

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ЮРИДИЧНА
АКАДЕМІЯ»

Практикум для студентів-юристів
Підготовка до єдиного вступного іспиту (ЄВІ)

з англійської мови

за технологією ЗНО

У 2 частинах

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Навчальний посібник

За загальною редакцією Ю.В. Юлінецької

Одеса
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А в т о р и:

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Практикум складається з п'яти розділів, що містять тренувальні тести і типові завдання для підготовки до єдиного вступного іспиту з англійської мови за технологією ЗНО.

УДК

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*I hear and forget,
I see and remember,
I do and understand.*
(Chinese proverb)

Вступ

Створення Європейського простору вищої освіти висуває складні завдання щодо збільшення мобільності студентів, більш ефективного міжнародного спілкування та легшого доступу до інформації. В умовах значного розширення міжнародних зв'язків України знання англійської мови спеціалістами різних галузей науки набуває особливого значення.

Загальною метою вивчення та викладання іноземної мови є підготовка студентів до ефективної комунікації в академічному оточенні. Тому освітня програма передбачає, що комунікативні мовні компетенції будуть формуватися для адекватної поведінки в реальних ситуаціях академічного життя, які є загальними для студентів різних спеціальностей. Вона зорієнтована як на студента, так і на процес навчання, сприяючи усвідомленню мовних міжкультурних особливостей та зосереджуючи увагу на соціокультурному змісті, текстовому характері комунікації, методах вивчення і викладання, які активізують інтерес студентів. Програма допомагає розвивати мовну, прагматичну та міжкультурну компетенції студентів, а, отже, і їхню здатність до самостійного вивчення мов.

Метою даного курсу є забезпечення розвитку та вдосконалення навичок та вмінь у такому виді мовленнєвої діяльності як читання на рівні володіння англійською мовою B1-B2 (Незалежний користувач).

Читання – це самостійний вид мовленнєвої діяльності, який входить в сферу комунікативної діяльності людей і забезпечує письмову форму спілкування.

Читання відноситься до рецептивних видів мовленнєвої діяльності, оскільки воно пов'язане зі сприйняттям (рецепцією) і розумінням інформації, закодованої графічними знаками. В процесі читання виділяють змістовний

аспект (про що текст) і процесуальний аспект (як прочитати або озвучити текст). У змістовному плані результатом читання буде розуміння прочитаного; в процесуальному – сам процес читання, тобто внутрішнє промовляння і встановлення безпосереднього зв'язку між семантичним і графічним комплексами.

Навчання читання, як самостійного виду мовленнєвої діяльності, полягає в наступному: навчити студентів отримувати інформацію з тексту в тому обсязі, який необхідний для вирішення конкретного мовленнєвого завдання.

Читання може виступати і як засіб формування і контролю суміжних мовленнєвих умінь і навичок, оскільки:

- використання читання дозволяє студентам оптимізувати процес засвоєння мовного і мовленнєвого матеріалу;
- комунікативно-орієнтовані завдання передбачають вміння читати і будуються на основі письмових текстів та інструкцій;
- вправи на формування і відпрацювання мовних і мовленнєвих навичок також будуються з опорою на текст.

Різний рівень розуміння тексту і запропоновані до нього вимоги дозволили вченим-методистам розробити класифікацію видів читання.

В основу кожного з них покладені різні принципи. Одні автори поділяють читання на види за психологічними особливостями їх сприйняття: перекладне – безперекладне, аналітичне – синтетичне; інші автори – за умовами їх виконання: самостійне – несамотійне, підготовлене – непідготовлене; за кількістю прочитаного: екстенсивне – інтенсивне та ін. Широко поширена така класифікація видів читання: вивчаюче, ознайомлювальне, переглядове та пошукове.

Розуміння основного змісту прочитаного. Англійською це reading for gist, skim reading або skimming. У методиці також використовується термін ознайомлювальне читання. Текст прочитується якомога швидше з метою зрозуміти основний зміст і загальну структуру тексту або вибрати головні факти.

Для цього виду читання досить розуміння 70 % тексту; головне – це вміння виділити і зрозуміти ключові слова. Студентам необхідно навчитися обходити незнайомі слова і не переривати читання, якщо такі зустрічаються, а також вчитися здогадуватися про значення ключових слів з контексту. Головним є вміння узагальнити зміст тексту, тобто синтезувати основну комунікативну задачу тексту – яку інформацію він дає і які думки є найбільш важливими.

Один із способів досягти результату – встановити часові рамки читання тексту, викладач не повинен пояснювати незнайомі слова на цьому етапі читання.

Отримання необхідної інформації. Англійською це reading for specific information або scanning. У вітчизняній методиці також використовуються терміни пошукове (пошук конкретної інформації) і переглядове читання (швидкий перегляд тексту з метою з'ясувати, чи містить цей текст корисну читачеві інформацію).

При пошуковому читанні текст читають з метою знаходження відносно невеликої кількості інформації для подальшого її використання в певних цілях. Це може бути інформація у вигляді опису, аргументації, правил, оціночних суджень.

При переглядовому читанні читач збирає інформацію про ступінь корисності тексту, про те, чи знадобиться йому ця інформація для використання в подальшому.

Цей вид читання має на меті пошук ключових слів і знаходження тієї частини тексту, де міститься необхідна інформація.

Повне розуміння прочитаного. Англійською це reading for detailed comprehension або reading for detail. У вітчизняній методиці також використовується термін вивчаюче читання. Цей вид читання передбачає повне і точне розуміння всіх основних і другорядних фактів, їх осмислення і запам'ятовування. Студент повинен вміти оцінити, прокоментувати, пояснити інформацію, зробити з прочитаного висновок. Передбачається, що студент

повинен вміти здогадуватися про значення слів з контексту, розуміти логічні зв'язки в реченні і між частинами тексту.

Синтетичне та аналітичне читання.

Синтетичне читання – різновид читання, коли увага читача повністю або головним чином зосереджена на змісті, та зміст сприймається синтезовано і швидко.

Аналітичне читання – читання, коли увага читача частково зміщується на мовне оформлення тексту, тому читання протікає набагато повільніше.

Синтетичне читання вчить розумінню текстів, без застосування аналізу і перекладу. Аналітичне читання служить засобом розуміння більш складних текстів, що включають труднощі, які можуть бути подолані тільки за допомогою читання і перекладу.

Синтетичне читання вважається більш ефективним на початковому етапі навчання, тому що студенти опановують уміння розуміти уривки з тексту, не вдаючись до допомоги словника. Однак незнайомий мовний матеріал може зустрітися і в процесі синтетичного читання. Передумови розуміння в цьому випадку забезпечує:

- володіння мовним мінімумом, в результаті чого невелика кількість незнайомих слів включена в знайоме оточення;
- уміння виділити незнайомі слова і зрозуміти їх або на основі контексту, або на основі словотворчого аналізу;
- уміння пропустити незначні для розуміння деталі.

Не можна, однак вважати, що аналіз застосовується тільки тоді, коли з'являються незнайомі слова. Він може застосовуватися і при безперекладовому розумінні тексту, наприклад, в разі виділення будь-яких мовних особливостей тексту або його змісту. Аналітичне сприйняття може виникнути у зв'язку з попередньою роботою над текстом. Суттєвою ознакою аналітичного читання є наявність аналітичної установки в процесі читання, тобто сприйняття деталей. В процесі читання з елементами аналізу студенти навчаються долати мовні труднощі і, таким чином, розуміти зміст тексту.

Взаємозв'язок синтетичного і аналітичного читання проходить через всі етапи читання. Аналіз ніколи не існує окремо від синтезу. По суті, ми частіше стикаємося з синтетичним читанням, тому що процес читання проходить три фази сприйняття: первинний синтез, аналіз і вторинний синтез. Студенти читають новий текст і, спираючись на відомий мовний матеріал, розуміють його загальний зміст. Потім вони аналізують невідомі мовні одиниці, а потім знову відбувається синтетичне читання, тому що в результаті аналізу реалізуються передумови для розуміння прочитаного. Розуміння на цьому етапі стає більш точним завдяки аналізу.

Важливе значення має змістовна сторона навчальних матеріалів, призначених для читання. Саме зміст приховує потенційну можливість пробудити у студентів позитивну мотивацію, викликати потребу в читанні іноземною мовою.

Розширення обсягу мовного матеріалу збільшує кількість можливих комбінацій, що впливає на зміст текстів для синтетичного читання. Зміст цих текстів охоплює все нові і все більш різноманітні ситуації. Тексти можуть містити незнайомий лексичний матеріал, про значення якого можна здогадатися або за допомогою словотворчого аналізу, або в результаті визначення точного контекстуального значення слова.

Поряд з вирішенням основних мовленнєвих і лінгвістичних задач читання може сприяти здійсненню важливої освітньої мети – введенню студентів у світ культури країн мови, що вивчається.

Робота над текстом.

Існують різні точки зору з приводу того, які етапи роботи над текстом необхідно включити в навчальний процес.

Зазвичай виділяються три етапи роботи з текстом: дотекстовий етап (дотекстові вправи), текстовий етап (контроль розуміння змісту), післятекстовий етап (контроль розуміння важливих деталей тексту, аналіз і оцінка).

Методисти пропонують багато видів завдань для роботи з текстами. Природно, що види робіт залежать від мети читання. Якщо це читання заради читання, то завдання будуть орієнтовані на контроль змісту.

Дотекстові вправи (робота зі словами і граматикою, що використані в тексті) :

1. знайти і виписати речення з певними словами;
2. знайти пари: слово і його дефініція;
3. вибрати синонім/антонім слова із запропонованої групи слів;
4. поєднати пари слів за змістом;
5. перефразувати речення, замінивши виділене слово або вираз на синонім, використаний в тексті.

Контроль розуміння загального змісту.

Контрольно зворотний зв'язок здійснюється в процесі читання і сприяє більш повному осмисленню інформації тексту:

1. дати назву головним змістовним частинам тексту;
2. визначити (виписати) речення, що містять головну думку окремих частин тексту;
3. визначити (виписати) речення, що підтверджують або заперечують певну думку;
4. продовжити (закінчити) речення фразою з тексту;
5. відповісти на питання, відповіді на які студенти можуть знайти в тексті;
6. погодитися або не погодитися з висловлюваннями відповідно до змісту тексту;
7. запропоновано 2-3 речення. Потрібно вибрати твердження, що відповідає змісту тексту.

Висновки

Підбиваючи підсумок, можна зазначити, що:

1. читання – не тільки засіб навчання мови, а й самостійний вид мовленнєвої діяльності. Потрібно вчити розуміння тексту;
2. процес навчання читання складається з навчання різним видам читання;
3. для кожного виду читання необхідно розвивати відповідні вміння;
4. навчати читання необхідно, застосовуючи відповідні види вправ: час, що відводиться на їх виконання, обмежений;
5. вміння виділити з тексту найбільш важливі елементи - основа навчання читання. При цьому необхідним є знання структурно-сміслової організації тексту.

При розробленні цього посібника були використані запозичення текстів різних підручників, посібників та інтернет-ресурсів:

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9. <http://www.ihbristol.com/free-english-exercises/esol>
10. <http://www.englishrevealed.co.uk/fce.php>
11. <http://todayschool.es/blog/first-certificate-tests-2/>
12. <https://virtuaule.com/ru/fce-listening-practice/test-1.html>
13. <http://www.rubenvalero.com/english/content/writing-corner-fce-cae>
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RELATIONSHIPS

A World Guide to Good Manners

Read the text and complete the tasks.

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

Doing business

- In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However, in some countries, such as Greece, Italy, and Spain, (1) _____ then remain open until the evening.
- The British are happy to have a business lunch and discuss business matters with a drink during the meal. In Mexico and Japan, (2) _____. Lunch is a time to relax, socialize and get to know one another; the Japanese rarely drink alcohol at lunchtime. They prefer not to work while eating.

- In the United States, it's not unusual to have a business meeting over breakfast. In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten. In China it's common to have business banquets, but you shouldn't discuss business during the meal.

- The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

- American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands with the writing facing the person you are giving it to. You must take time to read it carefully, and not just put it in your pocket!

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. You should not expect the Japanese to shake hands. In Japan, the bow is a very important part of greeting someone, and the more respect you want to show, (3) _____. The first bow of the day should be lower than when you meet thereafter. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who (4) _____.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

'When in Rome, do as the Romans do.' Here are some final tips for travellers.

- In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It is offensive.
- In India and the Middle East you must never use the left hand (5) _____. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
- In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner.
- In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.
- In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
- Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.
- In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

Task 1. These lines have been taken out of the text. Where do they go?

- A) many people prefer not to discuss business while eating
- B) some businesses close in the early afternoon for a couple of hours
- C) for greeting, eating, drinking or smoking
- D) the deeper you should bow
- E) should wear long-sleeved blouses and skirts below the knee

Task 2. Read the article again and answer the questions.

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do not like to eat and do business at the same time?
4. 'They (the French) have to be well fed and watered.' What or who do you normally have to feed and water?
5. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
6. Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger?
7. List some of the clothes you think women shouldn't wear in Asian and Muslim countries.
8. Is your main meal of the day the same as in Italy or Spain?
9. Why is it not a good idea to say to your Japanese business colleagues, 'I don't feel like staying out late tonight'?
10. Which nationalities have rules of behaviour about hands? What are the rules?

Task 3. Why is it not a good idea to ...

... say that you absolutely love your Egyptian friend's vase.

... go to Russia if you don't drink alcohol.

... say 'Hi! See you later!' when you're introduced to someone in Afghanistan.

... discuss politics with your American friend in a McDonald's.

What do you think?

1 Do you agree with the saying 'When in Rome, do as the Romans do'? Do you have a similar saying in your language?

2 What are the 'rules' about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?

3 Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.

4 What advice would you give somebody coming to live and work in your country?

Different Forms of Hospitality

Read the text and complete the tasks.

You are going to read a passage by a British woman who spent most of 2001 staying with a family in a foreign country in order to study everyday life there. In small groups, think about the problems that she may have had and also the things that she may have enjoyed. Then read the passage quickly to check if any of your ideas are mentioned.

As a British woman social anthropologist, I once spent a year in Moldova, in Eastern Europe, studying everyday life in the country. I stayed with a Moldovan family, to see from the inside how people

managed their lives. I had a wonderful time and made many new friends. What I observed is of course based on my own experience, at a particular place and time.

I often found it surprisingly difficult to see life there through the eyes of a Moldovan. This was because the people I met were extremely hospitable and I was treated as an honoured guest at all times. As my hosts, they wanted me to enjoy myself, and not to get involved in shopping, cooking, or other domestic chores. Most mornings I was encouraged to go out to explore the city, or carry out my research, and I returned later to find that my elderly landlady and her sister had travelled across the city on buses to the central market to bring back heavy loads of potatoes, a whole lamb, or other large quantities of produce. I was often invited to people's homes and was always offered food on entering. Most of the adults I met enjoyed inviting friends, family, neighbours, colleagues and even strangers into their homes, where they treated them to food, drink, and a lively, hospitable atmosphere. Hosts hurried to serve guests as well and as quickly as possible. When a household was expecting guests, large amounts of food were prepared in advance, usually by the women. Wine had already been made, generally by the men, who were also responsible for pouring it. Unexpected visitors were still offered as much food and drink as the household could provide in the circumstances.

At the time of my visit, it was not always easy to buy food. Grocery stores tended to be rather expensive and difficult to find, and so people usually shopped in markets instead. Because few of the people I knew owned cars, most had to make frequent trips to the market on foot or crowded buses. People regularly travelled to several locations to purchase food and other necessities. City inhabitants were also involved in complex

food exchanges with their home villages. There were many similarities to my experience of Russia during visits in the 1990s. Here too, I found that people often put enormous effort into providing very generous meals for guests. In fact, my Russian hosts seemed to feel that they could only succeed in their role as host if their guests tried all the courses of the meal and consumed far more than they would normally.

My impression was that there so was a clear, generally accepted understanding of how hosts should behave. They were expected to provide large amounts of food, and to ensure that guests ate a great deal. All the chores - the shopping, preparation, washing up - were the responsibility of the hosts, and a guest's offer to help was usually politely refused. Guests were unlikely to be allowed into the kitchen.

In England the roles of host and guest tend to present a different picture, in ways that some might welcome and others regret. The two roles are less strictly defined as the English move towards more casual notions of hospitality than in the past. Perhaps to make guests feel at home, they may be invited into the kitchen to talk, and an offer to help with the cooking may well be accepted. Although traditionally cooking was women's work, nowadays far more men either help with or take charge of the food preparation.

In general, guests are expected to eat as much, or as little, as they like - so many people are on a diet that this is accepted as an adequate reason for not eating much. Hosts usually don't feel that their food, cooking skills or hospitality are being criticized if a guest refuses second helping. And after the meal, a guest who offers to help with the washing up may be disappointed to find that their offer is accepted! Unexpected

visitors will probably be offered a cup of tea or coffee, and perhaps a biscuit, but an offer of food is not regarded as essential.

Task 1. Complete the summary using the list of words below.

A Year in Moldova

The writer spent a year in Moldova as a member of a local 0) household and studied the 1) _____ of daily life. As a 2) _____, she was not expected to help with domestic 3) _____. She found that making and serving 4) _____ was seen as men's work, while women were responsible for other aspects of providing 5) _____. Buying 6) _____ generally required long journeys to 7) _____ by 8) _____.

List of Words [bus, car, customs, duties, groceries, guest, homes, host, household, markets, meals, people, problems, resident, shops, villages, wine]

Task 2. What does the writer say about hospitality in Russia?

A) People see it as their duty to invite guests, even if they do not enjoy being a host.

B) Certain food is kept for special occasions when guests are present.

C) Foreign visitors are likely to be treated differently from Russian guests.

D) Hospitality is seen as an occasion for guests to eat more than usual.

Task 3. Which FOUR of the following activities by guests in England are mentioned by the writer?

A) bringing food or drink

B) helping to prepare food

C) eating a small amount

- D) praising the host's cooking
- E) refusing food
- F) helping to wash up
- G) inviting hosts to their home

The Pursuit of Happiness

Read the text and complete the tasks.

Compared with misery, happiness is relatively unexplored terrain for social scientists. Between 1967 and 1994, 46.380 articles indexed in Psychological Abstracts mentioned depression, 36.851 anxiety, and 5.099 anger. Only 2.389 spoke of happiness, 2.340 life satisfaction, and 405- joy.

Recently we and other researchers have begun a systematic study of happiness. During the past two decades, dozens of investigators throughout the world have asked several hundred thousand. Representative sampled people to reflect on their happiness and satisfaction with life or what psychologists call "subjective well-being". In the US the National Opinion Research Center at the University of Chicago has surveyed a representative sample of roughly 1,500 people a year since 1957; the Institute for Social Research at the University of Michigan has carried out similar studies on a less regular basis, as has the Gallup Organization. Government-funded efforts have also probed the moods of European countries.

We have uncovered some surprising findings. People are happier than one might expect, and happiness does not appear to depend significantly on external circumstances. Although viewing life as a tragedy has a long and honorable history, the responses of random samples of people around the world about their happiness paints a much rosier picture.

In the University of Chicago surveys, three in 10 Americans say they are very happy, for example. Only one in 10 chooses the most negative description "not too happy". The majority describe themselves as "pretty happy".

How can social scientists measure something as hard to pin down as happiness? Most researchers simply ask people to report their feelings of happiness or unhappiness and to assess how satisfying their lives are. Such self-reported well-being is moderately consistent over years of retesting. Furthermore, those who say they are happy and satisfied seem happy to their close friends and family members and to a psychologist-interviewer. Their daily mood ratings reveal more positive emotions, and they smile more than those who call themselves unhappy. Self-reported happiness also predicts other indicators of well-being. Compared with the depressed, happy people are less self-focused, less hostile and abusive, and less susceptible to disease.

We have found that the even distribution of happiness cuts across almost all demographic classifications of age, economic class, race and educational level. In addition, almost all strategies for assessing subjective well-being - including those that sample people's experience by polling them at random times with beepers - turn up similar findings. Interviews with representative samples of people of all ages, for example, reveal that no time of life is notably happier or unhappier. Similarly, men and women are equally likely to declare themselves "very happy" and "satisfied" with life, according to a statistical digest of 146 studies by Marilyn J, Haring, William Stock and Morris A, Okun, all at Arizona State University.

Wealth is also a poor predictor of happiness. People have not become happier over time as their cultures have become more affluent. Even

though Americans earn twice as much in today's dollars as they did in 1957, the proportion of those telling surveyors from the National Opinion Research Center that they are "very happy" has declined from 35 to 29 percent.

Even very rich people - those surveyed among Forbes magazine's 100 wealthiest Americans - are only slightly happier than the average American. Those whose income has increased over a 10-year period are not happier than those whose income is stagnant. Indeed, in most nations the correlation between income and happiness is negligible - only in the poorest countries, such as Bangladesh and India, is income a good measure of emotional well-being.

Are people in rich countries happier, by and large, than people in not so rich countries? It appears in general that they are, but the margin may be slim. In Portugal, for example, only one in 10 people reports being very happy, whereas in the much more prosperous Netherlands the proportion of very happy is four in 10. Yet there are curious reversals in this correlation between national wealth and well-being -the Irish during the 1980s consistently reported greater life satisfaction than the wealthier West Germans. Furthermore, other factors, such as civil rights, literacy and duration of democratic government, all of which also promote reported life satisfaction, tend to go hand in hand with national wealth. As a result, it is impossible to tell whether the happiness of people in wealthier nations is based on money or is a by-product of other felicities.

Although happiness is not easy to predict from material circumstances, it seems consistent for those who have it. In one National Institute on Aging study of 5,000 adults, the happiest people in 1973 were

still relatively happy a decade later, despite changes in work, residence and family status.

Questions 1-3. Choose the appropriate letters A-D.

1. What point are the writers making in the opening paragraph?

- A) Happiness levels have risen since 1967.
- B) Journals take a biased view on happiness.
- C) Happiness is not a well-documented research area,
- D) People tend to think about themselves negatively.

2. What do the writers say about their research findings?

- A) They had predicted the results correctly.
- B) They felt people had responded dishonestly.
- C) They conflict with those of other researchers.
- D) Happiness levels are higher than they had believed.

3. In the fourth paragraph, what does the reader learn about the research method used?

- A) It is new
- B) It appears to be reliable.
- C) It is better than using beepers.
- D) It reveals additional information.

Questions 4-7. According to the passage, which of the findings below (4-7) is quoted by which Investigative Body (A-G)?

NB There are more Investigative Bodies than findings, so you do not have to use all of them.

4. Happiness is not gender related.

5. Over fifty per cent of people consider themselves to be 'happy'.

6. Happiness levels are marginally higher for those in the top income brackets.

7. 'Happy' people remain happy throughout their lives.

Investigative Bodies:

- A) The National Opinion Research Center, University of Chicago
- B) Arizona State University
- C) The Institute for Social Research, University of Michigan
- D) Forbes Magazine
- E) The National Institute on Aging
- F) The Gallup Organization
- G) The Government

Questions 8-13. Complete the summary of Reading Passage below.
Choose your answers from the box at the bottom of the page.

NB There are more words than spaces so you will not use them all.
You may use any of the words more than once.

How Happy Are We

Example: Our happiness levels are (0) _____ by relatively few factors.

Answer: affected

For example, incomes in the States have (8) _____ over the past forty years but happiness levels have (9) _____ over the same period. In fact, people on average incomes are only slightly (10) _____ happy than extremely rich people and a gradual increase in prosperity makes (11) _____ difference to how happy we are. In terms of national wealth, populations of wealthy nations are (12) _____ happier than those who live in poorer countries. Although in some cases this trend is (13) _____ and it appears that other factors need to be considered.

List of Words [stopped – slightly – too – great – doubled – significant – similar – some – stabilized – remarkably – reversed – dropped – no – less – much – affected – crept up – slowed down – more – clearly]

The Family

Read the text and complete the tasks.

Questions 1-6. Match these words with their definitions.

birth rate – childcare – employer – old-fashioned – responsible – suitable

1. not modern
2. you did it or caused it
3. a person or company that pays you to work for them
4. right for a particular purpose or situation
5. when someone looks after children while the parents are at work
6. the number of births for every 100 or 1,000 people in a particular year and place

Question 7. Read the newspaper article and complete this sentence in six or seven words.

7. This article is about _____.

Germany: What Future for the Family?

New figures showed yesterday that Germany has the highest percentage of childless women in the world. 30% of German women have not had children, and this figure rises to 40% among female graduates. Germany's Family Minister, Ursula von der Leyen, said that if the birth rate does not go up, Germany will die.

Germany's birth rate is one of the lowest in Europe, with an average of 1.37 children per woman, compared with 1.75 in Sweden and 1.74 in the UK. German mothers are also the oldest, with an average age of thirty when they have their first child – and most parents choose to have only one child.

According to Professor Norbert Schneider of Mainz University, the reasons for

Germany's low birth rate includes poor childcare, a school day that ends at 1 p.m., and old-fashioned attitudes among employers. In addition, many German women are already in their mid-thirties when they finish university and get a good job.

Ms von der Leyen, a mother of seven, says that another difficulty is that some women cannot find a suitable man. 'Uncertain' men (who are unsure about becoming fathers) are also responsible for the low birth rate, she claims.

The minister has developed a plan to encourage people to have more children. First of all, if parents need private childcare, they will get help from the government, by paying less tax.

Secondly, families will get up to 1,800 euros a month from the government if men stay at home for two months after the birth of a new child.

But some men, even in the minister's own political party, are unhappy with this idea. Professor Schneider says that in Germany it is acceptable for women to take time off to have children. However, if a man takes time off work to look after a new child, his career will be over. The typical family picture is very much alive in Germany, he said. Women look after the children while men go out to work.

Question 8. What is the organisation of the text? Put these topics in order (1-4).

- A) reasons for the low birth rate ____
- B) possible solutions to the problem ____
- C) reaction to the possible solutions ____

D) facts about the low birth rate____

Questions 9-13. Read the text again. Are these sentences true or false? Correct any false sentences.

1. Only 40% of German female graduates have had children.
2. German women have an average of 1.37 children.
3. Few parents have more than one child.
4. A university professor believes that German employers do not have modern attitudes.
5. The government will pay each parent 1.800 euros a month so the father can take time off work.

Ms von der Leyen's ideas are not popular with everyone.

Fatherhood Today

Read the text and complete the tasks.

Modern men see fatherhood as their biggest life-changing experience and desperately want to be ‘hands on’ during the pregnancy and the upbringing of their child. The days of fatherhood being limited to discipline and breadwinning look to be long gone, as a third of today’s dads say they would even consider leaving work to take on the role of full-time father. But despite being anxious about the birth of their child, men are more worried about money than losing their freedom.

The results of Pregnancy & Births magazine’s annual fatherhood survey reveal the respect with which many men now regard the role of fatherhood. More than 2,000 couples across the UK, who were expecting their first or second child were asked about their feelings. According to 98% of the fathers-to-be, they believe fatherhood will make them happy and 90% say it is their biggest ‘life-changing event ever’. It seems that

men are taking child rearing seriously, wanting to be ‘hands on’ both before and after the birth. Nine out of ten dads-to-be attend scans and check-ups; only 2% of the men surveyed would not be at the birth because they “could not face it”. Eight out of 10 women say their partner is more caring during the pregnancy and 83% of men would rather stay in with their partner than go out with some friends. 72% of men say they will take the two-week paternity leave at £100 a week. And a further 77% say they wish they could have more time off to bond with their baby.

More than half of the men questioned, however, still think that the mother should take time off work if the child is ill, but 39% said they would share it jointly. Modern fathers-to-be are also more likely to be engaged in the chores of life compared to decades ago: almost half of them do more of the housework, 41% do more meal preparation and a third shop more. The role of child rearing has changed dramatically over the past 50 years and more men would consider leaving work to raise their child. A third of men say they would be prepared to be a full-time stay-at-home dad, another third would like to work part-time while the rest wish to continue with work.

Dr. Maureen Marks, a specialist psychiatrist on fathers and their changing roles, does not believe the sample survey is wide enough. But she agrees that men’s parental roles have changed dramatically. Dr. Marks, a senior lecturer at the Institute of Psychiatry, King’s College London, said, “Generally speaking, men are more able to be involved. As women work more, they are not totally dependent on their husbands for money, so the roles are less rigid.” She believes that although the roles have been modified biological differences are important. “Women are the ones who carry the child and breast-feed. In those early days, however involved the

father might be, they miss that connection” she said. She says men make up for this when the child is old enough to be played with. “Men are much more active when they are playing with their children and encourage their sociability, but when children want comforting or soothing, they go to their mother.”

Dr. Marks sees the modern parenting role as harmonious where both parents play to their strengths.

Tom Beardshaw, from ‘Fathers Direct’, believes these results confirm society’s changing views on fatherhood. He said, “This confirms the equal opportunities research which shocked a lot of people by how much fathers want to get involved. There are historical changes such as women working more, and also cultural role models, such as Jude Law, who show that being a proud father is not a wimpish attribute.

Questions 1-5. Decide which answer is correct (A, B or C).

1. A number of modern fathers
 - A) are afraid of not being able to raise a child.
 - B) are prepared to sacrifice careers for their family.
 - C) think fatherhood provides discipline in their lives.
2. Men today
 - A) do not want to attend the birth of their children.
 - B) take an active part in pre-natal care.
 - C) wish they could afford to have leave when a child is born.
3. If a child is ill, most of the men questioned said
 - A) either partner could stay with the child.
 - B) the mother of the child should take time off work.
 - C) they would stay off work themselves.
4. Dr. Marks

- A) has certain reservations about carrying out the survey.
 - B) says parental behaviour patterns have changed for financial reasons.
 - C) thinks both parents should be equally involved in the first weeks of the child's life.
5. Tom Beardshaw says
- A) modern parents provide new role models.
 - B) society still thinks that a positive attitude to fatherhood is a sign of weakness.
 - C) the results of this survey are the first findings of this type.

Bully for you

Read the text and complete the tasks.

The makers of a controversial computer game about bullying have decided to go ahead and launch it despite calls for it to be banned. In the game, players take on the role of a new students at a school and have to fight the bullies, by punching them or hitting them with a baseball bat.

Critics have said that the game encourages violence, but the makers deny this and say that, while there is violence in the game, it is just an amusing look at school life, besides which, the violence in the game is directed against the bullies to protect pupils who are being bullied. The makers also say that players will learn to stand up to bullies.

A British politician, a former minister, has called for it to be banned as it might affect the way young people perceive violence.

Anti-bullying charities have said that the game might make people respond violently to bullies, which might make things more complicated and result in injuries.

Are these sentences true or false?

- 1 - The makers of the computer game decided not to release it. T/F
- 2 - In the game, the player takes on the role of a bully. T/F
- 3 - The game is set in a university. T/F
- 4 - Everyone agrees that the game encourages violence. T/F
- 5 - A British politician has spoken in favour of the game. T/F
- 6 - The politician used to be a minister. T/F
- 7 - The politician thinks it might make young people look at violence differently. T/F
- 8 - The anti-bullying charity thinks the game is good because it might make pupils stand up to bullies. T/F
- 9 - The anti-bullying charity thinks that people might get hurt because of this game. T/F
- 10 - The makers of the game have changed the contents before releasing it in the UK. T/F

Why You Should Be Tolerant of Others

Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.

(1) _____

Tolerance is mainly known as a willingness to accept others and their beliefs, even if you don't necessarily agree with them. That's why tolerance is often used in terms of religion ("I don't agree with his beliefs, but I'm tolerant of them")., but I like to think of it more broadly.

When I'm stuck on a train beside someone, that's driving me nuts, I don't want to cause a scene by telling them to shut up and find a new seat. When I'm at a family gathering being bombarded by stories that I've already heard at the last five family gatherings, I don't want to upset my relatives by being rude. I want to be tolerant of others and still keep my sanity.

Here are a few tips that can help you to be more tolerant of others.

(2) _____

It's really easy to blow someone off as soon as they strike up a conversation with you — almost like you're mentally rolling your eyes even though you're nodding politely. For once, listen to what they're saying — really listen. Don't be put off by their appearance or the fact that someone else told you they're weird a little. Listen to them, at least for a while — we all want to be heard.

(3) _____

Now that you're listening to someone, resist the urge to totally discount what they're saying because it sounds “funny” or “weird” to you. If you're not totally sure about the point they're trying to make, ask them questions. Try to understand what they're telling you — maybe they aren't getting their point across as clearly as they think they are.

(4) _____

You might not agree with the person and their beliefs or opinions, and that's okay. We're all different. That definitely doesn't mean you have to become best buddies and switch over to their way of thinking, but once you accept that it's okay to “agree to disagree” it should be a lot easier to have discussions with people.

(5) _____

Yeah, it can be, sometimes. Although becoming more tolerant of others will allow you to get out of your comfort zone and possibly expand your social circle, you might realize that you really enjoy someone's company — someone that you would have avoided if you hadn't tried to listen to them and understand them.

- A) Always Have a Plan
- B) Agree to Disagree
- C) Listen Carefully Without Jumping to Conclusions
- D) What is Tolerance?
- E) Tolerance and Patience
- F) Is It Enjoyable to Be Tolerant?
- G) Lack of Tolerance
- H) Try to Understand the Other Person's Point of View

Facts and opinions. Watch the video and report to the class.

https://www.ted.com/talks/katie_hood_the_difference_between_healthy_and_unhealthy_love



https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact



TESTS

Read the text below. For questions (1-10) choose the correct answer (A, B, C, D).

A First Time for Everybody

Joe stepped onto the aeroplane and was met by one of the cabin crew who showed him to his seat. This was his first flight and he was feeling quite nervous. His hands were (1) _____ slightly and he was breathing deeply. He walked along the (2) _____ of the plane and found his seat. Joe had spent a lot of time (3) _____ planning his holiday; given this was the first time he had been abroad. Sitting next to him was an 8 year-old-boy who also 4) _____ to be quite nervous. Joe knew he was quite good (5) _____ children, so he decided to try to calm the boy. After (6) _____ with the boy for a few minutes, Joe produced some chocolate and gave it to him. The (7) _____ then became quite cheerful as he explained that he loved chocolate (8) _____ much.

The man and the boy found that they (9) _____ well together as they chatted for the whole flight. Joe discovered that they were on the same return flight the following week, which pleased them both. When they (10) _____ at the terminal, Joe commented about what a very good flight he'd had. The young boy agreed, saying that he was looking forward to catching up Joe again on the return flight.

1	A	moving	B	trembling	C	jumping	D	ratting
2	A	corridor	B	path	C	lane	D	aisle
3	A	with	B	to	C	on	D	at
4	A	was	B	appeared	C	sat	D	showed

5	A	at	B	for	C	with	D	by
6	A	conversing	B	discussing	C	debating	D	negotiating
7	A	young	B	youth	C	juvenile	D	youngster
8	A	too	B	extremely	C	so	D	absolutely
9	A	got on	B	were	C	got to	D	got so
10	A	disembarked	B	took off	C	left	D	boarded

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Happiness

In recent years there has been a remarkable increase in (1) _____ into happiness. The researchers have (2) _____ a number of factors which contribute to a definition of happiness.

First of all, there is, in some people, a moderate genetic predisposition to be happy: in other words, happiness (3) _____ in families. And happiness seems to correlate quite (4) _____ with the main dimensions of personality: extroverts are generally happier, neurotics are less so.

Second, people often (5) _____ good social relations as a reason for their happiness. In particular, friends are a great (6) _____ of joy, partly because of the agreeable things they do together, partly because of the way friends use positive non-verbal (7) _____, such as caressing and touching, to affirm their friendship. Marriage and similar (8) _____ relationships can also form the basis of lasting happiness.

Third, job satisfaction undoubtedly (9) _____ overall satisfaction, and vice versa – perhaps this is why some people are happy in boring jobs: it (10) _____ both ways. Job satisfaction is

caused not only by the essential nature of the work, but also social interactions with co-workers.

1	A	research	B	inquiry	C	examination	D	study
2	A	fallen back on	B	gone in for	C	got down to	D	come up with
3	A	arrives	B	runs	C	goes	D	descends
4	A	strongly	B	nearly	C	firmly	D	hardly
5	A	explain	B	prefer	C	talk	D	report
6	A	meaning	B	origin	C	base	D	source
7	A	movements	B	motions	C	slogans	D	signals
8	A	near	B	close	C	tight	D	heavy
9	A	consists of	B	applies to	C	contributes to	D	counts on
10	A	works	B	effects	C	makes	D	turns

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Always maintain a smile; it (1) _____ the beauty of your face. However, (2) _____ excessive or unnecessary smiling and laughing, it can give people an impression that you have escaped from a mental (3) _____. Look at people with (4) _____ and maintain a good eye contact. Don't look down while talking, (5) _____ you have done something wrong or (6) _____ the person something. Maintain a good eye contact when you (7) _____ with people. Remember, (8) _____ is perfect and each of us has our (9) _____ of problems. But a person who believes in himself knows how to resolve matter and rise even after falling down. Note down that a confident person can (10) _____ with anything.

	A	B	C	D
1	decreases	increases	makes	stimulates
2	ban	rid	put	avoid
3	shelter	refuge	sanctuary	asylum
4	spirit	heart	reliance	uncertainty
5	least	but	unless	although
6	lend	owe	borrow	charge
7	talk	say	discuss	converse
8	everyone	nothing	anyone	nobody
9	part	kind	sack	share
10	get in	get round	get away	get from

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

A Winter Story

The night grew colder as Julie (1) _____ through the snow. She had left because no one was home. Her mom was at work, her dad was with some coworkers, and her sister was probably out with her boyfriend at some wonderful ice rink or whatnot. Julie didn't remember a Christmas where someone wasn't gone. It weighed down her heart (2) _____ it had been carved out of lead and stuck inside her chest. An older college couple passed Julie laughing and giggling. They seemed so happy just to be together, not caring about the snow or the muddy streets, nothing could (3) _____ them. Julie sighed and kept walking. She walked past an elderly couple`s house where they sat outside on a swing, holding hands. She stopped for a moment, examining them, wondering to herself what they were smiling and whispering about. The old lady (4) _____ sight of Julie and called her to come. Julie obliged, stepping down the pathway to the porch. The old lady smiled, "Little girl, why are you out here all

alone in this kind of weather, especially (5) _____ this special night?" Julie shrugged shyly, stuffing her hands in her pockets before speaking up, "I have nothing really better to do and a walk helps me clear my thoughts." The old lady watched in content, she stood up, (6) _____ her ankle long skirt and went to the door. She turned back to Julie, "Well, can't let you leave without something now, can I?" She quickly called Julie to come in, (7) _____ the door. Julie stepped inside to the warm house, looking around (8) _____ the old paintings and whatnot. There was a living room to the left with a giant, glowing Christmas tree in the corner near the light fireplace. The old lady stepped into a large kitchen (9) _____ cookies, gingerbread houses, and other sweets scattered across the table and counters. She reached up into a cabinet, pulling down a pack of hot chocolate. She put a kettle on the stove and poured the pack (10) _____ a small tea cup. Julie made herself at home, wondering around the decorated sweets, studying them. The old lady smiled, "It is Christmas my dear, give and you will receive".

- | | | | |
|---------------------|--------------|---------------|---------------|
| 1. a) went | b) strolled | c) walked | d) travelled |
| 2. a) like | b) as | c) such as | d) because |
| 3. a) differentiate | b) share | c) separate | d) segregate |
| 4. a) caught | b) saw | c) noticed | d) observed |
| 5. a) at | b) on | c) during | d) in |
| 6. a) ironing | b) smoothing | c) stretching | d) flattening |
| 7. a) touching | b) holding | c) taking | d) keeping |
| 8. a) for | b) on | c) at | d) through |
| 9. a) with | b) for | c) from | d) at |
| 10. a) on | b) into | c) at | d) in |

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Lucky Escape

After having saved (1) _____ years the Clarke family were finally in a position to see their dream come true. They (2) _____ ready to travel from Scotland to start a new life (3) _____ America.

The (4) _____ family were very excited about their (5) _____ by ship across the Atlantic. However, just days before their departure, one of their sons was bitten by a dog. Their plans fell through when they were told they (6) _____ not be able to travel because of the possibility (7) _____ boy could have rabies.

The family were devastated and the father went to the docks to watch the ship that he had hoped would (8) _____ them to their new life depart. As he stood on the harbour thinking about his son, he watched the ship and wondered (9) _____ the family would ever get to make the journey.

However, soon after this disappointment the father discovered how fortunate the family had been. The son did not have rabies and a few days later the news came (10) _____ the ship the Clarke family should have been on had sunk. The Titanic had gone down with hundreds of people losing their lives.

- | | | | |
|-------------|----------|-----------|---------------|
| 1. a) long | b) for | c) with | d) since |
| 2. a) was | b) been | c) were | d) had |
| 3. a) on | b) at | c) in | d) to |
| 4. a) total | b) whole | c) all | d) altogether |
| 5. a) trip | b) going | c) travel | d) journey |
| 6. a) could | b) had | c) would | d) should |

- | | | | |
|-------------|----------|----------|------------|
| 7. a) some | b) one | c) a | d) the |
| 8. a) move | b) take | c) bring | d) have |
| 9. a) why | b) how | c) if | d) because |
| 10. a) that | b) which | c) when | d) how |

Read and complete the text below. For each of the empty space (1-15) choose the correct answer.

Relationships

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

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

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

When he gave me the news, he looked 11) _____ he was truly sorry, and he told me that it was his fault that we had grown apart; he

hadn't fought hard enough to make our relationship work. I couldn't believe how he could feel guilty when I was the one to blame.

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

1) diagnosed, had diagnosed, was diagnosed

2) hadn't seen, didn't see, haven't seen

3) weren't, not, didn't

4) a little cheap, an old little, an uncomfortable little

5) had painted, had it paint, had it painted

6) didn't used to live, wasn't used to live, wasn't used to living

7) so, such, as

8) whichever, whatever, however

9) should be, should have been, must have been

10) deteriorating, to deteriorate, deteriorate

11) _____, as if, as

12) taking, to take, take

13) for, to, so that

14) not to spend, not to have spend, not having spent

15) had done, did, would do

Read the text below. For each of the empty space (1–8) choose the correct answer (A, B, C or D).

Cultural expectations and leadership

Gabriela worked for a multinational company as a successful project manager in Brazil and (1) _____ to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge. (2) _____ their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue (3) _____ their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash (4) _____ expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This (5) _____ directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to

do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy (6) _____ in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors (7) _____ encourage independent thought and expect to be challenged.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt (8) _____ way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

1	A	transferred	B	transfers	C	was transferred	D	transferring
2	A	although	B	despite	C	despite of	D	despites
3	A	giving	B	to give	C	being given	D	have given
4	A	in	B	for	C	on	D	about
5	A	the most	B	most	C	much	D	more
6	A	was perceived	B	perceived	C	has been perceived	D	is perceived
7	A	that	B	who	C	whom	D	whose
8	A	theirs	B	their	C	them	D	they

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Stereotypes

A stereotype is a fixed (1) _____ that people have about what specific social groups or individuals are like, especially an idea that is wrong. Other terms that are associated with the term stereotype are prejudice and cliché. The term has a Greek origin: stereos means solid or firm and typos mean blow, impression, engraved or mark. The (2) _____ was first used in the printing business. The first modern English use of the term was in 1850, meaning "image perpetuated without change."

(3) _____ stereotypes are standardized and simplified ideas of groups, based on some (4) _____, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As Sociologist Charles E. Hurst states "One reason for stereotypes is the (5) _____ of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals".

The existence of stereotypes may be explained by the need of (6) _____ of people to view themselves as more normal or more superior than other groups. (7) _____, stereotypes may be used to justify ill-founded prejudices or ignorance and (8) _____ people of stereotyped groups from entering or succeeding in various activities or fields. The stereotyping group are, generally, (9) _____ to reconsider their attitudes and behavior towards stereotyped group.

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotypes may

also be used for scapegoating or for making general (10) _____ judgments about people. Some stereotyping people may feel comfortable when they prevent themselves from emotional identification with the stereotyped group, which leads to xenophobic or racist behavior. Finally, another serious consequence of stereotypes is the feeling of inferiority that the stereotyped people may have and which may impair their performance.

1	A	idea	B	suggestion	C	thought	D	opinion
2	A	limit	B	term	C	period	D	word
3	A	over	B	as	C	for	D	because
4	A	facts	B	surmises	C	reasons	D	prejudices
5	A	lack	B	drawback	C	imperfection	D	failing
6	A	teams	B	groups	C	collectives	D	classes
7	A	Hence	B	Consequently	C	Therefore	D	So
8	A	forestall	B	guard	C	precede	D	prevent
9	A	reluctant	B	willing	C	averse	D	compliant
10	A	erroneous	B	true	C	correct	D	real

EDUCATION

Ways of Learning

Read the text and complete the comprehension tasks.

Task 1. What advice would be useful for someone who wants to read more effectively? In small groups, discuss which of these pieces of advice you would give.

- 1) First decide why you're reading the text.
- 2) Always read a text in full.
- 3) Read the title to find out what the text is about.
- 4) Ask other people questions about the subject.
- 5) Look for the main information in the last sentence of each paragraph.
- 6) Copy the most important parts of the text.

Task 2. The following advice was given by a university, to help students to read books and academic papers more effectively. Read it and decide which of the above six pieces of advice it includes.

As a student you'll need to read a great many articles, books and texts on the Internet, so make sure you can do it effectively. Before you start reading, decide what your purpose is. Then you should choose the most suitable reading method. For instance, if you need to find something specific, such as information about a particular person or topic, scan the text until you find the person's name or a mention of the topic, then read just the relevant section. Scanning is the most rapid form of reading.

If you need to find out the main theme and ideas of the text, you'll need to read more of it. First spend two or three minutes looking at the title, subheadings, introduction and summary, if there is one. Write down

the questions that you want answers to, for example, Why did such-and-such happen? or What was the result of such-and-such an event? Then read the first sentence of each paragraph: if it's relevant, read the rest of the paragraph. Otherwise go on to the next. Also use the writer's linking phrases as a guide, words like the first point, however, to sum up, and so on.

Above all, interact with what you're reading. Work out how it relates to what you already know. Make sure you can follow the writer's thought processes. Make notes about the topic, using your own words rather than copying what you have read.

Reading effectively means using your brain – simply moving your eyes across the words is a waste of time!

Task 3. These words and phrases paraphrase words in the passage which are more suitable for academic writing. Find the words in the passage. They appear in the same order.

- 1) understanding _____
- 2) the reason for doing something _____
- 3) a way of doing something _____
- 4) particular _____
- 5) connected with what you are interested in _____
- 6) the name of a book, article, etc. _____
- 7) is connected _____

Task 4. Complete each sentence with a word from Task 3.

- 1) There is more than one _____ of reading, and the best one depends on what you intend to gain from that book or article.
- 2) The _____ usually indicates what a book is about.

3) If you need _____ information, it may help to scan the text for it.

4) The _____ of reading a textbook is usually to get information.

5) _____, particularly when reading in a foreign language, requires mental effort by the reader.

Task 5. In small groups, discuss what's important for effective learning at university or college, for example:

- the number of students
- the ability of the teachers
- activities during lessons
- equipment and facilities
- whether all the students have a similar knowledge of the subject.

Universities in Britain

Read the text and complete the tasks.

A) Today in Britain there are 124 state universities, but only one private university – the University of Buckingham. Before the 19th century there were only six universities: Oxford. Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

B) A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were

generally established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first-year students.

C) A number of new universities were established in the 1960s when children born after World War II entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.

D) Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region - they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

E) These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK - London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline - for example agriculture, music, design or medicine. Some of these colleges may only offer postgraduate programmes. These colleges are usually small, with a limited number of students.

F) Universities have different locations. The older universities often have teaching facilities and student accommodation situated close

together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure - that is, students are members of colleges within the university. These colleges are the centre of social life and academic life. Academic staff usually live at the college, and students and staff enjoy easy relationships.

Questions 1-6. The Reading Passage has six paragraphs A–F. Choose the correct heading for each paragraph from the list of headings below.

- i Campus types
- ii Old universities
- iii Universities during the industrial revolution
- iv University colleges
- v Rising standards in higher education
- vi The second expansion
- vii Former polytechnics

Questions 7-10. Answer the questions below with words taken from the Reading Passage. Use **NO MORE THAN THREE WORDS** for each answer.

7. Why were several universities established during the 19th and 20th centuries?

8. What did the government decide to do in the 1960s?

9. What qualification do many former polytechnics provide?

10. What are colleges the centre of?

Questions 11-16. Classify the following descriptions as referring to

OU (old universities)

CU (civic universities)

NU (new universities)

FP (former polytechnics)

UC (university colleges)

NB You may use any answer more than once.

11. have accommodation and educational facilities on campus.

12. provide various courses on a single subject.

13. have lecturers and students living in the same place.

14. were linked to religious institutions.

15. were built in growing cities.

16. offer diploma courses.

Cheating and Plagiarism

Read the text and complete the tasks.

Students are responsible for familiarising themselves with the University Code of Student Conduct, as on enrollment with the University the students have placed themselves under the policies and regulations of the University and all of its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The Committee has procedures in place for hearing allegations of misconduct. Copies of the student conduct code are available at the Student Services Office.

Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course.

Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorised sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.

Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorisation from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

Questions 1-8. Do the following statements agree with the information given in Reading Passage?

- True if the statement agrees with the information
- False if the statement contradicts the information
- Not given if there is no information about this in the passage

1. The Student Services Office familiarises students with the student code.
2. Cheats will automatically be expelled because their behaviour cannot be condoned.
3. The text lists all activities that are considered to be cheating.
4. According to the text, cheating is a more serious offence than plagiarism.
5. It is never acceptable to paraphrase closely.
6. Students can submit the same work in different courses as long as they ask their lecturer and it is not their own.
7. If students want to use other students' laboratory data, they must ask them and the lecturer first.
8. Data must fit the expected results.

Declining standards of literacy

Read the text and complete the tasks.

A) There is a great concern in Europe and North America about declining standards of literacy in schools. In Britain, the fact that 30 per cent of 16 year olds have a reading age of 14 or less has helped to prompt massive educational changes. The development of literacy has far-reaching effects on general intellectual development and thus anything which impedes the development of literacy is a serious matter for us all. So, the hunt is on for the cause of the decline in literacy. The search so far has focused on socio-economic factors, or the effectiveness of 'traditional' versus 'modern' teaching techniques.

B) The fruitless search for the cause of the increase in illiteracy is a tragic example of the saying 'They can't see the wood for the trees'. When

teachers use picture books, they are simply continuing a long-established tradition that is accepted without question. And for the past two decades, illustrations in reading primers have become increasingly detailed and obtrusive, while language has become impoverished - sometimes to the point of extinction.

C) Amazingly, there is virtually no empirical evidence to support the use of illustrations in teaching reading. On the contrary, a great deal of empirical evidence shows that pictures interfere in a damaging way with all aspects of learning to read. Despite this, from North America to the Antipodes, the first books that many school children receive are totally without text.

D) A teacher's main concern is to help young beginner readers to develop not only the ability to recognise words, but the skills necessary to understand what these words mean. Even if a child is able to read aloud fluently, he or she may not be able to understand much of it: this is called 'barking at text'. The teacher's task of improving comprehension is made harder by influences outside the classroom. But the adverse effects of such things as television, video games, or limited language experiences at home, can be offset by experiencing 'rich' language at school.

E) Instead, it is not unusual for a book of 30 or more pages to have only one sentence full of repetitive phrases. The artwork is often marvelous, but the pictures make the language redundant, and the children have no need to imagine anything when they read such books. Looking at a picture actively prevents children younger than nine from creating a mental image and can make it difficult for older children. In order to learn how to comprehend, they need to practise making their own meaning in

response to text. They need to have their innate powers of imagination trained.

F) As they grow older, many children turn aside from books without pictures, and it is a situation made more serious as our culture becomes more visual. It is hard to wean children off picture books when pictures have played a major part throughout their formative reading experiences, and when there is competition for their attention from so many other sources of entertainment. The least intelligent are most vulnerable, but tests show that even intelligent children are being affected. The response of educators has been to extend the use of pictures in books and to simplify the language, even at senior levels. The Universities of Oxford and Cambridge recently held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates.

G) Pictures are also used to help motivate children to read because they are beautiful and eye-catching. But motivation to read should be provided by listening to stories well read, where children imagine in response to the story. Then, as they start to read, they have this experience to help them understand the language. If we present pictures to save children the trouble of developing these creative skills, then I think we are making a great mistake.

H) Academic journals ranging from educational research, psychology, language learning, psycholinguistics, and so on cite experiments which demonstrate how detrimental pictures are for beginner readers. Here is a brief selection:

I) The research results of the Canadian educationalist Dale Willows were clear and consistent: pictures affected speed and accuracy and the closer the pictures were to the words, the slower and more inaccurate the

child's reading became. She claims that when children come to a word they already know, then the pictures are unnecessary and distracting. If they do not know a word and look to the picture for a clue to its meaning, they may well be misled by aspects of the pictures which are not closely related to the meaning of the word they are trying to understand.

J) Jay Samuels, an American psychologist, found that poor readers given no pictures learnt significantly more words than those learning to read with books with pictures. He examined the work of other researchers who had reported problems with the use of pictures and who found that a word without a picture was superior to a word plus a picture. When children were given words and pictures, those who seemed to ignore the pictures and pointed at the words learnt more words than the children who pointed at the pictures, but they still learnt fewer words than the children who had no illustrated stimuli at all.

Questions 1-4 Choose the appropriate letters A-D.

1. Readers are said to 'bark' at a text when...

- A) they read too loudly.
- B) there are too many repetitive words.
- C) they are discouraged from using their imagination.
- D) they have difficulty assessing its meaning.

2. The text suggests that...

- A) pictures in books should be less detailed.
- B) pictures can slow down reading progress.
- C) picture books are best used with younger readers.
- D) pictures make modern books too expensive.

3. University academics are concerned because ...

- A) young people are showing less interest in higher education.

- B) students cannot understand modern academic texts.
- C) academic books are too childish for their undergraduates.
- D) there has been a significant change in student literacy.

4. The youngest readers will quickly develop good reading skills if they ...

- A) learn to associate the words in a text with pictures.
- B) are exposed to modern teaching techniques.
- C) are encouraged to ignore pictures in the text.
- D) learn the art of telling stories.

Questions 5-8. Do the following statements agree with the information given in Reading Passage?

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information about this in the passage

5. It is traditionally accepted that children's books should contain few pictures.

6. Teachers aim to teach both word recognition and word meaning.

7. Older readers are having difficulty in adjusting to texts without pictures.

8. Literacy has improved as a result of recent academic conferences.

Questions 9-12. Reading Passage has ten paragraphs, A-J. Which paragraphs state the following information?

NB There are more paragraphs than summaries, so you will not use them all.

9. The decline of literacy is seen in groups of differing ages and abilities.

10. Reading methods currently in use go against research findings.

11. Readers able to ignore pictures are claimed to make greater progress.

12. Illustrations in books can give misleading information about word meaning.

Question 13. From the list below choose the most suitable title for the whole of Reading Passage.

- A) The global decline in reading levels
- B) Concern about recent educational developments
- C) The harm that picture books can cause
- D) Research carried out on children's literature
- E) An examination of modern reading styles

A Silent Force

Read the text and complete the tasks.

A) There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's days. There was a time when it was a menial job of scribes and priests, not the mark of civilization it became in Europe during the Renaissance when it was seen as one of the attributes of the civilized individual.

B) Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they

have done for far too long; otherwise, they are in danger of falling even further behind economically.

C) It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.

D) Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large swathes of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

E) There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young

people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F) But the negative connotations apart, is modern Western society standing Canute-like against an uncontrollable spiral of decline? I think not.

G) How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and lowbrow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little importance. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

H) But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word.

Catch them young and, perhaps, they just might then all become bookworms.

Questions 1-7. Reading Passage has eight paragraphs labelled A-H. Choose the most suitable heading for each paragraph from the list of headings below. Any heading may be used more than once.

Example: Paragraph H – Answer vii

Note: There are more headings than paragraphs, so you will not use all of them.

List of Headings

- i Reading not taken for granted
- ii Taking children to libraries
- iii Reading: the mark of civilization
- iv Reading in St Augustine's days
- v A large pool of educated workers in India
- vi Literacy rates in developed countries have declined because of people's attitude
- vii Persuading people to read
- viii Literacy influences the economies of countries in today's world
- ix Reading benefits the economy by billions of pounds
- x The attitude to reading amongst the young
- xi Reading becomes an economic force
- xii The writer's attitude to the decline in reading

Questions 8-12. Do the following statements agree with the information given in Reading Passage?

- | | |
|-----|--|
| YES | if the statement agrees with the writer's claims |
| NO | if the statement contradicts the writer's claims |

NOT GIVEN if there is impossible to say what the writer thinks about this

Example Answer:

According to legend, St Augustine was the first person to be seen reading silently. Yes

8. European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

9. Reading is an economic force.

10. The literacy rate in less developed nations is considerably higher than in all European countries.

11. If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

12. People should be discouraged from reading comics and magazines.

Practical intelligence lends a hand

Read the text and complete the tasks.

Dr Rajendra Persaud explains how practical intelligence is linked to success.

This year, record numbers of high school students obtained top grades in their final exams, yet employers complain that young people still lack the basic skills to succeed at work. The only explanation offered is that exams must be getting easier. But the real answer could lie in a study just published by Professor Robert Sternberg, an eminent psychologist at Yale University in the USA and the world's leading expert on intelligence.

His research reveals the existence of a totally new variety: practical intelligence.

Professor Sternberg's astonishing finding is that practical intelligence, which predicts success in real life, has an inverse relationship with academic intelligence. In other words, the more practically intelligent you are, the less likely you are to succeed at school or university. Similarly, the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence.

Many people who are clearly successful in their place of work do badly in standard IQ (academic intelligence) tests. Entrepreneurs and those who have built large businesses from scratch are frequently discovered to be high school or college drop-outs. IQ as a concept is more than 100 years old. It was supposed to explain why some people excelled at a wide variety of intellectual tasks. But IQ ran into trouble when it became apparent that some high scorers failed to achieve in real life what was predicted by their tests.

Emotional intelligence (EQ), which emerged a decade ago, was supposed to explain this deficit. It suggested that to succeed in real life, people needed both emotional as well as intellectual skills. EQ includes the abilities to motivate yourself and persist in the face of frustrations; to control impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others. While social or emotional intelligence was a useful concept in explaining many of the real-world deficiencies of super intelligent people, it did not go any further than the IQ test in measuring

success in real life. Again, some of the most successful people in the business world were obviously lacking in social charm.

Not all the real-life difficulties we face are solvable with just good social skills, and good social acumen in one situation may not translate to another. The crucial problem with academic and emotional intelligence scores is that they are both poor predictors of success in real life. For example, research has shown that IQ tests predict only between 4% and 25% of success in life, such as job performance.

Professor Sternberg's group at Yale began from a very different position to traditional researchers into intelligence. Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not. Instead of measuring this form of intelligence with mathematical or verbal tests, practical intelligence is scored by answers to real-life dilemmas such as: 'If you were travelling by car and got stranded on a motorway during a blizzard, what would you do?' An important contrast between these questions is that in academic tests there is usually only one answer, whereas in practical intelligence tests - as in real life - there are several different solutions to the problem.

The Yale group found that most of the really useful knowledge which successful people have acquired is gained during everyday activities – but typically without conscious awareness. Although successful people's behaviour reflects the fact that they have this knowledge, high achievers are often unable to articulate or define what they know. This partly explains why practical intelligence has been so difficult to identify.

Professor Sternberg found that the best way to reach practical intelligence is to ask successful people to relate examples of crucial

incidents at work where they solved problems demonstrating skills they had learnt while doing their jobs. It would appear that one of the best ways of improving your practical intelligence is to observe master practitioners at work and, in particular, to focus on the skills they have acquired while doing the job. Oddly enough, this is the basis of traditional apprentice training. Historically, the junior doctor learnt by observing the consultant surgeon at work and the junior lawyer by assisting the senior barrister.

Another area where practical intelligence appears to resolve a previously unexplained paradox is that performance in academic tests usually declines after formal education ends. Yet most older adults contend that their ability to solve practical problems increases over the years. The key implication for organizations and companies is that practical intelligence may not be detectable by conventional auditing and performance measuring procedures. Training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses.

Perhaps the biggest challenge is in recruitment, as these new studies strongly suggest that paper qualifications are unlikely to be helpful in predicting who will be best at solving your company's problems. Professor Sternberg's research suggests that we should start looking at companies in a completely different way - and see them as places where a huge number of problems are being solved all the time but where it may take new eyes to see the practical intelligence in action.

Questions 1-5. Choose the correct answer, A, B, C or D.

1. Professor Sternberg's study showed that

A) qualifications are a good indicator of success at work.

- B) education can help people cope with real-life problems.
- C) intelligent people do not always achieve well at school.
- D) high grades can indicate a lack of practical intelligence.

2. What is the 'deficit' referred to in the fourth paragraph?

- A) People with high IQ scores could not score well in EQ tests.
- B) EQ tests were unable to predict success at work.
- C) High IQ scores did not always lead to personal success.
- D) People with higher scores could not cope with real life.

3. Professor Sternberg's research differed from previous studies because

- A) he used verbal testing instead of mathematics.
- B) he began by establishing a definition of intelligence.
- C) he analyzed whether intelligence could predict success in real life.
- D) he wanted to find out what was different about successful people.

4. Part of the reason why practical intelligence had not been identified before Professor Sternberg's study is that

- A) the behaviour of successful people had never been studied.
- B) successful people are too busy with their everyday lives.
- C) successful people cannot put their knowledge into words.
- D) successful people are unaware of their own abilities.

5. In order to increase the practical intelligence of employees, companies need to

- A) adopt an apprentice-style system.
- B) organise special courses.
- C) devise better training manuals.
- D) carry out an audit on all employees.

Online Courses

You are going to read an article about new types of university courses. Nine sentences have been removed from the article. Choose the correct location in the text for the following sentences.

1. We have local apocalypses in our world today, in the form of earthquakes, hurricanes and terrorist attacks.
2. TV shows have long launched spin-off products in the form of merchandise and video games.
3. If successful, the edutainment experiment could spawn a huge range of other TV show/university hybrid courses.
4. Part of this experiment is to find out whether the power of television can reduce the high drop-out rate characteristic of MOOCS.
5. Until now, online learning experiences have been able to deliver great videos and quizzes, but student interaction was minimal and the experience for learners has been impersonal.
6. Experts from the Centre for Education and Employment have reservations about the value of such online courses where there is no formal assessment or contact between the students and those delivering the courses.
7. The course will consist of eight modules including a physics module on ‘the science of decay’, a public health module on the study of epidemics and a mathematics module on population dynamics.
8. The University of California, which has a huge reputation to uphold, said that there had been no dumbing down in the design of the course.
9. Millions of students sign up for online education courses each year.

The boundaries between education and entertainment are beginning to blur, and a new type of learning, in which education merges with entertainment, is emerging – ‘edutainment’. 1. _____ But now US television company AMC has teamed up with the University of California to produce an online course based on the TV show, The Walking Dead, which features a post-apocalyptic world ridden with zombies.

With an audience of 10 million, student numbers for the course are expected to be in the hundreds of thousands. 2. _____.

Academics from the University of California say that the online course will be a ‘legitimate educational experience’ and tackle serious issues from the fields of science, public health, nutrition, psychology and sociology. 3. _____. However, students will gain no formal qualifications or credits on successful completion of the course.

4. _____. It insisted that all modules had been made as academically rigorous as those taught on the university grounds. One lecturer in social science stated that the university already used contemporary media examples to make theories more relevant to students, and this course was merely taking this concept one step further. ‘The curriculum is very real,’ says Josh Coates, head of Infrastructure and designer of the online platform. 5. _____. ‘The fact that the context is this fictional world of an apocalypse is incidental. This course gives us the opportunity to educate people about the science of disasters.’

The market for massive open online courses, or MOOCs, is rapidly expanding. 6. _____. However, millions fail to complete the courses, suggesting that they pose a real challenge to online learners. 7. _____.

The university is taking this opportunity to hone the way it delivers online courses. 8. _____. With the increasing demand for online courses, these are issues that universities looking to invest in online learning are increasingly having to face.

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

Facts and opinions. Watch the video and report to the class

https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley



https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution



TESTS

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Education in Our Life

Education plays a very important role in our life. It is one of the (1) _____ valuable possessions a man can get in his life. During all the periods of human history education ranked (2) _____ among people. Human progress mostly depended (3) _____ well-educated people. Self-education is very important for the development of human's talents. Only through self-education a person (4) _____ become a harmonically developed personality. A person becomes a highly (5) _____ specialist after getting some special education. And professionalism can (6) _____ only through it. Even highly qualified specialists from time to time attend refresher courses to (7) _____ their knowledge. We get our knowledge of this world and life through education. Many famous discoveries would have been impossible if people were not (8) _____ in learning something. Education develops different sides of human personality, reveals his abilities. Besides, it helps a person to understand himself, to (9) _____ the right way in this world. The civilized state differs from others in the fact that it pays (10) _____ attention to the educational policy. John Kennedy said: "Our progress as a nation can be no swifter than our progress in education". So, education brings people closer to each other, helps them to understand each other better.

- | | | | | |
|----|-----------|----------|--------|---------|
| 1. | A greatly | B more | C very | D most |
| 2. | A lot | B mainly | C high | D lofty |
| 3. | A of | B upon | C from | D at |

- | | | | | |
|-----|---------------|--------------|--------------|-----------------|
| 4. | A can | B must | C ought to | D need |
| 5. | A qualify | B qualified | C qualifying | D qualificatory |
| 6. | A be owned | B be guided | C be reached | D be aimed |
| 7. | A anew | B repeat | C recover | D refresh |
| 8. | A interesting | B interested | C fond | D keen |
| 9. | A choose | B pick up | C select | D elect |
| 10. | A lot | B many | C much | D plenty |

Read the text below. For questions (1-12) choose the correct answer (A, B, C or D).

School-leaving age set to rise to 18

The British government is soon to pass legislation that would raise the school-leaving (1) _____ to 18. The new plans will come into effect (2) _____ 2017. (3) _____ will have the choice of staying informal classroom education that covers academic lessons, or of receiving vocational training. It is the first major revision of the compulsory education age limit since 1972, when it went up to the present 16 years (4) _____. The government hopes the additional two years of schooling or training will (5) _____ the quality of young Britons and ensure more British youth to have qualifications or workplace skills. If successful, Britain may be able to boast the best (6) _____ and most highly trained school-leavers in the world, which is bound to have positive knock-on effects for industry and the economy.

Britain's Minister for Education Alan Johnson told The Times (7) _____ that it was “repellent that a youngster of 16 is not getting any training. He admitted his (8) _____ of the past, saying: “I regret not staying on in education... when I left school, there were loads of (9)

_____ you could walk into without qualifications. That's not going to be the case in the future». The leader of (10) _____ teaching union Steve Sinnott agreed. He described the upcoming legislation as «inevitable. He warned: «We cannot afford to neglect those young people who currently (11) _____ school at 16 unprepared for the rigours and demands of life in the 21st century». Toby Ashford, a 16-year old student from London wasn't as enthusiastic. He complained that: «It is (12) _____ example of politicians trying to be Big Brother with young people».

	A	B	C	D
1	certificate	curriculum	grades	age
2	on	to	by	up
3	Teachers	Headmasters	Pupils	Ministers
4	old	elder	young	age
5	improve	better	worsen	mend
6	intelligent	educated	learn	disciplined
7	show	news	newspaper	school
8	mistakes	success	merits	advantages
9	jobs	employees	trade	skills
10	Britain	Britain's	Britains	Britains'
11	go	pass	enter	leave
12	other	others	other's	another

Read the texts below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

The pleasure of learning to play a musical instrument

As an activity, learning to play an instrument is (1) _____ that can give a lot of pleasure. It's also an achievement and a skill (2) _____ stays with you for life. Music has a part to play in everyone's life and has

been described (3) _____ a 'primary language'. Learning to play an instrument isn't easy at the beginning (4) _____ takes effort and determination. And while there's nothing wrong with aiming (5) _____ the top, music is definitely (6) _____ something to take up because you think you ought (7) _____ do it. A lot of adults regret not (8) _____ learnt to play an instrument when they were younger. But it is never (9) _____ late to learn! And the advantages of learning an instrument are far greater than just the pleasure of producing a marvelous sound. When you've progressed far (10) _____, there are lots of amateur groups which you can join if you want to be part of a larger group.

	A	B	C	D
1.	something	everything	anything	nothing
2.	that	which	what	who
3.	how	so	as	such
4.	but	and	so	as
5.	of	for	in	to
6.	not	different	very	no
7.	with	and	to	as
8.	having	had	have	has
9.	extremely	much	too	over
10.	good	enough	adequate	sufficient

Read the text below. For each of the empty space (1-10) choose the correct answer (A, B, C, D).

European achievements

Europe has a long (1) _____ of excellence in literature, (2) _____, sculpture, (3) _____, music, and (4) _____. In the late 20th century Paris, Rome, London, Madrid, Moscow were (5) _____ famous

as (6) _____ centres, but many other cities also supported important (7) _____, musical and (8) _____ groups, and other cultural institutions. Most European countries (9) _____ highly developed mass-communications media, such as radio, television, and motion pictures. European nations had excellent educational systems, and the literacy rate (10) _____ high in most countries.

1	A	tradition	B	traditions	C	traditional	D	traditionally
2	A	to paint	B	painting	C	painter	D	paints
3	A	architected	B	architect	C	architecture	D	architectures
4	A	dance	B	dancing	C	to dance	D	danced
5	A	particular	B	particularly	C	in particular	D	particle
6	A	culture	B	cultures	C	cultured	D	cultural
7	A	museums	B	museum's	C	museum	D	museums'
8	A	theatre	B	theatrical	C	theatres	D	theatrics
9	A	to have	B	had	C	having	D	has
10	A	is	B	are	C	were	D	was

Read the text below. For questions (1—3) choose the correct answer (A, B, C or D).

The popular way to learn English in Japan

The speeches of the United States ex-President Barack Obama are proving to be a popular aid to learning English in Japan. A special compilation (1) _____ on sale lately, quickly becoming a national best seller.

It's been described by its publishers as a huge hit in Japan — a compilation of the speeches of Barak Obama has been sold in the number of over 400,000 copies, and students at an English class in Tokyo are even memorising the new (2) _____ words to improve their own pronunciation and understanding .

Barak Obama's message of change has been well received in Japan where politics is often (3) _____ by grey figures and backroom deals. The clear language of the speeches makes them an obvious choice for teaching material. But the ex-President's words are said to hold particular appeal.

	A	B	C	D
1.	go	went	has gone	going
2.	President	President's	Presidents	Presidents'
3.	characterise	characterised	characterising	characterises

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Do you have the right mindset?

Think back to when you were in a classroom, maybe a maths classroom, and the teacher (1) _____ a difficult problem. (That could have been any time between this morning or a few years ago.) Which of the two following responses is (2) _____ to the way you reacted?

A: Oh no, this is too hard for me. I'm not even going to seriously try and work it out. **B:** Ah, this is quite tricky but I like (3) _____ myself. Even if I don't get the answer right, maybe I'll learn something in the attempt.

Early in her career, the psychologist Carol Dweck of Stanford University gave a group of ten-year-olds problems that were slightly too hard for them. One group reacted positively, said they loved challenge and understood that their abilities (4) _____. She says they had a ‘growth mindset’ and are focused on what they can achieve in the future. But another group of children felt that their intelligence (5) _____ and they had failed. They had a ‘fixed mindset’ and (6) _____ to imagine improving. Some of these children said they might cheat in the future; others (7) _____ someone who had done worse than them to boost their self-esteem.

Professor Dweck believes that (8) _____ in education at the moment. (9) _____, children have been praised for their intelligence or talent, but this makes them vulnerable to failure. They become performance-oriented, wanting to please by getting high grades, but they are not necessarily interested in learning for its own sake. The solution, according to Dweck, is to praise the process that children are engaged in making an effort, using learning strategies, persevering and improving. This way they will become mastery-oriented (i.e. interested in getting better at something) and will achieve more. She contends that sustained effort over time is the key to outstanding achievement.

Psychologists (10) _____ these theories. Students were taught that if they left their comfort zone and learned something new and difficult, the neurons in their brains would form stronger connections, making them more intelligent. These students made faster progress than a control group. In another study, underperforming school children on a Native American reservation were exposed to growth mindset techniques for a year. The results were nothing less than staggering. They came top in regional tests,

beating children from much more privileged backgrounds. These children had previously felt that making an effort was a sign of stupidity, but they came to see it as the key to learning.

So, back to our original question. If you answered **B**, well done – you already have a growth mindset. If **A**, don't worry; everyone is capable of becoming mastery-oriented with a little effort and self-awareness.

1	A	set	B	was setting	C	has set	D	will set
2	A	more closer	B	closer	C	the closest	D	much more closer
3	A	to be pushed	B	to push myself	C	pushing	D	to push me
4	A	can be developed	B	may develop	C	must be developed	D	could be developed
5	A	is judged	B	was being judged	C	has been judged	D	wasn't being judged
6	A	were unable	B	were able	C	could	D	was unable
7	A	looked at	B	looked for	C	has looked for	D	look to
8	A	there is a problem	B	there is some problem	C	there is problem	D	there is a problems
9	A	After years	B	In years	C	During a year	D	For years
10	A	have tested	B	have been testing	C	were testing	D	had tested

Read and complete the text below. For each of the empty space (1-8) choose the correct answer (A, B, C or D).

Paper Reading More Effective Than Screen Reading

A recent study by Virginia Clinton of the University of North Dakota has found small differences (1) _____ paper reading and screen reading.

The researcher looked at 33 studies that examined paper and screen reading. They were done between 2008 and 2018 and included 2,799 native English speakers that had average reading skills for their (2) _____. She found that reading from paper (3) _____ better

understanding and improved (4) _____ performance on tests connected to what they read.

These (5) _____ were only seen when people read fact-based texts that explain or describe something. Then she found no (6) _____ differences when it came to fictional texts. Several studies have found that people often think of paper text as more important and serious, (7) _____ readers might connect computer screens with fun, less serious activities. This, Clinton says, might help explain why people understand fact-based text better when reading on paper.

"If you are reading from paper, your mind thinks, 'This is something important. I need to pay attention to it,'" Clinton said.

The researcher also found that paper readers were usually better at (8) _____ how well they understood a text than screen readers. Clinton and other colleagues have found screen readers often believe they understand a text better than they really do. She firmly believes that whether someone prefers reading on a screen or on paper also has an effect on their understanding. "If you are enjoying the reading process, you're going to be more involved. You're going to be paying better attention," she said.

1	A	between	B	among	C	in	D	of
2	A	standart	B	lifetime	C	period	D	age
3	A	led to	B	drew to	C	faced front	D	direct to
4	A	private	B	persons'	C	a person	D	a person's
5	A	similarities	B	differences	C	effects	D	facts
6	A	insignificant	B	main	C	major	D	few
7	A	as	B	although	C	whereas	D	while
8	A	recognizing	B	learning	C	summing up	D	analyzing

Read and complete the text below. For each of the empty space (1-15) choose the correct answer.

Ghosting

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

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

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

Emily was easy to trust. She was 12) _____ nice and honest creature that it was almost impossible not to like her. I really enjoyed 13) _____ time with her. She was sweet and caring, and she made me feel great about myself. However, she cared more than I did and gradually, I

realised that we were not on the same level, and that I was going to end up hurting her. I needed to stop seeing her, because 14) _____ I was with her, the more I would hurt her feelings. And she didn't deserve that, so I needed to act quickly. I picked up the phone numerous times, but I couldn't bring myself to break up with her. Then she texted me a couple of times, but I didn't answer her texts. And I didn't return any of her calls. I didn't know what to say. I knew that 15) _____ I said would hurt her. So, I said nothing. I just ghosted her.

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

TOURISM

Some places to visit

Read the text and complete the task.

A) Beautiful Kingsley House was built in the 18th century, and all the rooms are decorated and furnished in the style of the time. They include the dining room, study and dressing room, which contains a display of 18th-century ladies' clothing. Our volunteer guides in each room bring the house to life with stories of the past.

B) The Africa Museum was founded 50 years ago, and to commemorate the event, we have chosen 50 treasures from the permanent collection and put them together to tell the fascinating story of that continent. This exhibition continues until the end of the year. The Folk Art Gallery opens to the public next month, exhibiting traditional paintings and other objects from all over Africa.

C) From the outside, 17 Mansfield Street may not look particularly exciting, but come inside, and you'll find yourself in a historic building that started life as a theatre, before becoming a bank and then a restaurant, which is still in operation. On Sundays and Mondays, when the restaurant is closed, a guide is available to show you round the building and its fascinating architectural features.

D) The Industrial Heritage Centre tells the fascinating story of a local family firm. Mr John Carroll started his engineering business in this building exactly 150 years ago. The firm closed in 1969, but the factory has been re-created, with machines like those that Mr Carroll was familiar with. See what working life could be like in the 19th century, a life far removed from the elegance of the wealthy.

E) The Fashion Museum has only just opened. It is home to an outstanding collection of more than 30,000 objects worn by men, women and children, dating from the 17th century to the present day. You'll see how people used to dress! As well as the permanent exhibits, you can currently see Dressing the Stars, which displays original costumes worn by the stars of many popular films.

F) Having spent the best part of two years being refurbished, the Mason Museum has recently opened its doors again. It provides a magnificent setting for its art collection and for the beautiful 18th-century furniture for which the Mason is famous. Open Mondays to Fridays 10-4, and weekends 10-6.

Questions 1-8. The text above has six descriptions of places to visit in the same city, A-F. Which description mentions the following information?

NB You may use any answer more than once.

1. clothes that well-known people have worn
2. a display that cannot be seen yet
3. people who talk in an entertaining way
4. the museum having just reopened
5. a building that has changed its function several times
6. furniture of the same kind that was used when the building was new
7. being open for tours on certain days of the week
8. a special event to mark an anniversary

Holidaymaking

Read the text and complete the tasks.

A) Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered. On the face of it there could not be a more trivial subject for a book. And indeed, since social scientists have had considerable difficulty explaining weightier topics, such as work or politics, it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holidaymaking. However, there are interesting parallels with the study of deviance. This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies. It could be said that a similar analysis can be applied to tourism.

B) Tourism is a leisure activity which presupposes its opposite, namely regulated and organised work. It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in modern societies. Indeed, acting as a tourist is one of the defining characteristics of being 'modern' and the popular concept of tourism is that it is organised within particular places and occurs for regularised periods of time. Tourist relationships arise from a movement of people to, and their stay in, various destinations. This necessarily involves some movement, that is the journey, and a period of stay in a new place or places. 'The journey and the stay' are by definition outside the normal places of residence and work and are of a short term and temporary nature and there is a clear intention to return 'home' within a relatively short period of time.

C) A substantial proportion of the population of modern societies engages in such tourist practices new socialised forms of provision have developed in order to cope with the mass character of the gazes of tourists as opposed to the individual character of travel. Places are chosen to be visited and be gazed upon because there is an anticipation especially through daydreaming and fantasy of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices such as films, TV, literature, magazines records and videos which construct and reinforce this daydreaming.

D) Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs, postcards, films and so on which enable the memory to be endlessly reproduced and recaptured.

E) One of the earliest dissertations on the subject of tourism is Boorstin's analysis of the pseudo event (1964) where he argues that contemporary Americans cannot experience reality directly but thrive on pseudo events. Isolated from the host environment and the local people the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events and disregarding the real world outside. Over time the images generated of different tourist

sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit. Such visits are made says Boorstin, within the environmental bubble of the familiar American style hotel which insulates the tourist from the strangeness of the host environment.

F) To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand changing class, gender, and generational distinctions of taste within the potential population of visitors. It has been said that to be a tourist is one of the characteristics of the modern experience. Not to go away is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations.

Questions 1-5. Raiding Passage has 6 paragraphs (A-F). Choose the most suitable heading for each paragraph from the list of headings below. Paragraph D has been done for you as an example.

NB There are more headings than paragraphs, so you will not use all of them. You may use any heading more than once.

Example Answer: Paragraph D – ix

- i The politics of tourism
- ii The cost of tourism
- iii Justifying the study of tourism

- iv Tourism contrasted with travel
- v The essence of modern tourism
- vi Tourism versus leisure
- vii The artificiality of modern tourism
- viii The role of modern tour guides
- ix Creating an alternative to the everyday experience

Questions 6-10. Do the following statements agree with the views of the writer in Reading Passage?

YES if the statement agrees with the writer

NO if the statement contradicts the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

6. Tourism is a trivial subject.

7. An analysis of deviance can act as a model for the analysis of tourism.

8. Tourists usually choose to travel overseas.

9. Tourists focus more on places they visit than those at home.

10. Tour operators try to cheat tourists.

Questions 11-14. Choose one phrase (A-H) from the list of phrases to complete each key point below. The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases A-H than sentences, so you will not use them all. You may use any phrase more than once.

11. Our concept of tourism arises from

12. The media can be used to enhance

13. People view tourist landscapes in a different way from

14. Group tours encourage participants to look at

List of Phrases

- A) local people and their environment.
- B) the expectations of tourists.
- C) the phenomena of holidaymaking.
- D) the distinction we make between holidays: work and leisure.
- E) the individual character of travel.
- F) places seen in everyday life.
- G) photographs which recapture our memory.
- H) sights designed specially for tourists.

Domestic travel

Read the text and complete the tasks.

Have you ever travelled to another part of your country and stayed for a few days? Travel within one's own country is popular throughout the world. And, according to a survey carried out in Australia in 2002, travellers are tending to spend more and more money on their holidays.

The Domestic Tourism Expenditure Survey showed that domestic travellers – those travelling within the country – injected \$23 billion into the Australian economy in 2002. As a result, domestic tourism became the mainstay of the industry, accounting for 75 per cent of total tourism expenditure in Australia. International tourism, on the other hand, added \$7 billion to the economy. Overall, in present dollar terms, Australians spent \$7 billion more on domestic tourism in 2002 than they did when the first survey of tourist spending was completed in 1991.

Thus, tourism has become one of Australia's largest industries. The combined tourist industry now accounts for about 5 per cent of the nation's gross domestic product, compared with agriculture at 4.3 per cent and

manufacturing at 8 per cent. Tourism is therefore an important earner for both companies and individuals in a wide range of industries. For example, the transport industry benefits from the extra money poured into it. Hotels spring up in resort areas to provide accommodation, and the catering industry gains as tourists spend money in restaurants. The retail sector benefits as well, as many tourists use their holidays to shop for clothes, accessories and souvenirs.

In most countries, the land is divided into different political areas. Australia is divided into six states and two territories. Since people travel for different reasons, there are significant differences in the length of time people stay in different locations and in the amount they spend while there.

In 2002, Australian residents spent \$8.4 billion on day trips and almost twice that amount on trips involving at least one night away from home. In that year, a total of 45 million overnight trips were made in Australia. Of these, 14.9 million were spent in New South Wales, 10.3 million were spent in Queensland, and 9.2 million were spent in Victoria. Fewer nights were spent in the other states, with 3.7 million in South Australia, 1.5 million in Tasmania and 5 million in Western Australia. Despite the popularity of destinations such as Ayers Rock and Kakadu National Park, only 0.4 million overnight stays were recorded in the Northern Territory.

New South Wales, Queensland and Victoria attracted the greatest tourism revenue, with \$5.2 billion, \$5.1 billion and \$3.3 billion spent there respectively. The average expenditure for trips was \$395 per person, with accommodation the biggest expenditure, followed by meals and fuel. The survey also showed that costs were higher for inter-state travellers, who each spent an average of \$812 per trip compared with \$255 for those who

travelled within one state. Trips to the Northern Territory were the most expensive, followed by Queensland, with South Australia and Victoria the least.

Comparing the costs of trips for different purposes, the survey found that business trips were the most expensive because they were more likely to involve stays in commercial accommodation. Trips taken for educational reasons – to visit universities, museums etc. – were also expensive, especially as they usually required inter-state plane tickets. Family holidays lay in the medium range, with transport and fares contributing to the cost, but adventure parks the major expense. But while visits to friends and relatives were the least expensive – due to lower accommodation, food and transport costs – these travellers spent most on shopping.

The survey also estimates that Australians made 253 million day trips in 2002, visiting parks, beaches and city attractions. The largest expenses were petrol costs (averaging \$10 per day trip), followed by meals, souvenirs and entry fees. Day trips tended to cost the most in the Northern Territory, while South Australia was the cheapest. Overall, the survey found that men travelling alone spent more than any tourist group. In particular, men spent more on transport and meals. Women travelling alone spent the most on clothes, while souvenirs were bought more often by families than by other tourists.

The challenge for the tourism industry now is to encourage Australians to continue spending money on travel and, if possible, to increase the amount they spend.

Questions 1-3. Complete the table below. Choose NO MORE THAN THREE WORDS from the text for each answer.

Industries that benefit from tourism:

1. _____

2. _____

3. _____

Questions 4-7. Complete the sentences below. Choose NO MORE THAN THREE WORDS from the text for each answer.

4. The state or territory in which the highest number of overnight trips was made was _____.

5. The state or territory in which the lowest number of overnight trips was made was _____.

6. People travelling from state to state spent more than those travelling _____

7. The TWO cheapest states or territories to travel to were _____ and _____

Questions 8-11. Complete the table below. Choose NO MORE THAN THREE WORDS from the text for each answer.

Major expenses for different trips

Purpose of trip _____ Major expense _____

e. g. business accommodation

education _____ **8.** _____

family holiday _____ **9.** _____

visiting relatives _____ **10.** _____

day trips _____ **11.** _____

Questions 12 and 13. Complete the sentences below. Choose NO MORE THAN THREE WORDS from the text for each answer.

12. The category of people who spent the most on travel in Australia in 2002 were _____

13. The category who spent the most on souvenirs were

Secrets of the Forests

Read the text and complete the tasks.

A) In 1942 Allan R. Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians. The Siriono, Holmberg later wrote, led a "strikingly backward" existence. Their villages were little more than clusters of thatched huts. Life itself was a perpetual and punishing search for food: some families grew manioc and other starchy crops in small garden plots cleared from the forest, while other members of the tribe scoured the country for small game and promising fish holes. When local resources became depleted, the tribe moved on. As for technology, Holmberg noted, the Siriono "may be classified among the most handicapped peoples of the world". Other than bows, arrows and crude digging sticks, the only tools the Siriono seemed to possess were "two machetes worn to the size of pocket-knives".

B) Although the lives of the Siriono have changed in the intervening decades, the image of them as Stone Age relics has endured. Indeed, in many respects the Siriono epitomize the popular conception of life in Amazonia. To casual observers, as well as to influential natural scientists and regional planners, the luxuriant forests of Amazonia seem ageless, unconquerable, a habitat totally hostile to human civilization. The apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not - and cannot - sustain a more complex society. Archaeological traces of far more

elaborate cultures have been dismissed as the ruins of invaders from outside the region, abandoned to decay in the uncompromising tropical environment.

C) The popular conception of Amazonia and its native residents would be enormously consequential if it were true. But the human history of Amazonia in the past 11,000 years betrays that view as myth. Evidence gathered in recent years from anthropology and archaeology indicates that the region has supported a series of indigenous cultures for eleven thousand years; an extensive network of complex societies - some with populations perhaps as large as 100,000 - thrived there for more than 1,000 years before the arrival of Europeans. (Indeed, some contemporary tribes, including the Siriono, still live among the earthworks of earlier cultures.) Far from being evolutionarily retarded, prehistoric Amazonian people developed technologies and cultures that were advanced for their time. If the lives of Indians today seem "primitive", the appearance is not the result of some environmental adaptation or ecological barrier; rather it is a comparatively recent adaptation to centuries of economic and political pressure. Investigators who argue otherwise have unwittingly projected the present onto the past.

D) The evidence for a revised view of Amazonia will take many people by surprise. Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence. But as the University of Florida ecologist, Peter Feinsinger, has noted, an approach that leaves people out of the equation is no longer tenable. The archaeological evidence shows that the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.

E) The realization comes none too soon. In June 1992 political and environmental leaders from across the world met in Rio de Janeiro to discuss how developing countries can advance their economies without destroying their natural resources. The challenge is especially difficult in Amazonia. Because the tropical forest has been depicted as ecologically unfit for large-scale human occupation, some environmentalists have opposed development of any kind. Ironically, one major casualty of that extreme position has been the environment itself. While policy makers struggle to define and implement appropriate legislation, development of the most destructive kind has continued apace over vast areas.

F) The other major casualty of the "naturalism" of environmental scientists has been the indigenous Amazonians, whose habits of hunting, fishing, and slash-and-burn cultivation often have been represented as harmful to the habitat. In the clash between environmentalists and developers, the Indians, whose presence is in fact crucial to the survival of the forest, have suffered the most. The new understanding of the pre-history of Amazonia, however, points toward a middle ground. Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before. The long-buried past, it seems, offers hope for the future.

Questions 1-3. Reading Passage has six sections A-F. Choose the most suitable headings for sections A, B and D from the list of headings below.

List of Headings

- i Amazonia as unable to sustain complex societies
- ii The role of recent technology in ecological research in Amazonia

- iii The hostility of the indigenous population to North American influences
- iv Recent evidence
- v Early research among the Indian Amazons
- vi The influence of prehistoric inhabitants on Amazonian natural history
- vii The great difficulty of changing local attitudes and practices

Questions 4-9. Do the following statements agree with the views of the writer in Reading Passage?

- | | |
|-----------|--|
| YES | if the statement agrees with the views of the writer |
| NO | if the statement contradicts the views of the writer |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

Example Answer:

The prehistoric inhabitants of Amazonia were relatively backward in technological terms. – NO

4. The reason for the simplicity of the Indian way of life is that Amazonia has always been unable to support a more complex society.

5. There is a crucial popular misconception about the human history of Amazonia.

6. There are lessons to be learned from similar ecosystems in other parts of the world.

7. Most ecologists were aware that the areas of Amazonia they were working in had been shaped by human settlement.

8. The indigenous Amazonian Indians are necessary to the well-being of the forest.

9. It would be possible for certain parts of Amazonia to support a higher population.

Questions 10-13. Choose the appropriate letters A-D.

10. In 1942 the US anthropology student concluded that the Siriono

A) were unusually aggressive and cruel.

B) had had their way of life destroyed by invaders.

C) were an extremely primitive society.

D) had only recently made permanent settlements.

11. The author believes recent discoveries of the remains of complex societies in Amazonia

A) are evidence of early indigenous communities.

B) are the remains of settlements by invaders.

C) are the ruins of communities established since the European invasions.

D) show the region has only relatively recently been covered by forest.

12. The assumption that the tropical ecosystem of Amazonia has been created solely by natural forces

A) has often been questioned by ecologists in the past.

B) has been shown to be incorrect by recent research.

C) was made by Peter Feinsinger and other ecologists.

D) has led to some fruitful discoveries.

13. The application of our new insights into the Amazonian past would

A) warn us against allowing any development at all.

B) cause further suffering to the Indian communities.

C) change present policies on development in the region.

D) reduce the amount of hunting, fishing, and 'slash-and-burn'.

Highlights of Iceland

Read the text and complete the tasks.

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

Tour Basics

Number of nights: 3

Transport: Bus

Flights included: Optional

Meals included: Breakfast only

Group size: 14-20

Accommodation: 2* Hotel

Day 1

Our representative will meet you at the airport and a bus will transfer you to your hotel in the capital, Reykjavik. After checking in, your guide will give you an orientation tour and you will have an opportunity to visit some of the city's highlights, such as the splendid cathedral. After dinner, you can spend the evening relaxing in the warm waters of the Blue Lagoon.

Day 2

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

Day 3

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

Day 4

The tour ends at the city airport.

Useful Information

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

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

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

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

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

Questions 1-20. You have noted down the following questions about the Iceland tour. Is the answer available in the text above?

Answer ✓ if the answer to the question is GIVEN in the text.

Answer X if the answer to the question is NOT GIVEN in the text.

1. How long does the tour last?
2. What day of the week does the tour start?
3. Are meals included in the price?
4. Are flights included in the price?
5. How much does the trip cost?
6. Do I get a discount for booking multiple places on the tour?
7. I'm travelling alone. Will I get my own room?
8. Is the cost of the jeep tour included in the price?
9. Will I have time to go snowmobiling and whale-watching?
10. Is the snowmobiling tour available in the summer?
11. Will I need to leave tips?
12. If I book my own flight, will you collect me from the airport?
13. How many people will there be on the tour?
14. What sort of clothing should I bring?
15. Does the tour run every week of the year?
16. What is the exchange rate (pounds to Icelandinc Krona)?
17. When will we get to go to the Blue Lagoon?
18. Does the cost of the tour include travel insurance?
19. Will the orientation tour take us to the cathedral?
20. Where will we eat meals?

A Journey under the Sea

Read the text and complete the tasks.

Several years ago, my wife and I came upon an advertisement in a travel magazine for an international exchange programme promising “the chance of a lifetime”. Not one to let such an intriguing opportunity pass me by, but a bit hesitant about taking such a leap into the unknown, I did some research and discovered that the programme involved something called house-swapping.

After much discussion, my family and I decided to, as they say, go for it. Consequently, we were soon jetting off for a holiday in the Peak District of England while our exchange partners were settling down for their vacation in our flat back home in Mt Vernon, Washington. The exchange was for a month and the time passed quickly. To end our time away on a high note, we decided to travel to Paris via the engineering marvel known as the Channel Tunnel.

Being on a fairly tight budget, we opted for a package deal which included round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes and unlimited use of the Paris bus system. When the package still hadn't arrived after a week, I began to think that perhaps our trip hadn't been such a good idea after all. Maybe it was a sign that we shouldn't go.

The tickets and vouchers eventually arrived and I scolded myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at Waterloo Station. At exactly 7.57 am, we boarded our train and began our journey through the picturesque county of

Kent. About an hour into our journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

The Eurostar adverts had boasted proudly about the engineering feat that was the “Chunnel” and the convenience it offered to those travelling between England and the Continent. They had spoken highly of the “lack of rough seas” and to me, a person who gets seasick very easily, this was a major selling point. When all is said and done, however, I must admit that there were moments when I felt quite nervous about travelling 50 meters below the bottom of the English Channel.

Inside the tunnel itself, there really wasn't much to grab my attention - no posters or other artwork, so I busted myself studying the occupants of our carriage. Some calmly read novels or newspapers; others quietly looked through business reports and notes. I quickly realized, however, that most of my fellow passengers were like my family in that they looked excited and very happy to be enjoying such a novel travel experience.

Our underwater journey ended as quickly as it had begun. All of a sudden, we left the darkness of the tunnel behind and nosed out into the light of the pleasant French morning. The tracks being well-built, we quickly accelerated to 300 kph, the speed of a Boeing 747 at take-off. We arrived in Paris' busy city a mere 180 minutes after leaving London. That journey, and indeed the whole time that we spent on the exchange programme, have given us a yearning for new experiences, and many wonderful memories that we will cherish forever.

Questions 1- 9. Choose the appropriate letters A-D.

1.How did the writer first learn about the house-swapping scheme?

A) from his wife

B) purely by chance

C) through a travel agent

D) by doing research

2. The writer uses the phrase “go for it” (paragraph 2) to express the idea of:

A) taking a risk

B) going abroad

C) flying on a jet

D) having a choice

3. Why did the writer choose the package deal?

A) They wanted to travel via the Channel Tunnel.

B) It included a stay in a top-class hotel.

C) It was cheap for what it offered.

D) It allowed them to use the Metro and bus

4. The Writer “scolded” himself (Paragraph 4) because...

A) the tickets arrived late

B) they had to wait a long time on the platform.

C) he thought the trip was a silly idea

D) he had worried unnecessarily

5. The writer was most attracted by the fact that the Eurostar train...

A) travelled so far below sea level

B) was unaffected by sea conditions

C) offered a convenient way to travel

D) used such a well – designed tunnel

6. What did the writer do during his journey through the tunnel?

A) He studied a business report

B) He looked at the other passengers

C) He read a novel about travelling

D) He wished the journey would end quickly

7. We learn from the writer that...

A) the trip from London to Paris took 3 hours

B) the train accelerates faster than a Boeing 747

C) the train's top speed is 300 kmph

D) Paris' centre is busier than London's

8. How did the writer reach Paris?

A) by train

B) by plane

C) by subway

D) by boat

9. How was the writer's attitude changed by his experiences?

A) He began to think more about the past

B) He saw the value of doing new things

C) He realized his journey was special

D) He saw that he needn't have worried so much.

Angkor Wat

Read through the text below, answer the questions that follow.

Visit Angkor Wat

Siem Reap is a small town near the world-famous temple of Angkor Wat. The town is charming and worth exploring, with some fine examples of Khmer and French colonial architecture set among the more modern developments. Nowadays, visitors are flocking in, using it as a base for visits to the nearby temples.

A Carved City

From the 9th to the 14th centuries, when Europe was still struggling out of the Dark Ages, the Cambodian Empire of Angkor covered most of

present-day Cambodia, Laos, Vietnam, and Thailand. The heart of this empire during the 12th century was the ancient capital of Angkor Thom, near present day Siem Reap, the site of the world's largest temple complexes, which were rediscovered in 1861. This spectacular city was built over 30 years under the reign of King Suryavarman II (1113-1150). The area covers about 400 square kilometres and is full of the finest examples of Khmer art and architecture. Tourists are always amazed at the scale of the place.

In Angkor Wat you will find more than 100 stone monuments and temple buildings, each of which contains countless statues, sculptures and reliefs that have weathered extremely little over the last 800 years. To see the whole thing can take several days. The most important temples to visit in the area are Angkor Wat, especially at sunrise or sunset; Angkor Thom, the remains of the capital; Ta Prohm, a palace overgrown by jungle; and Bayon.

Getting a visa

Visas are required to enter Cambodia. You can obtain one on arrival at Siem Reap International Airport for \$20, and 1 passport photo is required per person. You will also need another passport photo for the Angkor Temple Entrance Pass. Please ensure you take comfortable walking shoes, light clothing and plenty of water to drink as it is very hot there. The most commonly accepted currency in Cambodia is the US dollar.

Comprehension Questions: **True/False**

Q1 - Most people visit Siem Reap because of the temples in the area.

Q2 - In the 9th to the 14th centuries, Europe was more advanced than Cambodia.

Q3 - Angkor Wat was the capital of the Cambodian empire.

Q4 - It took many decades to build the capital.

Q5 - The stonework of Angkor Wat is in poor condition today.

Q6 - It'll take a couple of days to see everything.

Q7 - Dawn and dusk are particularly good times to visit Angkor Wat.

Q8 - You must get a visa before flying to Siem Reap.

Q9 - You will need a couple of passport photos.

Q10 - The US dollar is widely accepted in Cambodia.

Facts and opinions. Watch the video and report to the class

https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism



Kristin Weis. Smart Tourism: How to be a Smart Tourist

www.youtube.com/watch?v=tWU7XxgajS8



TESTS

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C, or D).

Travel stories: Altiplano adventures

In just under three weeks Brett (partner/husband), Ryan (20-year-old son) and I travelled (1) _____ three countries, flew on six different

planes, walked up to (2) _____ of 4,300m and had the experience of a lifetime.

We arrived in Buenos Aires, capital of Argentina, and (3) _____ we were impressed by the architecture, (4) _____ we found Buenos Aires a (5) _____, dirty, bleak and depressing city. The fact that we were stuck at Buenos Aires Airport on the way to Bolivia for hours and hours during the night after a (6) _____ flight with no announcements in English and no boards to let us know what was happening could be forgiven ... nearly! But the fact that we were nearly stuck there again on our way home because Airlines decided to (7) _____ our flight to Australia by two hours with no notice threw panic into our hearts. To be stuck in Buenos Aires for up to (8) _____ week with no money, no accommodation and the expense of the Argentinian peso matched to the US dollar was unforgivable!

We had a couple of days in Buenos Aires before moving on. Buenos Aires, like New York, never shuts down. Traffic goes all night. Drivers sit with hands (9) _____ glued to horns. Food in BA is delicious — and heaps of it. As stated before, fabulous architecture but most buildings need restoring. The Retiro, Buenos Aires's main railway station, for example, has a net attached to the roof, to catch the masonry falling off it. After spending more days in Buenos Aires than we should've we flew an antiquated 737 into Santa Cruz, Bolivia. Slept all the way due to no sleep the night before and still (10) _____ from Australia.

	A	B	C	D
1	over	cross	through	above

2	elevations	altitudes	eminences	hills
3	otherwise	however	moreover	although
4	overall	general	particularly	together
5	miserable	grimy	cold	dismal
6	forbidden	corrected	cancelled	closed
7	bring up	bring out	bring about	bring forward
8	other	another	others	the other
9	permanently	lastly	temporarily	eventually
10	long-legged	three-legged	jet-black	jet-lagged

Read and complete the text below. For each of the empty space (1-5) choose the correct answer (A, B, C, or D).

A Skiing City Break in Austria

Postcard-pretty Innsbruck is the ideal destination for anyone who wants (1) _____ to combine a skiing holiday with a city break. The capital of the Habsburg Empire in the late middle ages, it has a charming old town with many ornate medieval buildings, together with natural baroque additions, (2) _____ the cathedral. The city is home to a wealth (3) _____ museums, galleries, bars and restaurants, 4) _____ twice played host to the Winter Olympics, so it has plenty of winter-sport facilities, and – just a short train ride out of town – ski tracks to challenge the most (5) _____ of skiers.

1	A) combine	B) to combine	C) combines	D) combined
2	A) included	B) include	C) including	D) includes
3	A) for	B) off	C) in	D) of
4	A) has	B) have	C) had	D) is having
5	A) accomplishing	B) accomplish	C) accomplished	D) accomplishes

Read the text below. For questions (1-10) choose the correct answer (A, B, C, D).

The great outdoors

Singapore's remarkable geography (it is one of two cities in the world, the other being Rio de Janeiro, to have virgin rainforest at its heart) is a lush, green haven for wildlife. At the Bukit Timak Nature Reserve you can see macaque monkeys, tree shrews, butterflies, birds, lizards and other fascinating animal and insect life in a carefully conserved (1) _____. The reserve also contains Singapore's highest peak, (2) _____ spectacular views of the island. (3) _____ major attraction is the Jurong Birdpark, the largest in South Asia with over 8,000 birds, including 100 species of parrot and the largest collection of hornbills. Penguins, flamingos and the birds of prey showcase are other (4) _____ in this beautiful park. If flora is more your thing, and the more exotic the better, then the world's largest collection of orchids (5) _____ at the National Orchid Garden. Set amid tropical foliage and water features are over 700 species and 2,100 hybrids, as well as the VIP orchids named (6) _____ state dignitaries. If you prefer your outdoor pursuits with a bit more of a rush, then you might like to try your hand at the wide (7) _____ of watersports activities. Choose from waterskiing, windsurfing, sailing, canoeing or wakeboarding. A recent addition (8) _____ the world of extreme sports and very popular here, wakeboarding is a bit (9) _____ waterskiing on a snowboard, and sure to pump up the adrenalin. For those who prefer their feet on (10) _____ ground, there's rock climbing every weekend at Bukit Timah Hill, go-karting at Kart World at Jurong every Sunday, or mountain and dirt biking whenever it takes your fancy.

1	A	location	B	environment	C	region	D	ecology
2	A	recommending	B	suggesting	C	offering	D	advising
3	A	Second	B	Another	C	Other	D	Furthermore
4	A	highlights	B	views	C	particulars	D	insights
5	A	waits for	B	awaits	C	assembles	D	expects
6	A	as	B	with	C	after	D	for
7	A	range	B	extent	C	field	D	possibility
8	A	beside	B	apart from	C	to	D	for
9	A	similar	B	like	C	as the	D	the same
10	A	firm	B	robust	C	common	D	straight

Read the text below and decide which answer (A, B, C or D) best fits each gap.

Tourism

Tourism is one of the world's largest industries, and it is the fastest growing. It contributes over £50 billion to the economy annually, over £12 billion of it from overseas visitors. About 25 million overseas visitors (1) _____ Britain each year. Tourism is one of the biggest employments (2) _____ in the UK, too – it employs over 1.7 million people, which is more than in the construction or health service industries.

Around 20% of all new (3) _____ are in this industry. These figures are very impressive, but how do they translate (4) _____ job possibilities for you? There is room in this industry for all sorts of people, with different educational (5) _____, personal attributes, interests and career aims. A tourist is really a traveller – someone who (6) _____ a journey, usually for recreation, (7) _____ a holiday or sightseeing. (8)

_____, tourism at its very simplest refers to the industry that provides travel and entertainment facilities for people away from their own homes.

- | | | | |
|--------------------|---------------|-------------------|-----------------|
| 1. A) come from | B) come to | C) come away with | D) come down to |
| 2. A) zones | B) sections | C) districts | D) sectors |
| 3. A) works | B) jobs | C) employments | D) vocations |
| 4. A) into | B) from | C) for | D) at |
| 5. A) surroundings | B) traditions | C) backgrounds | D) settings |
| 6. A) makes | B) does | C) performs | D) breaks |
| 7. A) as | B) such | C) so | D) like |
| 8. A) Although | B) Despite | C) Therefore | D) Because |

Read the text below and decide which answer (A, B, C or D) best fits each gap.

The Netherlands

Welcome to the Netherlands, a tiny country that only extends, at its broadest, 312 km north to south, and 264 km east to west – (1) _____ the land area increases slightly each year as a (2) _____ of continuous land reclamation and drainage. With a lot of heart and much to offer, 'Holland,' as it is (3) _____ known to most of us abroad — a name stemming (4) _____ its once most prominent provinces — has more going on per kilometre than most countries, and more English-speaking natives. You'll be impressed by its (5) _____ cities and charmed by its countryside and villages, full of contrasts. From the exciting variety (6) _____ offer, you could choose a romantic canal boat tour in Amsterdam, a Royal Tour by coach in The Hague, or a hydrofoil tour around the biggest harbour in the world — Rotterdam. In season you

could visit the dazzling bulb fields, enjoy a full day on a boat, or take a bike tour through the pancake-flat countryside spiced with windmills. The possibilities are countless and the nationwide tourist office, which is on hand to give you information and (7) _____ reservations. You'll have (8) _____ language problems here, as the Dutch are true linguists and English is spoken here almost universally.

- | | | | |
|-----------------|-----------------|-----------------|--------------|
| 1. A) so | B) despite | C) in spite of | D) although |
| 2. A) whole | B) consequently | C) rule | D) result |
| 3. A) regularly | B) occasionally | C) commonly | D) unusually |
| 4. A) in | B) from | C) on | D) of |
| 5. A) historic | B) historical | C) historically | D) historian |
| 6. A) at | B) in | C) on | D) for |
| 7. A) sit | B) catch | C) do | D) make |
| 8. A) few | B) a few | C) little | D) a little |

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

White mountain, green tourism

The French Alpine town of Chamonix (1) _____ a magnet for tourists since the 18th century. But today, tourism and climate change are putting pressure on the surrounding environment. Marc Grainger reports.

The town of Chamonix-Mont-Blanc sits in a valley at 1,035 metres above sea level in the Haute-Savoie department in south-eastern France. To the north-west are the red peaks of the Aiguilles Rouges massif; to the south-east are the permanently white peaks of Mont Blanc, which at 4,810 metres is (2) _____ mountain in the Alps. It's a typical Alpine

environment, but one that is under increasing strain from the hustle and bustle of human activity.

Tourism is Chamonix's lifeblood. Visitors (3) _____ to visit the valley ever since it was discovered (4) _____ in 1741. Over 40 years later, in 1786, (5) _____ was finally reached by a French doctor and his guide, and this gave birth to the sport of alpinism, with Chamonix at its centre. In 1924, it hosted the first Winter Olympics, and the cable cars and lifts that were built in the years that followed gave everyone access to the ski slopes.

Today, Chamonix is a modern town, (6) _____ the outside world via the Mont Blanc Road Tunnel and a busy highway network. It receives up to 60,000 visitors at a time during the ski season, and climbers, hikers and extreme-sports enthusiasts swarm there in the summer in even greater numbers, swelling the town's population to 100,000. It is the third most visited natural site in the world, according to Chamonix's Tourism Office and, last year, it had 5.2 million visitor bed nights - all this in a town with (7) _____ 10,000 permanent inhabitants.

This influx of tourists has put the local environment under severe pressure, and the authorities in the valley have decided to take action. Educating visitors is vital. Tourists are warned not to drop rubbish, and there are now recycling points dotted all around the valley, from the town centre to halfway up the mountains. An internet blog reports environmental news in the town, and the 'green' message is delivered with all the tourist office's activities.

Improving public transport is another feature of the new policy, as 80 percent of carbon emissions from transport used to come from private vehicles. Chamonix has introduced a free shuttle service in order to get people out of their cars and into buses fitted with particle filters.

If the valley's visitors and residents want to know why they need to reduce their environmental impact, they just (8) _____ look up; the effects of climate change are there for everyone to see in the melting glaciers that cling to the mountains. The impact of tourism has led the authorities to recognise that more must be done if the valley is to remain prosperous: that they must not only protect the natural environment better, but also manage the numbers of visitors better, so that its residents can happily remain there.

1	A	has been	B	was	C	is	D	could be
2	A	the highest	B	high	C	highest	D	the most high
3	A	had been encouraged	B	were encouraged	C	encouraged	D	have been encouraged
4	A	for explorers	B	by explorers	C	with explorers	D	among explorers
5	A	Mont Blanc's summit	B	Mont's Blanc summit	C	Mont Blanc summit	D	Mont Blancs' summit
6	A	being connected to	B	connecting to	C	connected to	D	was connected to
7	A	fewer than	B	few than	C	more fewer than	D	the fewest than
8	A	must	B	can	C	have to	D	had to

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

The real cost of travel

Mass tourism is a relatively (1) _____ phenomenon. The tourism industry (2) _____ in the middle of the last century and it's been growing ever since. In the last ten years especially, more and more people

have been travelling to remote places around the world. It's a wonderful thing to be able (3) _____ to places we had previously only read about or seen on television, but what is the downside of it all? What kind of impact does tourism have on the planet?

A VOYAGE TO THE END OF THE EARTH?

A large cruise ship can (4) _____ as many as 6,000 passengers and there are (5) _____ of 50 such ships currently sailing the seas. Cruise ships (6) _____ about 90,000 tons of waste into the oceans every year. Any harmful effects of this are made even worse by the fact that cruises tend to visit the same places over and over again, thus concentrating the waste in specific places. In Patagonia, this is now having a visible effect on wildlife. The population of animals such as these Magellanic penguins has been in decline for some years now and things show little sign of changing while cruise holidays continue to be so popular.

LITTER ON TOP OF THE WORLD

From remote ocean habitats to the world's highest mountain, our litter is everywhere. Despite the fact that far fewer people go climbing or trekking in the Himalayas than take a cruise, their impact is still felt. Tourism is (7) _____ to the economy of Nepal, as it is in many non-industrial countries. But for decades, climbers have been abandoning their unwanted equipment on Everest. For the last few years, clean-up teams have been organising expeditions just (8) _____ the rubbish. The teams are made up of local and international climbers.

WHEN MORE IS NOT BETTER

It's tourism of a different kind which is (9) _____ problems in Europe. Construction on the Mediterranean coast has been spiralling out of control for years. Beach resorts form an almost unbroken line from

Gibraltar to Greece and natural habitats have disappeared under kilometres of concrete. And so, we pollute the sea, the land – and the air. Low-cost air travel is booming, in spite of (or perhaps helped by) economic problems in so many countries. Yet (10) _____, short flights actually have a much bigger effect on climate change than long-haul flights. Rail travel, for example, is a much greener way of getting around. And many places have been experimenting with low-impact tourism such as ecotourism. It's time to ask ourselves some difficult questions. Have we, perhaps, been destroying the very places we value as holiday 'escapes'?

1	A	recent	B	late	C	new	D	recently
2	A	took off	B	slowed down	C	went under	D	took up
3	A	to boat	B	to voyage	C	to trip	D	to travel
4	A	hold	B	carry	C	have	D	transport
5	A	upwards	B	less	C	more	D	upwards of
6	A	drop	B	throw out	C	bury	D	dump
7	A	vital	B	essential	C	daily	D	urgent
8	A	to collect	B	to leave	C	to pick up	D	to inform about
9	A	appearing	B	bringing	C	introducing	D	causing
10	A	curiously	B	oddly	C	strangely	D	remarkably

Read the text below. For each empty space (1-10) choose the correct answer (A, B, C or D).

A vacation in Greece

Dear Jason,

Thank you so much for your recent letter. I really enjoyed reading about your holiday in Spain. It sounds like you (1) _____ a wonderful vacation. Let me tell you about our summer holiday in Greece!

The flight to Greece (2) _____ smoothly. However, we had some problems with the ferry in Athens! We (3) _____ a ferry crossing two weeks before we (4) _____ and arrived at the port with our tickets in hand. Unfortunately, the ferry (5) _____ nowhere in sight! We rushed about the port (6) _____ to find the ferry, but no one (7) _____ of the ferry lines! Finally, after we (8) _____ for about four hours, a man (9) _____ us that the ferry line had changed owners and had a new name and kindly (10) _____ us to the correct ferry. Well, we were pretty lucky as the ferry was preparing to depart that very moment! We hopped on board and drank a beer to calm our nerves.

Sorry, I write you later.

Best wishes, Ken.

	A	B	C	D
1.	have	had	has	have had
2.	went	go	gone	had gone
3.	have been booked	have booked	had booked	booked
4.	leave	had left	has left	left
5.	be	was	were	have been
6.	try	have trying	trying	tried
7.	had ever heard	ever hear	ever heard	have ever heard
8.	wait	had been waiting	waited	waiting
9.	telling	have told	tell	told
10.	directed	direct	had directed	have been directed

ENVIRONMENT

Climate Change

Read the text and compete the tasks.

These days most people believe that weather patterns around the world are changing. The world is getting hotter and storms, hurricanes, floods and droughts are starting to happen where they are not normally expected. This process is called climate change.

Causes of climate change

Climate change always happens, through a variety of causes such as the oceans of the world becoming larger or smaller, the movement of large areas of land around the planet, and changes in temperatures over long periods of time.

However, most recent discussion on climate change focuses on human activities which have an effect on the climate. This includes the burning of fossil fuels, such as petrol, which releases carbon dioxide into the air. Extra carbon dioxide causes an increase in the average temperature of the Earth's air and oceans. This very fast increase is called global warming.

Examples of climate change

Global warming is seen as a direct cause of many changes in weather patterns, such as the lack of rainfall in some countries, causing drought, and the increase in rainfall in other areas, causing floods. Also, rising temperatures in oceans and the air can cause changes in the way that winds move around the planet, leading to an increased number of severe storms, including hurricanes, in certain areas.

An increase in global temperatures also leads to ice melting at the North and South Poles, which then leads to rising sea levels. Other effects of changes in the climate include damage to land normally used for

growing food, and some kinds of animals disappearing from the planet completely.

What can be done?

Most people agree that we have to change the way that we live, using fewer fossil fuels and doing much more to protect the natural environment.

Task 1. Put the following events in the correct order.

1. Wind patterns around the world change.
2. Mankind burns fossil fuels such as petrol.
3. Storms and hurricanes occur.
4. The temperature of the air and the oceans increases.
5. Carbon dioxide is released into the air.

Task 2. According to the text, is each of the following statements **true** or **false**?

1. Climate change is only a very recent process.
2. People think that global warming is caused by things we do.
3. Storms can be caused by an increase in global temperatures.
4. An increase in temperatures leads to an increase in polar ice.

Task 3. Which is the best definition of the term ‘climate change’?

1. The fact that general temperatures all around the world are rising.
2. The process in which weather patterns are changing around the world.
3. Storms, hurricanes, floods and droughts starting to happen around the world.

Alarming Rate of Loss of Tropical Rainforests

Read the text and complete the tasks.

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic

illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests – what and where they are, why they are important, what endangers them – independent of any formal tuition. It is also possible that some of these ideas will be mistaken. Many studies have shown that children harbour misconceptions about ‘pure’, curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children’s ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children’s scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident

from the term ‘rainforest’. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils’ views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalising the responsibility by the use of terms such as ‘we are’. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two fifths of the students provided the information

that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as habitats for animals, plants and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

Questions 1–8. Do the following statements agree with the information given?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The plight of the rainforests has largely been ignored by the media.
2. Children only accept opinions on rainforests that they encounter in their classrooms.

3. It has been suggested that children hold mistaken views about the ‘pure’ science that they study at school.

4. The fact that children’s ideas about science form part of a larger framework of ideas means that it is easier to change them.

5. The study involved asking children a number of yes/no questions such as ‘Are there any rainforests in Africa?’

6. Girls are more likely than boys to hold mistaken views about the rainforests’ destruction.

7. The study reported here follows on from a series of studies that have looked at children’s understanding of rainforests.

8. A second study has been planned to investigate primary school children’s ideas about rainforests.

Questions 9–13. The box below gives a list of responses A–P to the questionnaire discussed in Reading sample. Answer the following questions by choosing the correct responses A–P.

9. What was the children’s most frequent response when asked where the rainforests were?

10. What was the most common response to the question about the importance of the rainforests?

11. What did most children give as the reason for the loss of the rainforests?

12. Why did most children think it important for the rainforests to be protected?

13. Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?

A) There is a complicated combination of reasons for the loss of the rainforests.

B) The rainforests are being destroyed by the same things that are destroying the forests of Western Europe.

C) Rainforests are located near the Equator.

D) Brazil is home to the rainforests.

E) Without rainforests some animals would have nowhere to live.

F) Rainforests are important habitats for a lot of plants.

G) People are responsible for the loss of the rainforests.

H) The rainforests are a source of oxygen.

I) Rainforests are of consequence for a number of different reasons.

J) As the rainforests are destroyed, the world gets warmer.

K) Without rainforests there would not be enough oxygen in the air.

L) There are people for whom the rainforests are home.

M) Rainforests are found in Africa.

N) Rainforests are not really important to human life.

O) The destruction of the rainforests is the direct result of logging activity.

P) Humans depend on the rainforests for their continuing existence.

Question 14. Choose the correct letter A, B, C, D or E.

Which of the following is the most suitable title for Reading Passage?

- A) The development of a programme in environmental studies within a science curriculum
- B) Children's ideas about the rainforests and the implications for course design
- C) The extent to which children have been misled by the media concerning the rainforests
- D) How to collect, collate and describe the ideas of secondary school children
- E) The importance of the rainforests and the reasons for their destruction

Air Pollution

Read the text and complete the tasks.

PART 1

A) Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, Mailed and implemented with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

B) Action is being taken along several fronts: through new legislation, improved enforcement and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever

cleaner cars: their first of the cleanest, titled "Zero Emission Vehicles", have to be available soon. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present, only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

C) When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles; it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as gross polluters, they were simply badly tuned. California has developed a scheme to get these gross polluters off the streets: they offer a flat \$700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most decrepit vehicles from the roads.

D) As part of a European Union environmental programme, a London council is resting an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary test that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

E) The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.0, has been

falling steadily. Increasing it would be an effective way of reducing emissions as well as easing congestion. The trouble is, Los Angelinos seem to like being alone in their cars.

F) Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

PART 2

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a meter across, has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of

Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power; the old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually hasten death, so it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four mega-cities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: ‘Will change happen quickly enough?’

Questions 1-5 Look at the following solutions (Questions 1-5) and locations. Match each solution with one location.

NB You may use any location more than once.

1. Manufacturers must sell cleaner cars.
2. Authorities want to have power to enforce anti-pollution laws.
3. Drivers will be charged according to the roads they use.
4. Moving vehicles will be monitored for their exhaust emissions.
5. Commuters are encouraged to share their vehicles with others.

Locations:

Singapore, Tokyo, London, New York, Mexico City, Cambridge,
Los Angeles

Questions 6-10. Do the following statements reflect the claims of the writer in Reading Passage?

YES	if the statement reflects the claims of the writer
NO	if the statement contradicts the claims of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

6. According to British research, a mere twelve per cent of vehicles tested produced over fifty per cent of total pollution produced by the sample group.

7. It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.

8. Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.

9. Car-pooling has steadily become more popular in Los Angeles in recent years.

10. Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Questions 11-13. Choose the appropriate letters A—D.

11. How many pollutants currently exceed WHO guidelines in all megacities studied?

- A) one
- B) two
- C) three
- D) seven

12. Which pollutant is currently the subject of urgent research?

- A) nitrogen dioxide
- B) ozone

- C) lead
- D) particulate matter

13. Which of the following groups of people are the most severely affected by intense air pollution?

- A) allergy sufferers
- B) children
- C) the old and ill
- D) asthma sufferers

Plastic Bags

Read the following text about plastic bags and answer the questions.

Paragraph 1

When Swedish engineer Sten Gustaf Thulin invented the lightweight plastic shopping bag in the 1960s, he probably had no idea how controversial they would become, nor for how long the controversy would last. The fact that the bags proved so useful due to their low weight and resistance to degrading biologically made them widespread by the 1980s, but also led to environmental challenges. Millions of shopping bags end up as litter every year. This has resulted in land pollution, blocking of waterways and also to areas of sea being clogged up with plastic, harming wildlife.

Paragraph 2

Different measures have been carried out. A total ban was placed on non-biodegradable plastic bags in China, to save oil, and in some African countries like Rwanda, to reduce litter. In China this is said to have saved 4.8 million tonnes of oil and in Rwanda the ban has had a visible effect. As

one visitor commented: 'The country is so much cleaner than it used to be.' The United Arab Emirates also banned all single-use bags in 2013, based on pollution caused - and danger to camels, who were eating them.

Paragraph 3

Other countries have introduced a 'bag tax', with supermarkets charging customers a small amount for each plastic bag they use. For example, Ireland introduced such a charge in 2002.

Jill Burns of Plastic Bag Aware said 'Ireland's bag tax has been incredibly successful, mainly because the charge is quite high, and is increased the more plastic bags are used.' Despite fears to the contrary, customers accepted the charge, but in other countries this measure has been blocked, not by customers, but by manufacturers of plastic bags.

Paragraph 4

What's the alternative to the traditional plastic bag? I thought the answer was the bio-degradable plastic bag, but it seems not to be the case. Manufacturers and the major supermarkets claim that such bags degrade completely in under three years. However, research has shown that they do not degrade as efficiently as has been claimed. I was really taken aback by this! They need light and oxygen for the material to degrade, but in landfills both are in short supply. Another criticism has been that it is environmental madness to produce something requiring a lot of oil to make, only so that it can 'self-destruct'.

Paragraph 5

I'd always considered paper and cloth bags as an ethical alternative to plastic bags. Again, my ideas have been challenged. Both paper and cloth bags require much more energy to make and are said to pollute air and water more in manufacture. I've used a cloth bag several times for

shopping and prided myself on protecting the environment. It seems I'm wrong. A cloth bag would have to be used 130 times before its ecological impact was as low as a plastic bag in terms of energy. I guess I have no choice but to do another 90 shopping trips or more with my cloth bag! One packaging manufacturer said: 'Plastic bags are more environmentally friendly than cotton bags', but I'm not convinced. How can something that causes so much damage be acceptable?

Questions 1-5. The text has five paragraphs (1-5). Choose the best title for each paragraph from A-F below. There is one title you don't need.

1. Paragraph 1 _____
2. Paragraph 2 _____
3. Paragraph 3 _____
4. Paragraph 4 _____
5. Paragraph 5 _____

- A) The high energy use of producing alternative types of bags
- B) How the positive features of plastic bags led to problems
- C) Other forms of plastic bags may not be the solution
- D) Benefits of forbidding the use of non-biodegradable plastic bags
- E) Consumers must be encouraged to change their way of thinking
- F) An effective measure is accepted by consumers

Questions 6-10. Choose the five statements from A-H below that are TRUE according to the information given in the text. Write the letters of the TRUE statements on the lines below (in any order).

6. _____
7. _____
8. _____
9. _____
10. _____

A) The inventor of the carrier bag realised his invention would cause disagreement.

B) One of the reasons behind a ban on plastic bags was to protect wildlife.

C) The more plastic bags shoppers in Ireland use, the more expensive they become.

D) In some countries customers don't agree with the charge being introduced.

E) The writer found it difficult to believe research on the breakdown of bio-degradable bags.

F) According to researchers, one of the elements needed to break down bio-degradable bags in landfills is missing.

G) The writer was incorrect in his belief that using a cloth bag had made him environmentally friendly.

H) The writer feels his only option is to re-use his cloth bag at least 90 more times.

Questions 11-15. Complete sentences 11-15 with a word, phrase or number from the text (maximum three words).

Write the word, phrase or number on the lines below.

11. The lightness and durability of plastic bags meant that their use was _____ twenty years after their invention.

12. Some countries responded directly to excessive oil use and rubbish caused by plastic bags with a _____ on them.

13. Instead of objecting to paying for plastic bags, Irish shoppers _____.

14. The researchers questioned the idea that bio-degradable bags take less than three years to _____.

15. The writer did not believe the claim made by a _____ that plastic bags are more ecological than cloth bags.

What a Waste!

Read the text and complete the tasks.

Every day, all over the world, unwanted waste is disposed of from both domestic and commercial sources, usually with insufficient attention paid to the resulting problems. The increase in excess refuse and how to dispense with it has become a major headache for the government and the environmental agencies.

This has certainly been the case in Britain where there has been a steady rise in the amount of rubbish generated in recent years. In industry, the mining, agriculture and construction sectors are the biggest culprits, being amongst the greatest producers of waste. Also, household waste has grown at a rate of 3% a year as a consequence of society becoming more affluent and thus consuming more goods, resulting in more rubbish to discard. As this waste is economically and environmentally costly to deal with, local authorities have been required to ensure that the arrangements made to dispose of the surplus detritus are efficient and practicable, considering social as well as economic implications.

For many years, the preferred option for refuse disposal in Britain has been the landfill. In fact, the UK, more than any other European country, makes use of landfills to get rid of its biodegradable waste. However, problems have arisen with this method and alternative solutions have had to be researched.

One of the biggest drawbacks to landfills is the cost. In the past this was not the case as land was plentiful and cheap with abandoned quarries

and mines often being utilised. But by 2015, since space for approved and licensed landfills will have run out, viable alternatives to waste disposal have to be found. Another disadvantage is the environmental impact made by the acids and hazardous chemicals that are leaked from the landfills. Older sites depended on these substances being diluted naturally by rain, but this often did not occur and surrounding agricultural land was affected and livestock poisoned. Nowadays, more modern landfills use liners within the pits to contain any dangerous material and the liquid is then collected, treated and discharged within the site itself. But perhaps the most apparent annoyance for the general public living in the immediate vicinity of the landfill is the nuisance that results from the traffic, the noise, the dust and the unpleasant odours emanating from the site. Although no risks to human health have been verified, symptoms such as headaches, drowsiness and exhaustion have been reported by people living close to landfills. These may have been caused by toxic emissions from the site but they may be connected to the impact that living next to the sites can have on stress and anxiety.

In order to reduce the amount of waste being sent to the landfill, a special tax was introduced in 1996, to discourage this practice. The charges range from two to eleven pounds per tonne depending on the type of rubbish being discarded and due to this tax, the amount of waste from the construction industry has been markedly reduced. Other targets have been set to reduce biodegradable waste deposited in these sites by 2006 but it is thought that the greatest impact could be made through the introduction of more intensive recycling, which could be funded from the proceeds of the landfill tax.

In Europe, Britain is bottom of the recycling table with the lowest rate of 8% compared to the Netherlands where they recycle 72% of their detritus. According to government research, only 7% of plastic was salvaged, as was only 22% of the six billion glass containers manufactured annually in Britain. On the other hand, the same sources found that 90% of car batteries and 66% of lead is recycled. This proportion is high because of the economic value of the material and so reprocessing is an opportunity to gain an income from an environmentally friendly undertaking. Also, of the thirteen billion steel cans produced yearly, about a quarter come from recycled metal. These goods only consume 25% of the energy needed to make the same products from raw materials.

Biodegradable wastes can be made into organic compost to use as fertiliser for the land. At present less than half the local authorities have facilities for this and about a fifth of municipal waste is being treated, but in some areas, schemes are being set up to collect waste from both domestic properties and supermarkets to help effect this procedure.

Yet even now in the 21st century, less progressive authorities are still constructing and employing incinerators to dispose of waste despite the subsequent health hazards. They also have to confront opposition from the public over a policy which has proved to be the most unpopular technology since the introduction of nuclear power.

So, what can be done to encourage more recycling? Probably what should be the government's priority is the reduction in the number of landfills in regular use. Even materials that are biodegradable such as paper cannot easily be broken down as the landfill pits are constructed to keep air out and moisture in, thus slowing down the process to degrade this matter. Therefore, more reprocessing plants for refuse must be constructed

to replace the outmoded landfills. Also, companies should be encouraged to take a more responsible approach to the packaging of their products, only using the minimum and environmentally friendly recycled materials. Then, the public must be convinced of the benefits of recycling and be made aware of the ecological consequences of not recycling. In Britain, more intensive reprocessing would lower the production of gases harmful to the ozone layer by 12.8 million tonnes of carbon a year, the equivalent of taking nearly five million cars off the road. Also, a strong incentive for the public to support recycling is the prospect of higher employment. In Germany, it has been estimated that 150,000 people are employed in the recycling business, a number greater than those employed in the steel industry. It is believed that up to 50,000 jobs could be created in Britain if recycling was adopted.

What will happen in the future regarding the disposal of waste matter very much depends on the attitude and party policies of the particular government in power. Yet, if reforms to the methods of waste disposal are not made, serious environmental problems will arise in the immediate future, the consequences of which are too dire to contemplate.

Questions 1-4. Choose ONE phrase from the list of phrases A - I below to complete each of the following sentences.

List of Phrases

- A) there is a lot of mining in Britain
- B) dangerous materials are collected in landfills
- C) as the population becomes wealthier, their capacity to consume more increases
- D) there is relatively little recycling of degradable matter in Britain
- E) landfills poison animals

- F) a lot of waste from food shops is made into fertilisers
- G) problems for people residing nearby
- H) using incinerators is the most popular method of rubbish disposal
- I) the most common means of waste disposal is burying refuse

1. More household waste is produced because...

2. In Britain...

3. Landfills create...

4. Unlike Europe...

Questions 5 and 6. Choose the best answer A, B, C or D.

5. Landfills are not approved of because

- A) they use agricultural land.
- B) they have always been expensive to run.
- C) they need to have a licence.
- D) they produce dangerous emissions.

6. A tax was imposed in order

- A) to encourage recycling.
- B) to dissuade people from using landfills.
- C) to punish the building industry.
- D) to gather money for the government.

Questions 7-14. Complete the summary below. Choose NO MORE THAN ONE WORD for each answer.

Solutions to the problem of how to dispose of excess rubbish must be found. With the dramatic increase in both 7) _____ and industrial rubbish, the 8) _____ must devise new policies to deal with the matter. The well-established 9) _____ are now considered 10) _____ so it is preferable to send the refuse to 11) _____ works in order to 12) _____ the

waste products which could then be used to manufacture 13) _____ goods. Also, the general public must be better informed of the worrying environmental 14) _____ the planet faces if this matter is not addressed urgently.

The US City and the Natural Environment

Read the text and complete the tasks.

A) While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

B) The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C) City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfill these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D) Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

E) In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

F) In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

G) During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile,

now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

Questions 1-7 Reading Passage has seven sections, A-G. Choose the correct heading for each section from the list of headings below.

List of Phrases

- i Legislation brings temporary improvements
- ii The increasing speed of suburban development
- iii A new area of academic interest
- iv The impact of environmental extremes on city planning
- v The first campaigns for environmental change
- vi Building cities in earthquake zones
- vii The effect of global warming on cities
- viii Adapting areas surrounding cities to provide resources
- ix Removing the unwanted by-products of city life
- x Providing health information for city dwellers

Questions 8-13. Do the following statements agree with the information given in Reading Passage?

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

8. In the nineteenth century, water was brought into the desert to create productive farming land.

9. Women were often the strongest campaigners for environmental reform.

10. Reducing urban air and water pollution in the early twentieth century was extremely expensive.

11. The introduction of the car led to increased suburban development.

12. Suburban lifestyles in many western nations fail to take account of environmental protection.

13. Many governments in the developed world are trying to halt the spread of the suburbs.

The Heliotrope

A unique eco-house in Freiburg, Germany

Read the text and complete the tasks.

Freiburg is a town of 200,000 inhabitants located in beach countryside on the edge of the Black Forest in south Germany.

It's a university town, an important industrial and common centre, and a tourist resort. But today it is best known as ecological capital of Germany. The old town is completely pedestrianised, recycling is a way of life and people use big and public transport to commute. In one part of the town are forbidden: drivers must park on the edge of the suburb special car park with solar panels on the roof. The result is very few residents own cars.

On the outskirts of the town there is a special district with all the houses are solar-powered. Here there is a detached house which at first sight looks rather strange. It is an experimental eco-house called the Heliotrope. It looks like a smallish town block sitting on a narrow platform. In the centre of the house there is a spiral staircase, and as you go upstairs, you see large bright rooms with triple-glazed windows and spacious balconies. Enormous solar panels provide energy for the heating, the fridge, the light bulbs and all other domestic appliances. The most amazing thing about the house is that it turns round and follows the sun from morning to night to maximise the energy it produces. Although it rotates very slowly, the movements are not noticeable. It feels a bit like being on a ship in a calm sea or in a house high up in a tree. The good news is that the technology works: the house produces five times more electricity than consumes.

Freiburg is a window to the future which shows how our life may change. Perhaps one day we'll all live in houses like Heliotrope. If we do, we'll never have to worry about electric bills again. And we'll never get bored with the view.

Questions 1-6. Decide if the statements 1 - 6 are true (T) or false (F).

1. Freiburg is well-known for several reasons.
2. Nobody in Freiburg owns a car.
3. The ecological houses are in the centre of town.
4. Everything in the house is powered by solar energy.
5. The house rotates to give the best view at every time of day.
6. When you are inside the house, you can feel it turning.

In pairs ask and answer these questions.

- Where would you prefer to live: in the centre /in the suburbs/ on the outskirts of a city, or in the countryside? Why?
- What would be good/bad about living in a tourist resort, or in the old town of a historic city?
- What are the advantages and disadvantages of living in a city that is an industrial and commercial centre?

Read again the first three sentences of the article, which describe the town of Freiburg. Write similar sentences about your city, town or village.

[name of city] _____ has _____ inhabitants. It is located in a region called _____ in the [north/south-west/...] _____ of _____ [your country]. It is a(n) _____ [industrial centre / historic city or town / tourist resort...]. It is best known as [the birthplace of _____]. It is famous for [its castle/the film festival...]
_____.

Facts and opinions. Watch the video and report to the class

https://www.ted.com/talks/jane_goodall_at_tedglobal_07



**[https://www.ted.com/talks/greta_thunberg_the_disarming_case t
o act right now on climate](https://www.ted.com/talks/greta_thunberg_the_disarming_case_t_o_act_right_now_on_climate)**



https://www.ted.com/talks/kate_raworth_a_healthy_economy_should_be_designed_to_thrive_not_grow



TESTS

Read and complete the text below. For each of the empty space (1-3) choose the correct answer (A, B C, or D).

World Problems of Ecology

Until recently the planet was a large world in which human activities and the nature (1) _____ in balance. Acid rain, global warming, ozone reduction, widespread desertification and species loss: we have to face them now. Ecology and economy are very closely connected. Now we have to face degradation of soils, water, atmosphere and forests. Millions of trees (2) _____ in Germany's Black Forest and thousands of lakes in Sweden are so acidic that nothing can live in them. In Scotland farmers complain that acid rains kill their fish. Forests in Denmark, France, Northern Italy, Greece and Norway (3) _____. Thousands of lakes in Canada and the USA can no longer support fish life. The time has come for the governments and their people to take responsibility for the policies that cause the environmental damage.

1	A	was	B	were	C	are	D	had been
2	A	dead	B	die	C	are dying	D	dying
3	A	damaged	B	damages	C	are damaging	D	are damaged

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C, or D).

Far from Shore

Scientists divide the open ocean far from land into three layers according to how much sunlight the water gets: the sunlight zone, the twilight zone, and the midnight zone.

Sunlight Zone

The sunlight zone is the ocean's top layer. It goes down about 300 feet, and the temperature is a pleasant 70°F. Even (1) _____ it is the smallest zone, it has about 90 percent of ocean life. Sunlight brightens the water near the surface (2) _____ plankton float. Bigger creatures also live in the sunny water. Some swimming animals cruise just below the surface. Some dive deep. Others break the water's surface

(3) _____ the air above.

Twilight Zone

The twilight zone (4) _____ from the bottom of the sunlight zone down about 3,000 feet. The

water gets (5) _____ – about 50°F. The fish that live here can't see very well, and there isn't enough light for plant plankton or seaweed to stay (6) _____. Most food comes from dead plankton and animals that drift down from the surface waters.

Midnight Zone

The midnight zone goes from the bottom of the twilight zone to the floor of the ocean. This zone is dark and still. The temperature is really cold – about 43°F. The weight of the water from above presses very hard on the small, nearly blind animals that live here. Many deep-ocean fish

have parts that glow from chemicals in (7) _____ bodies. Their lights confuse enemies, lure prey, and attract mates.

At some places on the ocean floor, water (8) _____ as 750°F shoots out of openings, or vents. Minerals collect around the vents (9) _____ underwater chimneys. The hot water (10) _____ from the chimneys looks like black smoke.

1	A	though	B	in spite of	C	however	D	also
2	A	which	B	where	C	that	D	who
3	A	to reach	B	reaching	C	reached	D	reaches
4	A	extending	B	extended	C	has extended	D	extends
5	A	dark and colder	B	darkest and coldest	C	darker and cold	D	darker and colder
6	A	alive	B	lively	C	alived	D	living
7	A	there	B	them	C	their	D	theirs
8	A	as hotter	B	as hot	C	as hottest	D	so hotter
9	A	to form	B	formed	C	forms	D	had formed
10	A	rising	B	to rise	C	rose	D	is rising

Read and complete the text below. For each of the empty space (1-8) choose the correct answer (A, B, C or D).

Beavers

After the recent floods, conservationists are calling for beavers to be reintroduced to Britain. You may wonder how animals that build dams prevent floods when (1) _____ the opposite is true.

However, beavers construct dams in upland areas, creating small pools and (2) _____ that retain water and release water to lowland areas much more (3) _____.

Until the 16th century, Beavers lived wild in parts of Britain, but they were hunted to (4) _____ for their fur. However, recently (5) _____ British wildlife organisations have applied to reintroduce beavers to the countryside. Along with their potential value in flood prevention, they would create wetland habitats and promote (6) _____.

But such measures are (7) _____. Beavers recently reintroduced to Estonia have flooded large areas of forest and (8) _____ land, and this, in turn, has damaged crops. As a result, it has been necessary to cull beavers when the population becomes too large.

- 1) necessarily, correctly, surely, naturally
- 2) diversions, distractions, detours, deflections
- 3) slowly, gradually, smoothly, eventually
- 4) extinction, destruction, suppression, attenuation
- 5) distinct, divergent, dissimilar, various
- 6) visit, tourism, destination, holiday
- 7) dubious, contentious, contested, controversial
- 8) rural, agricultural, agribusiness, agronomic

Read the texts below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

The Bermuda Triangle

The Bermuda Triangle lies between Bermuda, Miami and San Juan, Puerto Rico. Within this area of water, numerous planes and ships have mysteriously vanished. The mystery of the Bermuda Triangle (1) _____ in 1950. A small article appeared outlining the strange disappearances of ships and planes. The area was given the name The Devil's Sea. In a feature in 1964, Vincent Gaddis christened the area the Bermuda Triangle.

One of the most famous disappearances occurred in 1945. Flight 19 was a squadron of five naval bombers that supposedly disappeared while they (2) _____ over the Bermuda Triangle. The two planes that set out to rescue Flight 19 also disappeared and were never found. Naval ships such as the USS Cyclops also disappeared without a trace. A large ship (3) _____ ore also mysteriously vanished after only three days at sea. An official statement by the US Coastguard stated that repeated search attempts were made, but no traces (4) _____ ever be found of the missing planes or ships. Popularity of the Bermuda Triangle phenomenon reached a peak in 1974 with the publication of Charles Berlitz's book. The (5) _____ book was called The Bermuda Triangle. At around the same time, a film with the same name (6) _____ as well. Numerous articles and books (7) _____ since then to try to give scientific explanations to the mystery. Some of the explanations have been (8) _____ than credible. There (9) _____ a number of discrepancies in the reports of the Flight 19 disappearance. Flight 19 was reported to have been manned by (10) _____ pilots flying in calm weather.

- | | | | |
|-----------------|-------------------------|-------------------|--------------------|
| 1. a) begin | b) have begun | c) was begun | d) began |
| 2. a) fly | b) were flying | c) flew | d) were flown |
| 3. a) carrying | b) carry | c) was carrying | d) carried |
| 4. a) can | b) can't | c) could | d) couldn't |
| 5. a) authored | b) authors | c) author | d) authorized |
| 6. a) released | b) was released | c) releases | d) is released |
| 7. a) published | b) have been publishing | c) were published | d) were publishing |
| 8. a) much | b) more | c) much more | d) many |

9. a) was b) is c) has been d) be
10. a) experience b) are experienced c) have experience d) experienced

Read the text below. For each of the empty space (1-15) choose the correct answer.

Veganism

Veganism 1) _____ restricted to a small number of animal activists and hippies just a few years ago, and it attracted a lot of criticism by uninformed people –and it still 2) _____. However, plant-based eating is becoming more and more accepted, and it has started to have 3) _____ impacts on 4) _____ the food industry and people's eating habits. But why are so many of us deciding to change our eating habits 5) _____ drastically? Here are some of the main reasons.

For the animal rights

Traditionally veganism is a way to live ethically regarding how we treat animals. Do you wish you 6) _____ to kill or cause any suffering to animals? Then don't eat them, don't wear their skins and don't use anything that has been tested on them. That's the philosophy that gave birth to veganism, and it's still one of the reasons why many people stop 7) _____ animals.

For your health

Recently, research has started to show that vegans are less likely to develop heart disease, diabetes, cancer, and high blood pressure. At the same time, processed food 8) _____ a lot of bad press and more and more people are making more informed decisions about what they eat. 9)

_____ the efforts of the food industry to conceal or distort some facts, a lot of documentaries, radio shows and books on the topic 10) _____. In addition to that, all the converted vegans are spreading the word, and they are a living proof that plant-eating makes you 11) _____ a healthier life.

For the environment

Veganism 12) _____ the environment. Do you know how much water, land and energy are required to produce just one pound of meat or one pint of milk? If we 13) _____ the land, crops and resources that we need to raise farm animals, to feed humans instead, we could reduce global farmland use by 75%. This would result in a significant drop in greenhouse gas emissions, deforestation, wildlife extinction, and global hunger. The more people who go vegan, 14) _____ we'll be able to feed 15) _____.

1) would be, was used to being, used to be

2) is, has, does

3) reaching-far, far-reaching, far-reached

4) either, all, both

5) so much, so, such

6) wouldn't have, didn't have, hadn't had

7) eating, eat, to eat

8) has been receiving, has been received, received

9) however, although, despite

10) have been produced, have been producing, have produced

11) living, to live, live

12) is known to benefit, is known for benefit, is known that it benefits

- 13) used, would use, had used
- 14) better, the better, the best
- 15) hungry, the hungry, the hungry people

Read and complete the text below. For each of the empty space (1-8) choose the correct answer.

Agriculture in Australia

Traditionally, Australia was 1) _____ for producing wheat and wool, but times have changed in 2) _____ years, with many farmers 3) _____ to be more diverse in their crop and livestock range. It is now quite common to see farms with more exotic fruit and vegetables. Farmers are 4) _____ to sell their produce locally nowadays, but rather to the factories in the cities. As a result, farms are now large-scale 5) _____ where thousands of tonnes of crops are cultivated.

Another aspect that is different nowadays is 6) _____. In the past, farmers would just flood the fields but now it is common to see sprinkler 7) _____ everywhere. This means that more water is conserved, which has been helpful with the drought that has severely impacted the 8) _____ of the farms in the southern states of the country.

- 1) notorious, eminent, outstanding, famous
- 2) nowadays, contemporary, recent, latest
- 3) picking, electing, opting, selecting
- 4) unbelievably, likely, unlikely, incredibly
- 5) makers, fabricators, developers, producers
- 6) watering, spraying, irrigation, sprinkling
- 7) schemes, systems, frameworks, regimes
- 8) bulk, maturity, share, majority

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

It's eco-logical

(1) _____ an eco-friendly holiday can be a minefield for the well-meaning traveller, says Steve Watkins. But help is now at hand.

If there were awards for tourism phrases that have been hijacked, diluted and misused then 'ecotourism' (2) _____ top prize. The term first surfaced in the early 1980s reflecting a surge in environmental awareness and a realisation by tour operators that many travellers wanted (3) _____ their presence abroad would not have a negative impact. It rapidly became (4) _____ marketing tag a holiday could carry.

These days the ecotourism label is used to cover (5) _____ from a two-week tour living with remote Indonesian tribes, to (6) _____ motorboat trip through an Australian gorge. It is easier to understand why the ecotourism market has become so overcrowded when we look at its wider role in the world economy. According to World Tourism Organisation figures, ecotourism is worth US\$20 billion a year and makes up one-fifth of all international tourism. Add to this an annual growth rate of around five per cent and the pressure for (7) _____ operators, both in developed and developing countries, to jump on the accelerating bandwagon (8) _____. Without any widely recognised accreditation system, the consumer has been left to investigate the credentials of an operator themselves. This is a time-consuming process and many travellers usually take an operator's claims at face value, only adding to the proliferation of fake ecotours.

The ecotourism business is still very much in need of a shake-up and a standardised approach. There are a few organisations that have sprung up in the last ten years or so that endeavour to educate travellers and operators

about the benefits of responsible ecotourism. Founded in 1990, the Ecotourism Society (TES) is a non-profit organisation of travel (9) _____, conservation and ecological professionals, which aims to make ecotourism a genuine tool for conservation and sustainable development.

(10) _____ to create inherent economic value in wilderness environments and threatened cultures has undoubtedly been one of the ecotourism movement's most notable achievements. TES also offers guidance on the choice of ecotour and has established a register of approved ecotourism operators around the world.

A leading ecotourism operator in the United Kingdom is Tribes, which won the 1999 Tourism Concern and Independent Traveller's World 'Award for Most Responsible Tour Operator'.

For a relatively new industry it is not surprising that ecotourism has undergone teething pains. However, there are signs that things are changing for the better. With a committed and unified approach by the travel industry, local communities, travellers and environmental experts could make ecotourism a tag to be proud of and trusted.

1	A	Planning	B	To plan	C	Having planned	D	Being planned
2	A	will earn	B	would earn	C	earn	D	will have earned
3	A	to be believed	B	to believe	C	believing	D	being believed
4	A	the hottest	B	the hottest	C	hottest	D	the most hot
5	A	nothing	B	anyone	C	something	D	anything
6	A	one-hour	B	a one-hour	C	the one-hour	D	one-hour's
7	A	a lot of	B	many	C	lots	D	much
8	A	are compelling	B	is compelling	C	is compelled	D	will be compelling
9	A	industrials	B	industry	C	industrious	D	industries
10	A	To be helped	B	Having helped	C	To help	D	Helping

Read and complete the text below. For each of the empty space (1-8) choose the correct answer (A, B, C or D).

World Lost Tropical Forests the Size of England

In 2018, the world (1) _____ 120,000 square kilometers of tropical forest, an area (2) _____ the size of England.

According to a report by Global Forest Watch, almost a third of the lost rainforests were "old growth," meaning they were at least 30 years old, and (3) _____ trees that may have been hundreds or even thousands of years old.

Old-growth rainforests store (4) _____ carbon than other forests, and once they're cut down, they (5) _____ never return. While more old-growth forest was lost in 2016 and 2017, when record areas (6) _____ by large fires, the 2018 level is still higher than any year before 2016.

About 13,500 square kilometers of old-growth forest – almost (7) _____ of what was lost – disappeared in Brazil, mostly for wood or to make room for cattle. The Democratic Republic of the Congo lost 4,800 square kilometers for similar reasons, and Indonesia lost 3,400 square kilometers, mostly for palm oil trees. According to the World Wildlife Fund, about 90% of the world's oil palm trees grow in Malaysia and Indonesia. However, the rate of old-growth forest loss in Indonesia (8) _____ since 2016. It is now the lowest since 2003, suggesting that recent forest protection policies there are working.

According to the 2018 Global Carbon Budget, the world's forests remove 29% of the carbon dioxide that humans put into the air, and the oceans remove 22%. Carbon dioxide is the gas that scientists say is most responsible for global warming.

The years 2014 to 2018 have been the five warmest since records began being kept in 1880. In 2018, the Intergovernmental Panel on Climate Change said that the carbon put into the air by humans must drop 50% by 2030 to keep global warming within 1.5 degrees Celsius.

1	A	lost	B	waste	C	forfeit	D	spend
2	A	nearly	B	almost	C	near	D	all but
3	A	inserted	B	entered	C	included	D	put
4	A	the more	B	more	C	much more	D	the most
5	A	may	B	might	C	can	D	could
6	A	burned	B	have been burned	C	was burned	D	were burned
7	A	the third of	B	a third of	C	the third of	D	a third
8	A	has been decreasing	B	have been decreased	C	were decreased	D	decreased

HISTORY

The Great Wall of China

Read through the text below, complete the sentences that follow

Walls and wall building have played a very important role in Chinese culture. These people, from the dim mists of prehistory have been wall-conscious; from the Neolithic period – when ramparts of pounded earth were used – to the Communist Revolution, walls were an essential part of any village. Not only towns and villages; the houses and the temples within them were somehow walled, and the houses also had no windows overlooking the street, thus giving the feeling of wandering around a huge maze. The name for “city” in Chinese (ch’eng) means wall, and over these walled cities, villages, houses and temples presides the god of walls and mounts, whose duties were, and still are, to protect and be responsible for the welfare of the inhabitants. Thus, a great and extremely laborious task such as constructing a wall, which was supposed to run throughout the country, must not have seemed such an absurdity.

However, it is indeed a common mistake to perceive the Great Wall as a single architectural structure, and it would also be erroneous to assume that it was built during a single dynasty. For the building of the wall spanned the various dynasties, and each of these dynasties somehow contributed to the refurbishing and the construction of a wall, whose foundations had been laid many centuries ago. It was during the fourth and third century B.C. that each warring state started building walls to protect their kingdoms, both against one another and against the northern nomads. Especially three of these states: the Ch’in, the Chao and the Yen,

corresponding respectively to the modern provinces of Shensi, Shanzi and Hopei, over and above building walls that surrounded their kingdoms, also laid the foundations on which Ch'in Shih Huang Di would build his first continuous Great Wall.

The role that the Great Wall played in the growth of Chinese economy was an important one. Throughout the centuries many settlements were established along the new border. The garrison troops were instructed to reclaim wasteland and to plant crops on it, roads and canals were built, to mention just a few of the works carried out. All these undertakings greatly helped to increase the country's trade and cultural exchanges with many remote areas and also with the southern, central and western parts of Asia – the formation of the Silk Route. Builders, garrisons, artisans, farmers and peasants left behind a trail of objects, including inscribed tablets, household articles, and written work, which have become extremely valuable archaeological evidence to the study of defence institutions of the Great Wall and the everyday life of these people who lived and died along the wall.

1 - Chinese cities resembled a maze

because they were walled.

because the houses have no external windows.

because the name for cities means 'wall'.

because walls have always been important there.

2 - Constructing a wall that ran the length of the country

honoured the god of walls and mounts.

was an absurdly laborious task.

may have made sense within Chinese culture.

made the country look like a huge maze.

3 - The Great Wall of China

was built in a single dynasty.

was refurbished in the fourth and third centuries BC.

used existing foundations.

was built by the Ch'in, the Chao and the Yen.

4 - Crops were planted

on wasteland.

to reclaim wasteland.

on reclaimed wasteland.

along the canals.

5 - The Great Wall

helped build trade only inside China.

helped build trade in China and abroad.

helped build trade only abroad.

helped build trade only to remote areas.

Marie Curie

Read the text and complete the tasks.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled,

however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Questions 1-7. Fill the gaps with appropriate words or word combinations.

1. The Curies' _____ collaboration helped to unlock the secrets of the atom.

- A) friendly
- B) competitive
- C) courteous

D) industrious

E) chemistry

2. Marie had a bright mind and a _____ personality.

A) strong

B) lighthearted

C) humorous

D) strange

E) envious

3. When she learned that she could not attend the university in Warsaw, she felt _____.

A) hopeless

B) annoyed

C) depressed

D) worried

E) none of the above

4. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

A) challenged authority

B) showed intelligence

C) behaved

D) was distressed

E) answer not available in article

5. _____ she remembered their joy together.

A) Dejectedly

B) Worried

C) Tearfully

D) Happily

E) Sorrowfully

6. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

- A) misfortune
- B) anger
- C) wretchedness
- D) disappointment
- E) ambition

7. Even though she became fatally ill from working with radium, Marie Curie was never _____.

- A) troubled
- B) worried
- C) disappointed
- D) sorrowful
- E) disturbed

The Round Table

Read the text and answer the questions below.

1 _____

Many places in England, particularly in the south and west, claim connections with King Arthur and his Knights of the Round Table. Yet even today, with all the tools of modern archaeology, it's still impossible to know whether such a king existed, or whether his story is simply a legend. Similarly, many people wonder if the Round Table was a real round table, a group of men, or just a legend. It was actually a real table created to seat over 150 knights in King Arthur's castle, Camelot.

2 _____

The significance of the Round Table was that no one person, not even King Arthur, would be able to sit at the head of such a table. A round

table enforced the concept of equality. The legend states that King Arthur ordered the Round Table to be built in order to resolve a conflict among his knights concerning superiority. The Round Table was therefore built to ensure that all the Knights of the Round Table were equal. That is why each of the seats at the Round Table was considered of equal rank.

3 _____

Certainly, there are historical references to a leader called Arthur, who lived around the end of the fifth century. He had already become something of a folk hero by the ninth century as a warrior king. But none of the information that has come down to us is very reliable. What is certain is that the idea of honor that we associate with King Arthur was not so popular in that period of British history, rightly known as the Dark Ages.

4 _____

And yet Arthur's Round Table exists - near Winchester. It is inside the magnificent Great Hall, the only part of the former Winchester Castle that remains undamaged. The Round Table is made of 121 separate pieces and is nearly 3 inches thick. Although the table once had twelve legs, has a diameter of 18 feet (5.4 meters) and weighs nearly one and a half tons, it has hung on the wall for centuries. It was made of very valuable wood and by its size must have been worth a lot of money. It has this inscription: "This is the round table of Arthur with 24 of his named knights." The names were said to have been written by Merlin in magical gold paint which miraculously changed along with the knights sitting at it. It was created by Merlin as a wedding present when Arthur married Guinevere.

5 _____

Unfortunately, scientific tests have shown that all this is unlikely to be true. The table was made at some time between 1250 and 1280 - about

thirty years after the Hall itself was built. The table was painted (or, just possibly, re-painted) in 1520, on the instructions of King Henry VIII. Indeed, there are those who say that the face of the king painted on the table could easily belong to young Henry. It is interesting to note that the Tudors claimed to be linked to King Arthur, which was additional justification for their claims to both the Welsh and English thrones.

Questions 1-5. Put the titles A-F back to the right paragraphs in the text. There is one extra title which you do not need to use. Write LETTERS only!

A A real hero?

B Facts or legend?

C Magical dimensions

D The King's portrait

E Equality

F Welsh kings

Questions 6-10. Decide if the sentences are true (T) or false (F). CIRCLE the right answer.

6 New technology has allowed to prove the existence of King Arthur. **T/ F**

7 Arthur's legend has some historical evidence in stories from the Dark Ages. **T/ F**

8 Winchester Castle wasn't completely destroyed in the past. **T/ F**

9 The table is attached to the walls of the Hall by its twelve legs. **T/F**

10 Scientific tests support the legendary age of the table. **T/ F**

The Trojan War

Read the text and complete the tasks.

The Trojan War is one of the most famous wars in history. It is well known for the ten-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty.

Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I'll grant you vast kingdoms to rule”, promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I'll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering

Helen, Zeus' daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelaus of Sparta, anyway. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

Questions 1-3. Fill the gaps with appropriate words or word combinations.

1. Eris was known for _____ both mortals and immortals.

- A) scheming against
- B) involving in conflict
- C) feeling hostile toward
- D) ignoring
- E) comforting

2. Each goddess tried _____ to bribe Paris.

- A) boldly
- B) effectively
- C) secretly
- D) carefully
- E) answer not stated

3. Athena _____ Hera, promising Paris victory and fame in war.

- A) denied the statement of
- B) defeated
- C) agreed with

D) restated the statement

E) questioned the statement

The Victory of Greek Democracy

Read the text and complete the tasks.

The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B. C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

Questions 1-5. Fill the gaps with appropriate words or word combinations.

1. Athens had _____ the other Greek city-states against the Persians.

- A) refused help to
- B) intervened on behalf of
- C) wanted to fight
- D) given orders for all to fight
- E) defeated

2. Darius took drastic steps to _____ the rebellious Athenians.

- A) weaken
- B) destroy
- C) calm
- D) placate
- E. answer not available

3. Their participation _____ to the Athenians.

- A) gave comfort
- B) gave honor
- C) gave strength
- D) gave fear
- E) gave hope

4. The people of Delos did not want to _____ the conquest of Greece.

- A) end
- B) encourage
- C) think about
- D) daydream about
- E) answer not available

5. The Athenians were _____ by some soldiers who arrived from Plataea.

- A) welcomed
- B) strengthened
- C) held
- D) captured
- E) answer not available

Spain versus England

Read the text and complete the tasks.

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's omnipotence.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make

England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled one hundred and thirty sailing vessels of all types and recruited more than nineteen thousand robust soldiers and eight thousand sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards

recognized the superiority of the English fleet and returned home, defeated.

Questions 1-5. Fill the gaps with appropriate words or word combinations.

1. Sir Francis Drake added wealth to the treasury and diminished Spain's _____.

- A) unlimited power
- B) unrestricted growth
- C) territory
- D) treaties
- E) answer not available in article

2. Philip recruited many _____ soldiers and sailors.

- A) warlike
- B) strong
- C) accomplished
- D) timid
- E) non-experienced

3. The _____ Armada set sail on May 9, 1588.

- A) complete
- B) warlike
- C) independent
- D) isolated
- E) answer not available

4. The two battles left the Spanish fleet _____.

- A) open to change
- B) triumphant
- C) open to attack

D) defeated

E) discouraged

5. The Armada was _____ on one side.

A) closed off

B) damaged

C) alone

D) circled

E) answer not available in this article

History of Philately

Read an article about Philately. Some sentences have been removed from the text. Choose from the sentences A-G the one which best fits each gap. There is one extra sentence which you do not need to use.

Since ancient times, people have been leaving their places of birth and travelling in order to explore faraway places. (1) _____
This was when the idea of the first postal service came into being.

Up until the time of Alexander the Great, no one had organised any special way of doing this. Alexander, who had left his lands in the care of his mother, organised a system of couriers to ensure that he received messages from home every day, therefore keeping track of what was going on in his kingdom.

A number of centuries later, the Romans organised an even more efficient network of couriers throughout their Empire. (2) _____. This kept the Senate informed of the progress of their army.

Many other courier services were established in the years that followed. However, the one we are familiar with today first came into being in Britain on the 1st of May, 1840. That was when the first adhesive postage stamp was issued. (3) _____. The illustration on this stamp was of Queen Victoria, who was ruling at the time. This tradition of portraying royalty on stamps has continued in Britain up until the present time.

Later, a second stamp was issued. (4) _____ By 1843, Brazil and the Swiss canton of Zurich had also issued their first stamps. The United States followed in 1847 and by 1860 the majority of the countries in the world had issued their own stamps.

These first stamps were not just bought for postal purposes. Some people bought them as souvenirs or because they liked the way they looked. (5) _____ What also became popular around this time was issuing stamps to honour important events. In fact, nowadays, almost every country issues such stamps just for the money to be made from philatelists.

These days, philately, as well as being a hobby, is big business. The buying and selling of stamps for other than their postal use is widespread. The majority of these stamps do not change hands at their face value either. The rarer the stamp, the more expensive it is. For example, in 1856 a set of stamps was issued in British Guyana. At the present time there is only one of these stamps still in existence. At an auction in New York in 1980, it was sold for almost a million dollars.

This stamp would be the ultimate possession for any philatelist. (6) _____ There, they can get information and catalogues which keep them up-to-date about new developments.

A. It was called the Penny Black and enabled anybody to send a letter anywhere in the country for only a penny.

B. Many of them, and especially those who were part of conquering armies, wanted to maintain some kind of contact with their homeland.

C. However, most are just happy to develop their collections and join one of the clubs or societies that exist.

D. This was called the Tuppenny Blue and also featured a picture of Queen Victoria.

E. These people can probably be regarded as the first philatelists.

F. They connected such faraway places as Spain in the west to towns on the banks of the Danube in the east.

G. Australia was the first country to issue stamps with views of a city.

Facts and opinions. Watch the video and report to the class

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TESTS

Read the text below. For each of the empty space (1 – 9) choose the correct answer (A, B, C or D).

The story of bread

If you had bread for breakfast today, a slice of toast, or perhaps a croissant, you are certainly not alone. No matter where you travel, you will probably find a culture that has its own type of bread. The story of bread goes back a long way – in fact, about 10,000 years. However, they discovered that they (1) _____ use rocks to crush the hard grains (2) _____ some plants, which we know today as wheat, to make a rough powder, or flour. They mixed the flour with water, put the mixture on flat stones and waited (3) _____ the bread to bake. These first breads (4) _____ hard and flat and they probably didn't taste very nice, but gradually, the recipe for bread improved. The ancient Egyptians, for example, discovered how (5) _____ fermented dough: they added ingredients to make the mixture rise, so that it became (6) _____ and tasted better. In the same way, different cultures developed their own recipes, (7) _____ local ingredients and suiting it to their traditions.

The technology for baking bread also improved. The first ovens (8) _____ of clay and a wood fire burned inside them. By the time the oven had cooled, the bread was baked. At first, bread was made in people's homes. Then, in the Middle Ages, people started to take their bread mixtures to local bakeries to (9) _____. These bakeries had large brick ovens which were heated by wood or coal. Today, of course, most of the world's bread is baked in large factories and is then transported to where it is sold. Most people can easily go to a supermarket or a baker's shop to

buy bread when they need it. Bread is an emotional issue. It's mentioned in ancient books, prayers, and proverbs of many different cultures. In many places it's seen as one of the most important foods and is central to many cultures in ways that other foods are not. However, when things go wrong, it's often bread that disappears first.

1	A	could	B	can	C	are able	D	was able
2	A	of	B	off	C	from	D	out
3	A	to	B	for	C	while	D	until
4	A	was being	B	had been	C	was	D	were
5	A	making	B	is made	C	to make	D	makes
6	A	lighter	B	light	C	lightest	D	the lightest
7	A	used	B	uses	C	are used	D	using
8	A	making	B	made	C	were made	D	make
9	A	bake	B	baked	C	be baked	D	was baked

Read the texts below. For each of the empty space (1–5) choose the correct answer (A, B, C or D).

Ancient Olympic Events

The ancient Olympics were rather different from the modern Games. There were (1) _____ events, and only free men who (2) _____ Greek could compete, instead of athletes from any country. Also, the games were always held at Olympia instead of moving around to different sites every time.

Like our Olympics, though, winning athletes were heroes who made their (3) _____ towns proud. One young Athenian nobleman defended his political reputation by (4) _____ how he entered seven chariots in the Olympic chariot-race. This high number of entries made both the aristocrat and Athens (5) _____ very wealthy and powerful.

- | | | | | | | | | |
|---|---|-----------|---|-----------|---|------------|---|---------|
| 1 | A | the least | B | little | C | the fewest | D | few |
| 2 | A | spoke | B | speak | C | speaking | D | speaks |
| 3 | A | home's | B | homes | C | homes' | D | home |
| 4 | A | mentions | B | mentioned | C | mentioning | D | mention |
| 5 | A | looks | B | looked | C | look | D | looking |

Read and complete the text below. For each the empty space (1–10) choose the correct answer (A, B, C or D).

Vikings

Many hundreds of years ago men began to explore the seas in tiny, frail ships. Searching of adventure and wealth they braved the unknown and uncharted waters, travelling (1) _____ distances in their small craft. The most (2) _____ adventurers of all were the Scandinavian sea rovers called Vikings.

Vikings from Norway sailed their oar – and – sail – powered ships (3) _____ the North Atlantic to Iceland and Greenland. About five hundred years (4) _____ Columbus made his first voyage to the New World, the Viking Leif Ericson landed on the shores of North America. All these early explorers used sails to catch the (5) _____ of the wind to power their ships.

It was not (6) _____ the late 1700's that the power of steam was first used to move boats and ships. One of (7) _____ of these early steamboats was Robert Fulton's Clermont. It made its first successful trip up the Hudson River in 1807. Ocean-going vessels soon began to combine steam and sail power. The first vessel (8) _____ the Atlantic under steam power

alone was the British ship Sirius. This ship, with its side paddle wheels, took eighteen and a half days for its historic (9) _____ in 1838.

Ships and their steam engines continued to improve, especially with the development of the ship propeller. In the 1890's the steam turbine engine (10) _____, and in the early 1900's the first vessels using diesel engines went into operation. These gave new speed and power to ships. Then, in the 1950's, nuclear energy was successfully harnessed to power submarines and cargo ships.

1	A	great	B	prolong	C	quick	D	length
2	A	cute	B	exciting	C	powerful	D	daring
3	A	beyond	B	across	C	around	D	among
4	A	before	B	until	C	after	D	while
5	A	speed	B	energy	C	force	D	destruction
6	A	for	B	while	C	during	D	until
7	A	the famous	B	more famous	C	the most famous	D	most famous
8	A	to cross	B	for crossing	C	cross	D	crossed
9	A	tour	B	run	C	voyage	D	journey
10	A	had introduced	B	was introduced	C	introduced	D	had to introduced

Read the text below. For each of the empty space (1–10) choose the correct answer (A, B, C or D).

Renee Bordereau

Shortly after the American Revolution, the people of France had a revolution of their own. The French people rebelled against their king and overthrew him. But some of the French people wanted the former king's family (1) _____ to rule the country.

A young woman named Renee Bordereau was one of those who (2) _____ loyal to the king's family. At the start of the war, Renee was twenty – three years old. She saw her father (3) _____ by Napoleon soldiers. Renee decided to join the king's army.

At the time of French revolution, women did not serve as soldiers in uniform. Renee Bordereau (4) _____ as a man and entered the army. Renee was always in the most dangerous part of the battle. She always led the attack and fought as well as or even better than any man. She (5) _____ her courage. The other soldiers considered Bordereau (6) _____ very brave man.

During the first days of the war, the armies loyal to the kind were successful. Meanwhile, Napoleon gathered his forces and began a series of attacks. The battles went for six years. Toward the end, it was clear that Napoleon's armies (7) _____. Finally, the armies that were loyal to the king surrendered, but Renee Bordereau refused (8) _____ Napoleon offered a reward for Bordereau's capture. At him as this time he did not know that this brave soldier was a woman. When Renee (9) _____, people discovered that she was a woman. Napoleon did not care that his prisoner turned to be female.

Napoleon continued to rule for nine more years. Toward the end of his rule, the armies of many countries joined forces (10) _____ Napoleon and send him as a prisoner into exile. Not long afterward, a new king was placed on the throne of France. Renee Bordereau was brought to the court, presented to the king, and honoured as a brave soldier.

1	A	return	B	to return	C	returning	D	being returned
----------	----------	--------	----------	-----------	----------	-----------	----------	----------------

2	A	was	B	were	C	has been	D	being
3	A	to kill	B	kill	C	killing	D	killed
4	A	dresses	B	dressed	C	had dressed	D	was dressed
5	A	was admired for	B	admired for	C	admired	D	was admired with
6	A	being	B	to be	C	was	D	had been
7	A	will win	B	would have won	C	won	D	would win
8	A	giving in	B	giving up	C	to give up	D	gave in
9	A	had finally caught	B	was finally caught	C	finally caught	D	was finally caught
10	A	defeated	B	to defeat	C	for defeating	D	defeat

For questions 1- 8, read the text below and decide which answer (A, B, C or D) best fits each gap.

The Story of Gold

The story of gold is an adventure involving kings, queens, pirates, explorers, conquerors, and the native peoples they conquered. Throughout history, gold has woven a magic spell over those it touched. Gold is beautiful and rare; a soft shiny metal that can be moulded into many (1) _____. It has been used for money, jewellery, and to decorate special buildings such (2) _____ palaces and places of worship. (3) _____ the precious metal was discovered, prospectors rushed to mine it, starting new cities and countries as they went. Gold and the people who love it have helped shape the world we live (4) _____ today. Gold is one of many elements, or substances that cannot be changed by normal chemical means, that are found in the Earth's crust. Gold has a warm, sunny colour and (5) _____ it does not react (6) _____ air, water, and most chemicals, its

shine never fades. In its natural (7) _____, gold is soft and easily shaped. When heated to 1,062 Celsius it melts and can be poured into moulds to form coins, gold bars, and other objects. Stories have been told, movies (8) _____ and legends born about the discovery of the world's great gold deposits. It is a saga of dreams, greed, ambition and exploration.

- | | | | |
|---------------|-------------|-------------|-------------|
| 1. A) formats | B) outlines | C) shapes | D) lines |
| 2. A) as | B) like | C) many | D) to |
| 3. A) Whoever | B) However | C) Forever | D) Wherever |
| 4. A) at | B) in | C) for | D) on |
| 5. A) yet | B) despite | C) because | D) so |
| 6. A) with | B) in | C) of | D) at |
| 7. A) estate | B) stage | C) state | D) position |
| 8. A) done | B) made | C) composed | D) built |

Read and complete the text below. For each of the empty space (1-5) choose the correct answer (A, B, C or D).

Enduring Masterpiece

Although it's known as the Mona Lisa, (1) _____ famous painting was (2) _____titled La Giaconda. Painted on wood, it's a portrait of Lisa Gherardini, the wife of a Florentine merchant. X-rays (3) _____ that Leonardo sketched three different poses before (4) _____ on the final design. The painting of Lisa has no eyebrows because it was the fashion of the time for women (5) _____ them off.

1	A	Leonardo`s da Vinci	B	Leonardo`s da Vinci`s	C	Leonardo da Vinci	D	Leonardo da Vinci`s
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2	A	origin	B	original	C	originally	D	originality
3	A	reveals	B	revealed	C	are revealed	D	revealing
4	A	settling	B	settled	C	to settle	D	having settled
5	A	shave	B	being shaved	C	shaved	D	to shave

Read and complete the text below. For each of the empty space (1-8) choose the correct answer (A, B, C or D).

Scientists ready to dig up Egyptian boat

Archaeologists in Egypt (1) _____ up and restoring an ancient boat. An archaeologist studies old objects to learn about the past.

The 4,500-year-old vessel, or boat, is buried in an underground room (2) _____ the Great Pyramid. Egyptians built the Pyramids thousands of years ago as burial spots for their pharaohs, or kings.

This boat is (3) _____ found near the Great Pyramid. A similar boat was dug up in many pieces in 1954. When the vessel (4) _____, it stretched about 142 feet long. The boat is on display in a museum above the spot where it was discovered.

Some experts think the boats were used to transport the body of the pharaoh Khufu, who built the Great Pyramid, after his death. (5) _____ don't think that theory holds water. They are not sure the boats ever got wet. New research on the second boat (6) _____ help scientists figure out (7) _____ purpose.

“In Egypt, almost everything real had its ... meaning ... in the spiritual world,” says scientist John Darnell. “But there’s a lot of debate as to whether these vessels ever were used or not.”

Experts (8) _____ removing the boat in about 600 pieces and try to rebuild it. Until then, tourists can view images of the buried boat taken by a camera inserted through a hole in the underground room’s ceiling.

1	A	are digging	B	dig	C	have dug	D	will dig
2	A	in	B	near	C	under	D	next to
3	A	twice	B	the second	C	second	D	two times
4	A	was rebuilt	B	is rebuilt	C	had been rebuilt	D	rebuilt
5	A	Nobody	B	Others	C	Anyone	D	Other
6	A	need	B	had to	C	might	D	could
7	A	the boat’s	B	the boats’	C	the boats’s	D	the boat
8	A	will begin removing	B	will begin remove	C	will begin to removing	D	won’t begin removing

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D).

Viking-Era Ring Unearthed in Northern Ireland

The artifact was discovered in April 2012 (1) _____ David Taylor and his brother-in-law Andrew Coulter were removing stones from a field on Coulter’s farm in the village of Kircubbin in Northern Ireland’s Country Down. After spotting the dirt-encrusted (2) _____ lying on one of the rocks, Taylor pocketed it, (3) _____ thinking it might be a piece of machinery of some (4) _____ and contacted a local museum, which informed that he hadn’t found a piece of machinery, but something much more significant.

For the Vikings, arm rings such as the one discovered by Dave Taylor were not merely ornamental. They were often used to cement bonds of loyalty between a lord and his warriors in a (5) _____ where men lived and died by their honor. They were often bestowed upon young adult males to symbolize their coming of age. In addition, some groups used the rings—which were made of precious metals—as a form of easily transportable (and protectable) currency, in a time before coins or paper money.

Earlier this year, an inquest was convened in Belfast Coroners Court, which holds jurisdiction over the discovery under the United Kingdom's antiquity laws. At the inquest, experts testified that the ring was 90 percent silver (but also included traces of copper and gold) and likely dated to between 950 and 1100 A.D. They also told the court that the arm ring didn't (6) _____ in Ireland but in Scotland, most likely in the Orkney Islands or Shetland, which were under Viking control at that time.

Almost as rare as the ring itself is the fact that it was the only Viking artifact (7) _____ at the Kircubbin site. Items (8) _____ these have almost always been found as part of a larger pile of treasures, such as a 1998 find of Viking jewelry and silver pieces (9) _____ at more than \$1 million or the discovery of the Silverdale Hoard in 2011, a collection of over 200 pieces believed to be one of the largest Viking treasure troves ever found in the United Kingdom. That coupled with its likely Scottish origins led (10) _____ to speculate that the ring may have passed from Scottish or Viking control to Irish hands through trade, theft or as a spoil of war. The location of Andrew Coulter's farm near the remains of a medieval church provided additional clues about the ring's possible history. In an era with little in the way of home protection technology, it

was common practice to bury valuables near sacred, and presumably secure, lands such as those owned by churches.

The ring has been sent to the UK's Treasure Valuation Committee, comprised of antiquity experts from the British Museum and elsewhere, for further study. In addition to learning more about the ring's history, the committee hopes to determine its monetary value. If Taylor chooses to sell the ring, (with Northern Ireland's Ulster Museum a likely destination) he will be legally required to split any proceeds with his brother-in-law, on whose land it was discovered.

1	A	until	B	when	C	while	D	after
2	A	object	B	item	C	thing	D	part
3	A	mistakenly	B	accidentally	C	occasionally	D	wrong
4	A	price	B	cost	C	value	D	worth
5	A	public	B	society	C	community	D	association
6	A	originate	B	appear	C	create	D	cause
7	A	displayed	B	showed	C	found out	D	discovered
8	A	like	B	such as	C	likely	D	for example
9	A	valued	B	appraised	C	esteemed	D	cost
10	A	connoisseurs	B	scientists	C	experts	D	specialists

Read the texts below. For each of the empty space (1-9) choose the correct answer (A, B, C or D).

Monastic Life

The Church was at the centre of medieval life. Catholicism was the only religion in Britain and few people questioned it. Even the poorest peasant went to mass every Sunday, where he was told that he would go to Heaven if he followed Christ's teachings. If not, he (1) _____ to Hell.

The Church had power – not just over people's minds, but over scholarship, the production of books and schooling. It (2) _____ its own taxes from villagers and townspeople, made its own laws and owned huge areas of land. Church leaders sat on the king's council.

Since early Saxon times, group of Christians (3) _____ in communities where they could work and pray together. When the Normans arrived, there (4) _____ already about 45 monasteries (for men) and nunneries (for women) throughout Britain.

Once a monk entered a monastery and took his vows, he (5) _____ to spend the rest of his life there. The daily routine was busy and unchanging. (6) _____ at about two o'clock in the morning, there was a sequence of eight services in the church, where psalms, chants and anthems (7) _____. The rest of the time was for praying, reading or copying religious manuscripts in silence.

A monastery produced its own food and equipment. In some monasteries, monks laboured in the gardens, kitchens and workshops themselves. In others, manual work (8) _____ by servants. Monasteries also ran most of the schools and hospitals. Some boys (9) _____ to 'song schools' and trained to sing and recite prayers in cathedral choirs.

1	A	goes	B	will go	C	would go	D	go
2	A	raised	B	is raised	C	raises	D	raising
3	A	lived	B	had lived	C	living	D	has lived
4	A	was	B	being	C	had been	D	were
5	A	will expect	B	expects	C	was expected	D	expected

6	A	was started	B	started	C	starts	D	starting
7	A	were sung	B	sang	C	singing	D	sing
8	A	does	B	did	C	was done	D	doing
9	A	sending	B	were sent	C	send	D	sent

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Підготовка до єдиного вступного іспиту (ЄВІ)
з англійської мови

за технологією ЗНО

У 2 частинах

Частина I

Навчальний посібник

За загальною редакцією Ю.В. Юлінецької