifting phones to our ears and our ears from the increased volume of music we constantly listen to on MP3 players and at clubs. We are getting more ear infections because we share headphones. The list goes on and on. However, one of the biggest dangers to health today is not a direct result of technology but it is definitely related to it. That is stress.

Stress has always been with us. The feeling of being overwhelmed and unable to control aspects of our lives seems to have been part of the human condition forever. But experts say that stress levels, and health problems caused by stress, have gone up alarmingly in recent years. One reason for this is that technology has speeded up our lives dramatically. Everything can happen instantly: communication, travel, accessing information, and so on. This means that, whereas we used to have thinking time between communications both at work and in our personal lives, today that is gone. People do not have enough time to do nothing, and sometimes our brains need that!

Commuting to work used to be a time to relax and prepare for the day ahead or to wind down after a busy day. Now it is the opposite. If you're driving, the rush hour is usually one long traffic jam and if you're on the train, you'll probably be on your mobile phone or on your laptop continuing the day's work. Students don't escape either. Children are under much more pressure to take and pass more and more exams. So, the stress factor can start at an early age.

So, how can we best deal with our stressful lives? It is important that we try, as stress causes not only mental problems but physical ones too. People under a lot of stress can become nervous and moody, and even suffer from severe depression. It also affects the heart and can cause problems related to blood pressure. It can affect our sleeping patterns, and when we don't get enough sleep that leads to other problems too.

According to the experts, we need to try to cut out some of things that cause us most stress in our daily lives. Obviously, it is not possible to stop studying for exams or going to work, but we can reduce stress if we approach these things in the right way. Of course, stress

affects different people in different ways, but one answer is to write down a list of things that you find stressful and find ways round them. It may be that you tend to leave revising for tests to the last minute, and this is stressful. The answer would be to spread the revising over a longer period. If driving in the rush hour stresses you out: try putting on some calming music to distract you from the situation. If it's possible, switch off your phone on the train and read a book! We all need time to relax, a time when we can do something we enjoy, such as reading or watching a film. Another excellent way to fight stress is to do some form of exercise. This has the advantage of improving our general fitness as well as reducing stress levels, so definitely try to fit in some sport or gym time.

It is inevitable that the pace of life is going to speed up even further, and we shall have to deal with it. But as long as we allocate ourselves some down time, we'll stay healthy. So, switch off that laptop and chill out!

1 Several health problems that we suffer from today are a result of

- a) increased amounts of work.
- b) repeating the same movements too often.
- c) not getting enough sleep.
- d) using technology that is too difficult for us.

2 According to the article, stress

- a) is a result of other health problems.
- b) causes more problems today than it used to.
- c) affects people who use computers.
- d) is not something we think much about.

3 The writer believes that

- a) stress can have an effect on us when we are still young.
- b) stress is caused by using mobile phones while driving.
- c) getting a lot of sleep isn't good for us.
- d) our moods affect our stress levels.

4 The writer suggests that we

- a) completely avoid stressful situations.
- b) find alternative ways of travelling.
- c) contact a health professional to help us with stress.

- d) find ways of making some situations less stressful.

READING III

Read the article and match the paragraphs / persons (1-4) with the headings / sentences (A-D).

1

Welcome to Skin Deep—The Art of the Tattoo

While its meaning has varied from people to people and from place to place, tattooing has most often served as a sign of social status, as a mark of one's passage through life, or simply as a way to beautify the body. Tattooing had existed for thousands of years before England's Captain Cook found it in the South Pacific in 1769, but it was his crew and other merchant and naval seamen like him who soon spread the art to Europe and America.

[1] The close relationship between naval men and tattooing developed quickly after Cook's voyages to the South Pacific. At first, sailors' tattoos were drawn by native tattooists; then sailors began to tattoo each other aboard ship. Eventually, professional tattoo shops, many of them established by former sailors, appeared in port cities around the world. The practice became so entrenched among seamen that it is estimated that by the end of the nineteenth century, 90 percent of all sailors in the United States Navy had tattoos.

[2] By the second half of the nineteenth century, tattoos were still largely viewed as shocking and frightful, the mark of a person exiled from society. Popular magazines of the time printed articles such as "The Savage Origin of Tattooing" that linked tattooing with cannibals, criminals and lunatics. However, by the dawn of the twentieth century, a number of circumstances had arisen that together helped prompt the spread of tattooing. An electric tattooing machine patented in 1891 allowed for easier, faster, and more decorative tattooing. In Europe and America, fascination with the new and unusual grew as restrictive Victorian social norms fell away. It was in this environment that tattoo artists set up shops and made the art of tattooing available to the brave, the curious and the impulsive.

[3] Prejudice often influenced sailors' choice of tattoo design. Roosters were thought to protect sailors from drowning. The Christian cross tattooed on the feet was thought to guard against shark attack. Yet another superstitious custom held that sailors should be tattooed with the image of a dragon when they crossed the international date line. While tattoo imagery was often superstitious in nature, getting tattooed was also a highly practical decision: it increased the chance of a body being identified if lost overboard.

[4] Just as sailors brought the tattoo to America from exotic ports of call, the circus and side show took the tattoo across the country. Circus and side show performers often wore tattoos as a way of increasing their appeal to audiences and thus improving their earnings. As early as 1884, carnivals, side shows, circuses and travelling fairs were advertising tattooed performers among their acts. During the Depression, some tattoo artists who were unable to support themselves, travelled with circuses and side shows. As the American public lost interest in the carnival side show, many tattoo celebrities joined larger circuses or opened their own tattoo parlours.

During the American Civil War, patriotic themes became very popular. Tattoos commemorating the battle between the Monitor and the Virginia (formerly the Merrimack) and the Alabama and the Kearsarge began appearing on sailors' chests and backs. Flags and eagles became popular symbols. Tattoos also reflected the navy's transition from sail to steam.

Once regarded in the West as frightening and unpleasant, the tattoo has enjoyed great popularity in our own culture in recent years. Everywhere we look today—movies, advertisements, television—there are signs that people of all walks of life appreciate and practise the art of the tattoo.

- A The Tattoo in the Circus and Side Show _____
- B Tattoo: the Mark of the Sailor _____
- C The Spread of Tattooing _____
- D The Role of Superstition _____

2

The Wonders of the Universe**1**

I just want to say how amazing I think this recent TV series is. I've seen three of the programmes so far and in those three hours I learned more about science and the universe than I did in my whole time at school. Somehow Professor Cox brings science to life in a way none of my teachers could ever manage. Mind you, he does have the advantage of a lot of special effects to illustrate his points! I suppose it's also the sort of language he uses; it's really accessible. At school, the terminology was so difficult to follow that I used to switch off immediately, and I know I wasn't the only one.

2

What I like about this series is that the presenter doesn't talk down to his audience, even though he knows a huge amount about his subject. When I listen to him talking about space and the universe, I don't feel like a kid at school, I feel that he's treating me like an adult. But he does seem to have a vast knowledge, and you can tell he enjoys sharing that knowledge. I particularly liked the programme about gravity where he explained so well how the galaxies are attracting each other. It made me realise how limited my knowledge was, and also got me thinking about what scientists still don't know or understand. It's pretty scary to think about how small a piece we really are in the giant puzzle of existence.

3

Having watched the first programme of the series *The Wonders of the Universe* I can't wait until the next one. I'm particularly impressed by the visuals. They add a great deal to the professor's explanations, and that's something close to my heart. I enjoy playing around with computer graphics and I've done some work on amateur films but watching this has opened my mind up to the possibilities of other career paths; perhaps television work would be something I could aim for. Obviously, special effects are getting cleverer and cleverer, and in a series like this, they are used to the very best. Overall I think it's one of the best science series I've ever seen, and it's a great marriage between science and art. I also love the way the professor sets his explanations against things we can see and understand, like when he was talking about the dark core of a dying star and the camera followed him into the darkest cell of a condemned prison in Mexico. Just brilliant!

4

I missed the first couple of programmes, and then a friend said I simply had to watch it. I've never enjoyed science programmes very much; I'm much more of an arts person. Give me a series about books or galleries and I'm hooked, but for me, science programmes are usually quite dull, and I lose concentration quickly. However, I must admit that this one is a bit special! I think it's the combination of a compelling personality (the professor looks much too young to be so clever, doesn't he?) and some really interesting science. I mean, I'd never thought about how elements are produced or where, or what a red dwarf is. Now I know. Mind you, how long I'll remember is a different matter!

- A** Which person believes that the professor loves his job? _____
- B** Which person likes the symbolic use of real places in the programme? _____
- C** Which person thinks one of the reasons for the success of the series is the originality of the topics? _____
- D** Which person thinks the professor's explanations are easier to follow than in a standard classroom? _____

3

Teenagers' Vocabulary Fails for Work

A generation of teenagers who communicate via the Internet and by text messages risking unemployment because their daily vocabulary consists of just 800 words, the experts have warned. According to recent surveys, they know an average of 40,000 words but they favour 'teenspeak' used in text messages, social networking sites and the Internet chat rooms. Communication expert Jean Gross thinks that the lack of range will affect their chances of getting a job. Miss Gross is planning a nationwide campaign to ensure children use their full language potential. She wants to make sure that teenagers do not fail in the classroom, and later, in the workplace, because they are inarticulate. It will target schoolchildren and she is asking celebrities to support her campaign. "Teenagers are spending more time communicating through electronic media and text messaging, which is short and brief," she says. We need to help them understand the difference between their textspeak and the formal language they need to succeed in life—800 will not get you a job.'

She intends to send the children with video cameras into workplaces to observe the range of words used by professionals and share their findings with classmates. She also wants parents to limit the amount of TV that children watch, replacing it with the conversation.

Her conversation was raised, she said, by research conducted by Tony McEnery, a professor of linguistics, who examined 10 million words of transcribed speech and 100,000 words from teenagers' blogs. He found that teens use their top 20 words in a third of their speech, and words likely to be unknown to adults, including 'chized' which means tired, 'spong' (silly), and 'lol' which is a shorthand version of 'laugh out loud'.

John Bald, a language teaching consultant, said the poor use of language was a rebellious act. "There is undoubtedly a culture among teenagers of deliberately stripping away language," he said. When kids are in social situations, the instinct is to simplify. It's part of a wider anti-school culture that exists among some children which parents and schools need to address.

But, David Crystal, the honorary professor of linguistics at Bangor University, argues that experts did not understand the complexities of teen language. "The real issue here is that people object to kids having a good vocabulary for hip-hop and not for politics," he said. They have an articulate vocabulary for the kinds of things they want to talk about. Academics don't go anywhere near measuring that vocabulary.

- 1 Jean Gross _____
- 2 Tony McEney _____
- 3 David Crystal _____
- 4 John Bald _____

- A** I don't think academics understand the richness of teenagers' language. They communicate well when they want to.
- B** I am worried about the way teenagers speak so I am working to improve the vocabulary that they use.
- C** I have studied the language of teenagers extensively and found some words used only by them.
- D** I think teenagers choose to use a small vocabulary as a form of rebellion.

III VOCABULARY

VOCABULARY 1

Underline the correct answer to complete the sentences.

Example:

Julie is really _____, she likes giving people presents.

a) generous b) mean c) bad

1

1 It is _____ of you to take all the cookies to yourself.

a) great b) selfish c) shy

2 When I was in London we went on a _____ to Oxford.

a) trip b) journey c) travel

2

1 The city of Athens isn't only old. It's _____.

a) elderly b) ancient c) vintage

2 It was very _____ in the city yesterday, over 35 degrees.

a) freezing b) hot c) boiling

3

1 Ancient Greece was the _____ of Western European culture.

a) melting pot b) center c) cradle

2 We'll _____ in a small village on our way to Barcelona.

a) stay over b) stay by c) stay down

4

- 1 The best thing about the exhibition was a _____ of the International Space Station.
a) replica b) copy c) statue
- 2 You should _____ some money _____ just in case you need it.
a) put away b) put aside c) put down

5

- 1 They had a plan to _____ as guards and escape from the prison at night.
a) dress in b) dress up c) dress
- 2 All passengers are in their seats and we are going to _____ in a while.
a) take off b) get off c) fly off

6

- 1 We had a really interesting business _____ to Venice last month.
a) journey b) travel c) trip
- 2 There was a big accident near us, and it _____ all the headlines on Sunday.
a) got b) did c) made

7

- 1 I think we _____ on technology too much these days.
a) depend b) lean c) support
- 2 The fire-fighters had a lot of trouble _____ out the fire at the hotel.
a) taking b) splashing c) putting

8

- 1 What do you think the _____ of the meeting will be?
a) outcome b) drawback c) turnout
- 2 I like to _____ out two or three times a week.
a) play b) work c) run

9

- 1 When you _____ your destination, your tour guide will meet you at the airport.
a) arrive b) get c) reach d) achieve
- 2 The _____ from London to Berlin is about 919 kilometers.
a) measure b) length c) gap d) distance

10

- 1 Three people were captured at the _____ today trying to get into the country.
a) line b) equator c) border d) edge
- 2 There's fantastic _____ from the top of the Empire State Building!
a) view b) sight c) appearance d) look

11

- 1 Once we get to the hotel, let's just _____ quickly and do a bit of sightseeing.
a) set down b) make up c) check in d) turn up
- 2 I'm going to ask for directions because I think we've _____ our way.
a) missed b) misplaced c) mistaken d) lost

12

- 1 We found some lovely, blue _____ for the curtains.
a) fabric b) china c) glass d) wood
- 2 I put the vase of flowers on the _____ and looked around the room.
a) wall light b) ashtray c) wallpaper d) sideboard

VOCABULARY II

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

Example:

John likes extreme sports and spending time outdoors. He is quite adventurous (adventure).

1

- 1 She published many bestsellers. She is a very _____ (success) author.
- 2 You are becoming obsessed with _____ (fame) people.

2

- 1 He is very _____ (help) and kind to the customers.
- 2 I'm very _____ (excite) about the idea of going to an English-speaking country.

3

- 1 One day she would like to become a professional _____ (music).
- 2 What an _____ (improve)! Your work is much better now.

4

- 1 There was no light, just _____ (dark) everywhere.
- 2 Your _____ (appear) is important in creating a good impression.

5

- 1 I can't stand this music. It's so _____ (monotony).
- 2 What do you think of celebrity _____ (endorse)

6

- 1 I often take part in _____ (fundraise) activities.
- 2 You should pay _____ (attend) to the teacher.

7

- 1 She's quite _____ (sensitive) and doesn't think about other people's feelings.
- 2 Why did graffiti artists suddenly become _____ (respect) in New York?

8

- 1 She's _____ (reliable) – never doing what she says she'll do.
- 2 Up to the 1970s, most New Yorkers hated graffiti, considering it as an eyesore that was illegal and _____ (punish) by fines.

9

- 1 The decoration is quite _____ (class) but there is a big statue at the entrance which is a bit tasteless.
- 2 She dresses in a very _____ (provoke) way: mini skirts, low necks and high heels.

10

- 1 With everybody else though, Mabel was very _____ (aggression).
- 2 That winter was very cold and the snow was nearly a metre _____ (depth).

VOCABULARY III

Choose the correct alternative.

Example:

The houses are falling down. They're very dilapidated / solid.

1

- 1 He backed *off / up* the files on a CD in case he lost them.
- 2 It's strange that my mobile can't *pick / run* up a signal here because there must be coverage.

2

- 1 Can you print *out / up* a copy of those lyrics so I can keep them?
- 2 To begin your session you need to *log / scroll* on by typing your name and password.

3

- 1 The minister made a *plea / pledge* to reduce taxation in his speech at the weekend.
- 2 I didn't have a job and soon ran *out / off / up* a debt.

4

- 1 The government wanted to *throw / put/bring* down the resistance movement.
- 2 Seth does whatever he wants and doesn't care what others say or think. He's a true *wimp / free spirit / thrill seeker*

5

- 1 Would all *opponents / competitors* please make their way to the starting line?
- 2 My computing exam is *taking place / occurring* next week.

6

- 1 These days, many parents find it difficult to *assist / support* a large family.
- 2 A lot of workers at the factory were made *fired / redundant* because of the lack of new orders.

7

- 1 *Refugees / victims* of the spring floods have demanded compensation from the government.
- 2 After three days of heavy rainfall, the river *spread / burst* its banks and flooded a wide area.

8

- 1 The woman talks about the plot of the film but she does not *give away / come out* the ending.
- 2 After several *setbacks / outcomes* and years of time-consuming experiments, the scientists finally made a major breakthrough in the field of artificial intelligence.

VOCABULARY IV

Complete the sentences with one word in each gap. The first letter of the word is given.

Example:

When you are given something to encourage you to do something, it is called an incentive.

1

- 1 If you want to lose weight, you should cut **d**_____ on fatty foods.
- 2 A relief programme was set **u**_____ immediately after the earthquake.

2

- 1 It took us a long time to carry **o**_____ the research.
- 2 Some people think computers are taking **o**_____ our lives.

3

- 1 An **u**_____ is a student who is studying their first degree at university.
- 2 **S**_____ work is the sort of work which involves working at different times of the day or night.

4

- 1 I've got a five hundred pound **o**_____ at the bank. I'm really worried.
- 2 I don't know if I can exchange this shirt because I didn't get a **r**_____ for it.

5

- 1 I was reading the **o**_____ in this morning's newspaper and I saw that a former prime minister had died on Monday.
- 2 There's been a bad **d**_____ in the country because they haven't had any rain for at least ten months.

6

- 1 A **t**_____ person is a person who says something and doesn't consider how it may hurt the listener in order not to be too direct.
- 2 If a bone in your body is not in the correct position, it is **d**_____.

7

- 1 Barclays is a big bank and it has a **b**_____ in every town.
- 2 One boy in our class is very self-**e**_____ and always talks about how much better he is than the rest of us.

8

- 1 I don't like people who are tight-**f**_____. Most of my real friends are very generous.
- 2 Although my dad is pretty broad-**m**_____ about political views, my mum is very conservative.

IV GRAMMAR

GRAMMAR I

Complete the sentences with the correct form of the verbs given.

Example:

The teacher didn't let her do the exam because when she arrived, the exam had started / 'd started (start).

- 1 When the wind _____ (**blow**), the leaves on the trees shook.
- 2 I _____ (**see**) the doctor tomorrow. The appointment is for half past ten.
- 3 After she _____ (**write**) her letter of application, she sent it.
- 4 He unlocked the door and _____ (**step**) inside.
- 5 Take an umbrella. It _____ (**rain**).
- 6 By the end of the month, I _____ (**be**) in prison for two years.
- 7 Do you remember _____ (**meet**) me for the first time?
- 8 When you phoned me last night, I _____ (**write**) an e-mail to Gareth about the party.
- 9 She always insists on _____ (**give**) the leading role in our plays.
- 10 They _____ (**work**) on the project for two years before they made any progress.
- 11 Somewhere in the world, at this very moment, one of my recordings _____ (**play**).
- 12 I _____ (**cycle**) home when the accident happened.
- 13 If she _____ (**stay**) in the house, she would have heard the thief.
- 14 The boat is half-filled with water. It _____ (**sink**) in a minute.
- 15 The lecture _____ (**start**) by the time we arrived.
- 16 If Steve _____ (**sell**) his old car he would get a good price for it.
- 17 It was too late to go back and he _____ (**force**) to improvise his speech.
- 18 I didn't have to water the flowers in the garden as it _____ (**rain**) all morning.
- 19 Memphis _____ (**know**) for being the home of Elvis Presley.
- 20 If we _____ (**not/ breed**) from the wolf, the astonishing range of dogs wouldn't have existed.

- 21 Tears were streaming down his face because he _____ (**cut**) onions.
- 22 Smoking should _____ (**ban**) in all public places.
- 23 If Isaac Newton _____ (**not / observe**) an apple falling down from a tree, he wouldn't have discovered gravity.
- 24 Unless we control 'doping', the original spirit of Olympics _____. (**disappear**)
- 25 By the time he was thirteen, he _____ (**win**) a scholarship to a private school.
- 26 Nintendo generation _____ (**cause**) art and game cultures to merge.
- 27 If Martina Hingis hadn't won the women's singles competition at Wimbledon in 1997, she _____ (**not/ be**) a world-famous tennis player now.
- 28 I hate _____ (**tell**) by my parents what to do.
- 29 World War III _____ (**break out**) in the near future. But it's not very likely, I think.
- 30 I _____ (**never use**) a computer before I came here.

GRAMMAR II

Circle or underline the correct alternatives to complete the text.

Example:

Celine Dion's singing career ¹ _____ in a similar way to Michael Jackson's. The youngest of fourteen children, she ² _____ performing with her family in the Canadian province of Quebec when she was just twelve years old. By the age of eighteen, she ³ _____ (produce) nine albums in her native French, but she was still unknown in the English-speaking world. She decided to learn English TO enter the world of international pop music.

- | | | | |
|---|-----------------|----------------|------------------------|
| 1 | a) starts | b) has started | <u>c) started</u> |
| 2 | a) will began | b) had begun | <u>c) began</u> |
| 3 | a) has produced | b) may produce | <u>c) had produced</u> |

1

I met my future husband over a burnt sausage roll. He ¹ _____ (walk) into the university kitchen just as I ² _____ (remove) what was meant to be my dinner from the oven. If I had heard about *The Rules* about how to 'catch' a man, I would have smiled at him mysteriously and walked out without speaking, leaving him to think: 'Who is that fascinating creature?' Instead, I ³ _____ (make) a joke about my bad cooking. Sixteen years on, he does the cooking in our house.

- | | | | |
|---|-----------------|------------|----------------|
| 1 | a) was walking | b) walked | c) has walked |
| 2 | a) was removing | b) removed | c) had removed |
| 3 | a) of making | b) made | c) will make |

2

I'm bitterly disappointed with your school results. You should start thinking about your future seriously. It's high time you ¹ _____ most of your extracurricular activities. If I were you, I ² _____ more time to studying instead of playing football all day long. Also, you ought ³ _____ what kind of studies you'd like to pursue in the future. I suggest that you write to some colleges for more information about courses they offer.

- | | | | |
|---|---------------|-----------------|------------------|
| 1 | a) gave up | b) give up | c) have given up |
| 2 | a) devote | b) would devote | c) devoted |
| 3 | a) considered | b) consider | c) to consider |

3

The flood ¹ _____ predicted — it was clear from meteorological evidence that very heavy and long-lasting rain ² _____ over central Europe. I think people ³ _____ warned and it was certainly possible to introduce more protection measures.

- 1 a) should have been b) can't have been c) must have been
2 a) is going to fall b) was going to fall c) will be falling
3 a) should have been b) should be c) may have been

4

I ¹ _____ (find) this story, while I was reading *Spotlight* the other day. In 1986 a Canadian man rose from the sofa where he ² _____ asleep, drove 14 miles, killed his mother-in-law and seriously ³ _____ his father-in-law.

- 1 a) have found b) has found c) found
2 a) had fallen b) fel c) falls
3 a) has injured b) had injured c) injured

GRAMMAR III

Rewrite the sentences below so that they contain zero mistakes. If the sentence is correct write *correct* on the line.

Example:

If I had seen Marco, I would told him you wanted to speak to him.

If I had seen Marco, I would have told him you wanted to speak to him.

1 I enjoy studying subjects where I mustn't do homework every night.

2 Harry asked me what will I do after school.

3 I went to the India in 1967.

4 I have been in the United States for a year.

5 I used to having a horse.

6 I'm used to get up early.

7 I love the animals that live in Australia a lot.

8 She must has been on holiday.

9 I wish I am not fat.

10 When I was in Russia last year, I wish I went to Moscow.

11 The sun is very strong. I wish I didn't leave my sun cream in the hotel.

12 I am not used to do the housework.

13 I hate doing mistakes.

14 I live here since 1997.

15 He knows her for ten years.

16 I've been cutting my finger today.

17 My house is built in 1567.

18 Spinach is said to be very good for your health.

19 I went to work with the bus.

20 At this time tomorrow, I'll be fly to Tokyo.

GRAMMAR IV

Circle or underline the correct alternatives to complete the sentences.

Example: Temperatures *get* / **are getting** higher each year.

- 1 I *love* / *am loving* watching films.
- 2 My brother *usually walks* / *is usually walking* to university.
- 3 Thanks to you I *understand* / *am understanding* now.
- 4 The moon *goes* / *is going* round the earth.
- 5 Listen! Somebody *comes* / *is coming*.
- 6 He turned *up* / *down* an hour late for the meeting!
- 7 I quite liked him, but I was turned *off* / *down* by the ring through his nose.
- 8 Scientists are *carrying out* / *making* research into using cobwebs to produce wire.
- 9 In the future, I'm going to give *up* / *down* revising at the last moment.
- 10 I overslept and *by* / *until* the time I got up there was no breakfast.
- 11 In the accident, the car suffered a serious *damage* / *injury*.
- 12 Vaccination has *avoided* / *prevented* many infectious diseases such as smallpox.
- 13 When we *discussed* / *talked* the subject, some people did not agree with my arguments.
- 14 I would *advise* / *advice* you to take regular breaks.
- 15 Governments should *pass* / *spend* more time helping homeless people.
- 16 I love reading *journey* / *travel* books.
- 17 My dad just came from a business *outing* / *trip*.
- 18 There are several species in *danger* / *risk* of extinction.
- 19 The floods have *effected* / *damaged* an area of three hundred square kilometers.
- 20 The future of this region is not all *gloomy* / *dull*.
- 21 Workers in many developing countries have very little job *safety* / *security*.
- 22 House prices have *raised* / *risen* steadily this year.
- 23 I explained the problem but he wasn't very *comprehensive* / *understanding*.
- 24 Eating a few sweets won't *do* / *make* you any harm.
- 25 If I were you, I'd *make* / *have* a complaint about the rubbish in your street.
- 26 Hurry up! We'll *lose* / *miss* the bus!
- 27 Personally, I think George Clooney is extremely *handsome* / *pretty*.
- 28 I waited ages for a bus but *at the end* / *in the end* I gave up and walked.
- 29 You *had seen* / *will have seen* much of the material in this documentary many times before.
- 30 If Gilbert *weren't* / *wouldn't* be so stingy he might lend me the money I need.

GRAMMAR V

Rewrite the sentences using the word(s) given. Do not change the word(s) given.

Example:

The last time I played a computer game was three days ago.

HAVEN'T

I haven't played a computer game for three days.

1 I like rock music now but I didn't when I was younger.

USE

2 I didn't answer my phone because the film hadn't finished.

WATCHING

3 After we bought the house we decided to redecorate it.

HAVING

4 "Did you see your picture in the paper?" my mum asked me.

IF

5 No one was watching the bank when it was robbed.

WATCHED

6 The sportsman ran three marathons in three days and was exhausted.

HAVING

7 You should have given me this information earlier.

WISH

8 "The company have sent me the wrong CDs," said Harry.

COMPLAINED

9 He didn't just smoke fifty cigarettes a day, he also drank several cans of soda.

NOT ONLY

10 I was able to book the last seat on the flight.

SUCCEEDED

11 Many young adults save money for their own flat by living at home.

SO THAT

12 Some people want more independence so they move out as soon as they can.

IN ORDER TO

13 I am absolutely crazy about her. She doesn't seem very interested in me.

ALTHOUGH

14 You are a millionaire. You can't buy health and happiness.

EVEN IF

V GUIDED WRITING

GUIDED WRITING I

Complete the letter by adding **ONLY ONE** word into each gap.

Example:

Despite

According to

Factory farming involves keeping farm animals inside buildings to increase the production of meat and eggs. ¹ According to the Worldwatch institute, seventy-four percent of the world's poultry, forty-three percent of its beef and sixty-eight of its eggs are produced in this way. The main argument for factory farming is that apart from being a lot cheaper than traditional or organic farming, it provides more food for a world population. The animals suffer from fewer diseases than those living outside. On the other hand, critics of factory farming say that, for instance, many farm animals are kept in small spaces where they can hardly move. Furthermore, factory farming has a negative impact on the environment because it creates a lot of waste products. ² Despite producing cheap food, factory farming is bad for the planet and for the animals themselves.

1

In spite of

In addition to

As a result of the pressure of glossy magazines, young women, except for confident individuals with really strong personalities, try to conform to 'ideal body standards'.

¹ _____ looking absolutely normal, fifty-three percent of women in the UK say that they often worry about looking short and fat. ² _____ constantly watching their diet, fifty percent of 16 to 21-year-old girls in the UK would consider having cosmetic surgery to alter the way they look. The aim of the 'Be Natural' campaign was to make women accept their looks as they are, instead of trying to look like the models in the photos.

2

on the same wavelength

live on junk food

Hi Grace,

Hope you're enjoying the holidays. How was your trip to Ireland?

As you know, my mate Ruby and I are away in Brighton for the week. Although this is my first holiday without my family, I don't miss them at all! Mum reminded me before I left that she was only a phone call away, but I haven't rung her once!

Brighton is awesome! We're staying in a trendy hostel really close to the beach. We've made friends with the girls we're sharing a room with. Even though they're a bit older than us, we're all ¹_____. The day we arrived, we stayed up all night chatting with them! The only drawbacks of being in a dorm are that it's a bit cramped and it gets quite noisy; it doesn't help that one of the girls snores!

There are loads of great places to eat here. Our favourite is a cosy Italian restaurant. It's got a casual, relaxed atmosphere, in spite of always being packed. We've been clubbing a couple of times too – one place was a bit rowdy, but the other one was far more laid-back.

Brighton's quite pricey, unfortunately, and Ruby and I have spent a fortune. We've nearly run out of money now, so we'll probably have to ²_____ 'til Saturday!

Can't wait to catch up soon!

Lila xx

GUIDED WRITING II

Use the following simple sentences and the word(s) in brackets to make a longer, complex sentence.

Example:

He is quite famous, but he is very kind to everyone.

(DESPITE)

Despite being quite famous, he is very kind to everyone.

OR

He is very kind to everyone despite being quite famous.

1 The weather was bad, so our flight was cancelled.

(DUE TO)

2 Tom started to whistle because he wanted to attract the girl's attention.

(IN ORDER TO)

3 The road was slippery and that's why we didn't arrive in London on time.

(BECAUSE OF)

4 Ann is not a very diligent student. Her essays are usually well thought-out.

(ALTHOUGH)

5 There has been very little demand for tickets. The performance hasn't been cancelled.

(EVEN THOUGH)

GUIDED WRITING IV

Read the excerpts 1-2 and decide where they are from on the basis of the writing style.

Example:

A) A book review

B) A novel

(1) I have just returned from a visit to my landlord—the solitary neighbour that I shall be troubled with. This is certainly a beautiful country! In all England, I do not believe that I could have fixed on a situation so completely removed from the stir of society. A perfect misanthropist’s heaven; and Mr. Heathcliff and I are such a suitable pair to divide the desolation between us. **B**

(2) Lemuel Gulliver is an educated and trained surgeon. He speaks to the readers retelling his experiences at sea. Presented as a simple traveler’s narrative, Gulliver’s adventures are divided into four parts. The first part is situated in Lilliput where he finds himself in the company of thousands of miniature people called Lilliputians. **A**

1

A) A novel

B) A newspaper article

(1) A cure for cancer?

Scientists working in Japan have discovered that ink produced by cuttlefish may help to cure cancer. 60 per cent of mice tested with the ink recovered from tumours.

(2) He was lounging upon the sofa in a purple dressing-gown, a pipe-rack within his reach upon the right, and a pile of crumpled morning papers, evidently newly studied, near at hand. Beside the couch was a wooden chair, and on the angle of the back hung a very seedy and disreputable hard-felt hat, much the worse for wear, and cracked in several places.

2

A) A joke

B) A short story

(1) _____ Said to a railroad engineer: What's the use of having a train schedule if the trains are always late? The reply from the railroad engineer: How would we know they were late, if we didn't have a schedule? _____

(2) **This story is about a middle-aged man who was feeling very down. Everything had been going wrong for him. He had had problems at work and his wife had left him to go off with a lion tamer.** _____

RJEŠENJA ZADATAKA

LISTENING TEST KEY

1.	1 T 2 F 3 F 4 F	2.	1 T 2 T 3 F 4 T	3.	1 F 2 NG 3 T 4 F	4.	1 F 2 F 3 NM 4 T
5.	1 T 2 T 3 F 4 T	6.	1 B 2 C 3 A 4 D	7.	1 B 2 C 3 A 4 D	8.	1 D 2 C 3 E 4 A
9.	1 C 2 A 3 B 4 D	10.	1 B 2 A 3 A 4 C				

READING TEST KEY

READING I	
1	
	1 E / 2 D / 3 C / 4 A
2	
	1B / 2A / 3E / 4F
3	
	1E / 2A / 3E / 4B
4	
	1 C / 2 A / 3 D / 4 B
5	
	1 C / 2 A / 3 D / 4 B
READING II	
1	
	1 C / 2 A / 3 D / 4 B
2	
	1 B / 2 A / 3 D / 4 C
3	
	1B / 2A / 3D / 4C
4	
	1B / 2 C / 3B / 4A
5	
	1 B / 2 B / 3 A / 4 D
READING III	
1	
	1 B / 2 C / 3 D / 4 A
2	
	A 2 / B3 / C 4 / D 1
3	
	1B / 2 C / 3A / 4 D

VOCABULARY TEST KEY

VOCABULARY I
1
1 b / 2 a
2
1 b / 2 b
3
1 c / 2 a
4
1 a / 2 b
5
1 b / 2 a
6.
1 c / 2 c
7
1 a / 2 c
8
1 a / 2 b
9
1 c / 2 d
10
1 c / 2 a
11
1 c / 2 d
12
1 a / 2 d

VOCABULARY II
1
1 successful / 2 famous
2
1 helpful / 2 excited
3
1 musician / 2 improvement
4
1 darkness / 2 appearance
5
1 monotonous / 2 endorsement
6
1 fundraising / 2 attendance
7
1 insensitive / 2 respectable
8
1 unreliable / 2 punishable
9
1 classy / 2 provocatively
10
1 aggressive / 2 deep
VOCABULARY III
1
1 up / 2 pick
2
1 out / 2 log
3
1 pledge / 2 up

4
1 bring / 2 free spirit
5
1 competitors / 2 taking place
6
1 support / 2 redundant
7.
1 victims / 2 burst
8
1 give away / 2 setbacks
VOCABULARY IV
1
1 down / 2 up
2.
1 out / 2 over
3.
1 undergraduate / 2 shift
4
1 overdraft / 2 receipt
5
1 obituaries / 2 drought
6
1 tactful / dislocated
7
1 branch / 2 confident
8
1 fisted / 2 minded

GRAMMAR TEST KEY**GRAMMAR I**

Complete the sentences with the correct form of the verbs given.

1. was blowing/ blew
2. am seeing/'m seeing
3. had written
4. stepped
5. is raining/'s raining/is going to rain/might rain
6. will have been in prison
7. meeting
8. was writing
9. being given
10. had worked/ had been working
11. is being played
12. was cycling
13. had stayed
14. is going to
15. had started
16. sold
17. was forced
18. had been raining
19. is known
20. had not bred
21. had been cutting/ was cutting
22. be banned
23. had not observed
24. will disappear
25. had won
26. has caused
27. would not be/ wouldn't be
28. being told
29. might break out
30. had never used

GRAMMAR II

Underline the correct alternatives to complete the text.

1	TEXT 1: b, a, b
2	TEXT 2: a, b, c
3	TEXT 3: a, b, a
4	TEXT 4: c, a, c

GRAMMAR III

Rewrite the sentences below so that they contain zero mistakes. If the sentence is correct write *correct* on the line.

1	I enjoy studying subjects where I don't have to do homework every night.
2	Harry asked me what would I do after school.
3	I went to India in 1967.
4	<u>correct</u>
5	I'm used to having a horse.
6	I'm used to getting up early.
7	<u>correct</u>
8	She must have been on holiday.
9	I wish I was not fat.
10	When I was in Russia last year, I wish I had gone to Moscow.
11	The sun is very strong. I wish I hadn't left my sun cream in the hotel.
12	I am not used to doing the housework.
13	I hate making mistakes.
14	I have lived here since 1997.
15	He has known her for ten years.
16	I've been cut my finger today.
17	My house was built in 1567.
18	<u>correct</u>
19	I went to work by bus.
20	At this time tomorrow, I'll be flying to Tokyo.

GRAMMAR IV

Underline the correct alternatives to complete the sentences.

1 love
2 usually walks
3 understand
4 goes
5 is coming
6 up
7 turned off
8 carrying out
9 up
10 by
11 damage
12 prevented
13 discussed
14 advise
15 spend
16 travel
17 trip
18 danger
19 damaged
20 gloomy
21 security
22 risen
23 understanding
24 do
25 make
26 miss
27 handsome
28 in the end
29 had seen
30 weren't / were not

GRAMMAR V

Rewrite the sentences using the word(s) given. Do not change the word(s) given.

1 I didn't use to like rock music when I was younger but I do now.
2 I didn't answer my phone because I was watching a film.
3 Having bought the house we decided to redecorate it.
4 My mum asked me if I had seen my picture in the paper.
5 The bank wasn't being watched when it was robbed. <i>OR</i> When it was robbed, the bank wasn't being watched.
6 Having run three marathons in three days, the sportsman was exhausted. <i>OR</i> The sportsman was exhausted having run three marathons in three days.
7 I wish you had given me that information earlier.
8 Harry complained that the company had sent him the wrong CDs.
9 Not only did he smoke fifty cigarettes a day, but he also drank several cans of soda.
10 I succeeded in booking the last seat on the flight.
11 Many young adults live at home so that they could save money for their own flat.
12 In order to be more independent, some people move out as soon as they can.
13 Although I am absolutely crazy about her, she doesn't seem very interested in me. <i>OR</i> She doesn't seem very interested in me although I am absolutely crazy about her.
14 Even if you are a millionaire, you can't buy health and happiness.

GUIDED WRITING TEST KEY**GUIDED WRITING I**

Complete the letter by adding **ONLY ONE** word into each gap.

1

1.	In spite of
2.	In addition to

2

1.	on the same wavelength
2.	live on junk food

GUIDED WRITING II

Use the following simple sentences and the word(s) in brackets to make a longer, complex sentence.

1 Due to bad weather, our flight was cancelled. <i>OR</i> Our flight was cancelled due to bad weather.
2 Tom started to whistle in order to attract the girl's attention.
3 We didn't arrive in London on time, because of the slippery road. <i>OR</i> Because of the slippery road, we didn't arrive in London on time.
4 Ann's essays are usually well thought-out although she is not a very diligent student. <i>OR</i> Although her essays are usually well thought-out, Ann is not a very diligent student.
5 The performance hasn't been cancelled even though there has been very little demand for tickets. <i>OR</i> Even though there has been very little demand for tickets, the performance hasn't been cancelled.

GUIDED WRITING III

Below are expressions from two letters – one formal and one informal – but they are mixed up. Decide which two sentences have been extracted from a formal letter (write *formal* on the line).

	1
2	formal
3	formal
	2
2	formal
5	formal

GUIDED WRITING IV

Read the excerpts 1-2 and decide where they are from on the basis of the writing style.

	1
(1) B	
(2) A	
	2
(1) A	
(2) B	

IZVORI

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