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MULTILEVEL EXAM BOOK

Help students to get up to C1 level

BOOK INCLUDES:

5
READING
TESTS

10
LISTENING
TESTS

with
Answer
keys

Nuriddinov
Jamoliddin

Materials in this
book might be seen
in the real exam!

Based on
Real exam



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Test-1

Part 1

Read the text. Fill in each gap with ONE word. You must use a word which is somewhere in the rest of the text.

The unhealthiest places in the world

According to a different study, which measured factors such as the cost of staying healthy, life expectancy, air pollution, obesity, sunlight hours and crime rate, the healthiest country is Spain. This is most likely due to its traditionally (Q1)_____ diet, clean air, the number of people walking to work (37%), and free healthcare. Interestingly, another (Q2)_____, the Global Health Security Index, ranks the USA as the healthiest nation. This was because its high standards in research, safety and communication allow it to detect and respond to pandemics the most effectively. This contrasts with the Clinic Compare survey, which ranked it the tenth unhealthiest (Q3)_____, primarily because of its high obesity rate. The countries with the highest levels of obesity, however, are in the Pacific islands. In (Q4)_____ such as Nauru, Tuvalu and Palau, over half the population is obese. This is a relatively new trend, as, before the 1950s, locals consumed a traditional food that included bananas, coconuts, yams and seafood. Since then, incomes have increased, making imported convenience foods more affordable. This new scenario causes people to make poor (Q5)_____ choices despite the availability of healthier, locally-grown options. In many regions of the USA, healthy (Q6)_____ just aren't available, or they are too expensive. In addition, this country's driving culture means that many people don't get enough exercise.

Part 2

Read the texts 7-14 and the statements A-J. Decide which situation described in the statements matches with texts. Each statement can be used ONCE only. There are TWO extra statements which you do not need to use.

- A. A friend wants to spend a holiday learning to handle a small boat.
- B. Your friend can cook and is looking for a job in an English pub.
- C. You are looking for a quiet hotel where you can organize a training seminar.
- D. You are looking for a hotel for a romantic weekend with your partner.
- E. You have been asked to find a hotel with facilities for large meetings and dinners.
- F. You have a lot of experience in the catering business and would like to help an English hotel.
- G. You want to run a restaurant and expect a high salary.
- H. You want to spend your holiday in the sea.
- I. You are a cook and are looking for a job with accommodation in a small hotel
- J. You and your partner are looking for catering jobs where you can live together in one place.

<p>Q7 Award-winning 30-seater restaurant specializing in fine seafood requires: RESTAURANT MANAGER Relevant experience and references essential. Excellent salary. Forward electronic CV to Mr Orlando Peracca e-mail: o.peracca@portofino.com</p>	<p>Q8 Wallford Hotel</p> <ul style="list-style-type: none"> • Well-maintained Victorian hotel centrally situated close to the sea • Picturesque private harbour with sailing school in walking distance <p>info@wallfordhotel.com</p>
<p>Q9 SECOND CHEF For a busy country pub and restaurant in South Warwickshire. Minimum three years' experience. Contact Darren on 01295 690270</p>	<p>Q10 The Highland Hotel Outdoor swimming pool (summer only) and boat hire possible Ideal for touring in beautiful countryside, whisky tasting. Seminar arrangements for small groups. www.highlandhotel.com</p>
<p>Q11 WHITE HOUSE HOTEL Watford's most central and luxurious hotel, 87 en-suite bedrooms and excellent conference and banquet rooms. For further details and special weekend rates please call: 01923 237316 www.whitehousehotil.co.uk</p>	<p>Q12 Pendower Beach House Hotel Family-run hotel near Cornwall seeks responsible, self-motivated Chef for restaurant seating 40. Hotel flat available. For more information call Carol on 01872 501241</p>
<p>Q13 QUARLTON MANOR 17th century castle with spectacular views. Galleried dining hall serving acclaimed candlelight dinners for two with local food. For more information, go to www.quarltonmanorfarm.co.uk</p>	<p>Q14 Assistant Manager Previous experience in the hotel/restaurant sector essential. If you have ambition and self motivation apply now to: Ian Gray, Swans Hotel 84-90 Radcllfc Road, West Brlidgeford Nottingham NG2 5HH</p>

Part 3

Read the text and choose the correct heading for each paragraph from the list of headings below. There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once. Mark your answers on the answer sheet.

Questions 15-20

The reading passage has six paragraphs, Choose the correct heading for paragraphs from the list of headings below.

List of Headings

- i Research into whether organic food is better for us
- ii Adding up the cost of organic food
- iii The factors that can affect food quality
- iv The rich and poor see things differently
- v A description of organic farming
- vi Testing the taste of organic food
- vii Fear of science has created the organic trend
- viii The main reason for the popularity of organic food
- ix The need to remove hidden dangers from food

Q15. Paragraph A ____

Q16. Paragraph B ____

Q17. Paragraph C ____

Q18. Paragraph D ____

Q19. Paragraph E ____

Q20. Paragraph F ____

Organic food: why?

A. Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk-foodscoffing masses. As one journalist puts it: 'It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature.

B. Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).

C. Organic farming is often claimed to be safer than conventional farming - for the environment and for consumers. Yet studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency found that there was no statistically significant difference between organic and conventional crops. Even where results indicated there was evidence of a difference, the reviewers found no sign that these differences would have any noticeable effect on health.

D. The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it is grown in, the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences

brought about by using an organic or nonorganic system of production. Indeed, even some 'organic' farms are quite different from one another.

E. The notion that organic food is safer than 'normal' food is also contradicted by the fact that many of our most common foods are full of natural toxins. Parsnips cause blisters on the skin of agricultural workers. Toasting bread creates carcinogens. As one research expert says: 'People think that the more natural something is, the better it is for them. That is simply not the case. In fact, it is the opposite that is true: the closer a plant is to its natural state, the more likely it is that it will poison you. Naturally, many plants do not want to be eaten, so we have spent 10,000 years developing agriculture and breeding out harmful traits from crops.'

F. Ultimately, the organic farming movement is an expensive luxury for shoppers in well-manicured Europe. For developing parts of the world, it is irrelevant. To European environmentalists, the fact that organic methods require more labour and land than conventional ones to get the same yields is a good thing; to a farmer in rural Africa, it is a disaster. Here, land tends to be so starved and crop yields so low that there simply is not enough organic matter to put back into the soil. Perhaps the focus should be on helping these countries to gain access to the most advanced farming techniques, rather than going back to basics.

Part 4

Read the following text for questions 21-29.

The polar bear (*Ursus maritimus*) stands as an emblematic predator inhabiting the frigid expanses of the Arctic region. Renowned for their captivating features and extraordinary adaptations polar bears have enticed researchers and the public alike. This article delves into the intricate specifics of polar bears, their distinctive adaptations, and the escalating challenges they confront in a swiftly transforming environment.

Paragraph 1 Polar bears exhibit a repertoire of physical attributes and adaptations ideally suited for survival in the Arctic's demanding ecosystem. The prodigious scale of polar bears is evident, with males attaining weights of up to 1,500 pounds and lengths reaching approximately 10 feet (3 meters). This substantial build enhances their navigational abilities and survival prospects within this severe environment. Notably, their distinctively white fur serves as remarkable cover-up, conferring a seamless integration with the snow-laden surroundings during hunting endeavors or while evading potential threats.

Paragraph 2 Polar bears' notable physiognomy includes their wide paws and razor-sharp claws, vital for negotiating the Arctic landscape. These adaptations help polar bears move skillfully and efficiently across the challenging landscape. Equipped with robust, mildly webbed paws, polar bears demonstrate exceptional aquatic prowess, enabling them to traverse extensive distances in search of sustenance. Their front paws have strong curved claws that help them grip the ice and catch their prey effectively.

Paragraph 3 To survive in extremely cold temperatures, polar bears need to regulate their body temperature effectively, prompting the evolution of several physiological adaptations in polar bears. Their dense fur serves as a proficient insulator, effectively trapping a layer of air close to their skin to conserve body heat. Moreover, their substantial blubber layer acts as both an energy reserve and insulation against the harsh cold, empowering them to endure the extreme climatic conditions synonymous with the Arctic.

Paragraph 4 Polar bears exhibit extraordinary hunting skill, primarily relying on their acute sense of smell to detect prey, even from considerable distances. Their acute visual acuity and exceptional hearing which allows them to quickly spot seals – their primary prey – hauled out on the ice. Employing a patient and stealthy approach, polar bears execute tactical ambushes, utilizing their formidable jaws and elongated, razor-sharp canine teeth to ensure successful kills.

Paragraph 5 Despite their unparalleled adaptations, polar bears confront formidable challenges as climate change unfolds. The disintegration of Arctic sea ice, an integral component of their hunting and breeding cycles, poses a profound threat to their survival. Recent investigations indicate a disconcerting decline of approximately 40% in the polar bear population over the previous decade, projections foretelling further declines in forthcoming years.

The polar bear serves as an iconic symbol of the Arctic ecosystem, epitomizing nature's remarkable ingenuity and adaptability. Gaining insight into the intrinsic significance of these magnificent creatures and the escalating perils they confront is pivotal in formulating conservation strategies that guarantee their perpetuity amidst a dynamic world. Safeguarding the Arctic habitat and mitigating the impacts of climate change stand as indispensable measures to preserve the future of these extraordinary beings, while concurrently nurturing the fragile stability of global biodiversity.

For questions 21-24, choose the correct answer A, B, C, or D. Mark your answers on the answer sheet.

21. What is the main purpose of this passage?

- A) To inspect the methods of hunting for polar bears that have been using for many centuries
- B) To demonstrate the iconic symbol of the Arctic ecosystem, representing nature's incredible mediocrity and adaptability.
- C) To explore the specific features of polar bears, how they adapt to their environment, and the challenges they face.
- D) To show how to develop various physical adaptations to regulate their body temperature effectively.

22. Polar bears can maneuver skillfully with _____?

- A) Tough geographical conditions.
- B) wide paws and sharp claws.
- C) weights and lengths.
- D) dense fur.

23. Which of the following would be the best title for paragraph 3?

- A) Thermoregulatory Mechanisms
- B) Predatory and Feeding Behavior
- C) Morphological Attributes and Adaptations
- D) Environmental Challenges and Conservation Status

24. According to the passage, polar bears mostly feed on_____?

- A) ice.
- B) fish.
- C) grass.
- D) seals.

25. Polar bears have attracted the attention of more scientists than the public.

- A) *True* B) *False* C) *No Information*

26. Female polar bears tend to be bigger compared to male ones.

- A) *True* B) *False* C) *No Information*

27. The only plus side of the polar bears' white fur is escaping possible harm.

- A) *True* B) *False* C) *No Information*

28. Back paws help polar bears to maintain a firm grip on the ice.

- A) *True* B) *False* C) *No Information*

29. It is anticipated that there is going to be a decline in the number of polar bears in the future.

- A) *True* B) *False* C) *No Information*

Part 5

Read the following text for questions 30-35.

Volcanoes are geological formations that are created due to the movement of magma and gas from the Earth's mantle and core to its surface. The Earth's crust is made up of several large tectonic plates that are in constant motion, and when these plates collide, magma is forced to the surface, resulting in volcanic eruptions.

Volcanoes can be found all over the world and are often located in areas where tectonic plates converge, such as the Pacific Ring of Fire. Volcanoes can be classified into three main types: shield volcanoes, stratovolcanoes, and cinder cone volcanoes.

Shield volcanoes are formed by repeated eruptions of fluid lava flows, which are thin and runny due to low viscosity. As the lava spreads out, it forms a wide, gently sloping mountain.

Stratovolcanoes are steep, cone-shaped mountains that are formed by layers of ash, lava, and other volcanic debris. They are typically the result of explosive eruptions. Cinder cone volcanoes are small, steep-sided cones that are formed from a single vent and have a circular crater at the top. They are usually created by explosive eruptions that produce a lot of ash and cinders.

Volcanic eruptions can be very destructive and can cause damage to both the natural environment and human infrastructure. They can cause ash clouds that can travel for miles and disrupt air travel, as well as pyroclastic flows, which are fast-moving clouds of hot gas, ash, and rock that can be deadly. In addition to causing destruction, volcanic eruptions can also be beneficial, as they can create new land, enrich soil with minerals and nutrients, and provide sources of geothermal energy.

Scientists study volcanoes in order to better understand their behavior and predict when eruptions might occur. They use instruments such as seismometers, gas sensors, and satellite imagery to monitor the activity of volcanoes and track changes in their behavior. This information can be used to create early warning systems that can help protect people and communities from the effects of volcanic eruptions.

Questions 30-33

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

- 30.** Volcanic eruptions can result in the creation of new _____, enriching the soil with minerals and nutrients.
- 31.** Scientists utilize instruments like seismometers, gas sensors, and satellite imagery to _____ the activity of volcanoes and observe variations in their behavior.
- 32.** Pyroclastic flows, characterized by fast-moving clouds of hot gas, ash, and rock, pose a significant threat due to their _____ nature.
- 33.** Shield volcanoes are formed by the repeated eruptions of _____ lava flows, resulting in gently sloping mountains.

Questions 34-35

Choose TWO letters, A-E

- 34.** What type of volcanic eruption is typically associated with stratovolcanoes?
- A) Explosive eruptions
 - B) Slow, continuous eruptions
 - C) Non-explosive, effusive eruptions
- 35.** Where are volcanoes commonly situated due to the convergence of tectonic plates?
- A) Pacific Ring of Fire
 - B) Atlantic Ocean basin
 - C) Antarctic Plate

Test-2

Part 1

Read the text. Fill in each gap with ONE word. You must use a word which is somewhere in the rest of the text.

A few years ago, Lisa Turnbull was in her home in York. She had made a cake and left it on the kitchen table. She was looking forward to eating it, but when she opened the window to help the (Q1)_____ cool more quickly, she unfortunately didn't notice the large number of bees flying around in her back garden. A few minutes later, Lisa heard a loud noise coming from her (Q2)_____. She opened the door and saw a huge swarm of (Q3)_____ all over her kitchen table. The bees had left their old (Q4)_____ and were looking for a new one. It seems that the queen bee, which controls all the others, had fancied a bit of cake and landed on it. She was followed by 15,000 others! Luckily, Lisa knew a bit about bees, so she (Q5)_____ they weren't dangerous and she didn't need to be afraid. She calmly closed the (Q6)_____ and called a local beekeeper, who found the situation very amusing and took the bees away. Although her cake wasn't badly damaged, Lisa didn't fancy eating it.

Part 2

Read the texts 7-14 and the statements A-J. Decide which situation described in the statements matches with texts. Each statement can be used ONCE only. There are TWO extra statements which you do not need to use.

- A) producing clean energy
- B) cleaning water around the world
- C) comparing rural and urban air pollution
- D) doing a project at home on energy production
- E) reducing any negative effects on the environment
- F) cleaning your neighborhood
- G) helping your family save energy
- H) asking environmental experts about their work
- I) learning how much energy we consume and travelling
- J) finding clothes produced without damaging the environment

(Q7) The website www.futurenow.org may be useful to find answers about how much energy is used around the planet. And if someone is planning a journey, puts in his/her route to compare the energy used by different types of transport, and chooses the one that's best for the environment.

(Q8) The website www.ourworld.org lists the best places online to learn the latest results of scientific studies on issues affecting the environment. Or if someone prefers working things out for him or herself, there are experiments to do like making him or her own power using sunlight! It is also useful to find information on groups all over the planet working to protect the environment.

(Q9) The website www.cleanplanet.org can help people to discover how waste plastic, glass and metal are turned into new products and demonstrate clips showing different methods used around the world. There's also a section on how much different fashion brands pay attention to their environmental impact. It can be used to keep up with new trends!

(Q10) The website www.globaleco.org explores the importance of energy in people's daily lives and also different ways of generating it without using oil or gas, for example by using wind power instead. There are links to UK companies that use these renewable energies, so it can be useful to find out more about what they do.

(Q11) The website www.eco.org may help to contact others who also care about environmental issues and find information about international groups; search for one to join in the local area. It can also help to find out if someone's choice of transport damages the planet. If so, it is simple to try the easy changes to that routine suggested here.

(Q12) The website www.planetmatters.org helps to learn about what top scientists involved in research to protect our planet do day after day, as well as about their latest discoveries. There's a message board so it will be available to post questions to them. There will be always a chance to get a quick reply. There's also a recycling section — to find different uses for things that might be otherwise put in the bin.

(Q13) The website www.worldaware.org helps people to know what they can do to help protect our world. This site has everything required to know about recycling: why it's important around the world, and how to get rid of items safely in local areas without harming the environment.

(Q14) The website www.oneworld.org has lots of environmental information here, whether someone is just starting to explore the subject, or wanting to find out about the latest research. Gifts are on sale, too, made from objects and materials that are often thrown out. One can treat him or herself and help the planet! There's also a guide about using less power at home to help you save money.

Part 3

Read the text and choose the correct heading for each paragraph from the list of headings below. There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once. Mark your answers on the answer sheet.

Questions 15-20

- A) The Rise of Visual literature
- B) The Importance of Young People Reading
- C) The Role of Libraries in Promoting Literacy
- D) The Future of Books in A Technological Age
- E) The Impact of Technology on Reading Habits
- F) Exploring Complex Issues Through Literature
- G) The Challenges Facing Knowledge Centres Today
- H) The Benefits of Reading Strengths the Mutual Bonds

(Q15) Developing the ability to read is fundamental in a child's educational journey as it is a skill that can enhance their critical thinking, understanding, and vocabulary. Reading exposes individuals to different perspectives and helps them to develop empathy and enhance their emotional intelligence. However, as technology progresses and screens continue to dominate, traditional reading is becoming less favourably prioritised and is being overshadowed by digital media.

(Q16) Young adult literature has taken the world by storm, with iconic series like "Harry Potter " and "The Hunger Games" capturing the hearts of millions of readers. These novels tackle important challenges such as identity, social justice, and mental health in a way that is accessible to adolescents and provides a safe space for them to express their thoughts and opinion. By addressing the e complex themes, young adults can gain an understanding of the world around them.

(Q17) Despite concerns that books are becoming outdated, they provide a unique experience that cannot be replicated by digital media. Books offer a chance for readers to lose themselves in a world of imagination and explore different perspectives, which can be lost when relying solely on digital media. Furthermore, as books have been a part of our cultural heritage for centuries, it is unlikely that they will disappear entirely anytime soon.

(Q18) Libraries play a crucial role in helping young people access literature. Libraries offer more than just books - they also provide access to other resources such as audiobooks and e-books. Moreover, they provide programs and events that promote literacy, which is particularly important for children who may come from disadvantaged backgrounds. However, some libraries are closing due to budget cuts, leaving many communities without access to these valuable resources.

(Q19) Graphic novels and comics are a unique form of storytelling that can be enjoyed by young people of all ages. They combine text with visuals, which can help struggling readers by providing context and aiding understanding. This can provide a valuable bridge for young people to begin engaging with more complex texts in the future. However, they are still often viewed as "less serious" literature, which may discourage some educators from using them as part of their teaching material.

(Q20) Reading aloud to children is an essential part of their language development and provides caregivers with a bonding opportunity. It provides an ideal platform for discussing important issues and encourages children to ask questions, enhancing their critical thinking skills. However, some parents may feel self-conscious or unsure about how to approach reading aloud, which can prevent them from engaging in this essential activity with their children.

Part 4

Read the following text for questions 21-28.

People with intellectual disability form one of the largest single disability groups in a community. Intellectual disability refers to a general slowness to learn and function within society, and the identification of intellectual disability is usually based on an assessment of a person's performance in a variety of tests. An individual's level of performance, as assessed, can change with time and circumstances. On occasions, an intellectually disabled person may perform better than at other times. Evidence for this inconsistent level of performance comes from modern research and practice which have shown that with skilled training and opportunity for development, people with intellectual disability have much greater potential for acquiring skills and for participation in community life than previously had been thought possible.

In many western societies, five categories of intellectual disability have traditionally been used in order to indicate the perceived degree of difficulty an individual has with learning. All five may occur in either children, adolescents or adults, and show as mild, moderate, severe, profound or multiple intellectual disability. However, undue reliance on such categories and the consequent 'pigeonholing' of individuals into one of the live categories can result in failure to provide the opportunities for each person to develop.

For the majority of intellectual disabilities, there is no identifiable cause but there are some causes that are well documented. They include: brain damage at birth due to lack of oxygen — prolonged labour during childbirth; brain damage before birth due to factors such as rubella, drug or diet-related problems; damage after birth due to illnesses such as encephalitis or accidents; hereditary defects in the genes; abnormal chromosome count resulting in, for example, Down Syndrome.

Like everyone else, people with an intellectual disability need a rewarding job, a satisfying place to live and a good social life. But they may need extra support to achieve these things. Good support services are based on the principle of normalisation—which means enabling people to be part of the community like everyone else. In turn, normalisation needs to be well-integrated into the community, in order to be effective. Some of the services needed include assessment centres, training for employment and support to keep jobs once they get them, residential accommodation that is homelike. For children, early education and school education appropriate to the child's needs, are essential. Without a strong community-based system of care, the intellectually disabled run the risk of becoming a huge underclass as in the United States, where thousands of intellectually disabled are homeless because of the American policy of de- institutionalisation.

With the introduction of the intellectually disabled into communities, there is a need to promote awareness of communication. Although many people may have little experience in talking with an intellectually disabled person, and anticipate great difficulty in communication, there are common guidelines that can simplify the interaction. Firstly, it is useful to remember that people with disabilities have feelings and can usually understand what is said, even though they sometimes may take longer to respond. Speaking in the same friendly manner as you would to anyone else, and using straightforward language and uncomplicated sentences, is also recommended. Being prepared to wait a little longer for replies during a conversation with an intellectually disabled person, would undoubtedly benefit the exchange. Above all, it is suggested not to talk about the person with someone else within their hearing. Ultimately, the idea is to encourage intellectually disabled people to do things for themselves.

For questions 21-24, choose the correct answer A, B, C, or D. Mark your answers on the answer sheet.

21. Which is true about intellectually disabled people in the first paragraph?

- A. They have been always thought to have less ability to do tasks
- B. Opinions about their learning skills have been turned wrong
- C. Modern research has shown that they have lack ability to learn skills
- D. They are fast learners

22. Five categories of intellectual disability have been used traditionally...

- A. In all American countries.
- B. In many Asian nations
- C. In majority western nations
- D. in all continents

23. The Principle of normalization means...

- A. to enable certain people to be part of the community
- B. to let people feel a part of the society as others do
- C. to let people stay away from others like everyone else
- D. to enable people to live differently

24. Many people could have....

- A. ability to have conversation with an intellectually disabled person
- B. a little experience in talking with an intellectually disabled person
- C. less difficulties in talking with an intellectually disabled person
- D. almost no experience in talking with an intellectually disabled person

For questions 25-28, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.

25. Intellectual disability is an unchanging disorder.

A) True B) False C) No Information

26. Poor nutrition in mothers can lead to brain damage in newborns.

A) True B) False C) No Information

27. Down syndrome is the result of a shortage of oxygen at birth.

A) True B) False C) No Information

28. Work is the most urgent need for a person with disabilities.

A) True B) False C) No Information

Part 5

Read the following text for questions 29-34.

Elon Musk's SpaceX launch site threatens wildlife, Texas environmental groups say:

The site in Boca Chica, south Texas is surrounded by protected lands that host a huge range of local wildlife including turtles and hundreds of bird species.

Everything seemed normal as SpaceX's Starship juddered into the sky over south Texas last March, tangerine flames and white smoke pluming behind it. But roughly six minutes into the test flight, the spacecraft thudded back to Earth.

SpaceX, the company founded by Elon Musk in 2002, has a "test, fly, fail, fix, repeat" method for its commercial space program. That approach is part of why Musk wanted to put the launch site on a tract of land just off the Gulf of Mexico, close to the Texas border with Mexico. "We've got a lot of land with nobody around, so if it blows up, it's cool," Musk reportedly said at a press conference in 2018. But David Newstead, director of the nonprofit Coastal Bend Bays and Estuaries, felt sick as he saw the fireball explode on the launchpad. SpaceX's site is surrounded by state and federally protected lands. The explosion littered parts of the delicate ecosystem of the Boca Chica tract of the Lower Rio Grande Valley national wildlife refuge – comprising tidal flats, beaches, grasslands and coastal dunes that host a huge range of wildlife – with rocket debris.

"I knew from the other explosions that the rocket would be scattered all over the refuge," Newstead said. Cleanup took three months, he added.

The private space race is already causing concern about the potential climate impacts of the fuel needed to propel the rockets. But environmentalists on the ground in south Texas say SpaceX's testing site is having more immediate impacts.

The refuge is made up of parcels the US Fish and Wildlife Service has been buying or leasing since 1979 when the federal agency came up with its plan to preserve as much of the land tucked against the Gulf Coast and the mouth of the Rio Grande River as possible, creating a patchwork of federally managed refuge land. As part of that, the agency has been managing Boca Chica state park, a 1,000-acre (404 hectare) site, since 2007.

Questions 29-34.

Choose TWO letters, A-D

29. What is the main concern of environmental groups regarding SpaceX's launch site in Boca Chica, Texas?

- a) The potential climate impacts of the fuel needed to propel the rockets
- b) The risk of rocket debris littering the delicate ecosystem
- c) The noise pollution caused by the test flights
- d) The impact on local tourism due to the launch site

30. According to the article, why did Elon Musk choose to place the launch site in Boca Chica, Texas?

- a) To take advantage of the proximity to the Texas-Mexico border
- b) To be closer to SpaceX headquarters in California
- c) To be near a major city for logistical purposes
- d) To access a larger workforce for construction and maintenance

31. How does David Newstead, director of the nonprofit Coastal Bend Bays and Estuaries, feel about the impact of SpaceX's testing site on the surrounding wildlife?

- a) He is indifferent to the impact.
- b) He is pleased with the measures taken by SpaceX to minimize the impact.
- c) He feels sickened by the explosion and concerned about the impact on the ecosystem.
- d) He believes that the impact on wildlife is exaggerated.

32. What method does SpaceX follow for its commercial space program?

- a) Test, fly, fail, fix, repeat
- b) Test, analyze, modify, launch
- c) Plan, build, test, launch
- d) Design, test, modify, launch

33. How long did it take to clean up rocket debris from the wildlife refuge after the explosion?

- a) One month
- b) Three months
- c) Six months
- d) It has not been cleaned up yet

34. What has the US Fish and Wildlife Service been doing since 1979 in relation to the land around Boca Chica, Texas?

- a) Selling parcels of land for commercial development
- b) Leasing land for agricultural purposes
- c) Buying or leasing parcels of land to preserve as much of the area as possible
- d) Ignoring the area and not taking any action

Test-3

Part 1

Read the text. Fill in each gap with ONE word. You must use a word which is somewhere in the rest of the text.

Want to sleep under the sea? The company Planet Ocean has plans for an exciting underwater hotel, which they hope to build in locations all over the world. The (Q1)_____ won't be large, with only 12 guest rooms, plus a restaurant. Guests will get to the hotel in a lift – so no diving or getting wet! The hotel will float 10 metres deep under the (Q2)_____, although it will be attached to the sea bed to prevent it from moving too far. Because it won't be very (Q3)_____ under the water, the sun will shine down and provide light. (Q4)_____ will get great close-up views of the fish and other sea creatures, which won't be bothered by the hotel and so won't make any effort to avoid it. The hotel won't be cheap to build, and it won't be (Q5)_____ to stay in. But the designers are especially proud of the fact that it will be environmentally friendly. It will use electricity, of course, but it will produce its own, and won't disturb ocean life at all. In fact, the (Q6)_____ hope some sea creatures will build their homes on parts of the building, which will bring real benefits to the underwater world.

Part 2

Read the texts 7-14 and the statements A-J. Decide which situation described in the statements matches with texts. Each statement can be used ONCE only. There are TWO extra statements which you do not need to use.

- A. You want to take your children with you to a short walk and have something outside.
- B. You want to go a walk in the city sightseeing palces and ready to spend the whole day
- C. You want challenging walk and enjoy panoramic scenery from high
- D. You want to visit a popular and peace place, you want to take something home
- E. You enjoy walking outside the city and entertain your children during the day
- F. You want to take small walks and entertain your children, and you want an apartment for a night.
- G. You are interested in ancient sightseeing and you want to spend time with your children in the open air
- H. You want to walk in the nature and want to have tours.
- I. You want to walk less than two hours and visit old houses and enjoy scenery.
- J. You have walking experience and you like wild views and want prefer to eat food in the village

<p>Q7 Lime House and Country Park The house attracts thousands of visitors, but this is a pleasant walk (for the fit!) away from the crowds, through parkland, woods and up onto the hills. Popular with birdwatchers. Allow three hours. The house was built in 1570. Gardens closed to the public; information centre, cafe and souvenir shop open daily.</p>	<p>Q8 Devonshire Park Take a really enjoyable walk in the countryside surrounding the park. Allow at least half a day, or make it a full day by visiting the adventure playground and farmyard (both great for young children). Stop at the cafe (open all day) or enjoy the fantastic gardens, with beautiful fountains. Guided walks available for small groups.</p>
<p>Q9 Hope Village A leisurely way to spend an hour or two is by visiting the busy village of Hope with its lovely old cottages, traditional pubs and country gardens. A gentle walk towards the hills will soon bring you to superb views.</p>	<p>Q10 Cornford This is an easy walk through a little-known valley beside clear streams with woodland flowers, birds and animals. See the 200- year-old buildings from the cloth-making industry which now stand empty. Private tours can be arranged. Allow half a day for the walk</p>
<p>Q11 Howden Lake This two-hour walk attracts thousands of visitors. When the water is low, you can see a village which was flooded 300 years ago. Quiet cafe with beautiful views. Children can go sailing and windsurfing on the lake with trained instructors.</p>	<p>Q12 Stanton This walk is definitely for very fit walkers only - the tracks get very slippery after rain. Allow six hours and start early! You're unlikely to meet another person all day. Fantastic views of farmland in the valleys below. Be sure to pack sandwiches - you'll be up on the hilltops all day.</p>
<p>Q13 Strines You need to be used to walking to successfully complete this seven-hour walk through the wildest scenery in the area. Follow a little-known footpath to the highest point for miles. The traditional pub down in the village serves hot food from 12.00 daily.</p>	<p>Q14 Langsett After a steep climb, this is an exciting walk along easy paths, which are crowded at weekends (people come from all over Britain to climb Langsett). The views are dramatic, and it's a popular place for family picnics. Guided walks start from the nearby village (10 am Sundays) and visit 800-yearold woodland and ruins dating back two thousand years.</p>

Part 3

Read the text and choose the correct heading for each paragraph from the list of headings below. There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once. Mark your answers on the answer sheet.

Questions 15-20

The reading passage has six paragraphs, **A-F**. Choose the correct heading for paragraphs **B-F** from the list of headings below.

- 15. Expenses
- 16. Ways of behavior
- 17. Nightlife
- 18. Favorite food
- 19. Place to stay in
- 20. Eating out

A. Norway is first of all a land for those who love nature. The breathtaking fjords in the southwest of the country and Europe's largest glacier are Norway's most attractive places, but there are many other reasons to visit this country in the north of Europe. There are wonderful opportunities to enjoy skiing, fishing and rock-climbing. Others can take pleasure in the charm of the Norwegian countryside, with its countless valleys, high mountain lakes and unbelievable views.

B. Many tourists coming to Norway in the summer prefer to stay in a cottage used by northern Norwegian fishermen during the winter codfishing season. Equipped with all the necessary facilities, these cottages are leased to holidaymakers, providing an attractive form of accommodation. They will often be actually over the water. Catching your own fish and cooking it on the fire will add a few pleasant moments to your holiday.

C. Norway has a long history of fishing, although much of the high-quality shellfish and other species caught off the coast are exported. However, fish remains a common dish, along with meat, potatoes and other root vegetables, although tastes have changed in recent years to involve a wider international choice, including pizzas and burgers. The most popular traditional hot snack is a form of sausage, sold at numerous outlets.

D. Traditionally entertainment in the country is largely home-based, but this has been changing in recent years. Most Norwegians tend to go out only on Fridays and Saturdays, the rest of the week being fairly quiet. This is in no small part due to the high prices of food and drink, and the fact that the working day starts early. And at weekends, it is normal for Norwegians to enjoy drinks at home before leaving it as late as 11p.m.

E. Restaurants tend to be concentrated in city centers, while in recent years the pub culture has been gradually arriving in Norway. Cities are nowadays well supplied with a wide choice of bars, many of which offer food that has a lower price compared to the restaurants. Most villages of any size have at least one cafe or restaurant where it is possible to drink and eat out.

F. Norwegians are generally sincere and polite, though communication doesn't often come easy it is usually up to you to break the ice and establish contact. They can be very direct and rarely say 'please', which may seem rude, but it's due to the fact that the Norwegian language rarely uses the word. On the other hand, they say 'thank you' for almost everything. They also tend to address people by their first name even on many formal occasions.

G. Norway is an expensive country. As labor is costly here, anything that can be seen as a 'service' will generally be more expensive than you expect. Transport costs can also be a killer, because the country is large and distances are long. But there is one good point: Norway has a high quality of tap water. So buying bottled drinking water is usually unnecessary and this will save your budget.

Part 4

Read the following text for questions 21-29.

In March, Seales — along with Silicon Valley investors Nat Friedman (instigator and sponsor), Daniel Gross (sponsor) and JP Posma (project lead) — began leading a global competition to read the charred scrolls after he demonstrated an AI program can successfully extract letters and symbols from X-ray images of the unrolled papyri. As part of the Vesuvius Challenge, Seales' team released its software and thousands of 3D X-ray images of two rolled-up scrolls and three papyrus fragments. The two unopened scrolls, belonging to the Institut de France in Paris, are among hundreds unearthed in the 1750s when excavations at the buried villa revealed an extravagant library of Epicurean philosophical text. They are believed to have belonged to a Roman statesman — possibly Lucius Calpurnius Piso Caesoninus, the father-in-law of Julius Caesar.

Even after being in the ground for 1,700 years, the carbonized papyri did not decay. Rather, they were entombed in the solid volcanic flow of mud, dirt, water and gasses, then desiccated by the heat, carbonized and preserved.

The hope was, and still is, that \$1 million in prizes would encourage global researchers and scholars to build upon the AI technology and accelerate the decoding.

Teams that enter the challenge are competing for a grand prize of \$700,000 — awarded to the first to read four passages of text from the inner layers of the scrolls by the end of 2023. Progress prizes include \$50,000 for accurately detecting ink on the papyri from the 3D X-ray scans.

"What the challenge allowed us to do was to enlist more than a thousand research teams to work on a problem that would normally have about five people working on it," Seales explained. "The competitive science aspect of this project is just fascinating." Now, six months since the competition began, contestants Farritor and Nader have virtually unwrapped many layers of papyrus from within (including the one shown) by building upon Seales' software. Farritor (first place) and Nader (second place) separately developed machine learning methods to reveal the ink within X-ray CT scans of the scroll — resulting in the same findings.

"I was walking around at night and randomly checked my most recent code outputs on my phone," Farritor said. "I didn't expect any substantial results, so when half a dozen letters appeared on my screen, I was completely overjoyed.

"Nader is continuing to build upon his models and has already discovered more lines of text, which is currently being reviewed by papyrologists. "I hope the revealed text will show just how fascinating and complex ancient civilizations were," he said. "In learning more about

them, we can also learn more about how we can make our world better.

"For their findings, Farritor and Nader have been given the "First Letters Prize," which awards \$40,000 to the first person or team to find more than 10 letters in a continuous region of the scroll and \$10,000 to the second. You can learn more about the award criteria [here](#).

"Our goal was to engage a global audience in an exciting, scientific competition that would create acceleration and advancement to the point where we are now," Posma said. "The competition continues, but today, we have achieved a major milestone. We'll learn a lot from this: what techniques work best, do we need to adjust how we do segmentation, etc.

"The competition's results are impressive. But it's also important to take a look back — to understand how this discovery came to be over the course of two decades.

"We also acknowledge the many years of work that it has taken and the technological advances that have been applied to the problem of reading this material," Seales said.

"With humility, we acknowledge the non-linear — and often unpredictable — outcomes of research, which is rarely expected, and not ever guaranteed, to lead directly to success.

21. Who are the primary leaders behind the global competition to decipher the charred scrolls?

- A) Seales and Farritor
- B) Nat Friedman and Daniel Gross
- C) Seales, Nat Friedman, Daniel Gross, and JP Posma
- D) Farritor and Nader

22. What is the grand prize amount for deciphering four passages of text from the inner layers of the scrolls by the end of 2023?

- A) \$1 million
- B) \$700,000
- C) \$50,000
- D) \$40,000

23. According to the passage, what condition preserved the carbonized papyri for 1,700 years?

- A) Direct exposure to air and sunlight
- B) Being entombed in volcanic flow and heat
- C) Submersion in water and mud
- D) Burial in a controlled environment

24. What has been Farritor and Nader's achievement in the competition?

- A) Development of the software
- B) Discovery of more lines of text
- C) Receiving the grand prize
- D) Building upon Seales' models

TRUE/FALSE/NI Questions:

25. Contestants Farritor and Nader both used machine learning methods to unveil the ink within X-ray CT scans.

A) *TRUE* B) *FALSE* C) *NO INFORMATION*

26. The "First Letters Prize" rewards \$10,000 to the first person or team that identifies more than 10 letters in a continuous region of the scroll.

A) *TRUE* B) *FALSE* C) *NO INFORMATION*

27. Posma stated that the competition has reached its intended goal.

A) *TRUE* B) *FALSE* C) *NO INFORMATION*

28. Seales claims that the outcomes of research are often predictable and lead directly to success.

A) *TRUE* B) *FALSE* C) *NO INFORMATION*

29. According to the passage, Farritor and Nader's findings have been recognized with the "First Letters Prize."

A) *TRUE* B) *FALSE* C) *NO INFORMATION*

Part 5

Read the following text for questions 30-35.

Learning Color Words

A. In the course of the first few years of their lives, children who are brought up in Englishspeaking homes successfully master the use of hundreds of words. Words for objects, actions, emotions, and many other aspects of the physical world quickly become part of their infant repertoire. For some reason, however, when it comes to learning color words, the same children perform very badly. At the age of four months, babies can distinguish between basic color categories. Yet it turns out they do this in much the same way as blind children. "Blue" and "yellow" appear in older children's expressive language in answer to questions such as "What color is this?", but their mapping of objects to individual colors is haphazard and interchangeable. If shown a blue cup and asked about its color, typical twoyear-olds seem as likely to come up with "red" as "blue." Even after hundreds of training trials, children as old as four may still end up being unable to accurately sort objects by color.

B. In an effort to work out why this is, cognitive scientists at Stanford University in California hypothesized that children's incompetence at color-word learning may be directly linked to the way these words are used in English. While word order for color adjectives varies, they are used overwhelmingly in pre-nominal position (e.g. "blue cup"); in other words, the adjective comes before the noun it is describing. This is in contrast to post-nominal position (e.g. "The cup is blue") where the adjective comes after the noun. It seems that the difficulty children have may not be caused by any unique property of color, or indeed, of the world. Rather, it may simply come down to the challenge of having to make predictions from color words to the objects they refer to, instead of being able to make predictions from the world of objects to the color words. To illustrate, the word "chair" has a meaning that applies to the somewhat varied set of entities in the world that people use for sitting on. Chairs have features, such as arms and legs and backs, that are combined to some degree in a systematic way; they turn up in a range of chairs of different shapes, sizes, and ages. It could be said that children learn to narrow down the set of cues that make up a chair and in this way they learn the concept associated with that word. On the other hand, color words tend to be unique and not bound to other specific co-occurring features; there is nothing systematic about color words to help cue their meaning. In the speech that adults direct at children, color adjectives occur pre-nominally ("blue cup") around 70 percent of the time. This suggests that most of what children hear from adults will, in fact, be unhelpful in learning what color words refer to.

C. To explore this idea further, the research team recruited 41 English children aged between 23 and 29 months and carried out a three- phase experiment. It consisted of a pretest, followed by training in the use of color words, and finally a post-test that was identical to the pre-test. The preand post-test materials comprised six objects that were novel to the children. There were three examples of each object in each of three colors—red, yellow, and blue. The objects were presented on trays, and in both tests, the children were asked to pick out objects in response to requests in which the color word was either a prenominal ("Which is the red one?") or a post-nominal ("Which one is red?"). In the training, the children were introduced to a "magic bucket" containing five sets of items familiar to 26- month-olds (ballj, cups, crayons, glasses, and toy bears) in each of the three colors. The training was set up so that half the children were presented with the items one by one and heard them labeled with color words used pre-nominally ("This is a red crayon"), while the other half were introduced to the same items described with a post-nominal color word ("This crayon is red"). After the training, the children repeated the selection task on the unknown items in the post-test. To assess the quality of children's understanding of the color words, and the effect of each type of training, correct choices on items that were consistent across the pre- and post-tests severe used to measure children's color knowledge.

D. Individual analysis of pre- and post-test data, which confirmed parental vocabulary reports, showed the children had at least some knowledge of the three colour words: they averaged two out of three correct choices in response to both pre- and post-nominal question types, which, it has been pointed out, is better than chance. When children's responses to the question types were assessed independently, performance was at its most consistent when children were both trained and tested on post-nominal adjectives, and worst when trained on pre-nominal adjectives and tested on post-nominal adjectives. Only children who had been trained with post- nominal color-word presentation and then tested with post-nominal question types were significantly more accurate than chance. Comparing the pre- and post-test scores across each condition revealed a significant decline in performance when children were both pre- and post-tested with questions that placed the color words pre-nominally. As predicted, when children are exposed to color adjectives in post-nominal position, they learn them rapidly (after just five training trials per color); when they are presented with them pre-nominally, as English overwhelmingly tends to do, children show no signs of learning.

Questions 30-33.

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

The Hypothesis

Children learn many words quite quickly, but their ability to learn colour words takes longer than expected. In fact, despite **30**_____ many four-year-olds still struggle to arrange objects into colour categories. Scientists have hypothesised that this is due to the **31**_____ of the adjectives in a phrase or sentence and the challenges this presents. While objects consist of a number of **32**_____ that can be used to recognise other similar objects, the **33**_____ of a colour cannot be developed using the same approach.

Questions 34-35.

Choose TWO letters, A-E

Which TWO of the following statements about the experiment are true?

- A. The children were unfamiliar with the objects used in the pre- and post-test.
- B. The children had to place the pre- and post-test objects onto coloured trays.
- C. The training was conducted by dividing the children into two groups.
- D. Pre-nominal questions were used less frequently than post-nominal questions in the training.
- E. The researchers were looking for inconsistencies in children's knowledge of word order.

Which TWO of the following outcomes are reported in the passage?

- A. Average results contradicted parental assessment of children's knowledge.
- B. Children who were post-tested using post-nominal adjectives performed well, regardless of the type of training.
- C. Greatest levels of improvement were achieved by children who were trained and posttested using post-nominal adjectives.
- D. Some children performed less well in the post-test than in the pre-test.
- E. Some children were unable to accurately name any of the colours in the pre- and posttests.

Test 4

Part 1

Read the text. Fill in each gap with ONE word. You must use a word which is somewhere in the rest of the text.

The Who has announced a shocking finding about the air we breathe. It said almost everyone on Earth breathes unhealthy (1) _____. The WHO's air quality update said that 99 percent of the world's population breathes air that breaks air quality limits. Researchers looked at data from over 6,000 cities in 117 countries. People living in poorer (2) _____ breathe the unhealthiest air. Millions of (3) _____ die in these countries from pollution-related diseases. The WHO said: «After surviving a pandemic, it is unacceptable to still have 7 million preventable deaths due to air pollution. » The WHO stressed the need to move away from fossil fuels. It asked governments to do more to cut air (4) _____. It wants the world to quickly change to cleaner and healthier energy. It added that high gas prices, energy security, air pollution, and climate change mean the world must use fossil fuels less. The WHO report has many recommendations for (5) _____. One of these is the use of clean energy for cooking, heating and lighting. Another is to «build safe and affordable public transport systems and pedestrian- and cycle-friendly networks.

Part 2

Read the texts 6-13 and the statements A-J. Decide which situation described in the statements matches with texts. Each statement can be used ONCE only. There are TWO extra statements which you do not need to use.

If you are interested in

- A) producing clean energy
- B) cleaning water around the world
- C) comparing rural and urban air pollution
- D) doing a project at home on energy production
- E) reducing any negative effects on the environment
- F) cleaning your neighborhood
- G) helping your family save energy
- H) asking environmental experts about their work
- I) learning how much energy we consume and travelling
- J) finding clothes produced without damaging the environment

(6) The website www.futurenow.org may be useful to find answers about how much energy is used around the planet. And if someone is planning a journey, puts in his/her route to compare the energy used by different types of transport, and chooses the one that's best for the environment.

(7) The website www.ourworld.org lists the best places online to learn the latest results of scientific studies on issues affecting the environment. Or if someone prefers working things out for him or herself, there are experiments to do like making him or her own power using sunlight! It is also useful to find information on groups all over the planet working to protect the environment.

(8) The website www.cleanplanet.org can help people to discover how waste plastic, glass and metal are turned into new products and demonstrate clips showing different methods used around the world. There's also a section on how much different fashion brands pay attention to their environmental impact. It can be used to keep up with new trends!

(9) The website www.globaleco.org explores the importance of energy in people's daily lives and also different ways of generating it without using oil or gas, for example by using wind power instead. There are links to UK companies that use these renewable energies, so it can be useful to find out more about what they do.

(10) The website www.eco.org may help to contact others who also care about environmental issues and find information about international groups; search for one to join in the local area. It can also help to find out if someone's choice of transport damages the planet. If so, it is simple to try the easy changes to that routine suggested here.

(11) The website www.planetmatters.org helps to learn about what top scientists involved in research to protect our planet do day after day, as well as about their latest discoveries. There's a message board so it will be available to post questions to them. There will be always a chance to get a quick reply. There's also a recycling section — to find different uses for things that might be otherwise put in the bin.

(12) The website www.worldaware.org helps people to know what they can do to help protect our world. This site has everything required to know about recycling: why it's important around the world, and how to get rid of items safely in local areas without harming the environment.

(13) The website www.oneworld.org has lots of environmental information here, whether someone is just starting to explore the subject, or wanting to find out about the latest research. Gifts are on sale, too, made from objects and materials that are often thrown out. One can treat him or herself and help the planet! There's also a guide about using less power at home to help you save money.

Part 3

Read the text and choose the correct heading for each paragraph from the list of headings below. There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once. Mark your answers on the answer sheet.

Questions 14-18

List of Headings

- i. Economic and social significance of tourism
- ii. The development of mass tourism
- iii. Travel for the wealthy
- iv. Earning foreign exchange through tourism
- v. Difficulty in recognising the economic effects of tourism
- vi. The contribution of air travel to tourism
- vii. The world impact of tourism
- viii. The history of travel

14. Travel has existed since the beginning of time, when primitive man set out, often traversing great distances in search of game, which provided the food and clothing necessary for his survival. Throughout the course of history, people have travelled for purposes of trade, religious conviction, economic gain, war, migration and other equally compelling motivations. In the Roman era, wealthy aristocrats and high government officials also travelled for pleasure. Seaside resorts located at Pompeii and Herculaneum afforded citizens the opportunity to escape to their vacation villas in order to avoid the summer heat of Rome. Travel, except during the Dark Ages, has continued to grow and, throughout recorded history, has played a vital role in the development of civilisations and their economies.

15. Tourism in the mass form as we know it today is a distinctly twentieth-century phenomenon. Historians suggest that the advent of mass tourism began in England during the industrial revolution with the rise of the middle class and the availability of relatively inexpensive transportation. The creation of the commercial airline industry following the Second World War and the subsequent development of the jet aircraft in the 1950s signalled the rapid growth and expansion of international travel. This growth led to the development of a major new industry: tourism. In turn, international tourism became the concern of a number of world governments since it not only provided new employment opportunities but also produced a means of earning foreign exchange.

16. Tourism today has grown significantly in both economic and social importance. In most industrialized countries over the past few years the fastest growth has been seen in the area of services. One of the largest segments of the service industry, although largely unrecognized as an entity in some of these countries, is travel and tourism. According to the World Travel and Tourism Council (1992), Travel and tourism is the largest industry in the world on virtually any economic measure including value-added capital investment, employment and tax contributions. In 1992' the industry's gross output was estimated to be \$3.5 trillion, over 12 percent of all consumer spending. The travel and tourism industry is the world's largest employer with almost 130 million jobs, or almost 7 per cent of all employees. This industry is the world's leading industrial contributor, producing over 6 percent of the world's national product and accounting for capital investment in excess of \$422 billion in direct indirect and personal taxes each year. Thus, tourism has a profound impact both on the world economy and, because of the educative effect of travel and the effects on employment, on society itself.

17. However, the major problems of the travel and tourism industry that have hidden, or obscured, its economic impact are the diversity and fragmentation of the industry itself. The travel industry includes: hotels, motels and other types of accommodation; restaurants and other food services; transportation services and facilities; amusements, attractions and other leisure facilities; gift shops and a large number of other enterprises. Since many of these businesses also serve local residents, the impact of spending by visitors can easily be overlooked or underestimated. In addition, Meis (1992) points out that the tourism industry involves concepts that have remained amorphous to both analysts and decision makers. Moreover, in all nations this problem has made it difficult for the industry to develop any type of reliable or credible tourism information base in order to estimate the contribution it makes to regional, national and global economies. However, the nature of this very diversity makes travel and tourism ideal vehicles for economic development in a wide variety of countries, regions or communities.

18. Once the exclusive province of the wealthy, travel and tourism have become an institutionalized way of life for most of the population. In fact, McIntosh and Goeldner (1990) suggest that tourism has become the largest commodity in international trade for many nations and, for a significant number of other countries, it ranks second or third. For example, tourism is the major source of income in Bermuda, Greece, Italy, Spain, Switzerland and most Caribbean countries. In addition, Hawkins and Ritchie, quoting from data published by the American Express Company, suggest that the travel and tourism industry is the number one ranked employer in the Bahamas, Brazil, Canada, France, (the former) West

Germany, Hong Kong, Italy, Jamaica, Japan, Singapore, the United Kingdom and the United States. However, because of problems of definition, which directly affect statistical measurement, it is not possible with any degree of certainty to provide precise, valid or reliable data about the extent of world-wide tourism participation or its economic impact. In many cases, similar difficulties arise when attempts are made to measure domestic tourism.

Part 4

Read the following text for questions 19-27.

An important archaeological discovery on the island of Efate in the Pacific archipelago of Vanuatu has revealed traces of an ancient seafaring people, the distant ancestors of today's, Polynesians. The site came to light only by chance. An agricultural worker, digging in the grounds of a derelict plantation, scraped open a grave – the first of dozens in a burial ground some 3,000 years old. It is the oldest cemetery ever found in the Pacific islands, and it harbors the remains of an ancient people archaeologists call the Lapita.

They were daring blue-water adventurers who used basic canoes to move across the ocean. But they were not just explorers. They were also pioneers who carried with them everything they would need to build new lives – their livestock, taro seedlings and stone tools. Within the span of several centuries, the Lapita stretched the boundaries of their world from the jungle-clad volcanoes of Papua New Guinea to the loneliest coral outliers of Tonga.

The Lapita left precious few clues about themselves, but Efate expands the volume of data available to researchers dramatically. The remains of 62 individuals have been uncovered so far, and archaeologists were also thrilled to find six complete Lapita pots. Other items included a Lapita burial urn with modeled birds arranged on the rim as though peering down at the human remains sealed inside. 'It's an important discovery,' says Matthew Spriggs, professor of archaeology at the Australian National University and head of the international team digging up the site, 'for it conclusively identifies the remains as Lapita.'

DNA teased from these human remains may help answer one of the most puzzling questions in Pacific anthropology: did all Pacific islanders spring from one source or many? Was there only one outward migration from a single point in Asia, or several from different points? 'This represents the best opportunity we've had yet,' says Spriggs, 'to find out who the Lapita actually were, where they came from, and who their closest descendants are today.'

There is one stubborn question for which archaeology has yet to provide any answers: how did the Lapita accomplish the ancient equivalent of a moon landing, many times over? No-one has found one of their canoes or any rigging, which could reveal how the canoes were sailed. Nor do the oral histories and traditions of later Polynesians offer any insights, for they turn into myths long before they reach as far back in time as the Lapita.

'All we can say for certain is that the Lapita had canoes that were capable of ocean voyages, and they had the ability to sail them,' says Geoff Irwin, a professor of archaeology at the University of Auckland. Those sailing skills, he says, were developed and passed down over thousands of years by earlier mariners who worked their way through the archipelagoes of the western Pacific, making short crossings to nearby islands. The real adventure didn't

begin, however, until their Lapita descendants sailed out of sight of land, with empty horizons on every side. This must have been as difficult for them as landing on the moon is for us today. Certainly, it distinguished them from their ancestors, but what gave them the courage to launch out on such risky voyages? The Lap it as thrust into the Pacific was eastward, against the prevailing trade winds, Irwin notes. Those nagging headwinds, he argues, may have been the key to their success. 'They could sail out for days into the unknown and assess the area, secure in the knowledge that if they didn't find anything, they could turn about and catch a swift ride back on the trade winds. This is what would have made the whole thing work.' Once out there, skilled seafarers would have detected abundant leads to follow to land: seabirds, coconuts and twigs carried out to sea by the tides, and the afternoon pile-up of clouds on the horizon which often indicates an island in the distance.

For returning explorers, successful or not, the geography of their own archipelagoes would have provided a safety net. Without this to go by, overshooting their home ports, getting lost and sailing off into eternity would have been all too easy. Vanuatu, for example, stretches more than 500 miles in a northwest-southeast trend, its scores of intervisible islands forming a backstop for mariners riding the trade winds home. All this presupposes one essential detail, says Atholl Anderson, professor of prehistory at the Australian National University: the Lapita had mastered the advanced art of sailing against the wind. 'And there's no proof they could do any such thing,' Anderson says. 'There has been this assumption they did, and people have built canoes to re-create those early voyages based on that assumption. But nobody has any idea what their canoes looked like or how they were rigged.'

Rather than give all the credit to human skill, Anderson invokes the winds of chance. El Nino, the same climate disruption that affects the Pacific today, may have helped scatter the Lapita, Anderson suggests. He points out that climate data obtained from slow-growing corals around the Pacific indicate a series of unusually frequent El Ninos around the time of the Lapita expansion. By reversing the regular east-to-west flow of the trade winds for weeks at a time, these super El Ninos might have taken the Lapita on long unplanned voyages. However they did it, the Lapita spread themselves a third of the way across the Pacific, then called it quits for reasons known only to them. Ahead lay the vast emptiness of the central Pacific and perhaps they were too thinly stretched to venture farther. They probably never numbered more than a few thousand in total, and in their rapid migration eastward they encountered hundreds of islands – more than 300 in Fiji alone.

19. According to the writer, there are difficulties explaining how the Lapita accomplished their journeys because

- A) the canoes that have been discovered offer relatively few clues.
- B) archaeologists have shown limited interest in this area of research.
- C) little information relating to this period can be relied upon for accuracy.
- D) technological advances have altered the way such achievements are viewed.

20. According to the sixth paragraph, what was extraordinary about the Lapita?

- A) They sailed beyond the point where land was visible.
- B) Their cultural heritage discouraged the expression of fear.
- C) They were able to build canoes that withstood ocean voyages.
- D) Their navigational skills were passed on from one generation to the next

21. What does 'This' refer to in the seventh paragraph?

- A) the Lapita's seafaring talent
- B) the Lapita's ability to detect signs of land
- C) the Lapita's extensive knowledge of the region
- D) the Lapita's belief they would be able to return home

22. According to the eighth paragraph, how was the geography of the region significant?

- A) It played an important role in Lapita culture.
- B) It meant there were relatively few storms at sea.
- C) It provided a navigational aid for the Lapita.
- D) It made a large number of islands habitable.

TRUE/FALSE/NI Questions:

23. It is now clear that the Lapita could sail into a prevailing wind.

A) TRUE B) FALSE C) NO INFORMATION

24. Extreme climate conditions may have played a role in Lapita migration.

A) TRUE B) FALSE C) NO INFORMATION

25. The Lapita learnt to predict the duration of El Ninos.

A) TRUE B) FALSE C) NO INFORMATION

26. It remains unclear why the Lapita halted their expansion across the Pacific.

A) TRUE B) FALSE C) NO INFORMATION

27. It is likely that the majority of Lapita settled on Fiji.

A) TRUE B) FALSE C) NO INFORMATION

Part 5

Read the following text for questions 28-33.

Today they are everywhere. Production lines controlled by computers and operated by robots. There's no chatter of assembly workers, just the whirr and click of machines. In the mid-1940s, the workerless factory was still the stuff of science fiction. There were no computers to speak of and electronics were primitive. Yet hidden away in the English countryside was a highly automated production line called ECME, which could turn out 1500 radio receivers a day with almost no help from human hands.

John Sargrove, the visionary engineer who developed the technology, was way ahead of his time. For more than a decade, Sargrove had been trying to figure out how to make cheaper radios. Automating the manufacturing process would help. But radios didn't lend themselves to such methods: there were too many parts to fit together and too many wires to solder. Even a simple receiver might have 30 separate components and 80 hand-soldered connections. At every stage, things had to be tested and inspected. Making radios required highly skilled labour—and lots of it.

In 1944, Sargrove came up with the answer. His solution was to dispense with most of the fiddly bits by inventing a primitive chip—a slab of Bakelite with all the receiver's electrical components and connections embedded in it. This was something that could be made by machines, and he designed those too. At the end of the war, Sargrove built an automatic production line, which he called ECME (electronic circuit-making equipment), in a small factory in Effingham, Surrey.

An operator sat at one end of each ECME line, feeding in die plates. She didn't need much skill, only quick hands. From now on, everything was controlled by electronic switches and relays. First stop was the sandblaster, which roughened the surface of the plastic BO that molten metal would stick to. The plates were then cleaned to remove any traces of grit. The machine automatically checked that the surface was rough enough before sending the plate to the spraying section. There, eight nozzles rotated into position and sprayed molten zinc over both sides of the plate. Again, the nozzles only began to spray when a plate was in place. The plate whizzed on. The next stop was the milling machine, which ground away the surface layer of metal to leave the circuit and other components in the grooves and recesses. Now the plate was a composite of metal and plastic. It sped on to be lacquered

and have its circuits tested. By the time it emerged from the end of the line, robot hands had fitted it with sockets to attach components such as valves and loudspeakers. When ECME was working flat out; the whole process took 20 seconds.

ECME was astonishingly advanced. Electronic eyes, photocells that generated a small current when a panel arrived, triggered each step in the operation, BO avoiding excessive wear and tear on the machinery. The plates were automatically tested at each stage as they moved along the conveyor. And if more than two plates in succession were duds, the machines were automatically adjusted—or if necessary halted. In a conventional factory, workers would test faulty circuits and repair them. But Sargrove's assembly line produced circuits so cheaply they just threw away the faulty ones. Sargrove's circuit board was even more astonishing for the time. It predated the more familiar printed circuit, with wiring printed on a board, yet was more sophisticated. Its built-in components made it more like a modem chip.

When Sargrove unveiled his invention at a meeting of the British Institution of Radio Engineers in February 1947, the assembled engineers were impressed. So was the man from *The Times*. ECME, he reported the following day, "produces almost without human labour, a complete radio receiving set. This new method of production can be equally well applied to television and other forms of electronic apparatus.

The receivers had many advantages over their predecessors, with components that were more robust. Robots didn't make the sorts of mistakes human assembly workers sometimes did. "Wiring mistakes just cannot happen," wrote Sargrove. No wires also meant the radios were lighter and cheaper to ship abroad. And with no soldered wires to come unstuck, the radios were more reliable. Sargrove pointed out that the circuit boards didn't have to be flat. They could be curved, opening up the prospect of building the electronics into the cabinet of Bakelite radios.

was all for introducing this type of automation to other products. It could be used to make more complex electronic equipment than radios, he argued. And even if only part of a manufacturing process were automated, the savings would be substantial. But while his invention was brilliant, his timing was bad. ECME was too advanced for its own good. It was only competitive on huge production runs because each new job meant retooling the machines. But disruption was frequent. Sophisticated as it was, ECME still depended on old-fashioned electromechanical relays and valves—which failed with monotonous regularity.

The state of Britain's economy added to Sargrove's troubles. Production was dogged by power cuts and post-war shortages of materials. Sargrove's financial backers began to get cold feet.

There was another problem Sargrove hadn't foreseen. One of ECME's biggest advantages—the savings on the cost of labour—also accelerated its downfall. Sargrove's factory had two ECME production lines to produce the two circuits needed for each radio. Between them these did what a thousand assembly workers would otherwise have done. Human hands were needed only to feed the raw material in at one end and plug the valves into the sockets and fit the loudspeakers at the other. After that, the only job left was to fit the pair of Bakelite panels into a radio cabinet and check that it worked.

Sargrove saw automation as the way to solve post-war labour shortages. With somewhat Utopian idealism, he imagined his new technology would free people from boring, repetitive jobs on the production line and allow them to do more interesting work. "Don't get the idea that we are out to rob people of their jobs," he told the *Daily Mirror*. "Our task is to liberate men and women from being slaves of machines."

The workers saw things differently. They viewed automation in the same light as the everlasting light bulb or the suit that never wears out—as a threat to people's livelihoods. If automation spread, they wouldn't be released to do more exciting jobs. They'd be released to join the dole queue. Financial backing for ECME fizzled out. The money dried up. And Britain lost its lead in a technology that would transform industry just a few years later.

Questions 28-33.

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Summary Sargrove had been dedicated to create a **28**_____ radio by automation of manufacture.

The old version of radio had a large number of independent **29**_____

After this innovation was made, wireless-style radios became **30**_____ and inexpensive to export overseas.

As Sargrove saw it, the real benefit of ECME's radio was that it reduced **31**_____ of manual work; which can be easily copied to other industries of manufacturing electronic devices.

Questions 32-33.

Choose TWO letters, A-E

32. What were workers attitude towards ECME Model initially

- A) Anxious
- B) Welcoming
- C) Boring
- D) Inspiring

33. What is the main idea of this passage?

- A) Approach to reduce the price of radio
- B) A new generation of fully popular products and successful business
- C) In application of die automation in the early stage
- D) ECME technology can be applied in many product fields

Test 5

Part 1

Read the text. Fill in each gap with ONE word. You must use a word which is somewhere in the rest of the text.

Marine life is the amazing world of animals that live in our oceans. There are many different types of **(1)** _____ animals, from tiny plankton to gigantic whales, and each one is unique and important to our planet. Some of the most fascinating creatures in the oceans are fish. **(2)** _____ come in all shapes and sizes, and they can live in every type of **(3)** _____ environment, from coral reefs to the darkest depths of the ocean. Another type of marine life that is crucial to our planet is coral. **(4)** _____ is actually made up of tiny animals that live together in colonies, and they create beautiful reefs that provide a home for many other creatures. Sadly, these **(5)** _____ are in danger due to pollution and climate change, so it's important that we do our part to protect them. In conclusion, there is so much to love and learn about marine creatures. By respecting and protecting these **(6)** _____ we can ensure that they continue to succeed and attract us for generations to come.

Part 2

Read the texts 7-11 and the statements A-J. Decide which situation described in the statements matches with texts. Each statement can be used ONCE only. There are TWO extra statements which you do not need to use.

A Smithsonian Museum

Come along and see this exhibition of everything to do with animals - from unusual animal prints to the latest computer designs of cartoon animals for films. Try designing a new and fantastic film creature on the computer - you might even see it appear in a film!

B The Willis Centre

Come and join the museum's guided walks along the river bank. You'll collect objects that have come from the river, such as interesting stones and old pieces of wood and machines. And then try making pictures with what you've picked up! level

C Railton Museum

A visit to this museum all about the city's river includes a 40-minute ride in a huge boat along the water - at great speed! You can also have your photo taken during the trip - but don't even think about trying to take your own. You'll be too wet!

D Park Pavilion

Art galleries not usually for you? Then visit this Art in the Park exhibition - young people's art and photography about problems in our environment. There's everything, from art produced on computers to teenagers' wildlife photos. Come and put some of your work in the display!

E The Allen Centre

Got a great idea to share? Come and take part in this exhibition about how machines are made, from the idea to the finished product. See how IT can help with plans for models. And come and work on your idea here - the best ones will go into the display!

F Hampton House

This technology museum is full of models of engines - and a big wheel! Climb on, sit down and be taken up high enough to see over the rooftops! And don't forget your camera - you'll get some amazing pictures! Model engines are on sale in the gift shop.

G Bedford Lock

Come down to the river bank and take photos of this temporary exhibition - 200 kilos of plastic rubbish, collected from our river! Get ideas about how we can each help to tidy up our world - but also don't miss the display of useful plastic items such as computer and machine parts.

H Camford Museum

The exhibition here is based around large models showing how living creatures use their amazing skills in the wild. Dress up like a jungle creature to discover how they deal with a changing environment. Or help build a model of a giraffe - and even get one from the shop to take away!

7. Sarah _____

Likes inventing useful things and finding out how new inventions are designed and produced. She's good at using computers, and wants to see how they can be used in design.

8. Jake _____

Is keen on large vehicles and machines, and would like to go somewhere he can have experience of one actually working. He'd also like to take some photos.

9. Marta _____

Is doing a project on the environment and effects of waste products we throw away. She wants to learn more about the problem and what individuals can do about it

10. Tom _____

Likes animals and wants to understand more about them. He wants to go somewhere he can take part in activities and buy a souvenir to make at home.

11. Karina _____

Is keen on art and photography. She likes exploring areas of the city to see what things she can find for her art, and then put them into her work.

Part 3

Read the text and choose the correct heading for each paragraph from the list of headings below. There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once. Mark your answers on the answer sheet.

Questions 12-18

- A) A collection of records
- B) Without a single break
- C) Hooping back in fashion
- D) Hooping Appeals to both genders alike
- E) Fun, Fitness or Treatment?
- F) The Hula Hoop goes global
- G) Spanning multiple hoops
- H) Hooping and running at the same time

12. So, when did this fascination for hula hooping really begin? Many believe it started in the 1950s, simply as a means of pleasure. However, it actually dates back much further, as far back as the fifth century in ancient Greece where it was a means of exercising. It re-emerged in thirteenth century Scotland as a therapy for those who suffered from heart disease or back conditions. In those early days it was simply called the 'hoop,' the word 'hula' was added by British soldiers on a visit to Hawaii in the nineteenth century; they believed that the action was similar to that of the traditional island Hula dance.

13. In 1950s America, Californian toy company Wham-O perfected a plastic version of the toy which attracted global interest. In as little as four months, 25 million of the hoops were sold. Within two years, over 100 million had been sold, starting a trend which swept throughout the country. In the USA alone, 50,000 were produced in a single day. Many people in countless corners of the world developed a passion for the trend, from infants to grandparents and from factory workers to CEOs.

14. Many popular songs were written about the hula hoop during the 1960s. Nevertheless, the toy's popularity began to fade over the next few decades. However, the hula hoop never completely vanished from the public arena and most toys stores continued to stock the toy. Recently it staged a spectacular revival, rallying a new generation of fans. Even the wife of the President of the USA was spotted 'hooping' on the White House Lawn. Nowadays, the circular toy has been incorporated in a range of fitness schemes. These use special weighted hoops to suit individual needs, including 'collapsible' ones designed for easy storage.

15. The hula hoop is associated with many different world records. In 1968, a group of American 11 year olds established a record for the longest 'no spinning session, lasting precisely 11 hours and 34 minutes. In 1976, an even younger contestant won an uninterrupted 10 hour 47 minutes contest at just eight years old. The present-day record holder, Bric Sorenson, was able to keep his hula hoop spinning from April 2 to April 6, 1987, accumulating an incredible 90 non-stop hours.

16. Another record is for 132 hoops spun by an individual at once. This record was established by Paul Blair on November 11, 2009, earning him the nickname "Dizzy Hips." This act involves participants holding all the hula hoops without any help from anyone else and spinning them between the shoulders and hips. As soon as the hoops have started to rotate competitors cannot touch them again with their hands. If they do, their record attempt fails.

17. In another record event, the contestant runs while simultaneously spinning. A ribbon tied around the hoop allows the judges to check if it is still revolving. The hoop must be rotating before crossing the starting line. If it ceases to spin, then contestants must stop and start it again. This is the only time that they can touch the hoop with their hands. The current female holder for this record is Australian Boo Crystal Chan, who completed 10 Km in one hour, 27 minutes and 25 seconds on March 12th 2009. The male champion, Paul "Dizzy Hips" Blair, was 20 minutes and 50 seconds faster than Boo.

18. In 2005, an American man, Ashrita Furman, successfully spun the world's largest hula hoop at 13.88 metres in diameter. While the heaviest recorded was actually a tractor tyre which weighed 53 pounds! This monster was spun for a total of 71 seconds in Austria, 2000, by Roman Schedler. And in Chung Cheng sport arena, Taiwan, on October 28, 2,496 people managed to spin their hula hoops at the same time for over three minutes without dropping one, making it the world record for mass simultaneous hula hooping.

Part 4

Read the following text for questions 19-26.

Emily woke up before her alarm went off and knew instantly something wasn't quite right in the house. Bailey, her chocolate-coloured pet Labrador, should have been there at the bedroom door demanding food but there was no sound of him. She decided to get up and go and see where he was. It felt cold in the hall but she knew she had left the heating on last night. As she walked down the stairs she heard a noise in the kitchen; the strange feeling that something was wrong was getting stronger. What was going on? She got to the bottom of the stairs and opened the door to the living room, which led to the kitchen. Why was the door closed? She always left it open. Bailey was nowhere to be seen and his toys, which were usually all over the living room floor, were in a neat pile in the corner next to his basket. Had they been there when she had gone to bed last night? She couldn't remember. She walked into the kitchen and turned the light on, it didn't work, nothing happened. She stood very still and listened, nothing. There wasn't a sound. That was really strange; she lived in the middle of a busy city, there were always people around. She woke up to the sound of traffic, car horns, police cars, her neighbors shouting in the house next door, how could there be silence at 8 o'clock on a Friday morning? She went back into the living room and turned the TV on, but again nothing happened. She went back into the kitchen and looked out of the window; it was a bright clear day. The back door was shut but when she tried the handle she realised it was unlocked. She walked out into the tiny back garden and opened the back gate; still nothing, not a sound and no sign of Bailey. She called him but he didn't come. She went back into the house and did what she realized she should have done as soon as she got up and called her mother. But there was no answer. She called her boyfriend but his mobile was switched off and she got the answer phone message. She tried a couple of other numbers but with equal success. She sat down on the sofa and thought about what she could do. She couldn't decide if she should stay at home or go out and find someone. Just as she decided the best thing would be to stay at home and wait, there was a loud banging on the front door. She jumped up and ran to the door. 'Who is it?' she shouted through the door. 'It's me,' came the reply. But she had no idea who 'me' was. She didn't want to open the door until she was sure she knew who it was, not with all the other strange things that were happening this morning, and she didn't want to shout through the thick front door, so she walked back into the living room and tried to look through the front window to see who was standing at the front door. It was a man but she couldn't make out who he was; he didn't look familiar. He was tall and was wearing a big coat with a hood over his head. Just as she was thinking of running out the back door she saw that the man had

Bailey with him, and Bailey seemed quite happy, which meant that the man had to be someone he knew and liked; he would have been barking otherwise. She still wasn't taking any chances though; she put the safety latch on the door and opened it just enough to see who was there. She was instantly relieved; it was her brother, who lived just a few streets away. She opened the door all the way and let him in. As he walked through the door he was almost knocked over by Bailey jumping up and looking more pleased than ever to see her. 'So what's going on?' she asked her brother. He looked at her as if she was stupid. 'Haven't you heard?'

19. How did Emily know there was something wrong?

- A Her alarm clock didn't go off.
- B Her dog wasn't outside the bedroom door.
- C Her dog was quieter than usual.
- D She had woken up very early.

20. How did she feel when she opened the living room door?

- A confused
- B exited
- C annoyed
- D strong

21. What could she hear when she stood in the kitchen?

- A traffic and everyday noises of the city
- B silence
- C the television
- D something in the garden

22. Why did she go into the garden?

- A to see what the weather was like
- B to talk to her neighbors
- C to look for Bailey
- D to make a phone call

23. Who did she speak to on the telephone?

- A her mother
- B her boyfriend
- C her two friends
- D no one

24. Why did she return to the living room after someone knocked on the front door?

- A Because she didn't want to leave the house.
- B Because she wanted to try and see who was at the front door.
- C Because she didn't want to talk to the person at the front door.
- D Because she wanted to sit down and think about what to do

25. Why did she think she must know the man at the door?

- A She recognised the clothes he was wearing.
- B Bailey was barking at him.
- C Bailey seemed relaxed with him.
- D She recognised his voice.

26. What does the author mean in line 35 when it says that 'she still wasn't taking any chances though'?

- A She wasn't feeling lucky.
- B She was going to take advantage of the situation.
- C She wasn't going to waste the opportunity.
- D She wasn't going to take any risks.

Part 5

Read the following text for questions 27-33.

Ian Beavis is a naturalist and blogger with a mission to raise the profile of the many solitary bees, whose pollinating services are so important, yet so little recognised. Solitary bees inhabit gardens, parks, woodlands, fields and cliffs. In fact they represent 95% of the world's bee species. Leading wildlife illustrator Richard Lewington, best known for his beautiful paintings of butterflies, says, 'Solitary bees are so useful to gardeners and commercially valuable. Yet until recently they barely registered in the public consciousness. I wanted to help publicize their vital role in our lives' The problem with solitary bees has long been one of identification with more than 240 species to choose from, and no accessible guidebook, where do people start? So Richard Lewington has spent any spare time over the past few years working on a new guide to the bees of Great Britain and Ireland. This, amazingly, is the first book of its kind to be published for over a century.

How do solitary bees live? A female solitary bee constructs a nest and then lays her eggs in individual cells, lining or sealing them with various materials depending on the species of bee - red mason bees use mud leafcutter bees use sections of leaf The female leaves what naturalists call a 'parcel' of pollen and nectar for each other little grubs to feed on When the female has laid all her eggs, she dies The emerging grubs eat, grow and develop into adults the following year.

While some bees are plentiful and widespread, others have been designated as rare. Or are very local in distribution. In 2013, Ian Beavis came across what has long been known as one of Britain's rarest species, the banded mining bee. An impressive species with white hairs on its face, the banded mining bee nests in the ground, typically on steep banks. Ian Beavis explains that it always chooses bare earth because it doesn't like having to eat through plant roots to make its nest Females feed on a variety of plants, but seem particularly fond of yellow dandelions that bloom from spring to autumn.

Another bee that has attracted naturalists' attention is the ivy bee. It was only identified as a distinct species in 1993. It is one of a number of bees that have been able to establish themselves in Britain due to the recent warmer winters. About the same size as a with distinctive orange-yellow banding on its abdomen, it was initially thought to feed on y on ivy, but has since been seen visiting other plants.

The discoveries about ivy bees show how rewarding the study of solitary bees can be but it's not the only species whose habits are changing. Ian Beavis believes we can see in solitary bees the beginning of social behaviour. He explains that many species make their nests close to each other in huge groups, and there are some, like *Andrena scotica*, where several bees use the same entrance without becoming aggressive. It's not difficult to see how this behaviour, which could be seen as the foundation of social behaviour, might evolve in future into worker bees sharing care of the grubs. Indeed some of Britain's solitary bees, *Lasioglossum malachurum* for example, are already demonstrating this type of social behaviour. So will all solitary bees evolve into social insects? Not necessarily. According to Ian Beavis, there are advantages to social behaviour but there are also advantages to nesting alone. Bees that nest socially are a target for predators, diseases and parasites.

Pesticides can also pose a threat to solitary bees. At the University of Sussex in England. Beth Nicholls is conducting research into the effects of certain pesticides on the red mason bee. She explains. 'We know that pesticides harm social bees, but very little research has been done into solitary bees.' Honeybees fly throughout the summer, so they may be exposed to different levels of pesticides. But if the shorter flight period of solitary bees - the red mason bee only flies from March to May coincides with peak pesticide levels, that might be disastrous. If the red mason bee declines dramatically, it could affect the fruit growing industry. According to Beth Nicholls, it is much more efficient at pollinating orchard trees. Social bees carry pollen in 'baskets' on their back legs, but a female red mason bee carries it on the underside of her abdomen. This is a messier way of transporting it, and so more pollen is transferred to other flowers. The social bees' method is much 'tidier', so once they have collected the pollen and tucked it away behind their legs, it won't be dropped.

Solitary bees are all around us. We need to start paying attention to them before it's too late.

Questions 27-33.***Complete the summary below.******Choose NO MORE THAN TWO WORDS from the passage for each answer.***

Female solitary bees make their nests with separate **27** _____ where single eggs are deposited.

Females try to ensure the survival of all their **28** _____

They do this by providing suitable food in what is referred to as a **29** _____

Solitary Bees use a range of substances to make their nests comfortable and secure, such as plant material or **30** _____

Although some solitary bees are common, certain species are thought to be **31** _____

The different solitary bees vary widely in their **32** _____, some being found all over Britain while others are much more restricted geographically.

33. What does the writer think is surprising about the new book on bees?

- A. There is such a wide range of species in it.
- B. Some of the species in it are hard to differentiate.
- C. Richard Lewington chose to give up his main work to write it.
- D. It was so long since a guide like this had been produced.

LISTENING PAGE

Test 1

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) I'll go and find it.
B) You can borrow it.
C) I didn't buy it.
2. A) I thought they won.
B) It was a bit boring.
C) Only at the weekend.
3. A) At around four.
B) Only on Sunday.
C) At the end of the street.
4. A) Very well, thank you.
B) I went to the cinema.
C) They can't wait here.
5. A) It's in the car.
B) So am I.
C) Last Thursday.
6. A) Yes, please.
B) Yes, it is.
C) Yes, of course.
7. A) Me too.
B) Watch out.
C) I think so.
8. A) I'm OK, thank you for offering.
B) Sorry, I'm not very strong.
C) I don't know about that, I'm afraid.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space. Write ONE WORD and / or A NUMBER for each answer.

*You will hear a radio talk about holidays in Northumberland.
For each question, fill in the missing information in the numbered space.*

Holidays in Northumberland

Useful Information

- Read Peter Green's book called '(9)..... around Northumberland'.
- Lots of things to see, for example (10).....
- Accommodation in flats, hotels, cottages or bed and breakfast places.
- Best time to go is (11).....

Bike Hire

- One week - £35
- Two weeks - (12) £

Local Events

- June - Food Festival
- August - International Festival of (13).....

National Park Activities

- Guided walks
- Photography
- (14).....

Part 3

You will hear people talking about pets. For questions 15-18, choose from the list A-f which pet each one has at home. There are TWO EXTRA places which you do not need to use.

Mark your answers on the answer sheet.

15) Speaker 1

16) Speaker 2

17) Speaker 3

18) Speaker 4

A) a cat

B) a dog

C) a parrot

D) fish

E) mice

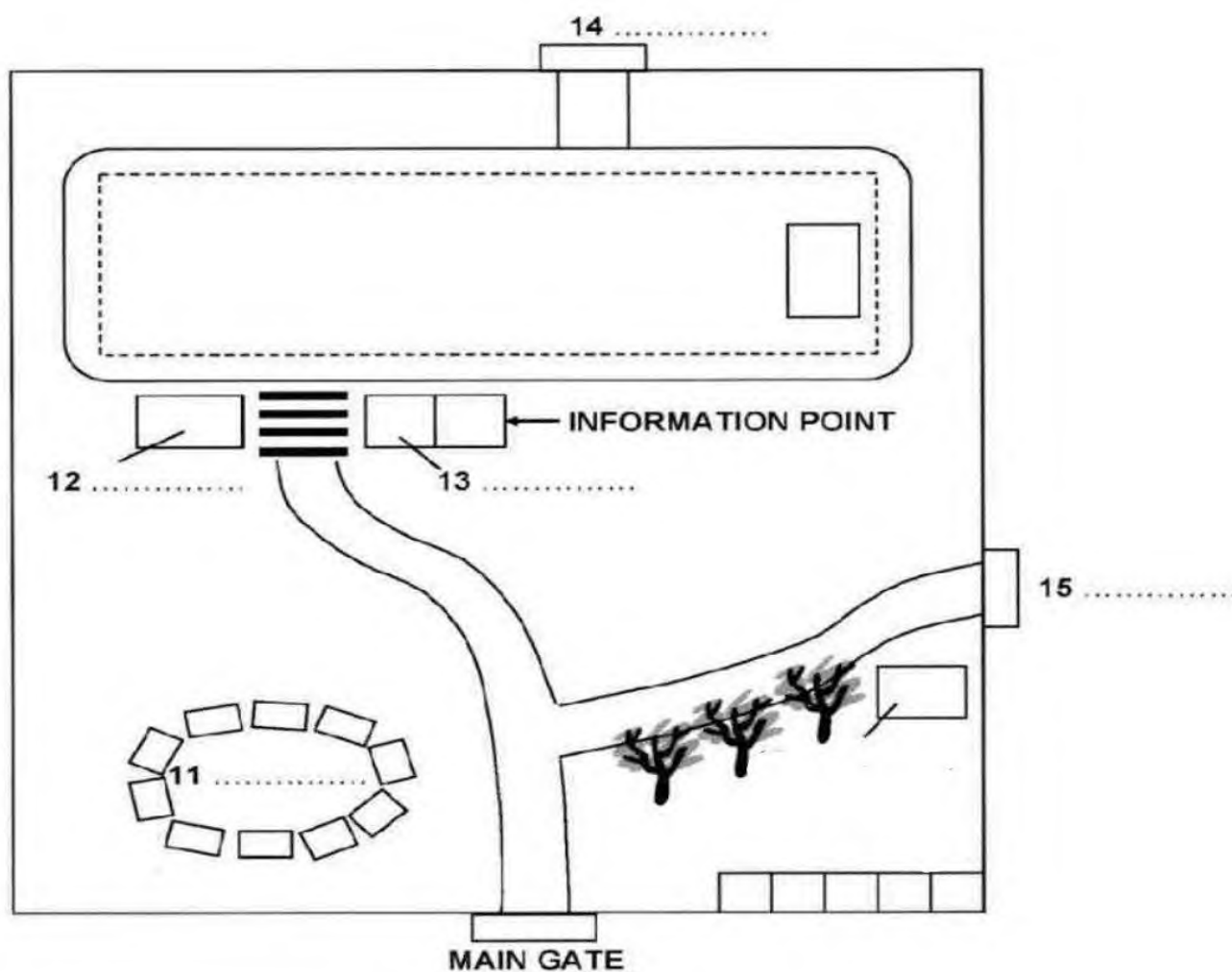
F) a spider

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.

- A) Art exhibition
- B) Band entrance
- C) Car park
- D) Craft fair
- E) Exhibitors' entrance
- F) Fringe stage
- G) Lock-up garages
- H) Main stage
- I) Restaurant



Part 5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.

Mark your answers on the answer sheet.

Extract One

24. Which aspect of college publicity material do the friends disagree about?

- A) how useful the environmental rating system is
- B) how well the different courses are described
- C) how visually attractive the brochures are

25. In the woman's opinion, companies link themselves with charities in order to

- A) boost their profits
- B) improve their image in society
- C) distract attention away from other issue

Extract Two

26. What is the woman's criticism of exercising in gyms?

- A) Members get limited access to the facilities.
- B) The membership cost is too high for the services offered.
- C) It encourages exercise habits that lead to unhealthy lifestyles.

27. How does the man respond to his friend's criticism?

- A) He objects to her making sweeping generalisations about gyms.
- B) He questions the value of excessive gym attendance.
- C) He suspects she'd enjoy a different type of gym.

Extract Three

28. What is she doing during the conversation?

- A) admitting to regrets about her choice of place to study.
- B) complaining about challenges she's had to face.
- C) expressing her admiration for people in the city.

29. Why does the man give the example of trees?

- A) to support her main point
- B) to present a counter-argument to hers
- C) to express a reservation about her interpretation

Part 6

You will hear the year of text. For each question, fill in the missing information in the numbered space. Write no more than ONE WORD for each answer.

The Year Of...

30. Reason for no handouts:
.....

31. Gregory has represented YEAROF since:
.....

32. Gregory thought public awareness was:
.....

33. Amount YEAROF receives from government:
.....

34. YEAROF's focus in coming year:
.....

35. Main reason for chosen college:
.....

Test 2

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet

1. A) Sorry, I can't.
B) Sorry to hear it.
C) Sorry about that.
2. A) She likes chocolate.
B) She's very friendly.
C) She's next door.
3. A) Not now.
B) Of course.
C) He's late.
4. A) I will.
B) I am.
C) I know.
5. A) It didn't last.
B) Ten days ago.
C) She's on time.
6. A) In the shop over there.
B) In a few minutes' time.
C) In your jacket pocket..
7. A) I didn't go.
B) I apologise.
C) I missed you.
8. A) Wait, I'll check
B) It was on time.
C) OK, let's start.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space. Write ONE WORD and / or A NUMBER for each answer.

Julie’s trip to Venice

You can use bus, (9).....boat to go to Venice from the airport.
Julie and her parents started their journey to Arsenale at (10).....
The museum card costs (11)..... pound.
Julie's favourite place to walk was over (12).....
The best food to eat in Venice is (13).....
Julie's parents bought some toy (14).....for her relatives.

Part 3

You will hear people talking about how they felt when they received an award. For questions 15-18, choose from the list A-f which pet each one has at home. There are TWO EXTRA places which you do not need to use.

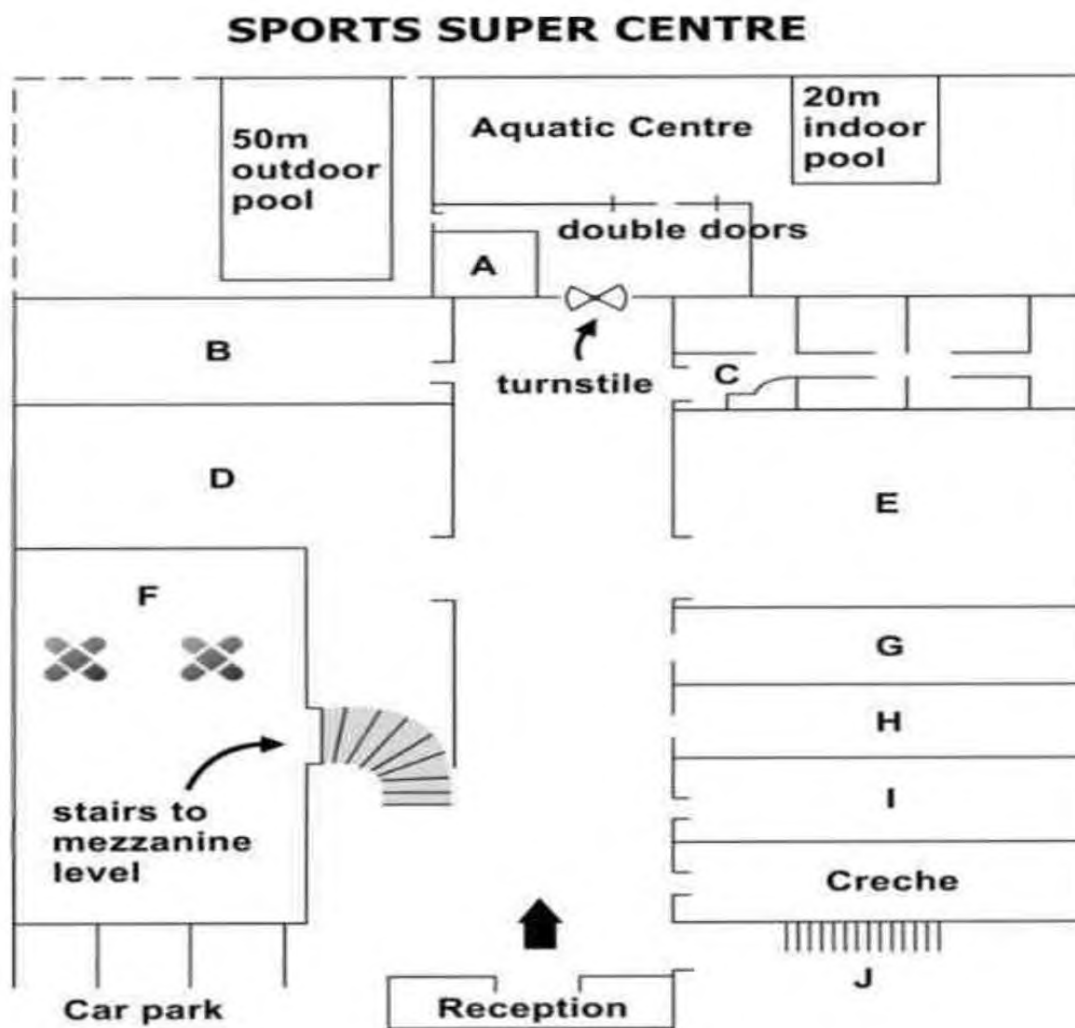
Mark your answers on the answer sheet.

- | | |
|---------------|--------------|
| | A) relieved |
| 15. Speaker 1 | B) worried |
| 16. Speaker 2 | C) proud |
| 17. Speaker 3 | D) exhausted |
| 18. Speaker 4 | E) grateful |
| | F) confused |

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



- 19. Administration office ____
- 20. Sports medicine clinic ____
- 21. Bike racks ____
- 22. Café ____
- 23. Conference room ____

Part 5

*You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.
Mark your answers on the answer sheet.*

Extract One

24. He thinks the architect's decision not to use strong colours was good because

- A) the stadium has to blend in with its surroundings
- B) it gives the stadium a more sophisticated atmosphere
- C) the matches and crowds will provide a feeling of energy

25. He compares the new stadium to a modern airport in order to

- A) praise the quality of the facilities
- B) emphasise the size of the building
- C) explain how many people it can hold

Extract Two

26. How does she feel about her job?

- A) keen to continue as long as she can
- B) fearful that she will soon be replaced
- C) reluctant to go into work on some occasions

27. When talking about her colleague, she reveals

- A) her amusement at his choice of language
- B) her admiration of what he can get away with
- C) her wish that she could be as popular as hi

Extract Three

28. According to Tamsin, what is the purpose of the seed bank?

- A) to encourage farmers to sow older crop varieties
- B) to ensure replacement of species which may be lost
- C) to enable experts to produce disease-resistant plants

29. Greg thinks that the organisers of the seed bank

- A) are underestimating the security issues.
- B) will have difficulty finding the right personnel
- C) have not adequately specified the procedures involved.

Part 6

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space.

Write ONE WORD and /or A NUMBER for each answer.

Mooncake

Markus was staying in Japan when he first tried mooncake.

Markus's favourite kind of mooncake has a filling made of **(30)**.....

Markus says that he likes to have **(31)**..... with mooncake.

Mooncake is popular during the Moon Festival, which last year was held in September.

The mooncake Marcus was given during the festival had the shape of a **(32)** on the top.

Markus was surprised to learn that mooncake is rarely made at home in China.

The people Markus was staying with received mooncake from their **(33)**

His host family gave Markus a mooncake that had a slightly **(34)** flavour.

Markus was told that, many years ago, people used mooncakes to send secret messages to each other.

After people had read what was written on the mooncake, they **(35)**it.

Test 3

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) I know you can.
B) Just a moment - I'll ask Tom.
C) Nothing, I'm free.
2. A) Yes, how about Tuesday?
B) What time shall we come round?
C) Hang on, I'll just check with Anna.
3. A) Sorry, how about Friday?
B) Sorry, this week's really busy for me.
C) Sorry, I can't do Saturday.
4. A) I think I'm next.
B) We'll take it.
C) I'll just check.
5. A) Very good.
B) That sounds nice.
C) Well, thanks.
6. A) What's the time?
B) Is that OK for you?
C) How about next week?
7. A) I agree with you.
B) No, don't worry.
C) Yes, that's right.
8. A) Hang on a minute - let me see.
B) I'm not sure - yes, I do.
C) Actually, we will.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space. Write ONE WORD and / or A NUMBER for each answer.

GLASGOW

Arrival by car

City centre car parks are **9**..... Leave car at hotel.

'Discovering Glasgow' tour bus

- Departs from George **10** every 30 minutes.
- Buy tickets from **11**

Walking

- Go to Welcome Centre for information - free **12**..... available.

Places to visit

- Glasgow Cathedral - built in fifteenth century.
- Merchant City area - shops selling **13** and clothes.
- Byres Road - student area.
- Botanic Gardens - glasshouses close at **14**

Part 3

You will hear people talking about incidents at work involving children. For questions 15-18, choose from the list A-F which occupation each speaker has. There are TWO EXTRA places which you do not need to use.

Mark your answers on the answer sheet.

15 Speaker 1

16 Speaker 2

17 Speaker 3

18 Speaker 4

A shop assistant

B doctor

C executive

D nursery teacher

E bus driver

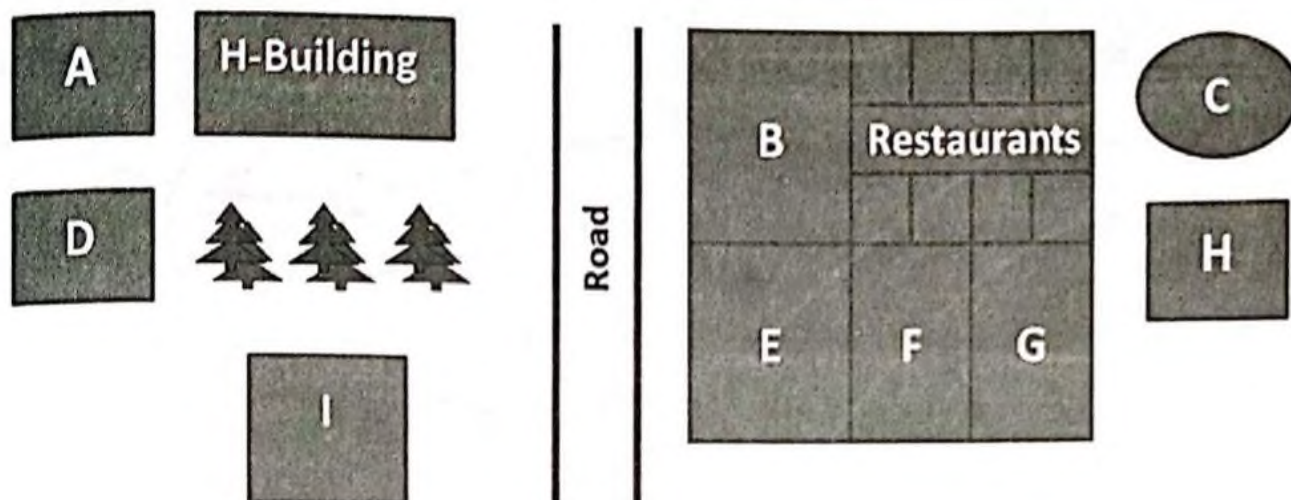
F lawyers

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.

The Brandon Complex



19. Wilsons____

20. DVD Shop____

21. Student Union Office____

22. Engineering Institute____

23. Fitness Room____

Part 5

*You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.
Mark your answers on the answer sheet.*

Extract One

24 The guide suggests that Marianne North's work is important

- A as historical documentation.
- B for its range of subject matter.
- C because of technical expertise.

25 The guide refers to a change in people's attitude towards

- A the role of education.
- B the value of artistic skills.
- C the relationships between men and women.

Extract Two

26 What does Professor Renton suggest that he has inherited?

- A his enquiring mind
- B his problem-solving skills
- C his talent for gathering facts

27 Professor Renton says that one of the museum's aims should be to

- A reassure visitors about current issues.
- B enable visitors to draw conclusions.
- C interpret evidence for visitors.

Extract Three

28 What is his attitude towards the Internet?

- A Its practical drawbacks have been overemphasised.
- B Its effects on business have generally been exaggerated.
- C Its social importance has been overestimated by entrepreneurs.

29 What does he say about washing machines?

- A They led to an expansion of the labour market.
- B They were initially only available to wealthier people.
- C They were an early sign of changing attitudes to women.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

THE OFFICE OF THE FUTURE

What's called the **30**office is given as an example of one prediction that hasn't come true.

Francis Duffy, an architect by profession, identifies four types of office. Duffy gives the name 'The Hive' to the type of office where work of a **31** nature is carried out.

The Cell' is a type of office which suits people whose work requires concentration.

Duffy thinks that people such as computer scientists and **32** work well in a cell office.

The type of office which Duffy calls The Den' was designed to make interaction such as **33** easier.

Duffy sees people involved in professions like **34** and the media working well in a den office.

Duffy says The Club' is the type of office which would suit people doing what he calls **35**work.

Test 4

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) Yes, we shouldn't do that.
B) Yes, do you think I should complain?
C) No, that's terrible.
2. A) I wouldn't worry about it.
B) I suppose so.
C) I'm really sorry to hear that.
3. A) Yes, I think it is.
B) I think it was very good.
C) I don't think I should do that.
4. A) I'll do it for you.
B) I'd use two alarms.
C) I hope the classes are OK.
5. A) I'm really sorry to hear that.
B) I'm really sorry but I can't.
C) I'm really sorry about last week.
6. A) Yes, you will.
B) Can I help you?
C) You're right.
7. A) I don't think that's a good idea.
B) What do you think she should do?
C) I'm sorry I don't think I can.
8. A) No, what do you think I should do?
B) I don't think I should do that.
C) OK, that should be right.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space. Write ONE WORD and / or A NUMBER for each answer.

Willingham Museum

In the museum, visit:

- a 19th-century **9**
- a 1950s dining room
- a new exhibition about **10**..... which will open on **11**.....

The museum is:

- in a building which was a **12**
- near the **13** outside the town

To get there:

- follow the **14** signs from the town centre.

Part 3

You will hear people speaking on the subject of motorbikes. For questions 15-18, choose the phrase (A-F) which best summarises what each speaker is talking about. There are TWO EXTRA places which you do not need to use.

Mark your answers on the answer sheet.

15 Speaker 1

16 Speaker 2

17 Speaker 3

18 Speaker 4

A the perfect passenger

B a feeling of power

C a lengthy career

D the best way to learn

E a family business

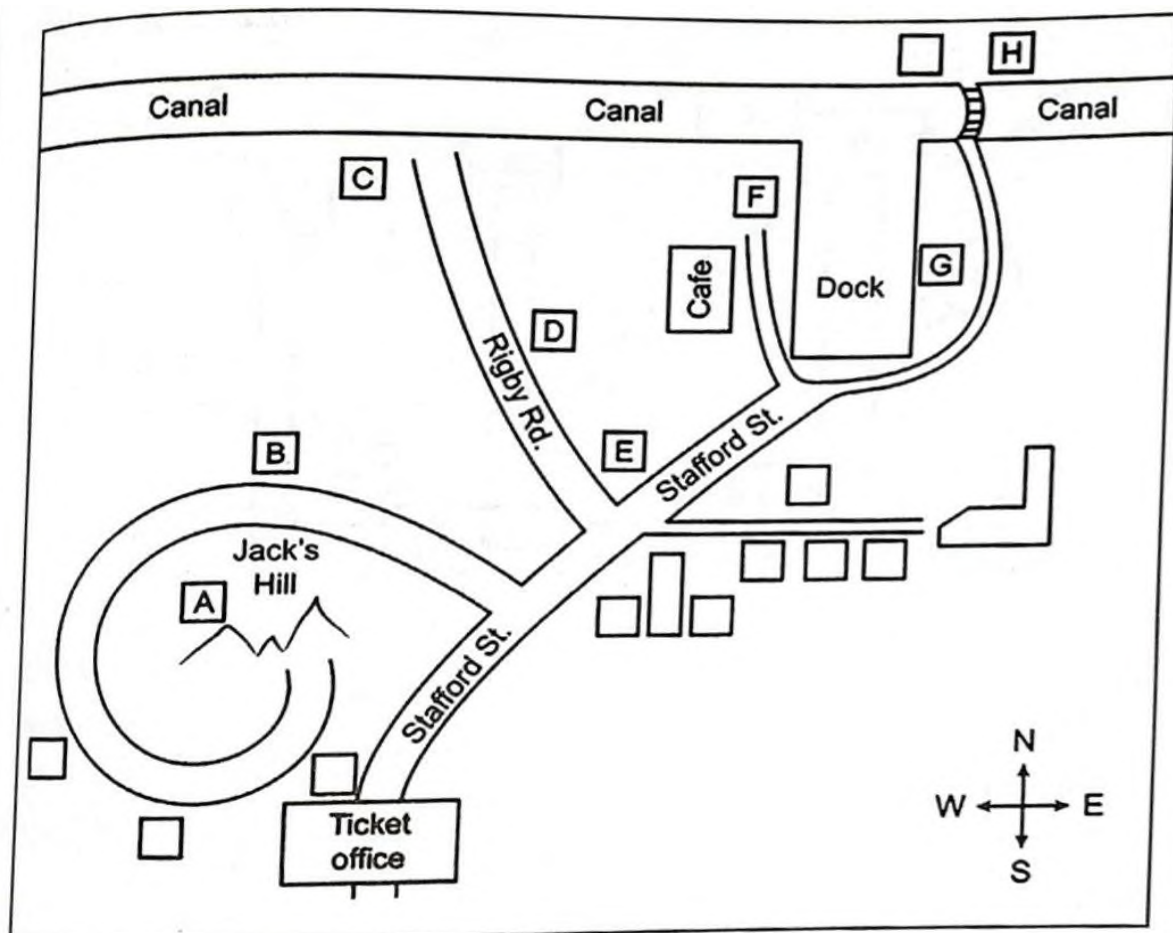
F a break with routine

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.

Willford Living Museum



19. Old bakery____

20. Doctor's surgery____

21. Cooper's cottage____

22. Stables____

23. Old school____

Part 5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.

Mark your answers on the answer sheet.

Extract One

24 What is the man's reaction to the majority of visiting birdwatchers?

- A) He thinks they drive too fast.
- B) He believes they are ignorant of one of nature's delights.
- C) He doesn't understand why so many of them come to the area he lives in

25 The speakers seem to

- A) be knowledgeable about their local wildlife.
- B) work for a local wildlife conservation group.
- C) resent people admiring the local wildlife.

Extract Two

26 The man and woman are

- A) flatmates.
- B) neighbours.
- C) married.

27 What probably caused the disturbance?

- A) a cat
- B) a criminal
- C) a wild animal

Extract Three

According to the woman

- A) there are no obvious benefits to landfill sites.
- B) landfill sites cause disease among local people.
- C) landfill sites are the lesser of the two evils compared to incineration

29 Plans to build a new landfill site

- A) have been temporarily stopped.
- B) will probably never come to fruition.
- C) have been stopped by protesters who are blocking research

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

THE STORY OF ASPIRIN

Doctors in ancient **30** treated their patients with a medicine derived from the bark of the willow,

Edward Stone believed that willow tree extract was similar to quinine.

The active ingredient of aspirin was isolated in **31**

Unfortunately, salicylic acid can affect the **32**quite badly.

The first commercially available aspirins were made by Bayer, a German company.

However, there was little **33** into the way aspirin works for nearly 70 years.

Some scientists think that people over **34** should take aspirin to prevent certain diseases.

It appears that **35** grown without artificial chemicals also contain the active ingredients of aspirin.

Test 5

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) Yes. long time no see!
B) How about you?
C) It was really nice to meet you.
2. A) How nice of you.
B) That sounds nice too.
C) Nice to meet you. too.
3. A) About six months ago.
B) Not far from here.
C) Let's go.
4. A) That's fine.
B) What a lovely surprise!
C) Hi - nice to meet you.
5. A) How silly.
B) We must meet up again soon.
C) How are you?
6. A) OK - I'll give you a call next week.
B) OK - how lovely.
C) OK - and you?
7. A) Yes, and see you again soon.
B) That sounds great.
C) Nice to meet him.
8. A) I'm John, by the way.
B) Nice to meet you too.
C) Robert, what a lovely surprise!

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space. Write ONE WORD and / or A NUMBER for each answer.

Working in a forest in New Zeland

Steve had accommodation in a shared **9**

Steve says it was important to have good **10**at the end of each day.

Steve worked with a team that made a **11** through the forest.

Steve also collected information needed for a **12**..... of the forest area.

In the morning Steve was surprised to hear the sound of **13** in the forest.

When he did the trip, Steve only had to pay for his **14**.....

Part 3

You will hear people speaking in different situations. Match each speaker (15-18) to the place where the speaker is (A-F). There are TWO EXTRA places which you do not need to use.

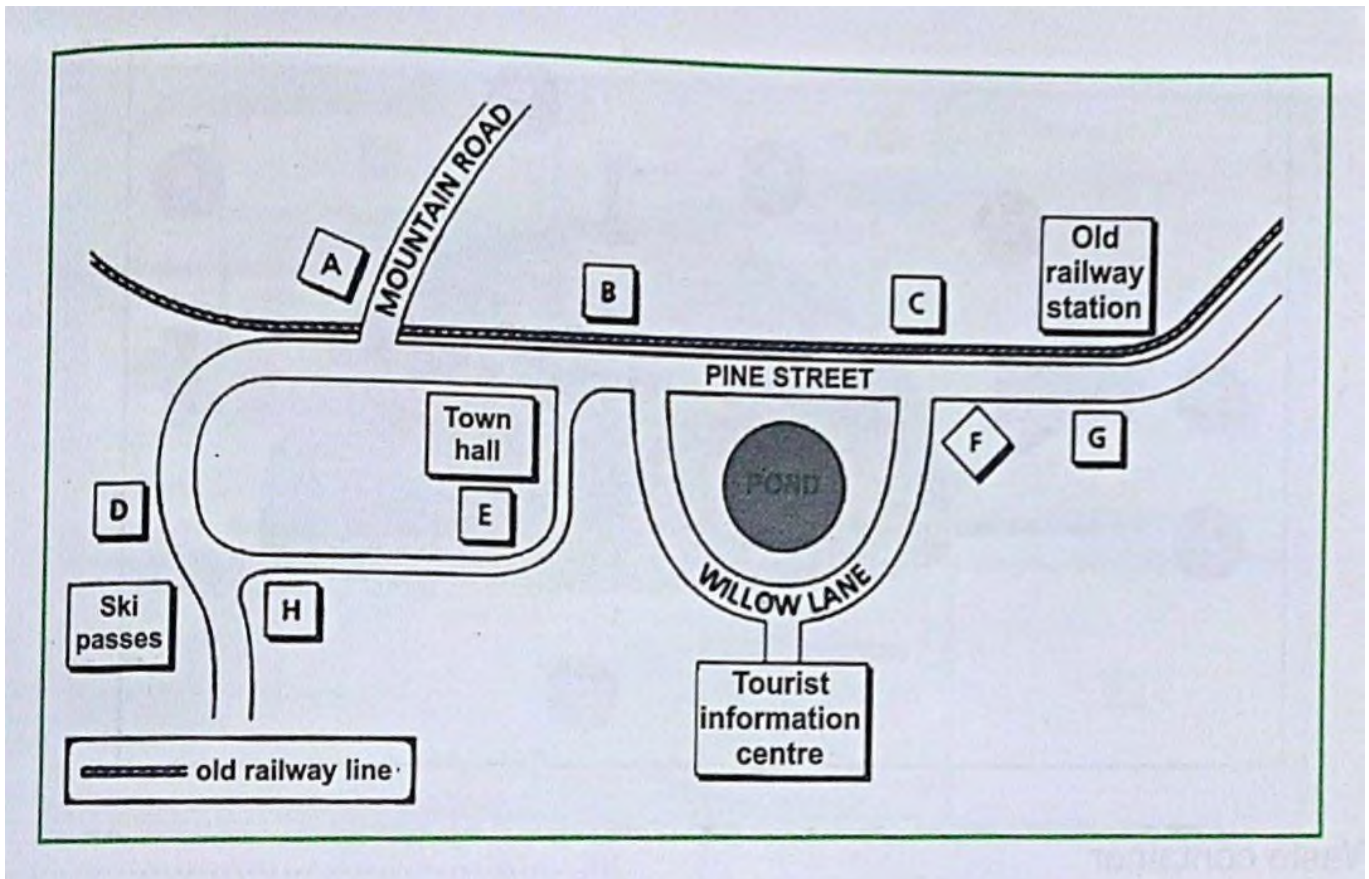
Mark your answers on the answer sheet.

- | | |
|---------------------|--------------------------------|
| 15 Speaker 1 | A at a wedding |
| 16 Speaker 2 | B at a birthday party |
| 17 Speaker 3 | C at a leaving party |
| 18 Speaker 4 | D in a university lecture hall |
| | E at a funeral |
| | F in a classroom |

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



19 Supermarket____

20 Climbing supplies store____

21 Museum____

22 Bike hire____

23 Café____

Part 5

*You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.
Mark your answers on the answer sheet.*

Extract One

24 What does Bob Aldridge do currently?

- A He's an executive.
- B He's a politician.
- C He's probably retired.

25 What does Bob think about air travel?

- A It can be justified but travellers should pay mere tax.
- B Airports are big enough to cope with the number of air travellers.
- C Rail travel could eventually replace air travel.

Extract Two

26 What does the woman feel about travelling alone?

- A She gets a thrill out of taking big risks abroad.
- B She believes that positive common sense keeps most people out of trouble.
- C She believes that being abroad is bound to be more dangerous than being at home.

27 When the woman was in Thailand, she

- A thought her life was in danger.
- B was too interested in the coup to be frightened.
- C realised immediately that there was nothing to be afraid of.

Extract Three

28 What does the woman want a new camera for?

- A To take holiday snaps to show her friends and family when she returns
- B To take photographs to sell as cards in an art gallery.
- C To try to create an original impression of the countries she visits.

29 What does the man say about digital cameras?

- A Compact cameras are convenient for the casual photographer.
- B More creative photography demands a film camera.
- C The bigger the camera, the better the quality of picture.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

ROMAN TABLETS

The speaker says that an Ancient Roman 'tablet' was about as thick as a present-day
30

At the site of an old fort, archaeologists discovered about 200 tablets. Roman soldiers often used tablets writing letter or documents of a **31** nature.

On one tablet mentioned, the word **32**js legible as well as peoples names. An expert in whats called computer vision says that the project is very challenging.

Panels on the tablets were once filled with **33**..... , which provided the writing surface.

Efforts to analyse the original texts using **34**..... photography were unsuccessful.

New technology is also being applied to other historical texts which were written using
35.....

Test 6

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) Every 30 minutes.
B) At 15.27.
C) There's a new one over there.
2. A) It's just round the corner.
B) Actually, there is one more thing.
C) It was great to see you again.
3. A) Yes, that's right.
B) Yes, of course.
C) Yes, I can.
4. A) Well, when do you want to travel?
B) You can buy one at the ticket office.
C) Where can I buy a ticket?
5. A) Yes, sure.
B) Yes, you're right.
C) Yes, it is.
6. A) From stop number 12.
B) It's just over there.
C) Every 20 minutes.
7. A) Thank you for your help - you're very kind.
B) That's great news, really great.
C) Where's the bus station, please?
8. A) It's in ten minutes.
B) It's one and a half hours.
C) This is platform eight.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space. Write ONE WORD and / or A NUMBER for each answer.

STUDY PROGRAMME

Courses available on:

- English Literature
- 18th century **9**
- Modern Architecture

Dates for all courses:

- start date: 14th June
- end date: **10**
- classes: every day except **11**

Course fees:

- £425 each !

*Reduced prices for **12***

Included in price:

- accommodation and food
- use of the library a social activities
- books

Not included in price:

- extra **13**
- a transport

Available from college secretary:

- registration forms
- a copy of the **14**for your course

Part 3

You will hear radio reports. For questions 15-18, choose from the list A-F what each reporter is reporting on. There are TWO EXTRA places which you do not need to use. Mark your answers on the answer sheet.

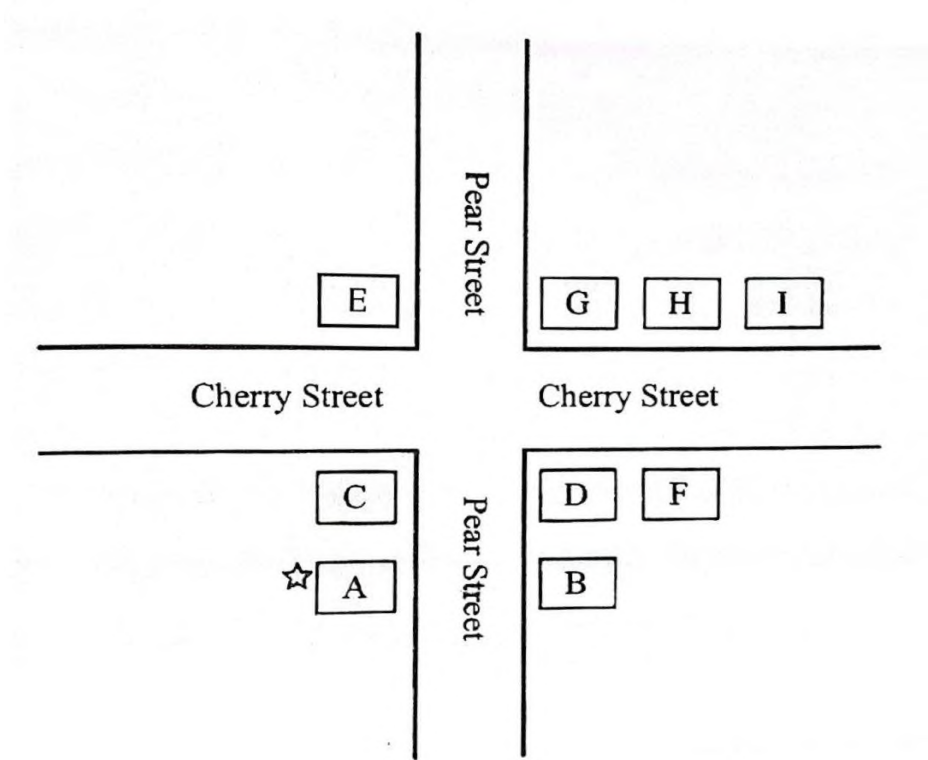
Mark your answers on the answer sheet.

- | | |
|---------------------|--------------------------|
| | A a concert |
| 15 Speaker 1 | B a parade |
| 16 Speaker 2 | C a strike |
| 17 Speaker 3 | D a demonstration |
| 18 Speaker 4 | E a sports event |
| | F a celebration |

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



- 19. Harbor View Bookstore____
- 20. Pear Café____
- 21. Souvenir Store____
- 22. Art Gallery____
- 23. Harbor Park____

Part 5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.

Mark your answers on the answer sheet.

Extract One

24 The man thinks the essential component of a holiday is

- A physical activity.
- B the opportunity to travel.
- C mental stimulation.

25 He feels that one benefit of doing archaeology on holiday is that it

- A provides him with the excitement of discovery.
- B adds to the sum of his knowledge.
- C helps him to be more tolerant.

Extract Two

26 They agree that being late

- A is a growing trend.
- B is a difficult habit to break.
- C can be amusing when it affects others.

27 In the woman's opinion, people who fail to arrive on time

- A are often completely unaware of the problems they cause
- B generally have a relaxed attitude to life.
- C are putting their career prospects at risk.

Extract Three

28 The woman thinks the novelist manages to

- A create a credible background.
- B exploit a strong story line.
- C depict well-drawn characters.

29 The friends agree that this historical novel

- A gives a successful insight into the past.
- B provides an escape from the present.
- C presents a highly subjective view of events.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

THE WATERMAN SPORTS ACADEMY

The Waterman Sports Academy offers training in several sports, including swimming and long-distance **30**

Helen coached a girl who wanted to compete in the long jump. Her interest in sports medicine dates back to the time when her **31**suffered a back injury.

To be successful in a particular sport, an athlete must have the right **32**

Helen says that fitness is important, even in sports like **33**
She stresses that a proper diet is vital in physical development.

Athletes who do not have the latest **34** handicapped in competitions. In Helen's opinion, the most important factor for success is having the right **35**

Test 7

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) What a relief.
B) Oh, dear. Really?
C) No, I don't think so.

2. A) Phew, that's good to hear.
B) Yes, I had a broken leg.
C) No, I don't think so.

3. A) I feel exhausted.
B) Are you taking anything for the pain?
C) Well, I usually go to the gym after work.

4. A) What a relief.
B) Yes, I've got a cold.
C) Sure, Doctor.

5. A) I can't get to sleep.
B) Here, in this area.
C) I feel sick.

6. A) When did this problem start?
B) What does it do?
C) I've taken some aspirin.

7. A) He's gone to the chemist.
B) It really hurts when I walk.
C) No, I don't think so.

8. A) Where does it hurt?
B) Do you do any exercise?
C) Can I have a look?

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space.

Write ONE WORD and / or A NUMBER for each answer.

Griffon the Horse

The international horse show will be held in the month of **9**, just after Hannah's birthday.

The family will travel from Poland to the horse show in **10**

The person who will ride Griffon round the ring in the international show is Hannah's **11**

Two weeks ago, Griffon won some **12** as a prize.

Hannah's ambition is to work as a **13**

When Griffon wins a competition, he is given some **14** by the family.

Part 3

You will hear people talking about trips they went on. Match each speaker (15-18) to the place where the speaker is (A-F). There are TWO EXTRA places which you do not need to use.

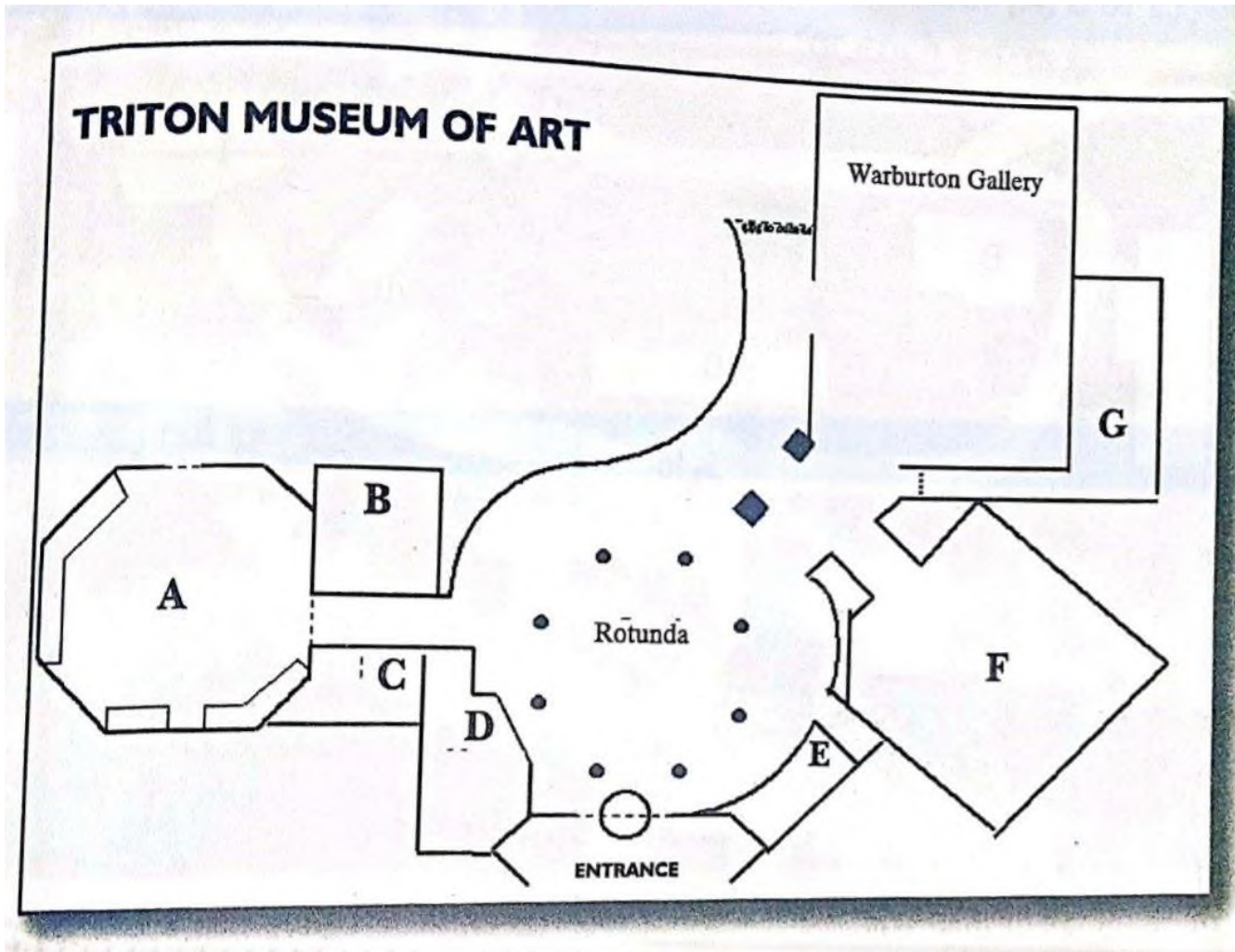
Mark your answers on the answer sheet.

- | | |
|---------------------|---|
| | A It started badly. |
| 15 Speaker 1 | B It was exciting. |
| 16 Speaker 2 | C It lasted too long. |
| 17 Speaker 3 | D It was better than I had expected. |
| 18 Speaker 4 | E It finished early. |
| | F It was badly organized. |

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



19. Cloakroom____
20. Permanent Collection Gallery____
21. Storage Room____
22. Cowell Room____
23. Staffroom.and Kitchen____

Part 5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.

Mark your answers on the answer sheet.

Extract One

24 How does the lecturer feel about the so-called Tongue Map

- A surprised that it was accepted for so long
- B frustrated by the diversity of views about it
- C doubtful about whether it should continue to be used

25 Why does the lecturer refer to his own experience as a schoolchild?

- A to encourage his students to trust their own judgement
- B to show his students how scientific opinion changes over time
- C to highlight the misleading nature of some classroom experiments

Extract Two

26 What does Tom say benefitted him most as a young man?

- A the support of his family
- B the decision to follow his own instincts
- C the opportunities to travel to other countries

27 What is his attitude to Human Resources staff?

- A He feels they have made some unwise changes.
- B He is frustrated by their lack of commitment.
- C He wishes they would be more open-minded.

Extract Three

28 What attribute do they agree gives one person most power over another?

- A being intelligent
- B possessing great wealth
- C having an impressive job title

29 What has Jacky found out about people who are easily influenced?

- A Their status in society has little impact.
- B They frequently doubt their own abilities.
- C Their gender is a significant factor.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

Trekking in the Himalayas

Eric says that you need neither experience nor an especially **30** nature to go on these treks.

Eric recommends the months of October and November for trekking in the region.

Eric reminds us that we shouldn't regard the trek as a **31**..... .

Trekking in Nepal can sometimes feel like walking through **32** , as a result of attitude.

Eric says that many people buy a sleeping bag that is not good enough.

Eric says that organising an independent trek can be **33** as well as saving money.

Eric points out that a guide will often also work as a **34** if needed.

Eric recommends finding a guide through a local **35**

Test 8

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) Don't worry about it - it's fine!
B) Of course, it's no problem.
C) Yes, maybe you could.
2. A) They'd love to do it.
B) You're welcome.
C) Yes, that's a good idea.
3. A) Yes, I think that's everything.
B) Sure, we'll take it.
C) OK, that would be great.
4. A) Do you think that will help me?
B) Do you understand it?
C) Do you want me to help you?
5. A) There's just one more thing.
B) That would really help.
C) Yes, I can do that for you.
6. A) It's no problem - I'll be all right.
B) Yes, that'd be great.
C) Okay, it doesn't matter.
7. A) That's OK, I'm late too.
B) Don't worry about it this time.
C) Let's talk about the plan on Friday.
8. A) That's OK, if you don't mind.
B) Would you like me to prepare the room?
C) Will you organise tomorrow's meeting?

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space.

Write ONE WORD and / or A NUMBER for each answer.

Group bike ride

The group bike ride will be on **9**..... next week.

The length of the bike ride will be **10**

The bike ride will begin from **11**Bridge.

The cyclists will stop beside the **12** to rest and eat something.

Riders can buy **13** at a shop during the ride.

The cyclists must wear **14**

Part 3

You will hear people talking about jobs that they have done around the house. Match each speaker (15-18) to the place where the speaker is (A-F). There are TWO EXTRA places which you do not need to use.

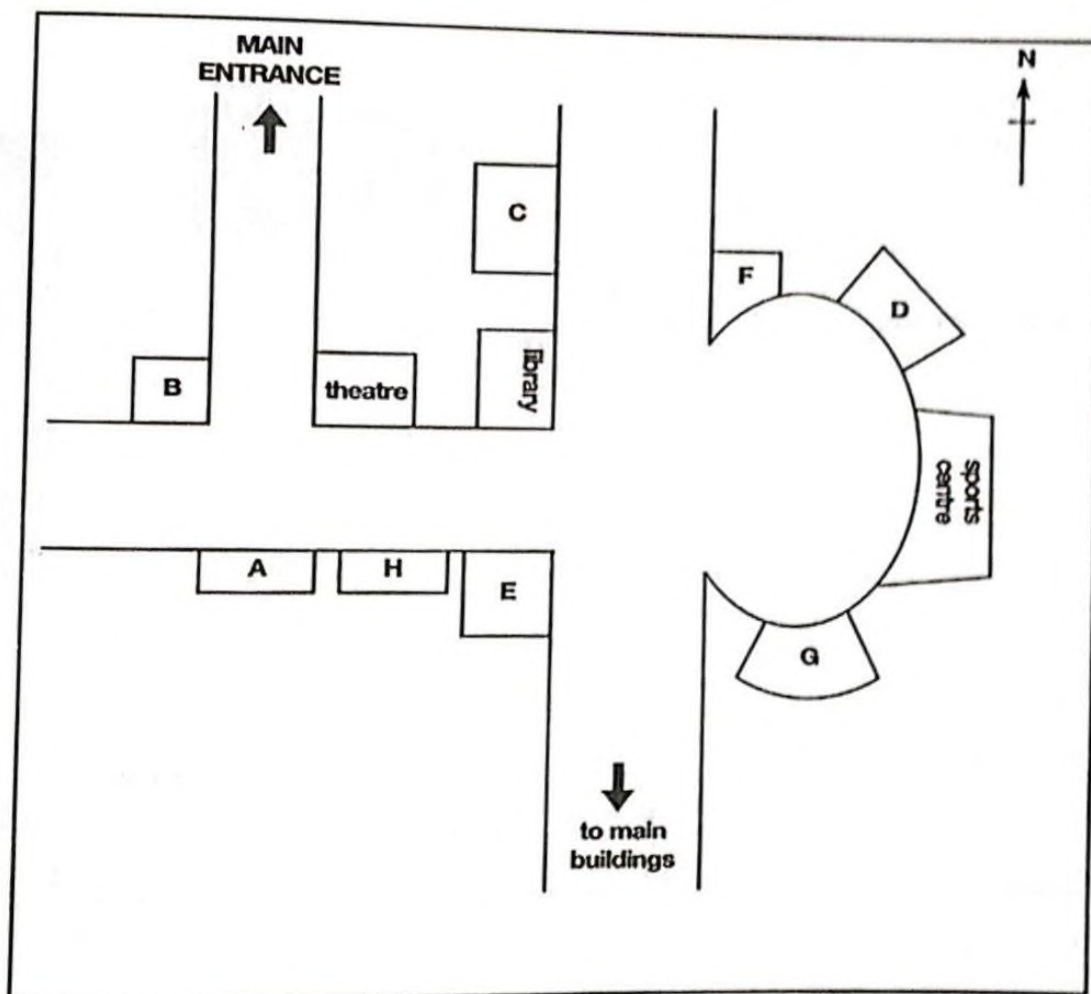
Mark your answers on the answer sheet.

- | | |
|---------------------|--------------------------------|
| | A mending a leaking tap |
| 15 Speaker 1 | B doing the washing |
| 16 Speaker 2 | C cleaning the windows |
| 17 Speaker 3 | D washing-up |
| 18 Speaker 4 | E decorating |
| | F ironing |

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



19 Brown Hall

20 Blake Residence

21 Queens Building

22 Parkway Flats

23 Temple Rise

Part 5

*You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract.
Mark your answers on the answer sheet.*

Extract One

24 The woman says that in the building some people are having difficulty

- A coping with the new technology
- B adjusting to a new concept of work.
- C working without clear supervision.

25 She thinks one effect of people moving around the building will be to

- A promote physical as well as mental well-being.
- B create a more productive work force.
- C provide useful contact with other employees.

Extract Two

26 The woman believes that in future companies should

- A fly only with airlines that have an eco-friendly policy.
- B concentrate on the use of video conferencing.
- C reduce overall levels of executive travel.

27 The man thinks that the prime consideration for transport providers should be

- A increasing revenue.
- B thinking long-term.'
- C creating jobs.

Extract Three

28 What is the man's attitude to the research.

- A He is doubtful about the methods used.
- B He is surprised by its findings.
- C He is dismissive of the concept behind .

29 During the discussion, the woman reveals her

- A sympathy towards the subjects of the experiments.
- B interest in complex human behaviour.
- C admiration for the originality of the research.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

STUDYING FOR THE 11-PLUS EXAM

According to experts, the **30**..... of children does not significantly help them to pass exams.

English grammar schools receive five applications on average for every place they have.

Mike Walker says that the 11-plus questions are **31**

Every year approximately **32** children take the 11-plus exam.

According to a recent study, grammar schools tend to have more children from fairly wealthy families than children from **33** backgrounds.

In schools that aren't grammar schools, 12 per cent of children receive free school meals.

You have to pay nearly £300 in extra costs for **34** for the Internet tutoring course.

Opinions on the effectiveness of courses as preparation for the 11-plus exam are **35**

Test 9

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) See you tomorrow.
B) I'll ask him to call you.
C) OK, no problem.
2. A) OK, speak to you soon.
B) We really must go.
C) That's fantastic news.
3. A) I'll just put you through.
B) This is Kate Taylor speaking.
C) My name's Mark, by the way.
4. A) It's Martin here.
B) Well, I'm a bit busy.
C) Speak to you soon.
5. A) I've got to go.
B) I'm afraid he's not available.
C) Is now a good time?
6. A) Yes?
B) Nice to meet you.
C) I'll just check.
7. A) Has he got your number?
B) Shall I ask him to call you back?
C) Please tell him I called.
8. A) Sorry, can I call you back?
B) No, there's no excuse.
C) Sorry, just one more thing.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space.

Write ONE WORD and / or A NUMBER for each answer.

Crossways sports and fitness centre

The sports centre opens on **9**

The fitness centre has a view across the **10**

The indoor sports offered are squash, volleyball, **11**.....and table tennis.

The new swimming pool is **12** metres in length.

You can book a class at **13**or by phone.

14 pay less on Wednesdays.

Part 3

You will hear people talking about phone calls they received. For questions 15-18, choose from the list (A-F) how each speaker felt during the phone call. Use the letters only once. There are TWO EXTRA places which you do not need to use.

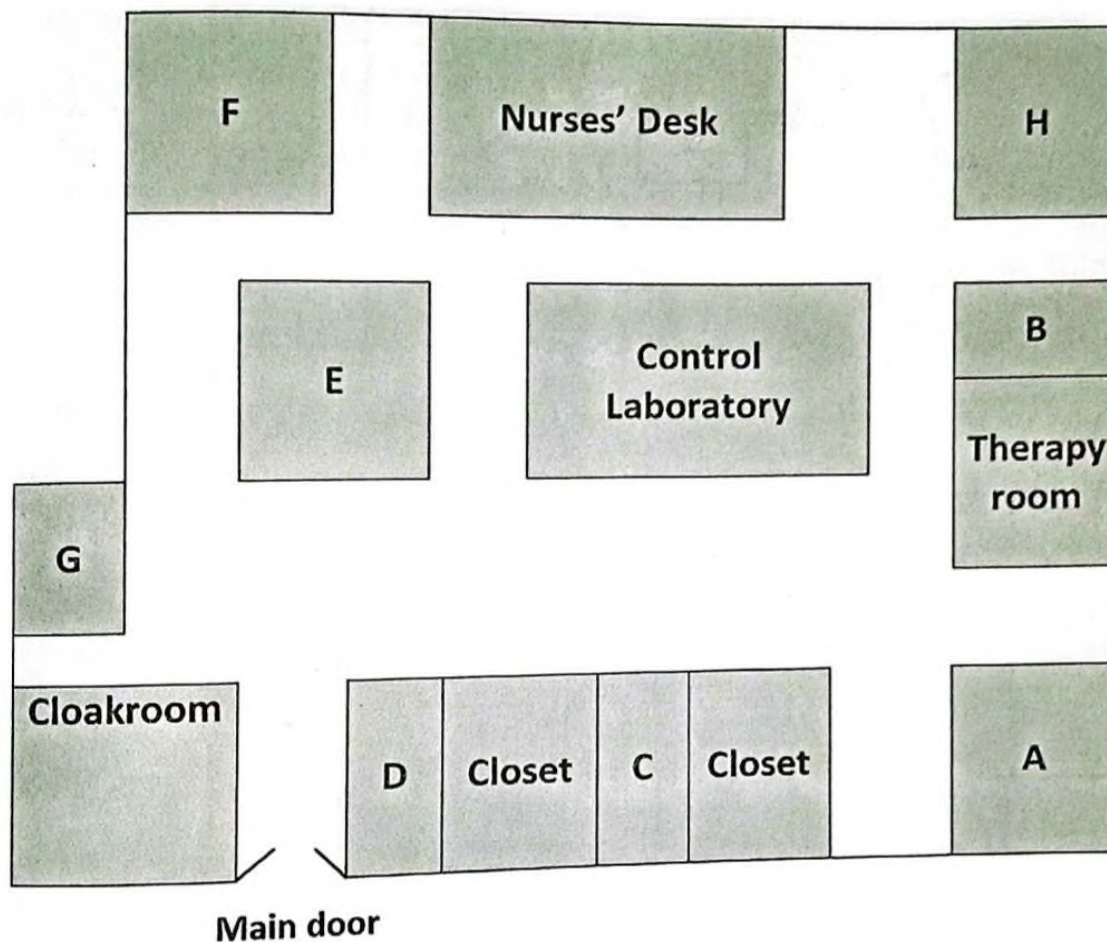
Mark your answers on the answer sheet.

- | | |
|---------------|----------------|
| 15. Speaker 1 | A annoyed |
| 16. Speaker 2 | B relieved |
| 17. Speaker 3 | C confused |
| 18. Speaker 4 | D disappointed |
| | E worried |
| | F sympathetic |

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



19. Reception____
20. Mr. Green's Room____
21. Medical Records Office____
22. Surgery Room____
23. Manager's Office____

Part 5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract. Mark your answers on the answer sheet.

Extract One

24 How did the man feel about the lecture?

- A surprised by its message
- B impressed by the speaker's delivery
- C interested in the visuals

25 They both think that discussions about the new geological name 'anthropocene' could

- A prove too controversial to be useful,
- B put an end to a scientific disagreement,
- C have some influence on people's behaviour.

Extract Two

26 The librarian says her library is considering

- A whether to provide devices for reading e-books,
- B how to stop people from keeping e-books for too long.
- C which books should be offered in electronic form.

27 The librarian is confident libraries will survive because

- A e-books are very popular with the public.
- B publishers and authors are prepared to co-operate.
- C previous technological advances haven't caused problems.

Extract Three

28 Why does the woman mention gardening?

- A to show Joel how science can be applied to everyday life
- B to encourage Joel to take an interest in the natural world
- C to advise Joel on how to keep plants healthy

29 How does Joel feel about his future career prospects?

- A Studying science won't lead him to a well-paid job.
- B He lacks the motivation to really succeed in science.
- C It is important for him to explore a wide range of options.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

AN ANCIENT CHARIOT

The chariot was found at a site where a new motorway is being built. It was buried in a limestone chamber with **30** a man's inside it.

The chariot's wheels don't match, suggesting it had a **31** function.

The remains of a large number of **32** were also discovered near the chariot.

The chamber was probably the tomb of the **33** of a tribe.

The Parish came to Britain from **34**

Until the discovery of the chariot, it was not known that the Parish had lived so far **35**

It is hoped that the chariot can be moved to the British Museum.

Test 10

Part 1

You will hear some sentences. Choose the correct reply to each sentence (A, B, or C). Mark your answers on the answer sheet.

1. A) Of course - what seems to be the problem?
B) I've changed my mind.
C) This isn't what I ordered.
2. A) I'd like to exchange it for something else.
B) I've changed my mind.
C) I'll replace it immediately.
3. A) Could I speak to the manager, please?
B) Sorry, just one more thing.
C) I'm terribly sorry.
4. A) Who's next, please?
B) Just a moment.
C) Is there anything else I can help you with?
5. A) Do you have a receipt?
B) How can I help you?
C) Do you have anything cheaper?
6. A) I'll ask someone to look at that for you right away.
B) It's a bit slow.
C) I'd like to make a complaint.
7. A) Oh dear, really?
B) It's not very polite.
C) That's very kind.
8. A) I'm terribly sorry.
B) I'll give you a full refund.
C) It doesn't work.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space.

Write ONE WORD and / or A NUMBER for each answer.

One-week singing course

Teachers:

Jazz: Robert Park

Songs from musicals: Susan 9

Concert:

When: Friday, at 10 p.m.

Colour of clothes: 11.....

Other general information:

Map of building: available from the 12

Lunch: eat in the 13

Car park: costs £ 14per day

Part 3

You will hear women talking about the same wedding. For questions 15-18, choose from the list (A-F) who the speaker is speaking to. Use the letters only once. There are TWO EXTRA places which you do not need to use.

Mark your answers on the answer sheet.

15. Speaker 1

16. Speaker 2

17. Speaker 3

18. Speaker 4

A her husband

B her boyfriend

C a child

D her mother

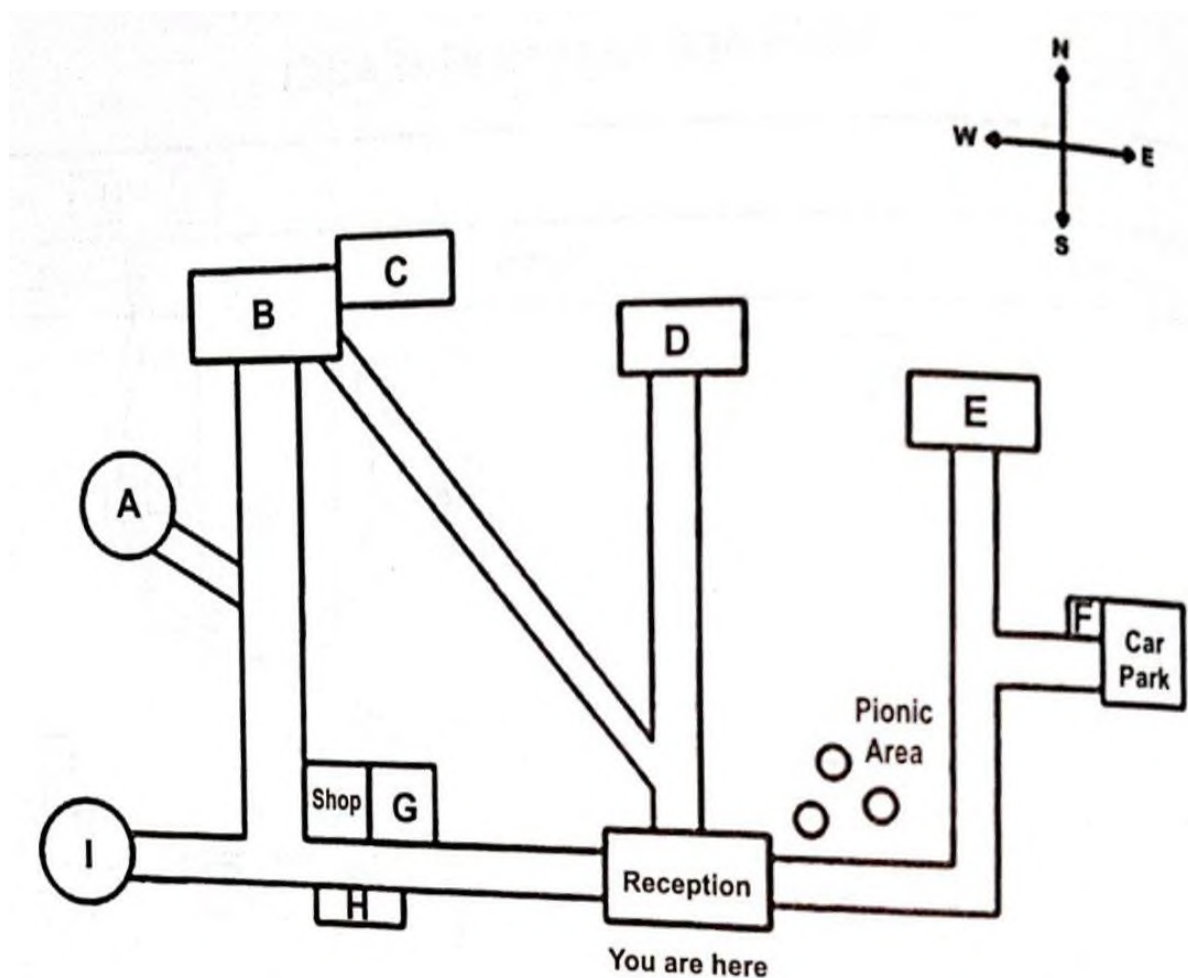
E her boss

F somebody she's just met

Part 4

You will hear someone giving a talk. Label the places (19-23) on the map (A-H). There is some extra options which you do not need to use.

Mark your answers on the answer sheet.



19 Mill____

20 Museum____

21 Laboratory____

22 Café____

23 Toilet____

Part 5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24-29). There are TWO questions for each extract. Mark your answers on the answer sheet.

Extract One

24 Why did Karen want to go riding with Annie?

- A to improve her daughter's riding skills
- B to strengthen her relationship with her daughter
- C to spend time with her friend who is a riding instructor

25 How did Karen feel when she rode her horse?

- A inadequate compared to the other riders
- B relieved that it had gone better than she'd expected
- C concerned about accidents

Extract Two

26 Bob goes to the gym because

- A he isn't disciplined enough to go running.
- B he enjoys the social aspect of it.
- C he is trying to lose weight for a particular event.

27 Bob believes that New Year's Resolutions

- A can never have a worthwhile effect on people.
- B do more harm than good.
- C can inspire people to make a change.

Extract Three

28 George decided to go ice skating

- A because he'd always wanted to try it.
- B because he'd bought his daughter a pair of ice skates.
- C to find out if he was still good at it.

29 Alison was surprised when she went lino dancing because

- A it was a belter workout than she had expected it to be.
- B the music during her first lesson was very contemporary
- C most people were wearing strange clothes.

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space.

Write no more than ONE WORD for each answer.

BRITISH MARINE LIFE IN CRISIS

Pollution, coastal developments and **30** are the conventional threats to marine life. Pink coral is most in danger along with turtles, sharks and salmon.

31..... passed by the UK and EU protects some areas of UK waters. 0.002 percent of UK waters are currently fully protected.

'AV/F-UK is calling for a **32**of protected marine reserves to be established.

The way that marine life has been protected up until now is **33**

If fisheries were **34** into the planning process, it would be more successful.

A general **35** is needed for better marine management.

Answer Key

Reading Page:

Test 1

1. healthy	11. E	21. C	31. Monitor
2. study	12. I	22. B	32. Deadly
3. country	13. D	23. A	33. Fluid
4. countries	14. F	24. D	34. A
5. food	15. viii	25. B	35. A
6. options	16. v	26. C	
7. G	17. i	27. B	
8. A	18. iii	28. C	
9. B	19. ix	29. A	
10. C	20. iv	30. Land	

Test 2

1. cake	11. F	21. B	31. C
2. kitchen	12. H	22. C	32. A
3. bees	13. E	23. B	33. B
4. home	14. G	24. D	34. C
5. knew	15. E	25. B	
6. door	16. F	26. A	
7. I	17. D	27. B	
8. D	18. G	28. B	
9. J	19. A	29. C	
10. A	20. H	30. D	

Test 3

1. hotel	11. A	21. C	31. pre-nominal position
2. ocean	12. C	22. B	32. Features/clues
3. deep	13. J	23. B	33. Meaning/concept
4. guests	14. G	24. B	34. A
5. cheap	15. G	25. A	35. C
6. designers	16. F	26. B	
7. D	17. D	27. B	
8. E	18. C	28. B	
9. I	19. B	29. A	
10. H	20. E	30. Training trials	

Test 4

1. air	11. H	21. D	31. cost
2. countries	12. E	22. C	32. A
3. people	13. G	23. B	33. C
4. pollution	14. viii	24. A	
5. change	15. ii	25. C	
6. I	16. i	26. A	
7. D	17. v	27. C	
8. J	18. vii	28. cheaper	
9. A	19. C	29. components	
10. F	20. A	30. lighter	

Test 5

1. marine	11. B	21. B	31. rare
2. fish	12. E	22. C	32. distribution
3. different	13. F	23. D	33. D
4. coral	14. C	24. B	
5. reefs	15. B	25. C	
6. creatures	16. G	26. D	
7. E	17. H	27. cells	
8. F	18. A	28. grubs	
9. G	19. B	29. parcel	
10. H	20. A	30. mud	

Listening Page:**Test 1**

1. A	11. (in the) spring	21. I	31. Biodiversity
2. B	12. 55	22. B	32. Dissappointing
3. C	13. Music	23. E	33. Voluntary
4. A	14. bird(s) watching	24. A	34. Chemistry
5. B	15. E	25. B	35. Audience
6. C	16. C	26. C	
7. A	17. B	27. A	
8. A	18. F	28. C	
9. cycling	19. D	29. A	
10. castles	20. F	30. Photocopies	

Test 2

- | | | | |
|-----------|---------------|----------|--------------|
| 1. A | 11. 30/thirty | 21. J | 31. tea |
| 2. B | 12. bridges | 22. F | 32. rabbit |
| 3. B | 13. fish | 23. B | 33. employer |
| 4. A | 14. boats | 24. C | 34. salty |
| 5. B | 15. E | 25. A | 35. ate |
| 6. A | 16. C | 26. A | |
| 7. C | 17. A | 27. B | |
| 8. A | 18. B | 28. B | |
| 9. train | 19. H | 29. A | |
| 10. 10:15 | 20. C | 30. nuts | |

Test 3

- | | | | |
|--------------|----------------|---------------|-----------------|
| 1. B | 11. driver(s) | 21. E | 31. routine |
| 2. C | 12. map(s) | 22. I | 32. lawyers |
| 3. B | 13. jewellery | 23. H | 33. teamwork |
| 4. C | 14. 16:45/4:45 | 24. A | 34. advertising |
| 5. B | 15. A | 25. B | 35. creative |
| 6. C | 16. D | 26. A | |
| 7. B | 17. E | 27. B | |
| 8. A | 18. C | 28. B | |
| 9. expensive | 19. B | 29. A | |
| 10. square | 20. G | 30. paperless | |

Test 4

- | | | | |
|-----------|---------------------------|-----------|----------------|
| 1. B | 11. 14 th July | 21. A | 31. 1829 |
| 2. A | 12. prison | 22. H | 32. stomach |
| 3. C | 13. castle | 23. E | 33. research |
| 4. B | 14. green | 24. B | 34. fifty/50 |
| 5. A | 15. C | 25. A | 35. vegetables |
| 6. C | 16. D | 26. B | |
| 7. A | 17. F | 27. C | |
| 8. B | 18. B | 28. C | |
| 9. street | 19. C | 29. A | |
| 10. shoes | 20. F | 30. Egypt | |

Test 5

- | | | | |
|-----------|-------------|--------------|--------------------|
| 1. A | 11. path | 21. A | 31. legal |
| 2. C | 12. map | 22. E | 32. transportation |
| 3. B | 13. rabbits | 23. C | 33. wax |
| 4. C | 14. flight | 24. C | 34. laser |
| 5. B | 15. F | 25. A | 35. ink |
| 6. A | 16. A | 26. B | |
| 7. A | 17. C | 27. B | |
| 8. C | 18. E | 28. C | |
| 9. tent | 19. G | 29. A | |
| 10. meals | 20. D | 30. envelope | |

Test 6

- | | | | |
|---------------------------|---------------|-------------|---------------|
| 1. B | 11. Fridays | 21. F | 31. nephew |
| 2. B | 12. groups | 22. H | 32. build |
| 3. B | 13. lessos | 23. I | 33. shooting |
| 4. A | 14. timetable | 24. C | 34. equipment |
| 5. A | 15. D | 25. C | 35. attitude |
| 6. C | 16. F | 26. B | |
| 7. C | 17. E | 27. C | |
| 8. A | 18. C | 28. C | |
| 9. artists | 19. A | 29. A | |
| 10. 12 th July | 20. C | 30. running | |

Test 7

- | | | | |
|-------------|-------------|-----------------|-------------------|
| 1. B | 11. father | 21. G | 31. race |
| 2. C | 12. money | 22. A | 32. pudding |
| 3. B | 13. trainer | 23. B | 33. rewarding |
| 4. C | 14. apples | 24. A | 34. translator |
| 5. B | 15. C | 25. A | 35. guest(-)house |
| 6. A | 16. F | 26. B | |
| 7. B | 17. B | 27. C | |
| 8. B | 18. A | 28. C | |
| 9. March | 19. E | 29. A | |
| 10. England | 20. F | 30. adventurous | |

Test 8

- | | | | |
|-----------|-------------|-------------------|-------------------|
| 1. A | 11. Skerten | 21. C | 31. unpredictable |
| 2. C | 12. castle | 22. E | 32. 75.000 |
| 3. C | 13. cake(s) | 23. D | 33. disadvantaged |
| 4. A | 14. gloves | 24. B | 34. materials |
| 5. B | 15. F | 25. C | 35. contradictory |
| 6. A | 16. B | 26. A | |
| 7. B | 17. A | 27. B | |
| 8. B | 18. C | 28. C | |
| 9. Sunday | 19. B | 29. B | |
| 10. 21 km | 20. A | 30. over-tutoring | |

Test 9

- | | | | |
|--------------------------|----------------|--------------|----------------|
| 1. C | 11. basketball | 21. B | 31. ceremonial |
| 2. A | 12. 50 | 22. D | 32. cattle |
| 3. B | 13. reception | 23. C | 33. leader |
| 4. B | 14. students | 24. A | 34. France |
| 5. B | 15. F | 25. C | 35. west |
| 6. A | 16. C | 26. A | |
| 7. C | 17. D | 27. C | |
| 8. A | 18. B | 28. A | |
| 9. 16 th June | 19. F | 29. C | |
| 10. take | 20. H | 30. skeleton | |

Test 10

- | | | | |
|------------|------------------|-----------------|-----------------|
| 1. A | 11. blue | 21. H | 31. legislation |
| 2. C | 12. receptionist | 22. G | 32. network |
| 3. C | 13. hall | 23. E | 33. inadequate |
| 4. B | 14. 3/three | 24. B | 34. integrated |
| 5. A | 15. D | 25. A | 35. strategy |
| 6. A | 16. B | 26. A | |
| 7. C | 17. F | 27. C | |
| 8. B | 18. C | 28. C | |
| 9. Brokley | 19. D | 29. A | |
| 10. 8:30 | 20. I | 30. overfishing | |