

B1+

B2

C1

# Exam Skills for Teachers and Learners of English



**Komil Djalilov**

with Answer Key

Audio and Video DVD included  
plus sample tests

**Komil Djalilov**

**EXAM SKILLS FOR TEACHERS AND  
LEARNERS OF ENGLISH**

Toshkent  
Turon Zamin Ziyo  
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**Editor: Nargiza Kuchkarova**

MA TESOL, University of St Mark and St John, Plymouth, UK

**Reviewers: M. T. Iriskulov, Ph.D.**

Head of Department of Standards and Educational Programs  
Uzbekistan Scientific-Practical Center for Developing  
Innovative Methods of Teaching Foreign Languages

**Valeriy Zavertyaev**

Teacher of English for Academic Purposes, Academic Lyceum of  
Westminster International University in Tashkent (WIUT),  
Assessor, State Testing Centre (DTM)

**Jothy Narayanasami**

Director, School of English and Education  
PSB Academy Singapore

The book is intended to provide support for teachers and learners of English to prepare for national examinations administered by State Testing Centre (DTM). It systematically covers all the aspects of examinations: reading and listening comprehension, vocabulary and grammar, writing and speaking. It can also be useful for candidates taking international language proficiency exams.

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## PREFACE

One of the main trends of educational reforms initiated by the Presidential Decree #1875 of December 10, 2012 has been the implementation of National System of Assessment of Foreign Language Proficiency. The Department of Assessment of Foreign Language Proficiency, established within State Testing Centre under the Cabinet of Ministers of the Republic of Uzbekistan (O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Davlat Test Markazi Chet tillarni bilish va egallash darajasini baholash boshqarmasi), is the main governmental body responsible for this system, and currently administers two types of tests:

- the test of eligibility for monthly salary bonuses for teachers of foreign languages of governmental educational institutions, administered twice a year (usually in May-June and December-January);
- the test for certification of foreign language proficiency, open to all candidates, administered usually throughout the year.

**The test of eligibility for monthly salary bonuses for teachers of foreign languages** (mistakenly called 'a CEFR exam') by most teachers) consists of two stages. **Stage 1** is a paper-based test taking **3 hours 15 minutes** and has the following structure:

**- For teachers of secondary-level institutions (schools, lyceums, colleges):**

### **1. Listening - 4 parts, 30 questions:**

- part 1 (questions 1-10): skill tested - listening for gist; input type - short unrelated monologues; questions type - matching;
- part 2 (questions 11-16): skill tested - listening for details; input type - a dialogue in a social context; questions type - true-false;
- part 3 (questions 17-22): skill tested - listening for details; input type - an interview, questions type - multiple-choice with three options;
- part 4 (questions 23-30): skill tested - detailed listening; input type - part of a lecture; questions type - multiple-choice with three options.

All recordings are played **twice**.

### **2. Reading - 3 parts, 30 questions:**

- part 1 (questions 1-10): skill tested - reading for the main idea; input type - short unrelated passages; questions type - matching;
- part 2 (questions 11-20): skill tested - reading for details; input type - an extract from a contemporary prose (fiction or narrative); questions type - multiple-choice with four options;
- part 3 (questions 21-30): skills tested - reading for the main idea and reading for details; input type - a newspaper or magazine article; questions types - multiple-choice with four options, matching.

### **3. Lexical and Grammar Competences - 3 parts, 30 questions:**

- part 1 (questions 1-10): skill tested - recognizing grammatical forms and functions; input type - a newspaper article or a non-fiction passage; questions type - matching;
- part 2 (questions 11-20): skill tested - using vocabulary in context; input type - a non-fiction passage; questions type - multiple choice cloze;
- part 3 (questions 21-30): skill tested - recognizing grammar errors; input type - a non-fiction passage; questions type - multiple choice with four options.

#### **4. Writing - 2 tasks:**

- task 1: writing a letter (usually formal or semi-formal) (150 words);
- task 2: writing an argumentative essay (250 words).
- **For teachers of tertiary-level institutions (institutes, universities, teacher training institutions):**

#### **1. Listening - 4 parts, 30 questions:**

- part 1 (questions 1-6): skill tested - listening for gist; input type - short unrelated extracts; questions type - multiple-choice with three options;
- part 2 (questions 7-15): skill tested - listening for details; input type - a dialogue in a social context; questions type - multiple-choice with three options;
- part 3 (questions 16-22): skill tested - listening for details; input type - an interview or a presentation, questions type - multiple-choice with three options;
- part 4 (questions 23-30): skill tested - detailed listening; input type - part of a lecture; questions type - multiple-choice with three options.

All recordings are played twice.

#### **2. Reading - 3 parts, 30 questions:**

- part 1 (questions 1-10): skill tested - reading for details; input type - an extract from a contemporary prose (fiction or narrative); questions type - multiple-choice with four options;
- part 2 (questions 11-20): skills tested - reading for the main idea and reading for details; input type - a newspaper or magazine article; questions types - multiple-choice with four options, matching;
- part 3 (questions 21-30): skills tested - reading for details; input type - an article from a magazine or a journal; questions types - "true-false-no information", matching.

#### **3. Lexical and Grammar Competences - 3 parts, 30 questions:**

- part 1 (questions 1-10): skill tested - recognizing grammatical forms and functions; input type - a newspaper article or a non-fiction passage; questions type - matching;
- part 2 (questions 11-20): skill tested - using vocabulary in context; input type - a non-fiction passage; questions type - multiple choice cloze;
- part 3 (questions 21-30): skill tested - recognizing grammar errors; input type - a non-fiction passage; questions type - multiple choice.

#### **4. Writing - 2 tasks:**

- task 1: writing a letter (usually formal or semi-formal) (150 words);
- task 2: writing an argumentative essay (250 words).

There is a restriction for total time (3 hours 15 minutes); however, after the listening part, candidates can use the remaining time at their discretion and do the parts of the exam in the order they want. The highest possible score for each part is **30**.

Those candidates who meet pass requirements for Stage 1 (**40% or 12 points** for Listening, Reading, Lexical and Grammar Competences, and **50% or 15 points** for Writing) are invited to **Stage 2**, which is a **Speaking** exam lasting about **11-15** minutes. Pass score for Speaking is **50% or 15 points**.

The test for certification of foreign language proficiency has specific requirements for different levels and consists of the following parts:

- For B2-level certification:

**1. Listening - 4 parts, 30 questions (~35 minutes):**

- part 1 (questions 1-6): skill tested - listening for gist; input type - short unrelated extracts; questions type - multiple-choice with three options;

- part 2 (questions 7-15): skill tested - listening for details; input type - a dialogue in a social context; questions type - multiple-choice with three options;

- part 3 (questions 16-22): skill tested - listening for details; input type - an interview or a presentation, questions type - multiple-choice with three options;

- part 4 (questions 23-30): skill tested - detailed listening; input type - part of a lecture; questions type - multiple-choice with three options.

All recordings are played twice.

**2. Reading - 3 parts, 30 questions (60 minutes):**

- part 1 (questions 1-10): skill tested - reading for details; input type - an extract from a contemporary prose (fiction or narrative); questions type - multiple-choice with four options;

- part 2 (questions 11-20): skills tested - reading for the main idea and reading for details; input type - a newspaper or magazine article; questions types - multiple-choice with four options, matching;

- part 3 (questions 21-30): skills tested - reading for details; input type - an article from a magazine or a journal; questions types - "true-false-no information", matching.

**3. Lexical and Grammar Competences - 3 parts, 30 questions (30 minutes):**

- part 1 (questions 1-10): skill tested - using vocabulary in context; input type - a non-fiction passage; questions type - multiple choice cloze;

- part 2 (questions 11-20): skill tested - recognizing grammar errors; input type - a non-fiction passage; questions type - multiple choice with four options;

- part 3 (questions 21-30): skill tested - using vocabulary and grammar items in context; input type - a non-fiction passage or an extract from a contemporary prose; questions type - multiple matching.

**4. Writing - 2 tasks (60 minutes):**

- task 1: writing a letter (usually formal or semi-formal) (150 words);

- task 2: writing an argumentative essay (250 words).

**5. Speaking - a face-to-face interview lasting about 11-15 minutes.**

Time is restricted for each part of the examination, and the parts of the exam are taken in the order shown above. The highest possible score for each part is 30. Pass score is 60% overall or 90 points.

- For C1-level certification:

**1. Listening - 4 parts, 30 questions (~35 minutes):**

- part 1 (questions 1 -10): skill tested - listening for details; input type - a radio programme; questions type - multiple-choice with three options;
- part 2 (questions 11-20): skill tested - listening for details; input type - an extract from an audiobook or radio-drama; questions type - multiple-choice with three options;
- part 3 (questions 20-32): skill tested - listening for details; input type - part of a lecture, questions type - multiple-choice with three options.

All recordings are played once.

**2. Reading - 3 parts, 30 questions (60 minutes):**

- part 1 (questions 1-10): skill tested - reading for details; input type - an extract from a contemporary or classic prose (fiction or narrative); questions type - multiple-choice with four options;
- part 2 (questions 11-20): skills tested - understanding cohesion of a text; input type - a newspaper or magazine article; questions type - gapped text;
- part 3 (questions 21-30): skills tested - reading for details; input type - an academic text; questions type - "true-false-no information".

**3. Lexical and Grammar Competences - 2 parts, 30 questions (30 minutes):**

- part 1 (questions 1-15): skill tested - using vocabulary in context; input type - a non-fiction passage; questions type - multiple choice cloze;
- part 2 (questions 15-30): skill tested - recognizing grammar errors; input type - a non-fiction or academic passage; questions type - multiple choice with two options.

**4. Writing - 3 tasks (80 minutes):**

- task 1: writing a letter (informal, semi-formal or formal) (150 words);
- task 2: writing an argumentative essay, a review or an article (250 words);
- task 3: writing a summary of a given text (130-150 words).

**5. Speaking - a face-to-face interview lasting about 11-15 minutes.**

Time is restricted for each part of the examination, and the parts of the exam are taken in the order shown above. The highest possible score for each part is **30**. Pass score is **60%** overall or **90** points.

This book is the first attempt to provide test takers with a source they can use to prepare for both the test of eligibility for monthly salary bonuses and ad test for certification of foreign language proficiency. It covers all the input types and question types used in these tests, and systematically develops the skills needed to succeed in the exams run by DTM. Practice tests provided after each chapter resemble the format of authentic tests used by DTM and give test takers an opportunity to practice and assess their exam skills. The book can also be used as a preparation guide for Republican Olympiads and Tests for Presidential Scholarship, as well as other language certification exams like Cambridge exams, IELTS or TOEFL, as skills and strategies covered in the book remain relevant for all major language tests. The answer keys for all the activities and tests in the book make it ideal as a class text and a self-preparation guide.

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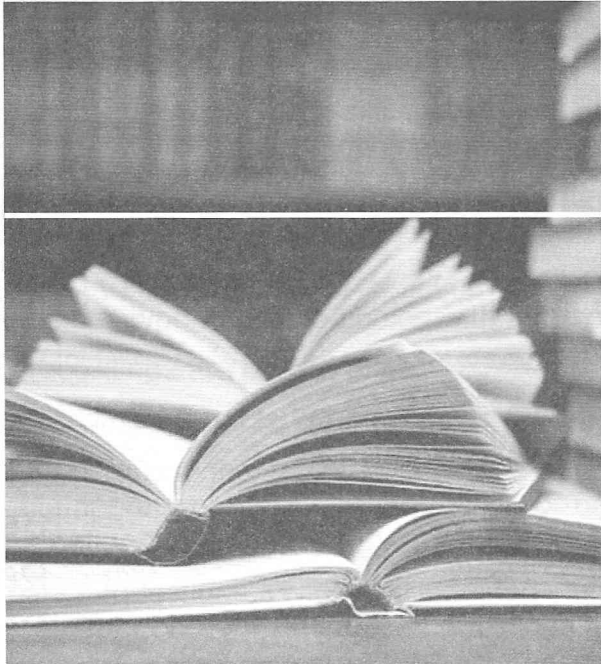
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Your comments and suggestions on the book are welcome at [komil.djalilov@gmail.com](mailto:komil.djalilov@gmail.com).





**TEXT TYPES AND FORMS.  
READING STRATEGIES.**

**Lesson focus: learn how to ...**

- differentiate types of texts;
- differentiate reading strategies;
- adjust your strategy according to the purpose of reading.

### TYPES OF TEXTS

A text can come in any form and be any kind of writing. When reading something, it helps to know **why** it has been written. According to the **purpose** of the text, we can differentiate the following **types**:

- **descriptive** texts create a vivid picture of a person, place, object or event;
- **narrative** texts tell a story;
- **expository** texts explain and analyze complex facts;
- **argumentative** texts evaluate a problem and give reasons for or against;
- **persuasive** texts encourage you to do something;
- **instructive** texts tell you how to do something;
- **informative** texts prove information about something.

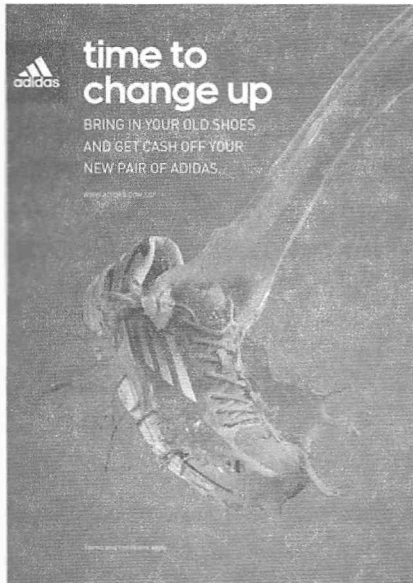
A text may come in one of many different **forms**: an article, a story, a letter, an advertisement, a shopping list, a catalogue, etc.

**Activity 1: Match text forms on the left (1-9) with text types on the right (a-g). Note: You can use any text type (a-g) more than once.**

Text forms	Text types
1. a fairy tale 2. a biography	a) A descriptive text
3. a school textbook about volcanoes	b) A narrative text
4. a travel article 5. a recipe	c) An expository text
6. an article outlining the pros and cons of having a cochlear ear implant	d) An argumentative text
7. a summary of a teacher's teaching evaluations for the year	e) A persuasive text
8. a TV listing 9. a advertisement	f) An instructive text
	g) An informative text

**Activity 2: Look at the following pictures. What text type does each of them belong to?**

1



2



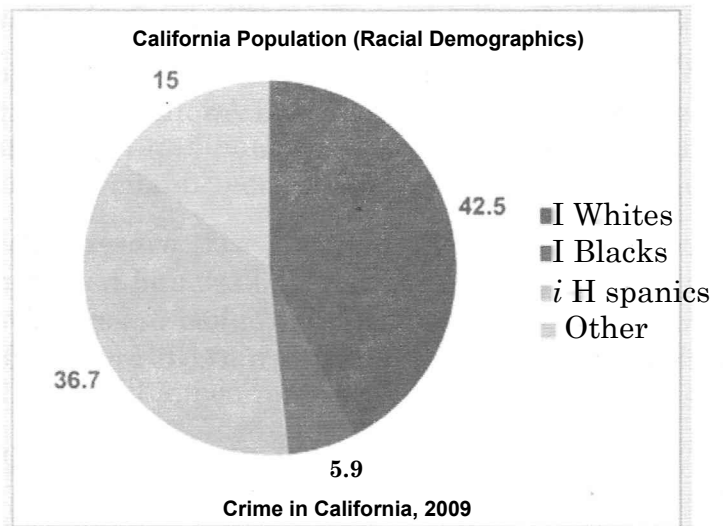
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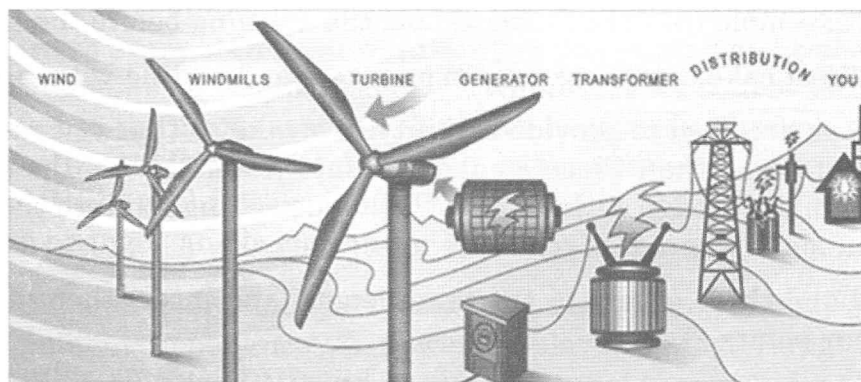
4



5



6



1. Wind blows... 7. cr<< tal 3 b>own wiodniiti \* Htklifm 5 AtuaifoiMt 6 dutribüden 7 teym SasesThmtM\*! »u»  
hobE°k« ol gtmmon- tattnjSw v\*-tt HMnuff voSjgstoMmJ tratSonwri  
hugo turbinaes... \*l«cfiof»ov«... fsdusa itu vofitjs

**Activity 3: Identify text types in the following passages.**

1. Papers should not exceed 7000 words (including footnotes and Works Cited) and should follow the latest MLA Handbook. Papers should be submitted in double-spaced format (two hard copies and a disk) to the editors of the issue at the following addresses: Tina Krontiris, School of English, Aristotle University, 541 24 Thessaloniki, Greece, and Jyotsna G. Singh, Department of English, Michigan State University, East Lansing, MI 48824-1036.

2. It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o'clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist.

3. Royal antelope (*Neotragus pygmaeus*), a hare-sized denizen of West Africa's lowland rainforest that is the world's smallest antelope. The similar dwarf antelope (*Neotragus batesi*) is only slightly bigger. Both belong to the Neotragini tribe of dwarf antelopes that includes the dik-dik, steenbok, klipspringer, and oribi.

The royal antelope has many physical similarities to the hare; it has overdeveloped hindquarters and hind legs nearly twice as long as its forelimbs, a short tail, big eyes, and transparent but small ears. It stands about 25 cm (10 inches) and weighs 2.5—3 kg (5.5-7 pounds). Females are slightly larger than males, which have short (2.5-3 cm [1-1.2 inch]) but sharp back-slanted spikes for horns. The coat colour is red - or golden-brown with a rufous collar and white underparts, chin, and undertail.

4. With a great variety of programme options, and with staff research expertise covering a wide area of the ELT and Applied Linguistics fields, we can provide you with all the support and resources you will need to achieve your study goals. We're looking forward to working with you.

It seemed like just another cold, wet, winter night in downtown Pelleville. He hiked up his collar, stepped nearer the kerb and hailed a cab. "Where to, mister?" asked the driver. "The Vegas", was all he replied before the cab sped away. In the dry warmth, Spickler slipped his hand inside his coat and felt for the pistol. He knew it was there. He knew he'd be okay.

5. Foxhunting is a subject that provokes very strong feelings. Many people believe that it is cruel to hunt a fox with dogs, and totally agree with its ban. Many farmers, and even conservationists, however, have always argued that the fox is a pest, which attacks livestock and must be controlled.

6. It's best to assemble the cake at the venue, the morning before the event.

- Place the largest cake onto a cake drum or cake stand and tie with ribbon, if using.
- Dowelling rods are used to provide stability to a cake so that you can stack several layers on top of each other. Place a cake disc into the middle of the cake and mark four points around the edge with a knife. Push a dowelling rod into the cake at one of the points and mark where it reaches the top of the cake.
- Cut the rod and three others to the same length and insert them into the cake at each of the four points.
- You can then stack the cakes directly on top of each other, or use a polystyrene cake pillar.

7. Advertising has a great impact on children and therefore advertisements should be designed carefully so that children do not adopt inappropriate values.

8. The nervous system works through a complex network of neurons. These are the basic functioning cells of the nervous system and conduct electrical impulses between the central and peripheral nervous system.

9. To produce "foie gras" (which literally means "fatty liver"), workers ram pipes down male ducks' or geese's throats two or three times daily and pump as much as 4 pounds of grain and fat into the animals' stomachs, causing their livers to bloat to up to 10 times their normal size. Many birds have difficulty standing because of their engorged livers, and they may tear out their own feathers and cannibalize each other out of stress.

10. So he sat down, opened a drawer, took out of it a woman's photograph, gazed at it a few moments, and kissed it.

11. Swallowing air when eating is often done unconsciously and may cause frequent belching during or after meals. To avoid swallowing air, make sure you slow down when eating, try not to 'slurp' drinks, and avoid talking while chewing.

12. Yesterday I fell over while walking in the hills and went to see the doctor, who bandaged my knee and gave me a tetanus injection.

13. There are various ways to overcome deteriorating eyesight. One possible avenue is to undergo eye surgery. However, before making this decision, patients should consider several factors such as the cost of the surgery, their state of health and the associated risks.

14. Major programme requirements that were identified by the directors include the need for better tools to track and evaluate clients' performance over time.

15. Dear Mr Gillett,

We're writing to let you know in advance about a price change we are making to your 02 50 tariff. From October your 02 50 monthly subscription will change from £18 to £1 9 per month (inc VAT). This new rate will appear on the first bill you receive after 1st October and will apply to your next full monthly subscription charged after 1st October 2003. We regret having to make this increase and would like to reassure you that all call charges and other terms and conditions for 02 50 remain the same.

16. Text averral and attribution are basic notions for the organization of interaction in written text. The assumption is made that the author of a non-fictional artefact (Sinclair, 1986) avers every statement in his or her text so long as he/she does not attribute these statements to another source - whether that source is other or self. Averral is manifested in various ways in the text - negatively, through absence of attribution, and positively, through commenting, evaluating or metastructuring of the discourse. Attribution, on the other hand, is signalled in the text by a number of devices of which reporting is an obvious one.

17. Four beautiful, slim floor-standing speakers and an active subwoofer to bring you a great entertainment experience. A powerful player/S-Master digital amplifier, boosting 5 x 100W, facilitates DVD-Video, multi-channel Super Audio CD, Video CD and DVD-R/RW playback, while an integrated RDS tuner provides 30 pre-set channel options. This is a true one box solution for your TV!

## READING STRATEGIES

You can use different reading strategies to help you work with the text:

- **Skimming** is useful when you want to survey a text to get a **general idea** of what it is about. In skimming you ignore the details and look for the main ideas.
- **Scanning** is used to find a **particular piece of information**. You run your eyes over the text looking for the specific piece of information you need, like names, dates, etc.
- **Intensive reading** is used to extract **specific information**. It includes very close accurate reading for detail.

You can **use and combine different reading strategies**, depending on what **kind of text** you are working with and what **your purpose** is. For example, if you are working with a text that analyzes psychological features of different learners (an expository text), you can skim the text to get a general overview, scan the text to find the sections you are interested in and do intensive reading of parts that you need to understand in details.

**Activity 4: How would you read the following? Match the different types of reading with the categories below. Decide which one requires you to skim or to scan the text. Which one needs detailed intensive reading? Explain your choice.**

*Reading strategies:*

a) skimming

b) scanning

c) intensive reading

*Reading categories:*

1. The 'What's On' section of the local paper
2. A text in class
3. The telephone directory
4. A postcard
5. A train timetable
6. A recipe
7. A travel brochure
8. The TV guide for Friday evening
9. An English grammar book
10. An article in National Geographic magazine about the Roman Empire
11. The weather report in your local newspaper
12. A bus timetable
13. A fax at the office
14. An advertising email - so called "spam"
15. An email or letter from your best friend

**Activity 5: Skim the following extracts from newspaper articles and match them with the topics (a-e). Note: You can use any topic more than once.**

*Topics:*

a) business b) culture c) environment d) fashion e) tech

1. The number of tigers in the wild has risen for the first time in more than a century, with some 3,890 counted in the latest global census, according to wildlife conservation groups. The tally marks a turnaround from the last worldwide estimate in 2010, when the number of tigers in the wild hit an all-time low of about 3,200, according to the World Wildlife Fund and the Global Tiger Forum. India alone holds more than half of them, with 2,226 tigers roaming reserves across the country, from

the southern tip of Kerala state to the eastern swamps in West Bengal, according to its last count in 2014.

2. Goldman Sachs will pay \$5.06bn for its role in the 2008 financial crisis, the US Department of Justice said on Monday. The settlement, over the sale of mortgage-backed securities from 2005 to 2007, was first announced in January. "This resolution holds Goldman Sachs accountable for its serious misconduct in falsely assuring investors that securities it sold were backed by sound mortgages, when it knew that they were full of mortgages that were likely to fail," acting associate attorney general Stuart Delery said in a statement.

3. *Asking For It*, one of the most powerful, painful, controversial and important teen books ever published, is being made for TV, and author Louise O'Neill is going to be heavily involved as co-writer of the script. The TV version is being made by TV company Bandit. Louise told the Guardian: "I am so thrilled that the TV rights for *Asking For It* have been bought and particularly happy that Bandit are involved. They have such an interesting, sensitive vision for the project. I'm hopeful that this will create more awareness around rape culture and the issue of consent".

4. Users have discovered hundreds of messages locked in a hidden inbox within Facebook's messaging system. The inbox, accessible on the web or Facebook Messenger apps for smartphones and tablets, is part of Facebook's filtering system, designed to catch spam and other unwanted messages. However, users have discovered their "filtered" inbox full of legitimate messages that never made it to the main inbox or Messenger app.

5. Anthony Vaccarello has been named as the creative director of Saint Laurent, confirming what had been suspected with the industry. He was widely expected to replace Hedi Slimane, who left the house on Friday. In a statement, Francesca Bellettoni, president and CEO of Saint Laurent, praised Vaccarello's "modern, pure aesthetic ... Anthony Vaccarello impeccably balances elements of provocative femininity and sharp masculinity in his silhouettes."

6. It's one of Australia's most highly anticipated albums: the Avalanches' follow-up to their 2000 debut, *Since I Left You*. Previous release announcements have failed to eventuate in an actual album. Now the band have updated their social media accounts with a new image of a tiny, golden butterfly embroidered on black silk, sparking fresh chatter the album might finally see the light of day. The band's website, Facebook, Twitter, SoundCloud and a newly created Instagram account were all updated on Tuesday with the mystery photo, without explanation.

7. A lottery security director who was convicted of fixing a \$16.5m lottery jackpot also allegedly rigged several other lottery random-number generators to be able to predict the winning numbers, according to Iowa investigators. For several years, Eddie Tipton, the former security director of the US Multi-State Lottery Association, installed software code that allowed him to predict winning numbers on specific days of the year, investigators allege. The random-number generators had been erased, but new forensic evidence has revealed how the hack was apparently done.

8. One of the world's largest mining companies is expected to argue in the London high court on Tuesday that Zambian villagers should not be allowed to bring a case alleging pollution of their water from a copper mine to the British courts. Residents of four villages in the Copperbelt region of Zambia claim that their water sources and land were contaminated by the mining operations of Vedanta Resources, a London-

based company with assets of \$37bn (£30bn), and its Zambian subsidiary Konkola Copper Mines (KCM).

9. In one portrait a young Pablo Picasso paints himself as a well-dressed teenager in the 19th-century realist tradition; in another, aged 90, he has a cartoonish skull looking like a boulder about to topple from the mountain. "It is a remarkable work, looking in the mirror and looking death in the face," said art historian Elizabeth Cowling of *Self Portrait 1972*, which will be part of a major exhibition at the National Portrait Gallery this autumn.

10. The boss of Costa Coffee is leaving after leading the chain through a rapid expansion over the past four years. Costa's parent company, Whitbread, was one of the FTSE 100's biggest fallers after it announced that Christopher Rogers had decided to leave the group. Its shares fell 2.5% to £37.42. Rogers will be replaced as Costa's managing director by Dominic Paul, a senior vice president at the cruise company Royal Caribbean International. Paul will start his new role on 6 June.

(Source: <http://www.theguardian.com>)

**Now scan the articles and answer the following questions.**

1. How many tiger were there in India in 2014?
2. In which region of Zambia were natural resources poisoned by a mining company?
3. What helped Eddie Tipton predict winning numbers in lotteries?
4. What is the name of Avalanche's first album?
5. What is the name of the company that is screening a popular book?
6. What was the name of the previous creative director of Saint Laurent?
7. What is the purpose of Facebook's filtering system?
8. What company controls Costa Coffee?
9. When were securities with overestimated values sold?
10. Where will Picasso's self-portraits be shown?

**Activity 6: Read the headings and the extracts from a research paper quickly and answer questions 1-5.**

In which section(s) does the writer talk about:

1. recommendations for educators?
2. definition of "culture"?
3. the structure of the research paper?
4. how understanding culture affects language learning?
5. how peoples' beliefs affect the way they use words ?

# The Relationship between Language and Culture

by David Elmes

## A - Introduction

An understanding of the relationship between language and culture is important for language learners, users, and for all those involved in language education. For language teachers and learners in general, an appreciation for the differences in opinion regarding the relationship between language and culture can help to illuminate the diversity of views held toward the use of language. Moreover, insight into the various views can assist not only second language learners but also first language users, as the way we choose to use language is not just important for some of us.

This paper begins by introducing the concepts of language and culture, and then considers the connection between the two through the three plausible relationships forwarded by Wardhaugh: language structure determines language usage, cultural values determine the way we use language, and the claim that a relationship between the two does not exist. In the latter part of the paper, the implications of such a relationship are discussed as they pertain to language education and policy.

## B - Language and culture

The relationship between language and culture is a complex one due largely in part to the great difficulty in understanding people's cognitive processes when they communicate. Wardhaugh and Thanasoulas each define language in a somewhat different way, with the former explaining it for what it does, and the latter viewing it as it relates to culture.

And if we are to discuss a relationship between language and culture, we must also have some understanding of what culture refers to. Goodenough (1957, p. 167, taken from Wardhaugh, 2002, p.219) explains culture in terms of the participatory responsibilities of its members. He states that a society's culture is made up of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves.

## C - The relationship between language and culture

Edward Sapir, in his studies with Benjamin Lee Whorf, recognized the close relationship between language and culture, concluding that it was not possible to understand or appreciate one without knowledge of the other" (taken from Wardhaugh, 2002, p. 220). However, Wardhaugh (2002, pp. 219- 220) reported that there appear to be three claims to the relationship between language and culture.

Lucy (1996, p. 46, taken from Skotko, 1997) reported that Hanunóo, a language from the Philippines, has four terms that seem to refer to what we would call white, black, green, and red but which under further analysis turn out to mean roughly lightness, darkness, wetness, and dryness. Such observations imply that some cultures interpret colours based on their language, such as with Hanunóo, where it appears that speakers view the colour red as more of a feeling than a colour.

Kinship systems have similarly been studied to discover how language is related to thought through the ways in which the use of terms like father, brother, or older brother reflect how people behave toward these people (Wardhaugh, 2002, p. 229). Hudson (1996, pp. 85-86, taken from Wardhaugh, 2002, pp. 228-229) reports that the Seminole Indians of Florida and Oklahoma recognize a 'father's brother' to also be



'father', as the Seminole recognize same sex siblings to fulfill the same role. While one culture may distinguish between father and uncle, another may not. The use of the term 'father' in a conversation between a native English speaker and a Seminole Indian would logically produce a different image for both people, as culturally each may classify the roles and image of this person differently.

#### **D - Implications for language education and language policy**

The ultimate goals of language education for both learners and instructors revolve around the acquisition of competency. As illustrated above, language and thought interact constantly and linguistic competence is not enough for learners to be competent in that language (Krasner, 1999, taken from Peterson & Coltrane, 2003). Understanding that languages and their cultures do possess relationships central to the acquisition of linguistic and cultural competency is a good starting point for any approach to language education. The creation and enforcement of an integrated language policy that reflects the need for learners to be educated about both target culture(s) and language(s) is needed if language learners are to be expected to achieve any degree of real competency in any language. In Japan, current methods of language education appear to often assume a rather passive stance in the incorporation of cultural knowledge into the classroom, taking a more FYI approach in the inclusion of cultural notes and tidbits in language lessons. Many teachers and students seem to lose sight of the fact that knowledge of a grammatical system [grammatical competence] has to be complemented by culture-specific meanings [communicative or cultural competence] (Byram, Morgan et al. 1994, p. 4, taken from Thanasoulas, 2001).

#### **E - Concluding thoughts**

While there is no definitive conclusion to exactly how language and culture are related, it is evident through the linguistic choices that people employ that a relationship exists. There is a need for language learners to understand why people think and speak the way they do, and to understand possible agreements that may be in place between a culture and its language. Integrated studies of language and culture are needed if language learners are to become competent language users.

Creating language policy that reflects the importance of the relationship(s) between language and culture will force teachers to educate learners on the authenticity of language (i.e. the how and why behind its use in real life). Such policy would not only offer language learners insight into their own language and cultural competency, but also provide them with an educated base for how to view other languages and cultures as well.

**Read the text again and answer the questions. Note: you can use any letter (A-E) more than once.**

In which section of the article does the writer:

1. bring an example of the functional definition of a term?
2. describe how some ethnic groups perceive family relationships?
3. provide two different views on a single topic?
4. say why we teach and learn a language?

5. say that there is no clear answer to a problem;
6. set a condition for the successful development of skills;
7. state that one word can create a different picture for different people;
8. suggest a reason why it is hard to explain the connection between the two notions.

**Activity 7: Scan the following TV schedule for BBC1 and answer the questions.**

14:15 - Think Tank. Episode 20

Bill Turnbull hosts a quiz show featuring regular contributors known as the Think Tank.

15:00 - Escape to the Country Series 16 (45 minute version): 50. Dorset

Alistair Appleton goes property shopping in Dorset with a buyer looking for a fresh start.

15:45 - Money for Nothing. Series 1: Episode 6

Sarah saves a petrol can, a rickety dining table and an arm chair from being tipped.

16:30 - Put Your Money Where Your Mouth Is

Series 13: 5. Christina Trevanion v Mark Stacey - Showdown

Christina Trevanion and Mark Stacey race towards the finish line at the showdown auction.

17:15 - Pointless. Series 12: Episode 14

Quiz in which contestants try to score as few points as possible.

18:00 - BBC News at Six

National and international news stories from the BBC News team, followed by weather.

18:30 - BBC London News

The latest news, sport and weather from London.

19:00 - The One Show

Alex Jones with stories and reports from around the country.

19:30 - A Question of Sport. Series 45: Episode 28

With guests Jamie Heaslip, Andy Sullivan, Jodie Williams and Lucy Bronze.

19:57 - BBC News and Regional News

The latest national and international news stories from the BBC, followed by Weather.

10:00 - EastEnders

Things remain fraught amongst the Carters but can anything bring them back together?

10:30 - MasterChef

The amateur cooks must make an exceptional dish centred on one ingredient, duck breast.

21:00 - Have I Got News for You. Series 51: Episode 2

Tracey Ullman hosts, with guest panellists Andy Hamilton and Clive Myrie.

1. What is the name of an unusual quiz show?
2. What time is the news from the capital?
3. Which programme is for those interested in cooking?
4. What soap opera can you watch in the evening?
5. Who buys things that people want to throw away?
6. Who is the presenter of a programme in which current affairs are discussed?
7. Where is today's episode of a programme about buying a house filmed?
8. How long is the shortest news programme?

**Activity 8: Read the following article. The opening sentence of each paragraph has been taken out. Complete the article by putting the sentences (a-h) into the numbered gaps (1-7). There is one extra opening sentence ' which does not fit in any of the gaps.**

**Why you should start work at 10am (unless you're in your 50s)**

***We shouldn't make everyone come in at 9am just because it suits the boss's sleeping patterns. It's time to stagger starting times and let 30-somethings come in later, says one leading sleep scientist***

1. ... In a speech at the British Science Festival, Dr Paul Kelley, clinical research associate at the Sleep and Circadian Neuroscience Institute at Oxford University, called for schools to stagger their starting times to work with the natural biological rhythms of their students. It would improve cognitive performance, exam results and students' health (sleep deprivation has been linked with diabetes, depression, obesity and an impaired immune system).
2. ... The conventional school starting time works for 10-year-olds but not 16- to 18-year-olds. For the older teenagers, it might be more sensible to start the school day at 11am or even later. "A 7am alarm call for older adolescents," Kelley and his colleagues pointed out in the paper, "is the equivalent of a 4.30am start for a teacher in their 50s."
3. ... "The body's natural rhythm is controlled by a particular kind of light," says Kelley. "The eye doesn't just contain rods and cones; it contains cells that then report to the suprachiasmatic nuclei in the hypothalamus." This part of the brain controls our circadian rhythms over a 24-hour cycle. "It's the light that controls it. It's like saying: Why can't you control your heartbeat?"
4. ... Kelley says the working day should be more forgiving of our natural rhythms. Describing the average sleep loss per night for different age groups, he says: "Between 14 and 24, it's more than two hours. For people aged between 24 and about 30 or 35, it's about an hour and a half. That can continue up until you're about 55 when it's in balance again. The 10-year-old and 55-year-old wake and sleep naturally at the same time."
5. ... It is maintained by bosses, many of them in their mid-50s and upwards because "it is best for them". So, should workplaces have staggered starting times, too? Should those in their 50s and above come in at 8am, while those in their 30s start at 10am and the teenage intern or apprentice be encouraged to turn up at 11am? Kelley

says that synchronized hours could have “many positive consequences. The positive side of this is people’s performance, mood and health will improve. It’s very uplifting in a way because it’s a solution that will make people less ill, and happier and better at what they do.”

6. ... It could spell the end of rush hour as people stagger their work and school-run times. A later start to the day for many, says Kelley, “is something that would benefit everyone, particularly families. Parents go and try to wake up teenagers who are waking up three hours too early. It creates tensions for everybody.”

7. ... “I am 67 so that means I’m back to being ten years old and I get up just after six. I wake naturally.” And, yes, he says he finds the start of his working day much easier now than he did when he was younger.

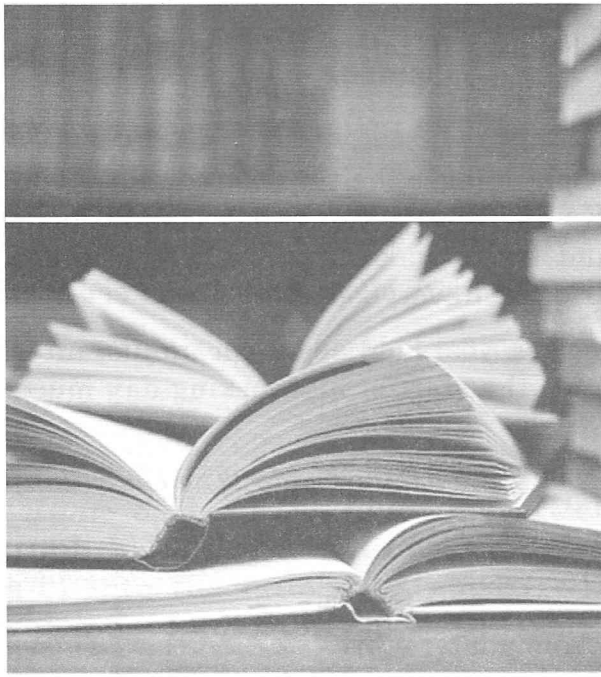
(by Emine Saner, *The Guardian*)

**Opening sentences:**

- a) But it isn’t just students who would benefit from a later start.
- b) He says it’s not as simple as persuading teenagers to go to bed earlier.
- c) He says families had a key role to play in ensuring children get enough sleep.
- d) It follows a paper, published in 2014, in which he noted that, when children are around ten, their biological wake-up time is about 6.30am; at 16, this rises to 8am; and, at 18, someone you may think of as a lazy teenager actually has a natural waking hour of 9am.
- e) Lots of us know we are sleep-deprived but imagine if we could fix it with a fairly simple solution: getting up later.
- f) So, what time does Kelley start work?
- g) There would probably be fewer accidents as drivers would be more alert, he says.
- h) This might be why, he adds, the traditional nine to five is so ingrained.

**Now, decide whether these statements are true (T) or false (F).**

- 1. When children are ten years old, their biological wake-up time is around 6.30am.
- 2. A 16-year-old’s biological wake-up time is 9am.
- 3. An 18-year-old has a natural waking time of 10am.
- 4. Young people aged between 14 and 24 lose more than two hours’ sleep per night.
- 5. People aged between 24 and 30 lose more than three hours’ sleep per night.
- 6. A 10-year-old and a 55-year-old wake and sleep naturally at the same time.



## TEXT ORGANISATION. MATCHING HEADINGS.

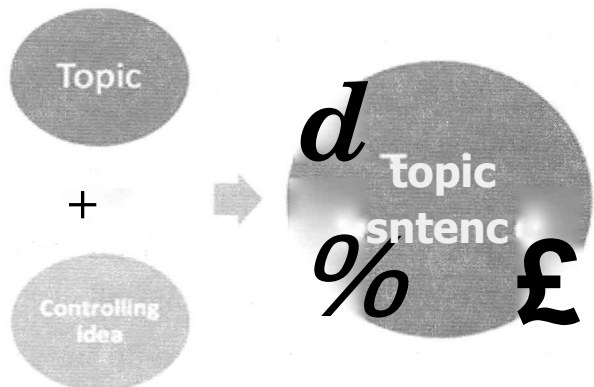
Lesson focus: learn how to ...

- identify the controlling idea and the structure of a paragraph;
- match headings to paragraphs or passages.

### THE CONTROLLING IDEA OF A PARAGRAPH

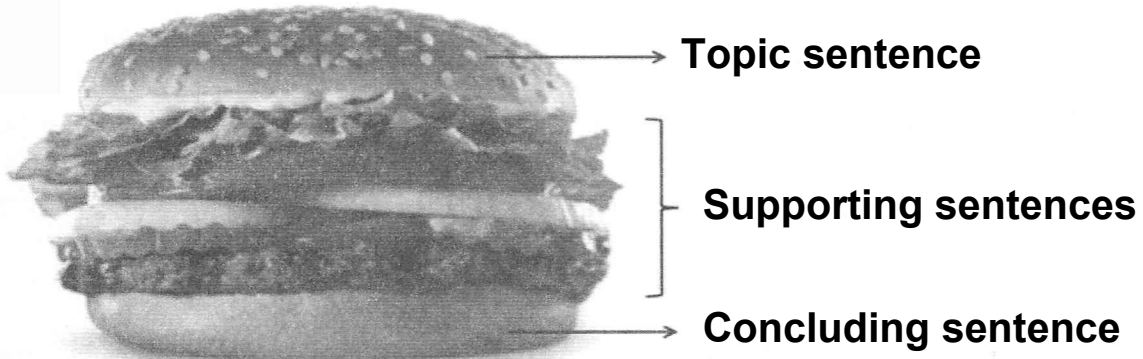
In non-fiction texts, a paragraph is a series of sentences that are organized and coherent, and are all related to **a single topic**. A paragraph can contain many different kinds of information, like examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is **a topic sentence**.

A well-organized paragraph supports or develops **a single controlling (main) idea**. This idea is expressed in a sentence called **the topic sentence**. The topic sentence identifies **the topic** and **the controlling idea** of the paragraph. The topic sentence should not be too general or too specific. It should be general enough to show the paragraph's main idea instead of just one of its details, and it should be specific enough that the reader understands the main idea of the paragraph. Usually, the topic sentence comes at the very beginning of the paragraph. In some cases, the writer may want to put some information before the topic sentence - for example, a sentence linking the current paragraph to the previous one, or one providing background information. In some cases, the topic sentence **may not be explicit**,



**The supporting details** in the paragraph (the sentences other than the topic sentence) will develop or explain the topic sentence. In a coherent paragraph, each sentence relates clearly to the topic sentence and controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

# Paragraph structure



## THE STRUCTURE OF A PARAGRAPH

When you need to identify the topic sentence and the controlling idea of a paragraph, it helps to understand **how information is organized**. There are the following commonly used **patterns of organization**:

**Cause and Effect:** the results of something are explained.

*Example: The dodo bird used to roam in large flocks across America. Interestingly, the dodo wasn't startled by gun shot. Because of this, frontiersmen would kill entire flocks in one sitting. Unable to sustain these attacks, the dodo was hunted to extinction.*

**Chronological:** information in the passage is organized in order of time.

*Example: Jack and Jill ran up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after.*

**Compare and Contrast:** two or more things are described, and their similarities and differences are discussed.

*Example: Linux and Windows are both operating systems. Computers use them to run programs. Linux is totally free and open source, so users can improve or otherwise modify the source code. Windows is proprietary, so it costs money to use and users are prohibited from altering the source code.*

**Order of Importance:** information is expressed as a hierarchy or in priority.

*Example: My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.*

**Problem and Solution:** a problem is described and a response or solution is proposed or explained.

*Example: Thousands of people die each year in car accidents involving drugs or alcohol. Lives could be saved if our town adopts a free public taxi service. By providing such a service, we could prevent intoxicated drivers from endangering themselves or others.*

**Sequence / Process Writing:** information is organized in steps or a process is explained in the order in which it occurs.

*Example: Eating cereal is easy. First, get out your materials. Next, pour your cereal in the bowl, add milk, and enjoy.*

**Spatial / Descriptive Writing:** information is organized in order of space (top to bottom, left to right).

*Example: When you walk into my bedroom there is a window facing you. To the right of that is a dresser and television and on the other side of the window is my bed.*

**Activity 1: In each of the following paragraphs, the topic sentence is missing. From the four alternatives given, choose the one which might be the best topic sentence for the paragraph it belongs to.**

1. ... Blue is a color that means sadness or coldness to many people. Most people think of yellow as a bright, cheerful color. People often say they "see red" when they are angry.

- A) People say strange things about color.
- B) To some people the color red means anger.
- C) To many people colors have certain meanings.
- D) People's reaction to colors varies from one moment to another.

2. ... The yak is an animal about the size of a small cow. The people of Tibet use it to carry large and small loads. They drink its milk, eat its meat for food and weave its fur into cloth.

- A) The Tibetan people depend upon the yak in several ways.
- B) The yak lives in Tibet.
- C) The yak is an important means of transportation in Tibet.
- D) The yak is adapted to the climate of Tibet.

3. ... A small car is inexpensive to operate because it goes 20 to 30 miles on a gallon of gasoline. The original purchase price of a small car is considerably less than that of the bigger models. And of course small cars are easier to park.

- A) Small cars are quite economical.
- B) A small car has several advantages.
- C) Small cars have some advantages over big ones.
- D) There are several reasons why a person should not buy a big car.

4. ... Airlines depend on good weather conditions to keep their planes in the air. Workmen who construct buildings can work only in good weather. Farmers depend on sunshine and rain for growing crops. Merchants find that weather affects their business, for when the weather is bad, people do not go shopping.

- A) We should listen to a weather report every day.
- B) Weather is important to a great many people.
- C) Scientists are studying ways to control the weather.
- D) Unfavorable weather conditions may affect air travel.

5. ... First, there are books on all subjects, both in the native language and in many other languages. These books are organized according to subject, title and author in a central file called the card catalog. Books can generally be checked out of the library and taken home for a period of two to four weeks. Second, there are reference works, which include encyclopedias, dictionaries, bibliographies, atlases, etc, and which generally must be used in the library itself. Third, there are periodicals — magazines, newspapers, pamphlets - which are filed alphabetically in racks, or which have been microfilmed to conserve space. Like reference works, periodicals cannot usually be removed from the library.

- A) Libraries contain important reference books.
- B) There are three basic kinds of materials that can be found in any good library.
- C) Libraries are quite useful.
- D) Great care is taken to keep the materials in a library in good condition.

**Activity 2: Read the following passages. Match each passage (1-12) with a pattern of organization (a-g). Identify the topic sentence of each paragraph.**

*Patterns of organization:*

- a) cause and effect
- b) chronological
- c) compare and contrast
- d) order of importance
- e) problem and solution
- f) sequence / process writing
- g) spatial / descriptive writing

1. Many people use the words *cyborg* and *android* interchangeably when, in fact, they have different meanings. Both terms refer to beings powered by robotics, but an android is powered entirely by robots. Though androids are completely mechanical, they are designed to look like humans. They may have synthetic skin, hair, and other features, but no human organs. On the other hand, cyborgs are part human and part machine. They may have robotic hands, legs, or eyes, but all cyborgs have surgically implanted technologies that enhance their abilities.

2. There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.



3. David Bordwell is a scholar who writes as fan. He is in love with the crazy, rip-roaring, vulgar confusion that is Hong Kong Cinema, but he also knows how and why it works and explains it in words the layman can understand. Like American westerns, Hong Kong action movies travel well because their common currency is basic emotions such as fear, anger, joy and sorrow. A theme in many Hong Kong historical movies is a desire for revenge, a universal feeling, while Japanese historical films often turn on the two-way pull of duty and inclination, an idea that is remote for most modern audiences. This is why Bruce Lee's films were hits worldwide but Akira Kurosawa's never reached beyond the art-house circuit.

4. In the 1930s, the French philosopher Pierre Teilhard de Chardin predicted the emergence of a noosphere, a network linking mankind at the mental rather than the physical level. Teilhard was a sociologist, a scientist and a Jesuit theologian; he described this noosphere partly in physical terms, as an information network, and partly in spiritual and philosophical language, as a force which would act to unify society. One of the many metaphors he used to put the concept across was that of a "halo of thinking energy" encircling the planet. Today, the same combination of technical, sociological and philosophical terminology is used to describe the Internet.

5. The wolverine, a medium sized mammal weighing no more than 50 lbs., has earned its reputation for ferocity with its documented ability to kill prey many times its size. The reason why wolverines have so many conflicts with other animals (including wolves, cougars, and even bears) is probably because of the wolverine's preferred hunting style. Rather than chasing down or tricking its prey like most hunters, the wolverine prefers to take its meals directly from other hunters. So while a polar bear or a lone wolf might be enjoying a hard earned carcass, a hungry wolverine may try to take his lunch. This keeps the wolverine in plenty of fights.

6. Sometime in December of 1891, Dr. James Naismith, a gym teacher at the YMCA College in Springfield, Massachusetts was trying to keep his gym class active on a rainy day. He wanted a vigorous game that would keep his students moving. After rejecting a few other ideas because they were too rough or not suited for the walled-in gym, Naismith wrote out the rules for a game with peach baskets fixed to ten-foot elevated tracks. Naismith's students played against one another, passing the ball around and shooting it into the peach baskets. Dribbling wasn't a part of the original game, and it took a while to realize that the game would run more smoothly if the bottoms of the baskets were removed, but this game grew to be one of the most popular sports in America today. Can you guess which one?

7. What's that humming sound? Could it be hummingbird, the only bird capable of backward flight? Hummingbirds have many unique flight habits that distinguish them from other birds. Most birds flap their wings up and down to fly, but the hummingbird moves its wings forward and backward very rapidly in a figure eight pattern. This allows the hummingbird to hover in position, fly upside down, and move about very rapidly. And while other birds have to push off with their feet to begin flying, and work their ways up to their top speeds, the hummingbird can both start flying at maximum speed and stop flying instantaneously. After you've seen a hummingbird in flight, it's unlikely that you'll mistake them for another bird.

8. Remember, if something is worth doing, it is worth doing correctly. That said, the key to making perfect cookies is merely a matter of preparation and precision. To begin with, read your cookie recipe thoroughly before baking. Make sure that you

• it's all of the necessary ingredients before you continue. Next, use good tools and ingredients. Sometimes, the craftsman is only as good as his or her tools. By using the right tools you can minimize mistakes and improve the quality of your product. Lastly, you should use top quality ingredients. Unlike in the fairytales, you can't turn lead into gold. If you use poor quality materials, you'll create an inferior product. So, to make perfect cookies you should use the highest quality materials available. Bon appetit!

9. The term "machine gun" is commonly applied to any gun that is designed to fire repeatedly and in rapid succession for as long as the trigger is held down. During the course of warfare, the trigger of some machine guns may be held down almost continuously for hours to create suppressant fire (rounds fired not necessarily to kill an enemy, but to prevent them from attacking). All of this firing can generate a lot of heat, which may cause the weapon to overheat and malfunction. But this situation has been addressed in a number of ways. For one, practically all machine guns fire from an open bolt, which allows air to cool the breach between bursts of fire. Additionally, some machine guns have removable barrels, which allow hot barrels to be replaced. And some advanced machine guns even have sophisticated barrel cooling systems, which maintain a functional heat level within the weapon. As you might have concluded, a lot of brain power has gone into keeping those guns firing.

10. Ansel Bourne was a preacher, carpenter, and most likely an inspiration for the name "Bourne" in the movie and novel series, "The Bourne Identity." Up until 1857, Bourne had been a carpenter, until he was called to religion. After 1858, he worked as an evangelical preacher, until 1887. He set up shop in Norristown, Pennsylvania, as a candy maker using the name A.J. Brown. Three months later, he woke up not knowing where he was, with no memory of the previous months. The case of Mr. Bourne has fascinated psychologists, and some film makers, for years.

11. The brain is the most complicated system in the human body. The brain is separated into two hemispheres or halves. From front to back, the brain is further divided into three parts: the forebrain, the midbrain, and the hindbrain. The forebrain is where most reasoning, thinking, and emotional activity occur. It is also where most memories are stored. The midbrain controls reflexes and processes sensory information (sight, touch, taste, etc.) The hind brain processes basic survival functions, like breathing and maintaining heart beat. The brain is truly the most amazing system in the human body.

12. When cotton candy is sold at markets or events, it is usually pink or blue, but the natural color of cotton candy is as white as the sugar that is used to make it. The reason why cotton candy appears blue or pink is because of food coloring. Gelled food coloring is added to the white sugar before it is spun, which causes the sugar molecules to combine with the pigments in the food coloring. These food dyes do not affect the taste of the cotton candy in any noticeable way, but they do transform the treat into the brightly colored confection that consumers expect. This is why you will rarely find white cotton candy. What do you think? Would you buy a bag of white cotton candy, or do you think that it would be too weird?

## HOW TO DO MATCHING HEADINGS TO PARAGRAPHS OR PASSAGES

Matching headings is a task based on **skimming (understanding the main idea of a text)**. Common **problems** with this kind of task are:

- it seems that there is too much information to get through and not enough time;
- some test takers try to match a word or words from the headings to a word or words in the text;
- some of the headings may appear to have the same or similar meaning;
- some test takers only read the first sentence of each paragraph (passage) and do not understand the main idea of the whole paragraph (passage);
- some test takers spend too much time on this task, leaving themselves little time for the rest of the exam (it is advised that you try to complete this part in less than 20 minutes);
- answers are not in the same order as the text.

### Remember that:

- You are **not expected** to read **every word** of the text. This will take too long and you don't have time for this. In this kind of questions, you are only expected to understand the main idea of each paragraph (passage). Use **skimming** strategies to quickly get the main idea of each paragraph (passage). If you find a word you don't understand, ignore it - you are looking for meanings of paragraphs (passages), not words. However, don't go too quickly
- this may lead to you not understanding most of the text and making mistakes. It is better to do this a little slower (but not too slow!) and actually understand what is in front of you.
- Be aware of **synonyms**. Many test takers look for words that match exactly with words in the paragraphs (passages) and ignore synonyms. Don't simply match a word in the question with a word in the paragraph (passage) - read the sentence/paragraph to see how it is being used. When you look at the headings, remember that the paragraphs (passages) may not contain those exact same words - usually, the key words from the text are **paraphrased** in the headings. For example, a keyword in the heading might be 'Beautiful', however the word you're looking for could be many different synonyms of 'beautiful' like 'attractive', 'pretty', 'lovely' or 'stunning'.
- If there are two or three headings that look **similar**, write them beside the paragraph (passage) and try to find **out the difference** between the headings. What are the key-words? How does this change the meaning? Which one matches the paragraph (passage) best? Do not concentrate on words that are common to all or many of the headings, look for words that are **special** to that heading. If you still can't decide which one suits best, move on and come back to it later. The answer will normally be easier to find after you have matched some more headings.

### A suggested procedure is as follows:

1. Look at **the headings** first. Don't spend too much time on this, as some of them will be wrong. Try and identify what the more important words are. By looking at the headings first, you get a good idea of the general meaning of the text. That will help your reading.
2. Look at the first paragraph. Try to ignore the detail and **look for the main point** - these are normally (but not always!) found in the first few sentences - that may be the topic of the paragraph. Does it match any of the headings? Don't forget to check final sentences too - that may be a summary of the paragraph.
3. Make sure you **underline/circle the words** in the text that best **match** the heading. If you do this, you can easily check your answer, if you want to use the same heading for another paragraph (passage) later on.
4. If you are unsure and it could be heading two or three headings, write down their letters beside the paragraph (passage). Don't guess yet. **Come back at the end.**

**Activity 3:** Below are the headlines of three articles. Read the headlines and guess what each of the articles is about. What makes you think so?

- A. Danger in the Air
- B. Street Safety Protest
- C. Killers or Victims?

Below are the introductory paragraphs of the three articles. Read paragraph 1 and decide which of the headlines A-C above is the most suitable heading for this paragraph. What are the reasons for your choice?

1. Every year at least fifty people are bitten, butted or even butchered in shark attacks. Tabloid newspapers scream hysterically about coastal deaths, but it's nothing compared to what we do to them; we murder twenty million sharks every year. No competition really.
2. Travelling in the skies is becoming rather risky, according to figures released last night, which reveal a dramatic increase in the number of near-misses. The Civil Aviation Authority is urgently trying to find out why pilots have failed more than ever before to follow the instructions given by air-traffic controllers.
3. Many of the residents of Seaforth gathered outside their town hall yesterday to demonstrate against the lack of pelican crossings on the three main roads in the center of the town. A spokesperson said this was a reaction to a spate of accidents involving young people in recent years which could have been prevented had better precautions been taken.

Now read paragraphs 1-3 above, and find the key words/phrases in each of them. Match these words/phrases with the words included in the headlines. Then, decide which of the three headlines A -C is the most suitable heading for each paragraph.

**Activity 4:** Match the following texts (1-6) with the headings (A-G).

**Note:** There is one extra heading which you do not need to use.

**List of Headings:**

- |                       |                   |                      |
|-----------------------|-------------------|----------------------|
| A. Different Subjects | B. Many Students  | C. Two Sections      |
| D. Differing Opinions | E. Useful Facts   | F. Important Lessons |
|                       | G. Easier Answers |                      |

1. Oxford University has been a center of learning for over 900 years. Today, there are over 16,000 people studying at Oxford, but they are not all British. About 4,000 of them come from other countries. In fact, there are currently students from over 130 countries studying there. Every student at Oxford is a member of a 'college'. There are 39 main colleges, and each college is in a different part of the town.

i. What's the best age for a child to learn how to read? Some people believed that

children should learn at as young an age as possible. Because of this, some parents start teaching their children when they are about three years old. Other people believe it's better for a teacher at school to teach a class of children how to read, so many children don't learn to read until they are five or six years old.

3. In most countries, you are only allowed to drive a car on a public road if you have a driving license. You usually have to pass a driving test in order to get the license. In European countries, this test is in two parts. The first part is a 'theory' test. You have to answer questions about road safety. The second part is a 'practical' test. You are in a car with an examiner, who tells you where to drive and asks you to do various things, such as parking or reversing around a corner.

4. When was Mozart born? What's the capital of Nigeria? Before the Internet, if we wanted to find out the answers to these questions, we'd have to look them up in reference books, such as encyclopedias. If we couldn't find the information in books at home, we'd have to go to a public library. This kind of research would often take a very long time. Now, however, as long as you have a computer connected to the Internet, you can find the answers to questions like these in seconds.

5. Although people sometimes confuse astronomy and astrology, they are completely different. Astronomy is the scientific study of the universe. Astronomers study stars, planets and other things in space, such as comets and record their findings scientifically. Astrology, which is based on the belief that the position of the planets affects human behavior, is not a science. It is astrologers who write horoscopes in magazines, telling us what they think is going to happen to us in the future.

6. A guide book can be extremely helpful when you're visiting a place for the first time. Guide books provide loads of practical information, such as the opening times and entrance fees of the main attractions, and often recommend sights to visit and places to stay. They can also provide interesting information about the history of the place and famous people who lived there.

**Activity 5: Read the following article. Choose the most suitable heading (A-G) for each part (1-6) of the article. There is one extra heading which you do not need to use.**

**List of Headings:**

- |                                |                                      |
|--------------------------------|--------------------------------------|
| A. A different approach        | B. Down-to-earth                     |
| C. Functions of soundtracks    | D. Important and difficult to create |
| E. Matching questions          | F. Names matter                      |
| G. Putting Everything Together |                                      |

### How A Soundtrack is Made

*As part of Music Month, FilmInFocus talks to Focus Features executive Jennifer Towle about the processes behind the creation of movie soundtracks.*

1. Music is often pivotal to a movie's success, and it's not uncommon to come away from a film still humming a melody or singing a particular song, and itching to buy the soundtrack. But that soundtrack winding up in a record store or, increasingly, online, is the result of a painstaking process that is anything but simple.

2. Jennifer Towle, Director, Music & Business Affairs, is a Focus Features executive involved in many aspects of film music, including overseeing the company's soundtracks. Unlike many of today's soundtracks, which are compendiums of hit songs barely heard in the movie, Focus' soundtracks often showcase strong original scores by composers like Bruno Coulais (*Coraline*) and, currently, first-time film composer James Murphy (*Greenberg*). For Focus, says Towle, "the soundtrack is a companion piece to the film. It's a showcase for the music, highlighting the collaboration between the director, composer and music supervisor. Soundtracks are also early ambassadors for our projects. We aim to release them in advance of their films to generate awareness and conversation. In that sense, they are an important marketing tool. Finally, when we're working with great artists, it's a thrill to make wonderful new music available."

3. For Towle, the first step in producing a film soundtrack involves setting a schedule for the release. "You want to have a label deal in place at least three months in advance of the film's release date," she says. When targeting labels to work with, Towle considers both the film as well as the music. "Is the content more appropriate for a major label or a soundtrack specialty label?" she asks. "Does the composer or recording artist have relationships or contractual obligations we should keep in mind?" For example, Towle cites the *Brokeback Mountain* soundtrack as a good example of artist/label synergy: "With *Brokeback*, [composer] Gustavo Santaolalla was affiliated with the Universal Music label group, as were Teddy Thompson and Jackie Greene [who both contributed songs to the soundtrack]. We ended up working with Verve Forecast, and they were a great fit. They are a label within the Universal family and really supported the release."

4. And then, of course, are the more practical concerns: "Can a label get the album out in time? Is there room for it on their release schedule? And will the label support the record in the marketplace?"

5. Once a label is identified, a deal has to be negotiated. "For the most part, the days of robust soundtrack advances are over," laughs Towle, referring to the upfront fees (literally, advances on future royalties) paid by record labels to studios for the right to release soundtrack albums. "Films like the *Twilight* sequels can probably still command big advances because there is huge built in audience based on the success of the first film and soundtrack. That audience wants a souvenir of the movie and expects that there will be great score and new songs by popular artists on the soundtrack. But with albums consisting largely of score, we looking for the best partner rather than the biggest check."

6. Readyng a score album master is typically a straightforward process. The composer and director will choose and sequence which pieces from the film they want. Then the composer will edit, mix, master and deliver the album to the label. Soundtracks with both score and songs require more coordination. Towle calls *Brokeback Mountain* "a truly integrated hybrid album," as it featured a combination of score, original songs written for the film, pre-existing tracks licensed for the film, and new versions of existing songs that were re-recorded for the film. In the latter category, Teddy Thompson dueted with Rufus Wainwright on "King of the Road" (the song made famous by Roger Miller) and Willie Nelson put his own spin on Bob Dylan's "He Was a Friend of Mine."

(by Nick Dawson, <http://www.focusfeatures.com/>)

**Activity 6:** Read the following passage. Find the main idea of each paragraph and note how paragraphs are linked to each other.

### Big Science is broken

*Science is broken. That's the thesis of a must-read article in First Things magazine, in which William A. Wilson accumulates evidence that a lot of published research is false. But that's not even the worst part.*

1. Advocates of the existing scientific research paradigm usually smugly declare that while some published conclusions are surely false, the scientific method has "self-correcting mechanisms" that ensure that, eventually, the truth will prevail. Unfortunately for all of us, Wilson makes a convincing argument that those self-correcting mechanisms are broken.
2. For starters, there's a "replication crisis" in science. This is particularly true in the field of experimental psychology, where far too many prestigious psychology studies simply can't be reliably replicated. But it's not just psychology. In 2011, the pharmaceutical company Bayer looked at 67 blockbuster drug discovery research findings published in prestigious journals, and found that three-fourths of them weren't right. Another study of cancer research found that only 11 percent of preclinical cancer research could be reproduced. Even in physics, supposedly the hardest and most reliable of all sciences, Wilson points out that "two of the most vaunted physics results of the past few years — the announced discovery of both cosmic inflation and gravitational waves at the BICEP2 experiment in Antarctica, and the supposed discovery of superluminal neutrinos at the Swiss-Italian border — have now been retracted, with far less fanfare than when they were first published."
3. What explains this? In some cases, human error. Much of the research world exploded in rage and mockery when it was found out that a highly popularized finding by the economists Ken Rogoff and Carmen Reinhardt linking higher public debt to lower growth was due to an Excel error. Steven Levitt, of *Freakonomics* fame, largely built his career on a paper arguing that abortion led to lower crime rates 20 years later because the aborted babies were disproportionately future criminals. Two economists went through the painstaking work of recoding Levitt's statistical analysis — and found a basic arithmetic error.
4. Then there is outright fraud. In a 2011 survey of 2,000 research psychologists, over half admitted to selectively reporting those experiments that gave the result they were after. The survey also concluded that around 10 percent of research psychologists have engaged in outright falsification of data, and more than half have engaged in "less brazen but still fraudulent behavior such as reporting that a result was statistically significant when it was not, or deciding between two different data analysis techniques after looking at the results of each and choosing the more favorable."
5. Then there's everything in between human error and outright fraud: rounding out numbers the way that looks better, checking a result less thoroughly when it comes out the way you like, and so forth.
6. Still, shouldn't the mechanism of independent checking and peer review mean the wheat, eventually, will be sorted from the chaff? Well, maybe not. There's actually good reason to believe the exact opposite is happening. The peer review process doesn't work. Most observers of science guffaw at the so-called "Sokal affair," where a physicist named Alan Sokal submitted a gibberish paper to an obscure social studies

journal, which accepted it. Less famous is a similar hoodwinking of the very prestigious British Medical Journal, to which a paper with eight major errors was submitted. Not a single one of the 221 scientists who reviewed the paper caught all the errors in it, and only 30 percent of reviewers recommended that the paper be rejected. Amazingly, the reviewers who were warned that they were in a study and that the paper might have problems with it found no more flaws than the ones who were in the dark.

7. This gets into the question of the sociology of science. It's a familiar bromide that "science advances one funeral at a time." The greatest scientific pioneers were mavericks and weirdos. Most valuable scientific work is done by youngsters. Older scientists are more likely to be invested, both emotionally and from a career and prestige perspective, in the regnant paradigm, even though the spirit of science is the challenge of regnant paradigms.

8. Why, then, is our scientific process so structured as to reward the old and the prestigious? Government funding bodies and peer review bodies are inevitably staffed by the most hallowed (read: out of touch) practitioners in the field. The tenure process ensures that in order to further their careers, the youngest scientists in a given department must kowtow to their elders' theories or run a significant professional risk. Peer review isn't any good at keeping flawed studies out of major papers, but it can be deadly efficient at silencing heretical views.

9. All of this suggests that the current system isn't just showing cracks, but is actually broken, and in need of major reform. There is very good reason to believe that much scientific research published today is false, there is no good way to sort the wheat from the chaff, and, most importantly, that the way the system is designed ensures that this will continue being the case.

10. Science, at heart an enterprise for mavericks, has become an enterprise for careerists. It's time to flip the career track for science on its head. Instead of waiting until someone's best years are behind her to award her academic freedom and prestige, abolish the PhD and grant fellowships to the best 22-year-olds, giving them the biggest budgets and the most freedoms for the first five or 10 years of their careers. Then, with only few exceptions, shift them away from research to teaching or some other harmless activity. Only then can we begin to fix Big Science.

(by Pascal-Emmanuel Gobry, *The Week*)

Now, from the list of headings below (A-L), choose the most suitable heading for each paragraph (1-10). Note: There are two extra headings which you do not need to use.

- A An ineffective procedure
- C. Faking results
- E. Novelty is encouraged
- G. Physicists are to blame
- L Repair is impossible
- K. We are deceiving ourselves

- B. Do not stand out
- D. Faulty conclusions
- F. Other contributing factors
- H. Priorities need revising
- J. Small but critical
- L. What to do next?



**Activity 7: Read the text and then match the paragraph headings A-H with the paragraphs 1-8.**

***List of Headings:***

- A. Finding the evidence
- B. The living continent
- C. Small but significant
- D. Making modern Antarctica
- E. Putting it all together
- F. Joining another continent
- G. An impossible idea
- H. What's in a name?

1. Meet Mesosaurus, a small reptile which lived in fresh-water lakes and streams millions of years ago during the lower Permian age. Mesosaurus has had a big impact on how we view our planet, because he helped to prove the existence of the super-continent called Gondwanaland.

2. Every schoolchild has probably looked at a map of the earth and noticed how Africa and South America fit together like pieces of a giant jigsaw, yet until just over a hundred and fifty years ago, no-one believed that this was more than an odd coincidence. It seemed impossible that the massive continents of the earth could ever be moved, let alone so far apart that they ended up half a planet from each other.

3. Nevertheless, in 1912 Alfred Wegener, a German meteorologist came up with the theory that the continents of the earth had all existed in a single mass, which he called Pangaea (which is Greek for 'all the world'). Later researchers decided that Pangaea had been two continents, one to the north of the other, which had existed about 250 million years ago. From the geological evidence found in the Gondwana area of India, an Austrian geologist, Eduard Suess coined the name 'Gondwanaland' for the southern supercontinent, of which India was once a part. (The northern continent was called Lurasia.)

4. For many years super-continent theory was regarded as an interesting theory, but no-one knew how it might work in reality. Then the discovery of the mechanisms of plate tectonics showed how continents might drift across the face of the globe. Once it was accepted that the continents were floating on currents of lava, more evidence became apparent. A particular type of an early plant, the seed fern, was found on continents now scattered about the southern hemisphere of the world, as were tillites, a deposit left by glaciers in the Permian-Carboniferous era of 520 million years ago. And Mesosaurus, the little fresh-water reptile, left his remains in West Africa and Brazil. Since Mesosaurus had no way of crossing the Atlantic, researchers realized that it could not be coincidence that this reptile had left remains in exactly the place where Africa and South America fit together so neatly.

5. By investigating similarities in animal fossils, different types of plants found in the southern hemisphere but not in the northern hemisphere, and patterns of rock formations, researchers have managed to put the continents of modern-day earth together like a huge jigsaw to make up the vanished super-continent. Sometimes rock formations can be seen to break off at the ocean's edge, to carry on once more thousands of miles away on another continent. The evidence shows that not only were Africa and South America once joined to Antarctica, but so were India and Australia, parts of south Western Europe, and Florida.

6. Although Gondwanaland was located in the far southern hemisphere of the planet, where Antarctica remains today, the climate was much warmer, and we know that huge forests grew there. These forests, fossilized into coal, supply many Indians with energy today. The land animals were adapted to life on their cool continent, with its long dark winter days. Some of the best known dinosaurs, such as Stegosaurus, Triceratops, and Tyrannosaurus lived on the northern continents, but Gondwanaland also had some fearsome predators such as Abelisaurus, a large meat-eater that lived during the cretaceous period. The seas were populated with fish called placoderms, a name which they get from their skin, which was so thick that they were practically armoured.

7. The break-up of Gondwanaland had huge consequences for planet earth as we know it now. In geological terms, India has been a sprinter. Breaking from Gondwanaland the sub-continent drifted rapidly northward from the south pole, finally smashing into Asia about 45 million years ago in a collision that raised the Himalayas.

8. When South America split off about 30 million years ago the effect was even more dramatic. Cold Antarctic water no longer mixed with warmer seas when pushed northward by the south American landmass. Instead it circled the pole getting colder and colder, until Antarctica lost its vegetation and animal life, and became the barren icy wilderness it is today.

**Activity 8:** In the following text, the headings of five sections have been removed. Choose the best heading (A-F) for the five sections (1-5). There is one extra heading you do not need to use.

**List of Headings:**

- A. Livelihoods Affected
- B. Greatest Fears Allayed
- C. Man-Made Concerns
- D. More Aid Required Fast
- E. Inherited Wisdom
- F. Speedy Return Crucial

The primitive tribes of India's Andaman and Nicobar Islands largely escaped last month's deadly tsunami unscathed. But anthropologists fear that the massive damage to their habitat has left them vulnerable.

The five aboriginal tribes that inhabit the lush jungles and beaches of the Andaman and Nicobar islands number less than 1,000 people.

Left undisturbed in their secluded habitats, they subsisted by hunting with bows and arrows, fishing and gathering wild fruit. Never large, the tribes' populations have shrunk over the past several decades, in part because of increased contact with outsiders, who carry diseases the tribes can not fend off.

Most of them survived when the tsunami hit the remote islands in the Bay of Bengal on December 26. But the land on which they live suffered severely and many anthropologists believe that the damage to their habitat has left the tribes facing new challenges.

Initial surveys show that island coastlines have changed shape and salt water has tainted the soil that nurtured coconut palms and fruit trees.

1.

Anstice Justin, head of the Andaman unit of the Anthropological Survey of India, recently led a mission to assess the damage on islands where one of the tribes live. He found sand and debris had filled the shallow waters where the Sentinelese people used to pole their canoes to catch fish.

Mr. Justin says that could pose a major challenge to the Sentinelese, who have no knowledge of fishing in deep waters.

"The shallow waters, the blue lagoon that was there along the south coast of the island is completely eroded and a new field of rocks appears to be in its place," said Anstice Justin. "There will be no fishing ground for the Sentinelese to fish around that area."

Experts say the destruction of a natural resource could make all the difference between survival and extinction for a tribe whose numbers have dwindled to below 250.

2.

An altered landscape is not the only problem. Experts also worry that some of the tribes are getting too much outside contact because of the tsunami relief efforts.

Some tribes, such as the Sentinelese, have long shunned contact with the outside world. But others like the Onges and the Great Andamanese have been exposed to outside influence in the past century and their numbers have steadily shrunk over the same period.

After their coastal homes were destroyed by the tsunami, the Onges and the Great Andamanese had to be evacuated and are now housed in special relief camps in the sprawling archipelago's capital, Port Blair.

3.

Samir Acharya who heads the Society for Andaman and Nicobar Ecology, says endangered tribes like the Onges now number less than 100. He says they should be moved back to their island as quickly as possible to continue life as hunters and food gatherers in their own natural habitat.

"This will be a prolonged contact till they are taken back and resettled in their own area," said Samir Acharya. "They have already been exposed to civilized vices like tobacco and alcohol, so one is naturally worried about that. Ideally, they should go back to their own habitat and start living once again in their own traditional way. That probably is one way of ensuring their continued welfare."

4.

While most of the tribes survived, not much is known so far about the welfare of one of the most secluded tribes, the Shompens, whose island took the brunt of the waves. A few members of the tribe have been sighted and even shot arrows at a military helicopter that hovered over their island on a post-tsunami reconnaissance trip.

Despite worries about how they will cope, anthropologists are elated that the tribes appear to have escaped annihilation in the disaster.

Mr. Acharya says the people may have escaped because they moved to higher ground after they saw the sea water go back, a phenomenon that usually occurs just before a tsunami strikes.

5.

"Probably either by their tradition, or it is a crystallized wisdom of ages that is perhaps there in their unconscious mind that they have learned to fear or be suspicious of receding water and that was what has saved the day," he said.

These tribes are of Mongoloid and Negrito origin, and some are believed to have traveled to the Andaman Islands from Africa some 60,000 years ago. They are considered one of the world's last links to prehistoric times.

## TEST PRACTICE 1

### Questions 1-10

**Match the following headings (A-L) to the texts (Q1-Q10). Note: There are two extra headings which you do not need to use.**

#### List of Headings:

- A) A way of socializing
- B) Alive and kicking
- C) Complicated problems
- D) Confusing hypotheses
- E) Cordial acknowledgements
- F) Gains in democracy
- G) Good things and bad things together
- H) In line with expectations
- I) Life is full of disappointment
- J) No definite conclusions
- K) Proof positive — extra
- L) What it is like

**Q1.** Goodness knows how many inky embarrassments may lurk in these pages yet, but it is thanks to Dr Wiseman and all of those whom I am about to mention that there aren't many hundreds more. I cannot begin to thank adequately those who helped me in the preparation of this book. I am especially indebted to the following, who were uniformly generous and kindly and showed the most heroic reserves of patience in answering one simple, endlessly repeated question: 'I'm sorry, but can you explain that again?'

**Q2.** It may be that our universe is merely part of many larger universes, some in different dimensions, and the Big Bangs are going on all the time all over the place. Or it may be that space and time had some other forms altogether before the Big Bang — forms too alien for us to imagine — and that the Big Bang represents some sort of transition phase, where the universe went from a form we can't understand to one we almost can.

**Q3.** This is a very popular Japanese form of poetry. It is brief, related to the season/nature, expresses a sense of awe or insight, written using concrete sense images and not abstractions, in the present tense. It is often written as three lines, of seventeen syllables arranged in a sequence 5, 7, 5, though not necessarily. A verbal snapshot, capturing the essence of a moment/scene. Some haiku are only a line or two. The idea is to capture a moment.

**Q4.** In April 1737, at age 52, Handel apparently suffered a stroke which disabled the use of four fingers on his right hand, preventing him from performing. In summer the disorder seemed at times to affect his understanding. Nobody expected that Handel would ever be able to perform again. But whether the affliction was rheumatism, a stroke or a nervous breakdown, he recovered remarkably quickly. To aid his recovery, Handel had travelled to Aachen, a spa in Germany. During six weeks he took long hot baths, and ended up playing the organ for a surprised audience.

**Q5.** When you sit down to dinner in a town house, your expectations will probably be governed by what you see around you. If you are in a small wooden building, dining in a small, poorly lit hall and being attended by your host's wife, then your fare will probably be less tasty than a yeoman's meal. If your host is an important merchant, on the other hand, and you are being entertained in the well-lit hall of a large house, then you can expect food far richer and more varied than the peasant could dream of offering.

**Q6.** Anyone who is an American citizen, at least 18 years of age, and is registered to vote may vote. Each state has the right to determine registration procedures. A number of civic groups, such as the League of Women Voters, are actively trying to get more people involved in the electoral process and have drives to register as many people as possible. Voter registration and voting among minorities has dramatically increased during the last thirty years, especially as a result of the Civil Rights Movement.

**Q7.** The Games have grown in scale to the point that nearly every nation is represented. Such growth has created numerous challenges, including boycotts, doping, bribery of officials, and terrorism. Every two years, the Olympics and its media exposure provide unknown athletes with the chance to attain national, and in particular cases, international fame. The Games also constitute a major opportunity for the host city and country to showcase itself to the world.

**Q8.** A large number of people depend directly or indirectly on the tobacco business. Small shops receive a large part of their income from the sale of cigarettes, and may be forced to close if cigarettes are made illegal. There are also many others who depend on this market. Tobacco is largely grown in warm countries, with undeveloped economies. A complete ban on cigarettes would force farmers to change the crops that they grow, and this is not something that can be carried out quickly. Poor farmers may not be able to feed their families without the income from tobacco.

**Q9.** The number of people suffering from respiratory illness in the countryside was significantly lower in the past than it is today. This is supported by Michael J. Brown's empirical research and by the statistics collected by the Bureau of Information over a 50-year period. It is, however, impossible to identify a direct relation of cause and effect between the increased use of pesticides and the rise in the number of breathing problems, as so many other factors in people's lifestyle have also changed.

**Q10.** The coffee served in the coffee houses wasn't necessarily very good coffee. Because of the way coffee was taxed in Britain, the practice was to brew it in large batches, store it cold in barrels and reheat it a little at a time for serving. So coffee's appeal in Britain was less to do with its being a quality beverage than a social lubricant. People went to coffee houses to meet people of shared interests, to gossip, read the latest journals and newspapers — a brand-new word and concept in the 1660s — and exchange information of value to their lives and business.

## TEST PRACTICE 2

### Questions 1-10

Match the following headings (A-L) to the sections (Q1-Q10). Note: There are two extra headings which you do not need to use.

### 10 Sneaky Ways Retailers Fool You into Spending More

*From strategic displays to all those tasty freebies, stores try to make an April Fool (and year-round overspender) out of customers.*

by Elizabeth Harper

#### List of Headings:

- |                                      |                              |
|--------------------------------------|------------------------------|
| A) Attracting attention with endcaps | B) Careful product placement |
| C) Catching your eye                 | D) Encouraging you to pause  |
| E) Gadgets are important             | F) Handing out freebies      |
| G) In one go                         | H) Ready to lend a hand      |
| I) Supplements wanted                | J) The bigger, the better    |
| K) The right sounds and smells       | L) Tricky layouts            |

Each day, stores are trying to convince us to put more in our carts and rack up a bigger bill at checkout. From strategic displays to all those tasty freebies, stores try to make an April fool (and year-round over spender) out of customers. So in the spirit of the season, let's take a look at how shops convince us to open our wallets—which might help us spend just a bit less.

#### Q1

Have you ever wondered why the one item you're looking for is somehow always in the farthest corner of the store? Whether you're walking into a department store or a grocery store, this "coincidence" happens by design. Making you walk the length of the store gives you plenty of opportunities to be tempted by every display you pass. Yes, this is why the dairy department is inevitably on the far side. Stores with convoluted layouts, such as the maze-like IKEA, make you pass as many products as possible before you leave. The more items you see, the more you're likely to take home.

#### Q2

Giving out free samples of everything from food to cosmetics is a retail staple—especially on busy weekends, when more people are shopping. While snacking your way through the grocery store can spice up your grocery run, it's another way for retailers to convince you to buy. Not only are you checking out new products, but you may also feel obligated to buy something after taking up someone's time.

#### Q3

Some stores go out of their way to be helpful. Just think of the Apple Store, where employees meet you at the door to ask what you need and direct you to the right place. Then there are even more employees to demo products, answer questions, and even provide tech support. This is more than just good customer service: It's the sort of helpfulness that tempts you into buying a new iPhone when a low-end smartphone might have done just as well. Plus, a friendly face can make shoppers feel obligated to pick up a product,

whether they realize it or not.

#### **Q4**

You can't put something in your shopping cart unless you stop to do so, which means it's in a retailer's best interest to make you stop as often as possible. So while you're making that long walk across the store to pick up milk, you'll find your progress halted by an obstacle course of narrow aisles, flashy displays, friendly employees handing out freebies, and more. Crowds can form bottlenecks at these places, and while you're stuck, that's one more opportunity for you to pick something up.

#### **Q5**

You're sure to find lots of eye-catching, colorful items positioned towards the end of the aisle, while the things you're shopping for are often in the middle of an aisle. The result? You have to walk past these other, more tempting things twice before you can checkout with the one thing you wanted.

#### **Q6**

The next time you're at the grocery store, take a moment to consider what's on eye level—because that's where stores want to direct your attention. It's often brand name products with stylish packaging, or temptingly priced store brand items. Anything the store is less interested in selling will be on higher or lower shelves, where you're less likely to see it. Similarly, in toy stores or toy aisles, you'll find the most desirable goodies at a kid's eye level. Even if these items don't catch your gaze, your kids are definitely seeing them.

#### **Q7**

The way stores arrange products on a rack or shelf plays a big role in encouraging you to buy, too. Imagine you're shopping for a coat and you see a \$250 designer number that's just what you want. One rack over, there's a similar style for just \$199. Naturally, you pick up the cheaper coat and walk out thinking you've scored a deal—without bothering to check around the corner, where there's yet another lookalike coat that costs \$350.

#### **Q8**

Shopping goes well beyond what you can see and touch: The background music and even the scent of the store can put you in the mood to shop. Music with a slow tempo might encourage you to linger, unconsciously following the beat. The subtle scent of baby powder in the baby section, or a faint tropical scent in the swimsuits, may subtly put you in the mind to buy.

#### **Q9**

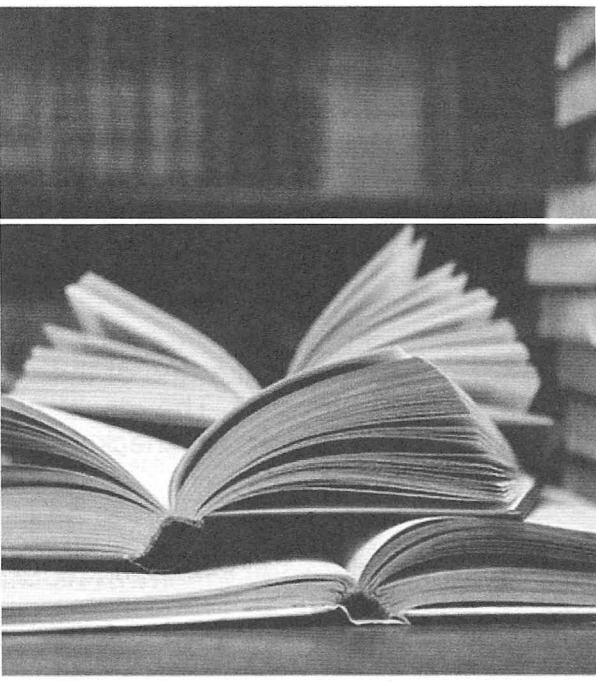
The next time you head to the grocery store, consider skipping the shopping cart. When you have to carry your purchases yourself, you're going to think twice about picking up extras. But when you have a cart, that extra purchase might not seem like such a big deal. Or worse, you'll find yourself attempting to fill the cart entirely.

#### **Q10**

Ceding a sale with accessories is an easy way for a store to improve its bottom line, especially with electronics. Say you're shopping for a new TV. After you've picked a model, the salesman will helpfully offer to show you stands or wall mounts. Perhaps you could use a new Blu-ray player to go with it? Or a high-end set of cables? Or an upgraded warranty?

These unnecessary extras might not seem like much at the time, especially when you're buying a big ticket item. But they add up fast. While companies aren't necessarily out to deceive you, they have a whole host of ways to convince you to spend just a bit more. But by knowing their best tricks ahead of time, you can keep a bit more cash in your wallet for your next shopping trip.





**INFERENCE.  
UNDERSTANDING  
NARRATIVE TEXTS.**

**Lesson focus: learn how to ...**

- use inference skills;
- answer questions based on narrative passages.

### **INFERENCE**

Inference is **making conclusions** based on the provided information and **understanding** information that is **implicit** (not stated directly) - "reading between the lines". Inference includes:

- recognizing the antecedents for pronouns and substitutions (remember that a pronoun may refer back to other words in the text for its meaning - anaphoric reference, or a pronoun may refer to words used later in the text - cataphoric reference);
- understanding the meaning of the words from the context;
- understanding the setting;
- understanding characters' beliefs, personalities and motivation;
- understanding emotions;
- understanding characters' relationships to one another;
- understanding causes and effects of the events;
- understanding the author's (narrator's) point of view;
- making conclusions from the information presented in the text;
- forecasting future episodes in the text.

When we make inferences, we can combine **clues** from the text with our own **background knowledge** or from **other parts of the text** in order to draw conclusions.

When we make inferences, we need to:

- **find clues** to get some answers.
- **add** those clues to what we already **know** or **have read**.
- be able to support inferences - **explain why** we have come to this conclusion.

**Activity 1: Read the following quotes and choose the answer that best corresponds to the meaning of the quote.**

**1. The old law of “an eye for an eye” leaves everybody blind. (Martin Luther King, Jr.)**

- A. Violence is a necessary evil.
- B. Responding to violence with violence leads to destruction.
- C. Old laws are the best laws.
- D. There are better ways of responding to injustice than with violence.

**2. A hero is a man who does what he can. (Romain Rolland)**

- A. Heroism doesn't always consist of noticeable actions.
- B. Many people do not do all they can to help others.
- C. It is easy to be a hero.
- D. People don't have to be outstandingly brave to be heroic.

**3. Help your brother's boat across, and your own will reach the shore. (Hindu proverb)**

- A. We need each other to help us reach our goals.
- B. Helping someone benefits the helper as well as the receiver of help.
- C. People should sacrifice their well-being for the sake of others.
- D. Boats tend to reach shore no matter who pilots them.

**Activity 2: Read the following conversations and answers the questions.**

**Conversation 1**

*JL* Look at the long line! Do you think we'll get in?

2. I think so. Some of these people already have tickets.

*I*: How much are the tickets?

3. Only nine dollars for the first show. I'll pay.

*k* Thanks. I'll buy the popcorn.

*D V*: Where are these people?

2) What are they talking about?

3) Who are these people?

**Conversation 2**

2) This is one of the reasons I hate working in a big city,

if I know. Every day, it's the same thing.

i. This is terrible! We may be here all night! I hope we don't run out of gas.

i I think there's enough.

2) Let's turn on the radio. Maybe there's some good music.

B: Sorry, the radio's not working.

A: I think I'll take the train tomorrow!

- 1) Where are these people?
- 2) What are they talking about?
- 3) What do you think will happen next?

**Conversation 3:**

A: When did this happen?

B: Yesterday. I was playing soccer and I fell down.

A: Can you move it at all?

B: Only a little.

A: Can you walk on it?

B: No. It hurts too much.

A: I think we'll have to take an X-ray.

B: Will I be able to play in the game tomorrow?

A: I'm afraid not.

- 1) Where are these people?
- 2) Who are they?
- 3) What are the people talking about?

**Activity 3: Read the following extracts from contemporary short stories and answer the questions. What clues in the text help you answer the questions?**

1. I used to have **these** ideas that Carmen said were crazy, and she would spin her finger around her temple and look up into the air the way people do, to clearly distinguish those crazy people from the normal you and me.

(From "The Listless" by Carolyn Hiler)

*What does 'these' refer to in the first line?*

2. That summer an army of **crickets** started a war with my father. They picked a fight the minute they invaded our cellar. Dad didn't care for bugs much more than Mamma, but he could tolerate a few spiders and assorted creepy crawlers living in the basement. Every farm house had them. A part of rustic living, and something you needed to put up with if you wanted the simple life.

(From "The Cricket War" by Bob Thurber)

*What does 'crickets' mean in the text?*

3. When David steps out of the front door he is blinded for a moment by the white, fizzing sunlight and reaches instinctively for his dad's hand.

It's the first really warm day of the year, an unexpected heat that bridges the cusp between spring and summer. Father and son are on their way to the barbershop, something they have always done together.

(From "David's Haircut" by Ken Elkes)

*What time of the year is it?*

4. "When do you suppose they'll stop?" asked the grey haired man by the window.

"Oh, sooner or later I suppose," replied the man getting a haircut. It had been some-time since his last one.

"It's amazing how he's holding up," answered the first man.

"It's hardly amazing. What choice does he have?" They all considered this.

(From "Old Nothing" by Cameron Porsandeh)

*Where are the people ?*

5. My master still went to school every day and, coming home, he'd still bottle himself up in his study. When he had visitors he'd continue to complain about his job. I still had nothing to eat so I did not become very fat but I was healthy enough. I didn't become sick like Kuro and, always, I took things as they came. I still didn't try to catch rats, and I still hated Osan, the maid. I still didn't have a name but you can't always have what you want. I resigned myself to continue living here at the home of this schoolteacher.

(From "I am ..." by Natsume Soseki)

*Who is the narrator?*

6. The couple began work on the allotment in Autumn. Like many of their neighbours they had a mind to stretch their household budget by growing fruit and vegetables, but they were also motivated by fear. That Spring their beloved son had finally left them and having tired of rolling unsteadily around their house, like two shriveling peas, they were desperate for more constructive ways to fill their time.

(From "The Allotment" by Charlie Hill)

*\*n ~ at are the couple's jobs?*

7. Always, when I saw the boy Salmos away from St. Agnes Catholic School, he was in his backyard. Always, he lay on his side in the shaggy bed of bluegrass, one ear cuddled to the ground as if listening to the earth breathe. But he wasn't listening. He was looking, as closely as a suitor looks into the eyes of his intended.

I would walk around the house, which was only a block from mine, make my way down the gentle slope of lawn, and stand above him, watching how the wind from the field behind his yard ruffled his straw-colored hair, how it ruffled the billion streamers of grass into a fluttering ocean of movement, now silver, now green in the afternoon sun.

"And what do you see today?" It was as if I opened my mouth and let the words fall, like leaves of sound, softly down into the pink shell of his upturned ear.

(From "Foreign Land" by Pete Sipchen)

*What was Salmos interested in?*

8. 'That it then?'

I nodded, and Derek the removal man turned back to the van, gave a wave to his driver and went to the back to lift the ramp, close the hatched and seal up the contents of my previous life.

(From "In Country" by James Ross)

*What is the narrator doing?*

9. He took a sip of tea making a slurping noise. Since when does it bother me that he slurps? she asked herself. At the beginning, she hadn't even noticed it, soon she began to become aware of it and now it bothered her terribly, exasperated her. Poor man, it was not his fault. He had always been making noise when drinking tea. He had been making noise for the past twenty years.

"Please, stop making that noise when you're drinking."

He looked at her for some seconds, surprised and whispered, "You are in a bad mood."

(From "Things We Do Not Want To Hear" by Marcela Carbajo)

*Why is his slurping irritating her?*

10. My husband Christopher was once a financial planner. Even though he couldn't balance our budget, his clients trusted him implicitly and he made them feel secure. In exchange they paid him very well. We had a nice life then, except for the occasional blip on the radar screen of our relationship - nothing that couldn't be solved with a few soft words. Usually little tiffs about money.

(From "Blind" by Ann Fisher)

*What is the narrator's opinion of Christopher's job skills?*

11. There she slept, a puckered little bundle of DNA fighting to organise. She looked and smelled like a lump of dough. Her breathing rattled less than it had when she was born; I could hardly tell she was alive apart from that relentless ticking.

There was an electronic pad tucked beneath her baby mattress that sensed her breathing, translating each inhalation and exhalation into a metronomic tick. The ticks were supposed to be reassuring, but to me they sounded like a countdown.

(From "Schrodinger's Baby" by Charlie Fish)

*What had happened before the narration?*

12. When he'd finished, a more familiar Helen said brightly, "We'll be off to dinner now, then. The nurse at the breast clinic said it was okay to go out the night before, have a gin and tonic..."

Helen caught his expression and stopped. It was as if she'd pulled a gun. I wish she had. Let's be Thelma and Louise, leave him for dead, run amok, rob a store and drive off a cliff. Let's go down together. I felt so scared for her I'd have offered myself for surgery, if it would have done any good. This skinny white-coated man could only hold the door, frowning, as we left.

(From "A Still Life" by Ruth M. Harris)

*What is going to happen the next day?*

**Activity 4: Read the following extracts from stories about Sherlock Holmes and answer the questions.**

1. On referring to my notebook for the year 1895, I find that it was upon Saturday, the 23rd of April, that we first heard of Miss Violet Smith. Her visit was, I remember, extremely unwelcome to Holmes, for he was immersed at the moment in a very abstruse and complicated problem concerning the peculiar persecution to which John Vincent Harden, the well known tobacco millionaire, had been subjected. My friend, who loved above all things precision and concentration of thought, resented anything which distracted his attention from the matter in hand. And yet, **without a harshness which was foreign to his nature**, it was impossible to refuse to listen to the story of the young and beautiful woman, tall, graceful, and queenly, who presented herself at Baker Street late in the evening, and implored his assistance and advice. It was vain to urge that his time was already fully occupied, for the young lady had come with the determination to tell her story, and it was evident that nothing short of force could get her out of the room until she had done so. With a **resigned** air and a somewhat **weary** smile, Holmes begged **the beautiful intruder** to take a seat, and to inform us what it was that was troubling her.

"At least it cannot be your health," said he, as his keen eyes darted over her, "so ardent a bicyclist must be full of energy."

(From "The Adventure of the Solitary Cyclist" by Sir Arthur Conan Doyle)

- 1) Why didn't Sherlock like the visit of Miss Violet Smith?
- 2) What does this description of Sherlock's character imply: "without a harshness which was foreign to his nature"?
- 3) Why was Sherlock "resigned" and "weary"?
- 4) Who does "the beautiful intruder" refer to?
- 5) What does "it" (in the second paragraph) refer to?

2. Mrs Hudson, the landlady of Sherlock Holmes, was a long-suffering woman. Not only was her first-floor flat invaded at all hours by throngs of singular and often undesirable characters, but **her remarkable lodger** showed an eccentricity and irregularity in his life which must have sorely tried her patience. His incredible untidiness, his addiction to music at strange hours, his occasional revolver practice within doors, his weird and often malodorous scientific experiments, and the atmosphere of violence and danger which hung around him made him the very worst tenant in London. On the other hand his payments were **princely**. I have no doubt that the house might have been purchased at the price which Holmes paid for his rooms during the years that I was with him.

Knowing how genuine was her regard for him I listened earnestly to her story when she came to my rooms in the second year of my married life, and told me of the sad condition to which my poor friend was reduced.

(From "The Dying Detective" by Sir Arthur Conan Doyle)

- 1) Who does "her remarkable lodger" refer to?
- 2) What does the word "princely" mean?
- 3) Who does "she" (in the second paragraph) refer to?

## HOW TO DO MULTIPLE CHOICE QUESTIONS BASED ON NARRATIVE PASSAGES

Keep in mind that the questions are **in the order of the text**.

Read the first two questions. **Do not read the options.** Underline the key words for these questions.

Find **the relevant passage** for the first two questions. Scan through the text until you come to a part of the text where you find key words matching the second question and stop reading. You now know that your answer is between the beginning of the text and the point where you stopped reading.

Read through the relevant text again. Answer the question yourself first and then find **the option that matches your answer**. Check the remaining three options and ask yourself why they are wrong.

Avoid finding the same words in the answer option and text. Look for **synonyms** for words in the options and choose the one that is closest in meaning to the text.

If the question is structured as incomplete sentences, make sure you read both parts of the sentence carefully. Make sure that **whole sentence matches the text**, not just the option you choose.

Continue like this until you have answered all the questions.

If you find it difficult to answer the question now, move on to the next question and go back to the question later.

### **Activity 5: Read the following extract from "The Final Diagnosis" by Arthur Hailey. Answer the questions that follow each paragraph.**

At midmorning of a broiling summer day the life of Three Counties Hospital ebbed and flowed like tide currents around an offshore island. Outside the hospital the citizens of Burlington, Pennsylvania, perspired under a ninety-degree shade temperature with 78 per cent humidity. Down by the steel mills and the rail yards, where there was little shade and no thermometers, the reading—if anyone had bothered to take it—would have been a good deal higher. Within the hospital it was cooler than outside, but not much. Among patients and staff only the fortunate or influential escaped the worst of the heat in air-conditioned rooms.

1) What is the focus of the first paragraph?

There was no air conditioning in the admitting department on the main floor, and Madge Reynolds, reaching into her desk for her fifteenth Kleenex that morning, dabbed her face and decided it was time she slipped out to make another application of deodorant. Miss Reynolds, at thirty-eight, was chief clerk in Admitting and also an assiduous reader of feminine-hygiene advertising. As a result she had acquired a horror of being less than completely sanitary and in hot weather maintained a shuttle service between her desk and the women's toilet down the corridor. First, though, she decided, she must locate four patients for admission that afternoon.

2) What can be inferred about Madge Reynolds?

A few minutes earlier the day's discharge slips had come down from the wards, showing that twenty-six patients were being sent home instead of the twenty-four Miss Reynolds had expected. That, added to two deaths which had occurred during the night, meant that four new names could be plucked from the hospital's long waiting list for immediate admission. Somewhere, in four homes in and around Burlington, a

quartet of patients who had been waiting for this call either hopefully or in fear would now pack a few essential belongings and put their trust in medicine as practiced at Three Counties. Holding now her sixteenth Kleenex, Miss Reynolds opened a file folder, picked up the telephone on her desk, and began to dial.

3) What can be inferred about the hospital?

More fortunate than the Admitting clerks in the heat were those awaiting treatment in the outpatient clinics, now in full session over in the opposite wing of the main floor. They at least would enjoy air conditioning when their turn came to enter one of the six offices leading off the general waiting room. Within the offices six specialists were making their exclusive talents available free to those who couldn't, or wouldn't, afford the private-patient fees charged on the specialists' home ground in the Medical Arts Building downtown.

4) What is the difference between Medical Arts and Three Counties Hospital?

Old Rudy Hermant, who worked periodically at laboring when his family bullied him into it, sat back and relaxed in cool comfort as Dr. McEwan, the ear, nose, and throat specialist, probed in search of the cause of Rudy's growing deafness. Actually Rudy didn't mind the deafness too much; at times, when foremen wanted him to do something else or work faster, he found it an advantage. But Rudy's eldest son had decided the old man should get his ears looked at, and here he was.

•5) Why did Rudy come to hospital?

Dr. McEwan fretted irritably as he withdrew the otoscope from old Rudy's ear. "It might help a little if you washed some of the dirt out," he remarked acidly.

Such ill humor was unusual in McEwan. This morning, however, his wife had carried to the breakfast table a running fight about household expenses which they had started the night before, causing him, afterward, to back his new Olds out of the garage in such a temper that he had crumpled the right rear fender.

6) Why was Dr. McEwan irritated?

Now Rudy looked up blandly. "What was that?" he inquired.

"I said it might help . . . oh, never mind." McEwan was debating whether the old man's condition might be due to senility or a small tumor. It was an intriguing case, and already his professional interest was outweighing his irritability.

"I didn't hear you," the old man was saying again.

7) Why did Dr. McEwan's mood begin to change?

**How, choose the correct answer for questions 1-7.**

**L** The focus of the first paragraph is ...

**A)** hustle inside the hospital.

**B)** the location of the hospital.

**C)** weather conditions.

**D)** the geography of the city,



**2. It can be inferred that Madge Reynolds ...**

- A) used shuttle bus service to get to work.
- B) put too much emphasis on cleanliness.
- C) bore the heat with great difficulties.
- D) had problems in organizing her job.

**3. It can be inferred that the hospital was ...**

- A) unable to accommodate many patients.
- B) in charge of a small area.
- C) notorious for deaths.
- D) hard to get into.

**4. Unlike Medical Arts, Three Counties Hospital ...**

- A) provided services at no cost.
- B) had more than one wings.
- C) was fully air-conditioned.
- D) included narrow specialists.

**5. Rudy came to hospital...**

- A) in fear of having to abandon his job.
- B) under the pressure of a family member.
- C) as his condition was worrying him.
- D) hoping Dr. McEwan would comfort him.

**6. Dr. McEwan was irritated because he ...**

- A) felt annoyed by Rudy's complains.
- B) had had a car accident the day before.
- C) was finding it hard to balance his budget.
- D) had a blazing row with his spouse.

**7. Dr. McEwan's mood began to change ...**

- A) when he saw excitement in Rudy's eyes.
- B) as he remembered an interesting case.
- C) thinking of a medicine-related problem.
- D) in the hope of winning a professional debate.

**Activity 6: Read the following text and answer questions 1-8.**

"I started to lose my hair when I was 16. It kept on falling out and my confidence went. The other blokes had great mops of hair. It was the fashion in the Seventies. By the time I was 21 it was so bad that, when I saw this ad in the paper for a private hair clinic, I went along. I asked them how much hair they thought I would lose and they said probably just a little at the corners, and they could fill it in with some hair grafts.

"With these hair grafts I had to have a local anaesthetic. It was so painful. They took bits of hair from the side and back, and replanted them into cuts made in the balding patch. The operation is very unpleasant, especially when the anaesthetic needles are stuck into your scalp. But more hair fell out, and I needed more grafts. Over the next three years, I had more grafts, but it couldn't keep up with the hair loss. I had all these implants in front, and a bald patch behind. It looked worse than before and my life was falling apart.

"My engagement was called off. My fiancée never commented about my hair, but I just didn't feel worthy of her. I was so fed up I went to another clinic. This time a salesman "consultant" came to my home. He suggested more grafts, and something called a scalp reduction. I had four of these operations over the next eighteen months. A piece of skin was taken from my scalp, and the skin on either side was lifted and pulled inwards to be joined together with stitches. I had to have a week off work after each operation because I couldn't even smile. Even now my head feels tight around my temples.

■ This time I felt better, and looked better. But the hair loss persisted. It left patches and gaps. All the time the clinic kept promising me a full head of hair. I was drinking heavily. Sometimes as many as nine pints of beer a night, seven nights a week. It was the only way I could relax and feel confident with girls. I became so depressed that I ■\*as sent to see a psychiatrist.

~T-ut I kept on with the grafts. This was at the same clinic. In the end I developed sores that wouldn't go away. They tried twice at the clinic to scrape the scar tissue away, but each time the scars returned. Then they tried steroid injections, but that •i didn't work either. Then I started to really worry about the hair at the back of my head. I'd had so many grafts that it had been severely thinned down." [At this point, not surprisingly, the specialists at the clinic decided there was nothing more they could do. They did, however, recommend an expensive hair growth lotion. It had no effect.]

If only someone had listened to me. I feel cheated. Not just financially. I lost my youth living in a limbo, hopping from transplant to transplant. I would give anything to be able to walk down the street with long hair blowing in the wind.

I mean, things are better now. I have a doctor who has got me off the steroids and tranquillisers I was taking. Then I have cut down on my drinking. I have a girlfriend ■^ho is sympathetic, and we get along really well with each other. But, I don't know, it won't go away. Only a few months ago, I ordered an expensive wig from another clinic, and then cancelled. I still have to use this spray-on scar camouflage and a hair thickener every morning. I cut my own hair. I mean, I just couldn't go to a hairdresser. And I always wear a hat when I'm out of doors."

**1. The narrator went to the hair clinic because ...**

- A) it advertised.
- B) he needed a surgery.
- C) he wanted to be in fashion.
- D) his friends advised him to do so.

**2. The implant operations were not successful because ...**

- A) the anaesthetic did not help.
- B) the narrator needed more grafts.
- C) in the end the narrator's hair looked unnatural.
- D) the narrator worried too much about his personal life.

**3. The narrator had this tight feeling at the side of his head because ...**

- A) he couldn't smile.
- B) hair had been implanted.
- C) his girlfriend had left him.
- D) skin had been taken away.

**4. The narrator could only feel confident if he ...**

- A) took steroids.
- B) drank to excess.
- C) saw a psychiatrist.
- D) had a full head of hair.

**5. After so many operations, the narrator developed ...**

- A) thin hair.
- B) deep depression.
- C) permanent scars.
- D) a steroid dependence.

**6. When they decided there was nothing more they could do, the specialists ...**

- A) gave the narrator his money back.
- B) offered the narrator free cosmetics.
- C) advised the narrator to massage his head.
- D) made the narrator buy a liquid hair restorer.

**7. Looking back, the narrator feels he ...**

- A) had wasted his youth.
- B) had been very foolish.
- C) had been unlucky.
- D) should have had better advice.

**8. At the present time, the narrator ...**

- A) has made a complete recovery.
- B) is self-conscious about his hair.
- C) is dependent on his girl-friend.
- D) visits a hair-dresser regularly.

**Activity 7: Read the following text and answer questions 1-10.**

It was hot in the rickety little bus and I was on the wrong side where the July sun beat on the windows. I shifted uncomfortably inside my best suit and eased a finger inside the constricting white collar. It was a foolish outfit for this weather but a few miles ahead, my prospective employer was waiting for me and I had to make a good impression.

There was a lot hanging on this interview; being a newly qualified veterinary surgeon in this year of 1937 was like taking out a ticket for the dole queue. Agriculture was depressed by a decade of government neglect, the draught horse which had been the mainstay of the profession was fast disappearing. It was easy to be a prophet of doom when the young men emerging from the colleges after a hard five years' slog were faced by a world indifferent to their enthusiasm and bursting knowledge. There were usually two or three situations vacant in the Record each week and an average of eighty applicants for each one.

It hadn't seemed true when the letter came from Darrowby in the Yorkshire Dales. Mr. Siegfried Farnon M.R.C.V.S. would like to see me on the Friday afternoon; I was to come to tea and if we were mutually suited I could stay on as assistant. I had grabbed at the lifeline unbelievably; so many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards that I had given up hope of any other future for myself.

The driver crashed his gears again as he went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue swell of the Pennines. I had never been in Yorkshire before but the name had always raised a picture of a county as stodgy and unromantic as its pudding; I was prepared for solid worth, dullness and a total lack of charm. But as the bus groaned its way higher I began to wonder. The formless heights were resolving into high, grassy bills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey-stone farmhouses lay among islands of cultivated land which pushed bright green promontories up the hillsides into the dark tide of heather which lapped from the summits.

I had seen the fences and hedges give way to dry stone walls which bordered the roads, enclosed the fields and climbed endlessly over the surrounding fells. The walls were everywhere, countless miles of them, tracing their patterns high on the green uplands.

But as I neared my destination the horror stories kept forcing their way into my mind; the tales brought back to college by veterans hardened and embittered by a few months of practice. Assistants were just little bits of dirt to be starved and worked into the ground by the principals who were heartless and vicious to a man. Dave Stevens, lighting a cigarette with trembling hand: "Never a night off or a half day. He made me wash the car, dig the garden, mow the lawn, do the family shopping. But when he told me to sweep the chimney I left." Or Willie Johnstone: Or that dreadful one they passed around about Fred Pringle.

Oh hell, that one couldn't be true. I cursed my fevered imagination and tried to shut out the crackling of the inferno, the terrified bellowing of the cattle as they were led to safety. No, it couldn't be as bad as that; I rubbed my sweating palms on my knees and tried to concentrate on the man I was going to meet.

Siegfried Farnon. Strange name for a vet in the Yorkshire Dales. Probably a German who had done his training in this country and decided to set up in practice. And it wouldn't have been Farnon in the beginning; probably Farrenen. Yes, Siegfried Farrenen. He was beginning to take shape; short, fat, roly-poly type with merry eyes and a bubbling laugh. But at the same time I had trouble with the obtruding image of a hulking, cold-eyed, bristle-skulled Teuton more in keeping with the popular idea of the practice boss.

I realised the bus was clattering along a narrow street which opened on to a square where we stopped. Above the window of an unpretentious grocer shop I read "Darrowby Co-operative Society." We had arrived.

I got out and stood beside my battered suitcase, looking about me. There was something unusual and I couldn't put my finger on it at first. Then I realised what it was—the silence. The other passengers had dispersed, the driver had switched off his engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square but they might have been carved from stone.

(From "All Creatures Great and Small: The classic memoirs of a Yorkshire country vet" by James Herriot)

**1. The narrator felt uncomfortable in the bus because ...**

- A) his clothes were too warm for the weather.
- B) the passengers were all looking at him.
- C) he was worried about his interview.
- D) the bus did not seem to be safe.

**2. It was important for the narrator to get the job because ...**

- A) he could no longer live on the dole.
- B) it was difficult to find employment.

- C) he didn't want his profession to disappear.
- D) he was eager to help depressed agriculture.

**3. A letter the narrator received ...**

- A) invited him to a party.
- B) was from Farnon's assistant.
- C) contained a job offer.
- D) asked him to move to Yorkshire.

**4. The word "lifeline" (in Paragraph 3) is used to mean something ...**

- A) important.
- B) relaxing.
- C) stressful.
- D) hopeless.

**5. The narrator had heard that...**

- A) the Yorkshire pudding was very good.
- B) the county of Yorkshire was full of charm.
- C) the scenery in Yorkshire was not beautiful.
- D) life in the countryside was difficult.

**6. His real impression of the county was favourable because ...**

- A) the people were very friendly.
- B) the views were appealing.
- C) he saw stone walls everywhere.
- D) the weather in the hills was fine.

**7. He felt low when he remembered ...**

- A) that assistants were said to be treated badly.
- B) his unhappy college friends.
- C) horror stories he had read at college.
- D) Stevens who smoked too much.

**8. The narrator thought that Farnon must be ...**

- A) a strange person.
- B) the best vet in the area.
- C) an aging German.
- D) a kind-hearted man.

**9. According to the popular idea, the practice boss was to be ...**

- A) called Teuton.
- B) short and fat.
- C) easy to laugh.
- D) strict and demanding.

**10. What struck the narrator at Darrowby was ...**

- A) the signs on the shops.
- B) complete motionlessness.
- C) stone-carved monuments.
- D) disappearance of passengers.

## TEST PRACTICE 1

### **Questions 1-10 are based on the following text.**

The third bell has sounded. The purple velvet curtain is about to be raised. The lights are progressively dimming, till only the red signs showing EXIT remain, glowing like embers in the darkened hall. Popcorn sellers and cold-drinks vendors begin to leave. Salim and I settle down in our seats.

The first thing you must know about Salim is that he is my best friend. The second is that he is crazy about Hindi films. But not all Hindi films. Just the ones featuring Armaan Ali.

They say that first there was Amitabh Bachchan. Then there was Shahrukh Khan. Now there is Armaan Ali. The ultimate action hero. The Indian Greek god. The heartthrob of millions.

Salim loves Armaan. Or, more accurately, he worships Armaan. **His tiny room in the chawl is a shrine**, it is lined with posters of all kinds depicting the hero in various poses. Armaan in a leather jacket. Armaan on a motorbike. Armaan with his shirt off, baring his hairy chest. Armaan with a gun. Armaan on a horse. Armaan in a pool, surrounded by a bevy of beauties.

We are occupying seats A21 and A22 in the very first row of the dress circle in Regal Talkies in Bandra. We shouldn't really be sitting here. The tickets in my front pocket do not say DRESS CIRCLE RS. 150. They say FRONT STALL RS. 25. The usher was in a good mood today and did us a favor. He told us to go and enjoy the balcony because the stalls were practically deserted. Even the balcony is almost empty. Apart from Salim and me, there are no more than two dozen people in the rows ahead of us.

When Salim and I go to the movies, we usually sit in the front stalls, where we can make catcalls and whistle. Salim believes the nearer you sit to the screen, the closer you are to the action. He says he can lean forward and almost touch Armaan. He can count the veins on Armaan's biceps, he can see the whites of Armaan's hazel-green eyes, the fine stubble on Armaan's cleft chin, the little black mole on Armaan's chiseled nose.

I am not particularly fond of Armaan Ali. I think he acts the same way in every movie. But I, too, like to sit in the front rows, as close to the giant screen as possible. The heroine's breasts appear more voluptuous from there.

The curtain has now lifted, and the screen flickers to life. First we have the advertisements. Four sponsored by private companies and one by the government. We are told how to come first at school and become champions in cricket by eating cornflakes for breakfast. How to drive fast cars and win gorgeous girls by using Spice cologne. ("That's the perfume used by Armaan," exclaims Salim.) How to get a promotion and have shiny white clothes by using Roma soap. How to live life like a king by drinking Red & White whisky. And how to die of lung cancer by smoking cigarettes.

After the adverts, there is a little pause while the reels are changed. We cough and clear our throats. And then the censor certificate appears on the CinemaScope screen. It tells us that the film has been certified U/A, has seventeen reels and a length of 4,639.15 meters. The certificate is signed by one Mrs. M. Kane, chairman of the Censor Board. She is the one who signs all censor certificates. Salim has often asked me about this lady. He really envies her job. She gets to see Armaan's pictures before anyone else.

The opening credits begin to roll. Salim knows everyone in this film. He knows who is the wardrobe man, who is the hairstylist, who is the makeup man. He knows the names of the production manager, the finance controller, the sound recordist, and all the assistants. He doesn't speak English very well, but he can read names, even the ones in really

smaff print. He has watched this film eight times already, and every time he memorizes a new name. But if you were to see the concentration on his face right now, you would think he was watching the First Day First Show with black-market tickets.

Within two minutes, Armaan Ali makes his grand entrance by jumping down from a blue-and-white helicopter. Salim's eyes light up. I see the same innocent excitement on his face as when he first saw Armaan, a year ago. In person.

Salim comes running through the door and collapses facedown on the bed.

I am alarmed. "Salim!...Salim!" I shout. "What's happened to you? How come you are back so early?" I turn him on his back. He is laughing.

"The most amazing thing has happened today. This is the happiest day of my life," he declares.

"What is it? Have you won a lottery?"

"No. Something even better than winning a lottery. I have seen Armaan Ali."

(From "Q&A" by Vikas Swarup)

**Q1. It can be understood from the first paragraph that...**

- A) the narrator and Salim are late for the show.
- B) the show is going to begin in a few minutes.
- C) refreshments can be bought during the show.
- D) it was the premiere of a new production.

**Q2. When the narrator says "His tiny room in the chawl is a shrine" (in paragraph 4), he emphasizes ...**

- A) the location of his friend's residence.
- B) his friend's religious beliefs.
- C) his friend's living conditions.
- D) his friend's attitude to a celebrity.

**Q3. The narrator says that Salim...**

- A) keeps changing his favourite actors.
- B) thinks Hindi films were crazy.
- C) collects photos of his idol.
- D) disapproves his friend's passion.

**4. The narrator and his friend are in the dress circle because ...**

- A) they have bought expensive tickets. B) they are allowed to sit there.
- C) the front stalls are full. D) the usher is a friend of theirs.



**5. Salim prefers the front stalls so that he ...**

- A) is not disturbed by catcalls and whistles.
- B) has a chance to touch his favorite actor.**
- C) can see everything in the fullest detail.
- D) does not have to overpay for the ticket.

**6. The narrator...**

- A) is skeptical of Armaan's talents.**
- B) prefers to sit in the back stalls.**
- C) does not like actresses in the film.
- D) believes that all Hindi movies are the same.

**7. The show begins with ...**

- A) a warning about the dangers of smoking.
- B) commercials featuring different products.**
- C) credits to companies sponsoring the film.
- D) a promo telling how to behave at school.

**8. It can be inferred from the text that the film ...**

- A) begins with standard notice.**
- B) is not intended for under-seventeens.**
- C) has a special approval of Censor Board.
- D) was highly recommended by Mrs. Kane.

**9. The narrator says that Salim ...**

- A) cannot read in languages other than Hindi.**
- B) is acquainted with the people who made the film.**
- C) bought the tickets for the black market price.
- D) has given his full attention to the screen.

**10. In an episode that the narrator recalls, Salim ...**

- A) draws a winning ticket.**
- B) quarrels with his friend.**
- C) meets a person he admires.
- D) is allowed to leave work early.

## TEST PRACTICE 2

**Questions 1-10 are based on the following text.**

Anson was the eldest of six children who would some day divide a fortune of fifteen million dollars, and he reached the age of reason--is it seven?--at the beginning of the century when daring young women were already gliding along Fifth Avenue in electric "mobiles." In those days he and his brother had an English governess who spoke the language very clearly and crisply and well, so that the two boys grew to speak as she did--their words and sentences were all crisp and clear and not run together as ours are. They didn't talk exactly like English children but acquired an accent that is peculiar to fashionable people in the city of New York.

In the summer the six children were moved from the house on 71st Street to a big estate in northern Connecticut. It was not a fashionable locality--Anson's father wanted to delay as long as possible his children's knowledge of that side of life. He was a man somewhat superior to his class, which composed New York society, and to his period, which was the snobbish and formalized vulgarity of the Gilded Age, and he wanted his sons to learn habits of concentration and have sound constitutions and grow up into right-living and successful men. He and his wife kept an eye on them as well as they were able until the junior older boys went away to school, but in huge establishments this is difficult--it was much simpler in the series of small and medium-sized houses in which my own youth was spent--I was never far out of the reach of my mother's voice, of the sense of her essence, her approval or disapproval.

Anson's first sense of his superiority came to him when he realized the half-grudging American deference that was paid to him in the Connecticut village. The parents of the boys he played with always inquired after his father and mother, and were vaguely excited when their own children were asked to the Hunters' house. He accepted this as the natural state of things, and a sort of impatience with all groups of which he was not the center--in money, in position, in authority--remained with him for the rest of his life. He resented to struggle with other boys for precedence--he expected it to be given him freely, and when it wasn't he withdrew into his family. His family was sufficient, for in the East money is still a somewhat feudal thing, a clan-forming thing. In the snobbish West, money separates families to form "sets."

At eighteen, when he went to New Haven, Anson was tall and thick-set, with a clear complexion and a healthy color from the ordered life he had led in school. His hair was yellow and grew in a funny way on his head, his nose was beaked--these two things kept him from being handsome--but he had a confident charm and a certain brusque style, and the superior-class men who passed him on the street knew without being told that he was a rich boy and had gone to one of the best schools. Nevertheless, his very superiority kept him from being a success in college--the independence was mistaken for egotism, and the refusal to accept Yale standards with the proper awe seemed to belittle all those who "sided." So, long before he graduated, he began to shift the center of his life to New York.

He was at home in New York--there was his own house with "the kind of servants you can't get any more"--and his own family, of which, because of his good humor and a certain ability to make things go, he was rapidly becoming the center, and the debutante parties, and the correct manly world of the men's clubs, and the occasional wild spree with the gallant girls whom New Haven only knew from the fifth row. His aspirations were conventional enough--they included even the irreproachable shadow he would some day marry, but they differed from the aspirations of the majority of young men in that there was no mist over them, none of that quality which is variously known as "idealism" or "illusion." Anson accepted without reservation the world of high finance and high extrava-

gance, of divorce and dissipation, of snobbery and of privilege. Most of our lives end as a compromise--it was as a compromise that his life began.

He and I first met in the late summer of 1917 when he was just out of Yale, and, like the rest of us, was swept up into the systematized hysteria of the war. In the blue-green uniform of the naval aviation he came down to Pensacola, where the hotel orchestras played "I'm sorry, dear," and we young officers danced with the girls. Every one liked him, and though he ran with the drinkers and wasn't an especially good pilot, even the instructors treated him with a certain respect. He was always having long talks with them in his confident, logical voice--talks which ended by his getting himself, or, more frequently, another officer, out of some impending trouble. He was convivial, bawdy, robustly avid for pleasure, and we were all surprised when he fell in love with a conservative and rather proper girl.

Her name was Paula Legendre, a dark, serious beauty from somewhere in California. Her family kept a winter residence just outside of town, and in spite of her primness she was enormously popular; there is a large class of men whose egotism can't endure humor in a woman. But Anson wasn't that sort, and I couldn't understand the attraction of her "sincerity"--that was the thing to say about her--for his keen and somewhat sardonic mind.

(From "The Rich Boy" by Francis Scott Fitzgerald)

**Q1. It can be understood from the first paragraph that Anson ...**

- A) went to school at the age of seven.
- B) was born to a well-off family.
- C) lived with his mother in Fifth Avenue.
- D) wanted to get an electric mobile.

**Q2. Anson ...**

- A) imitated fashionable people of New York.
- B) got on very well with his English governess.
- C) spoke in a different way than the narrator.
- D) had problems learning the language.

**Q3. Anson's family moved to Connecticut because ...**

- A) his father was completely broke by that time.
- B) they were not accepted by snobbish society.
- C) the property there was more fashionable.
- D) this would have a positive impact on children.

**Q4. Unlike Anson, the narrator ...**

- A) was brought up in a much smaller house.
- B) had a strict mother who controlled everything.
- C) did not face problems with his studies at school.
- D) preferred a less complicated way of life.

**Q5. In the fourth paragraph, the narrator states that Anson ...**

- A) wanted to be the winner in any competition.
- B) was considered *arrogant* by other children.**
- C) refused to socialize with families of a lower status.
- D) got accustomed to being the center of attention.

**Q6. At college, Anson was not popular because ...**

- A) he earned a reputation of being selfish.**
- B) girls did not thought he was handsome.
- C) his appearance made him look different.
- D) he had manners of a person from upper class.

**Q7. Anson preferred New York because there, he ...**

- A) found more men's clubs to go to.
- B) had a girlfriend to flirt with.**
- C) felt himself more comfortable.
- D) enjoyed the debútante parties.

**Q8. The narrator first met Anson when ...**

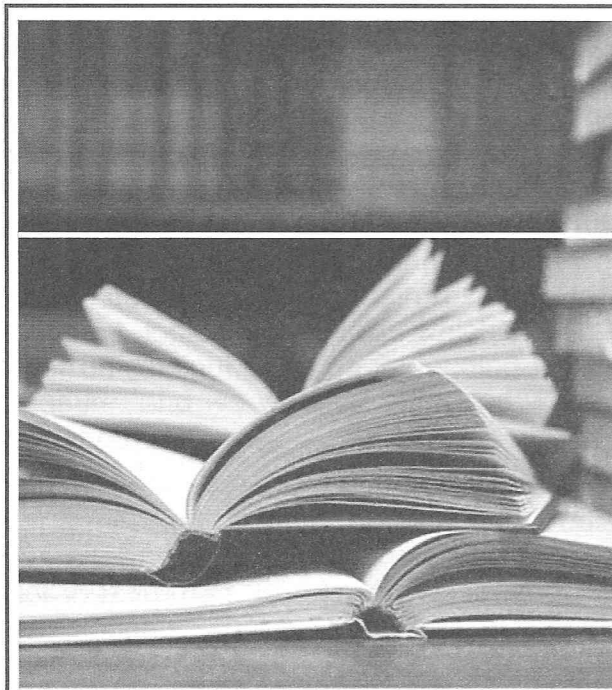
- A) Anson was fresh from college.**
- B) the war had just broken out.
- C) the narrator graduated from Yale.
- D) they were both living in Pensacola.

**Q9. The narrator says that as a pilot, Anson ...**

- A) earned respect for his professionalism.**
- B) dared to fly after consuming alcohol.
- C) always had arguments with instructors.
- D) was eager to lend a help to his fellows.

**Q10. It can be understood from the text that Paula ...**

- A) was an unexpected match for Anson.**
- B) became popular for her sense of humor.
- C) enjoyed a carefree way of life.
- D) did not like the company of men.



## CONTEXT GUESSING. UNDERSTANDING ARTICLES.

Lesson focus: learn how to ...

- use context guessing skills;
- understand the structure of newspaper and magazine articles;
- answer matching questions.

### CONTEXT GUESSING

Context guessing, or the ability to guess the meaning of an unknown word from the context, is an important skill for language learning. In most situations, the context gives enough clues to infer the meaning of a word or an expression, and a rough (approximate) guess gives you enough information to continue reading. It helps to guess what part of speech (a noun, a verb, an adjective, an adverb) the word is, because this way, you know what the word is doing - naming a person or a thing, showing an action or describing something.

Context clues can be:

- situational (extra-linguistic) - you can use your background knowledge;
- linguistic - you can use the words around.

Situational clues:

*I didn't sleep well because my neighbour's dog was yapping all night.*

You can guess the meaning of "yapping" by thinking about your knowledge of dogs and your knowledge of sleep. How can dogs wake you up? They can jump on you or make a noise. Because this is the neighbour's dog, not yours, it must make a noise. So, you can guess that yapping is some kind of noise, probably like barking.

*The cacophonous rattling made Maria cover her ears.*

A noise that would make you cover your ears would be unpleasant.

Linguistic clues:

- definitions and restatement:

*Kingfishers are a group of small to medium-sized brightly colored birds.*

*The deluge, a flood of rain, threatened to drown the little town.*

*Mitosis, i.e., the equal division of chromosome material, is a necessary step in cell division.*

*Jenna felt perturbed; that is, she was greatly annoyed by her sister's actions.*

- comparison and synonyms:

Washing windows is a **tedious** job. Similarly, cleaning the oven is very boring.

Many **atolls** can be found in the Pacific Ocean; similarly, other coral islands are found in the Caribbean Sea.

Yesterday some **shysters** came to my door. Those dishonest men pretended they were doing a survey and then tried to convince me to buy a magazine.

- contrast and antonyms:

Many old people stay home in **inclement** weather, yet they go out walking on nice days.

Instead of **vegetating** at home, lots of old people are very active in the community.

He **loved** her so much for being so kind to him. By contrast, he **abhorred** her mother

- cause and effect:

He was disrespectful towards other members. That's why he was sent off and **penalized**.

My neighbor is so **affluent** that he can afford the latest models of sports cars every year.

Mozart gave his first public recital at the age of six. By age thirteen he had written symphonies and an operetta. He is justly called a child **prodigy**.

- examples:

The reporter talked to many auto-industry **executives**, e.g. company presidents and vice-presidents.

**Trojan** is an example of a computer virus.

Hot **beverages** include tea, coffee, and hot chocolate.

- word formation (prefixes, suffixes and the root of the word):

Rebecca paid a **nocturnal** visit to the flat, (noct = night)

Unfortunately, parts of the original **manuscript** have been lost, (manus = hand, script = **rite**).

Please disconnect the machine, (dis- = opposite or negative)

**Activity 1: In the following sentences, guess the meaning of words in bold.**

1. Eggs **coagulate**; that is, they convert from liquid to solid or semi-solid state, usually by the process of heating to a certain temperature.
2. When going to a formal party, you should show your best **decorum**, for example, dress your best, drink and eat moderately, and be sure to thank the host before you leave.
3. Some researchers are **skeptical**, but others believe color can influence how you act and feel.
4. When you do a survey for research, you should be prepared to accept that many people **discard** it. They do not bother to reply to the questions.
5. There are many **misconceptions** about blind people. Many people just think that all of the blind are the same; wearing black glasses, using cane, or leading dogs and incapable of earning their own living.
6. Bridget was **vindicated** because the real murderer came forward to confess during the trial.

7. Dennis claimed that a woman could not win the election to be the class president, so Diana **resolved** to enter the race after leaning toward staying out of the campaign for a long time.
8. My apartment was just a **cubbyhole**. It was 8' by 12' room in which there was space only for one bed.
9. Charles had only a **rudimentary** knowledge of Spanish, but he could communicate with the native people during his trip to Argentina.
10. To have an autistic child in my class was certainly not easy; however, I realized that his parents had an even more **arduous** task to take care of him.
11. China is so spacious that some parts of the country have many lakes and rivers whereas some areas are **devoid** of water and can be called desert.
12. According to Indian custom, a great dowry of money and objects is given to the bridegroom, in other words, it is a **dot**.
13. There are several types of aerosol cans. Simple ones contain a liquefied gas, called the propellant, in which material is **dissolved**, i.e., melt.
14. Some people in the North of Thailand do **wickerwork**, for example, they make elephants, turtles, plates, beds, and chairs, from teak trees for earning money.
15. The Savanna grasslands are the home of **grazing** animals such as elephants, giraffes, antelopes and zebras. Lions, leopards and hyenas also live there.
16. Although small pox has almost been **eradicated**, malaria is prevalent in Kanchanaburee, Thailand. A policeman just died from the PF (Plasmodium Falsiparum) malaria last month.
17. It should come as no surprise that younger people spend much of their leisure time on their feet, engaged in energetic activities, whereas older people opt for more **sedentary** pursuits like going to the theatre or watching television.
18. There are many examples of the cooperation between people and dogs. Guide dogs, for example, give essential assistance to the blind, while **beagles**, small dogs with short legs, are often used by hunters.
19. In my opinion, boxing is an **abhorrent** sport. Modern society should be opposed to such violent contact sports.
20. Although technology has made mountain climbing both safer and easier, it is not a sport without risks. Bad weather can come quickly and last for long periods and the effects of severely cold weather can lead to **hypothermia** and, if untreated, death.
21. Although it can be a little expensive, **thermal** clothing is essential when skiing.
22. **Pilates**, a form of exercise, is becoming increasingly popular.
23. When climbing Everest, Sir Edmund Hillary experienced some of the world's harshest natural dangers, such as freezing weather, sudden snowstorms, and even **avalanches**.
24. Although Anne tries to be obedient, she gets into lots of **scrapes**. These difficult situations often lead to some very funny results.
25. Pat finds washing dishes relaxing. In the same way, Jane finds folding laundry **soothing**.

**Activity 2: Read the following extracts from Wikipedia, an online encyclopedia, and guess the meaning of the words in bold.**

1. On April 20, 2010, the Deepwater Horizon, a semi-submersible Mobile Offshore Drilling Unit owned and operated by Transocean and drilling for BP in the Macondo Prospect oil field southeast of the Louisiana coast, exploded. The explosion killed eleven workers, injured sixteen others, and caused the Deepwater Horizon to catch fire and sink. The same **blowout** also caused a massive offshore oil spill in the Gulf of Mexico. This spill has been considered the largest accidental **marine** oil spill to date, as well as the largest environmental disaster in U.S. history.
2. *The Terminator* is a 1984 American science fiction action film directed by James Cameron, written by Cameron and the film's producer Gale Anne Hurd, and **starring** Arnold Schwarzenegger, Michael Biehn and Linda Hamilton. It was filmed in Los Angeles, produced by Hemdale Film Corporation and distributed by Orion Pictures. Schwarzenegger plays the Terminator, an android (in the movie wrongly called cyborg) **assassin** sent back in time from the year 2029 to 1984 to kill Sarah Connor, played by Hamilton, whose son will one day become a **savior** against machines in a post-apocalyptic future. Biehn plays Kyle Reese, a soldier from the future sent back in time to protect her.
3. *The Kite Runner* is the first novel by Afghan-American author Khaled Hosseini. Published in 2003 by Riverhead Books, it tells the story of Amir, a young boy from the Wazir Akbar Khan district of Kabul, whose closest friend is Hassan, his father's young Hazara servant. The story is set against a backdrop of **tumultuous** events, from the fall of Afghanistan's monarchy through the Soviet military intervention, the **exodus** of refugees to Pakistan and the United States, and the rise of the Taliban regime.
4. Along with Bukhara, Samarkand is one of the oldest inhabited cities in Central Asia, prospering from its location on the trade route between China and the Mediterranean (Silk Road). At times Samarkand has been one of the greatest cities of Central Asia. Archeological excavations held within the city limits as well as suburban areas **unearthed** evidence of human activity as early as 40,000 years old, which is late paleolithic era.
5. Archaeologists study human prehistory and history, from the development of the first stone tools at Lomekwi, eastern Africa, 3.3 million years ago up until recent decades. Archaeology as a field is distinct from the discipline of **paleontology**, the study of fossil remains. Archaeology is particularly important for learning about **prehistoric** societies, for whom there may be no written records to study. Prehistory includes over 99% of the human past, from the Paleolithic until the advent of literacy in societies across the world. Archaeology has various goals, which range from understanding culture history to reconstructing past lifeways to documenting and explaining changes in human societies through time.
6. Android's default user interface is mainly based on **direct manipulation**, using touch inputs that loosely correspond to real-world actions, like swiping, tapping, cinching, and reverse pinching to manipulate on-screen objects, along with a virtual keyboard. Game controllers and full-size physical keyboards are supported via Bluetooth or USB. The response to user input is designed to be immediate and provides a **fluid** touch interface, often using the vibration capabilities of the device to provide **haptic** feedback to the user.



## UNDERSTANDING ARTICLES

There are three main types of articles in magazines and newspapers:

- **news articles** - to factual information about current events. They explain the key points first, and then provide details.

- **opinion articles** - their purpose is to present a point of view. Here the most important information is contained in the introduction and the summary, with the middle of the article containing supporting arguments.

- **feature articles** - their purpose is to provide entertainment or background on a subject. Typically the most important information is in the body of the text.

Many newspaper articles follow an inverted pyramid style: the article begins with a summary lead - a sentence or a paragraph that gives the main idea of the article, followed by less important details. Some articles begin with a lead that grabs your interest in a topic - such lead does not summarize but instead describes an interesting situation or fact related to the story.

If you know what you want from an article, and recognize its type, you can get information from it quickly and efficiently.

Articles can contain foreground and background information. The foreground information is the main information in the article, and the background information is the information not directly related to the story.

Example:

*World famous paleontologist, John Sparks, has made a new discovery in the Sahara desert. Sparks, who has worked in Africa for 30 years, found the Tarbosaurus bones while on the hunt for prehistoric fossils.*

*Sparks has found the Tarbosaurus bones - foreground information; Sparks has worked in Africa for 30 years - background information.*

### HOW TO DO MATCHING QUESTIONS

These types of questions usually test your understanding of the main ideas and important details in a text. You need to combine different reading strategies to answer these questions:

1. Skim the text to get the general idea of the text.
2. Scan the text to find the parts of the text questions are based on.
3. Do intensive reading - read carefully the parts of the text questions are based on.

#### Matching Sentence Endings

In these types of questions, you need to choose the correct endings for incomplete sentences.

Remember that:

- the questions follow the order of the text;
- the sentence endings look grammatically similar;
- you will not use all of the endings.

A suggested procedure is as follows:

1. Read the sentence beginnings. Underline the key words. Pay attention to names and dates - these are often easy to find in the reading text.
2. Scan the text for the key words for the first question. Look for synonyms and phrases, not the same words. Read the exact sentence where the key word is men-

**icred**, the sentence before and the sentence after. Try to **predict** how the sentence will **to** before you look at the endings.

3. Read the sentence endings. Eliminate the endings that definitely cannot match. Find the ending that **makes the whole sentence match in the information in the text**. Again, look **synonyms and paraphrases**, not for same words. Also, think about grammar and collocations. If you are unsure, write two or three options and return to this question later.

4. Once you have found the correct ending, check your answer by making the complete sentence and **comparing the whole sentence with the information in the text**.

5. Go on until you have answered all the questions.

You may have to spend more time on the first questions because you have lots of different endings for it. While you progress, the next questions should take you much less time because you have less options to choose from.

### Matching Lists

In these types of questions, you need to match the items from the given list (people, places, books, inventions, dates, etc.) to statements (opinions, achievements, characteristics, descriptions, etc.).

Remember that:

- the questions **do not** follow the order of the text;
- you can use any item from the list **more than once**;
- you may **not have to use** all the items.

A suggested procedure is as follows:

1. Read the statements and underline the **keywords**.
2. Scan the text for the **first item** from the list. Remember that the items in the list are given in the order they appear in the text.
3. Read the exact sentence where the item is mentioned, the sentence before and the sentence after.
4. Look through the statements. Eliminate the statements that definitely cannot match. Look **synonyms and paraphrases**, not for same words. If you are unsure, write two or three options and return to this question later.
5. Once you have found the correct statement, check your answer by **comparing the statement with the information in the text**.
6. Go on until you have answered all the questions.

**Activity 3: Read the following questions (sentence beginnings). Then read the text and find the parts of the text on which the questions are based. Before you look at options (the sentence ending), try to guess what the ending for each sentence could be.**

Feature films made motion pictures respectable for the middle class by providing a format that was analogous to that of the legitimate theatre and was suitable for the adaptation of middle-class novels and plays. This new audience had more demanding standards than the older working-class one, and producers readily increased their budgets to provide high technical quality and elaborate productions. The new viewers also had a more refined sense of comfort, which exhibitors quickly accommodated by replacing their storefronts with large, elegantly appointed new theatres in the major urban centres (one of the first was Mitchell L. Marks's 3,300-seat Strand, which opened in the Broadway district of Manhattan in 1914). Known as "dream palaces" because of the fantastic luxuriance of their interiors, these houses had to show features rather than a program of shorts to attract large audiences at premium prices. By 1916 there were more than 21,000 movie theatres in the United States. Their advent marked the end of the nickelodeon era and foretold the rise of the Hollywood studio system, which dominated urban exhibition from the 1920s to the '50s. Before the new studio-based monopoly could be established, however, the patents-based monopoly of the MPPC had to expire, and this it did about 1914 as a result of its own basic assumptions.

(From *Encyclopaedia Britannica*)

1. Feature films brought middle class to motion pictures because ...
2. Film producers were willing to invest more money because ...
3. Motion theatres for showing feature films were called "dream palaces" because ...
4. The 1910s was an important period for the film industry because ...

**Now, match sentence beginnings (1-4) with sentence endings (A-E). Note: there is one extra ending that you do not need to use.**

***Sentence endings:***

- A. ... a new approach to distribution of films emerged.
- B. ... the new entertainment resembled something they were familiar with.
- C. ... they had to meet expectations of people with higher social status.
- D. ... they preferred watching a feature film rather a series of shorts.
- E. ... they were expensively decorated inside.

**Activity 4: Read the following text. Concentrate on what the text says about each of the writers.**

The makeup and behaviour of fictional characters depend on their environment quite as much as on the personal dynamic with which their author endows them: indeed, in Émile Zola, environment is of overriding importance, since he believed it determined character. The entire action of a novel is frequently determined by the locale in which it is set. Thus, Gustave Flaubert's *Madame Bovary* (1857) could hardly have been placed in Paris, because the tragic life and death of the heroine have a great deal to do with the circumscriptions of her provincial milieu. But it sometimes happens that the main locale of a novel assumes an importance in the reader's imagination comparable to that of the characters and yet somehow separable from them. Wessex is a giant brooding presence in Thomas Hardy's novels, whose human characters would probably not behave much differently if they were set in some other rural locality of England. The popularity of Sir Walter Scott's "Waverley" novels is due in part to their evocation of a romantic Scotland. Setting may be the prime consideration of some readers, who can be drawn to Conrad because he depicts life at sea or in the East Indies; they may be less interested in the complexity of human relationships that he presents.

(From *Encyclopaedia Britannica*)

**Now match each statement (1-4) with the correct writer (A-E). Note: you do not need to use all the writers.**

**List of writers:**

- A. Émile Zola
- B. Gustave Flaubert
- C. Thomas Hardy
- D. Sir Walter Scott
- E. Conrad

1. This writer creates a vivid picture of the place and period.
2. In his work, the events could have taken place in any similar setting.
3. He believed that where a person lives has a profound impact on the person.
4. In his work, limitations of the place of living affect the main characters.

**Activity 5: Skim the following article and answer the question.**

People with heart disease have a lower risk of heart attack and strokes if they eat a Mediterranean-style diet, according to an international study of more than 15,000 people in 39 countries.

The study is the latest to extol the potential benefits of consuming fruit, vegetables, fish and unrefined foods. It found that for every 100 people with heart disease eating the highest proportion of healthy Mediterranean foods, there were three fewer heart attacks, strokes or deaths compared with 100 people eating the least amount of healthy foods during a three-and-a-half-year period.

The researchers also found that consumption of a so-called western diet - deep-fried foods, refined carbohydrates and sugary drinks - did not increase the risk of such events. They suggested that this showed eating greater amounts of healthy food was more important for people with heart disease than avoiding unhealthy foods.

Prof Ralph Stewart, from Auckland City hospital in New Zealand, who led the study, said: "The main message is that some foods - and particularly fruit and vegetables - seem to lower the risk of heart attacks and strokes, and this benefit is not explained by traditional risk factors such as good and bad cholesterol or blood pressure. If you eat more of these foods in preference to others, you may lower your risk."

He added: "The study found no evidence of harm from modest consumption of foods such as refined carbohydrates, deep-fried foods, sugars and desserts."

Public health guidelines already advise that a Mediterranean diet can help prevent cardiovascular disease but the authors of the paper, published on Monday in the European Heart Journal, wanted to look specifically at the effects on people who already had heart disease.

The 15,482 people in the study had an average age of 67 and were asked to fill in questionnaires on their diet. Depending on their answers, they were given a "Mediterranean diet score" (MDS), which assigned more points for increased consumption of healthy foods, with a total range of 0 to 24. A "western diet score" assigned points for increased consumption of unhealthy foods.

After adjusting for other factors that might influence the results, the researchers found that every one-unit increase in the MDS was associated with a 7% reduction in the risk of heart attacks, strokes or death from cardiovascular or other causes in patients with existing heart disease. The findings were consistent across all the geographical regions involved in the study.

As the study was observational, causal links could not be established. Other limitations included that it was based on self-reporting — with no food sample size specified - and did not examine total calorie intake nor the types of fats eaten.

Experts said it added to the body of evidence of the benefits of a Mediterranean-style diet, but they expressed reservations about the findings relating to a western diet.

Dr Tim Chico, reader in cardiovascular medicine and honorary consultant, University of Sheffield, said: "This study only examined people who already had heart disease. This is very important; most people are interested in not getting heart disease in the first place. This may explain why a 'western' diet did not seem to increase risk as all participants already had established heart disease. It is equally possible a western diet does increase the risk of future heart problems, but the study design was unable to detect this effect."

Tom Sanders, professor emeritus of nutrition and dietetics at King's College London, pointed out that the average age of participants meant they were unlikely to be heavy consumers of sugary fizzy drinks.

(by Haroon Siddique, *The Guardian*)

**1. The article focuses on ...**

- A. different ways of reducing the risk of heart attacks and strokes.
- B. benefits of a Mediterranean diet for people with heart problems.
- C. dangers of carbohydrates-rich food for cardiac patients.
- D. factors leading to development of heart-related illnesses.

**Read the text again. Match sentence beginnings (2-5) with sentence endings (A-E). Note: there is one extra ending that you do not need to use.**

- 2. The study revealed that having a Mediterranean-style diet, cardiac patients ...
- 3. Interestingly, for people with heart problems unhealthy food and drinks ...
- 4. Analysis of various factors showed that Mediterranean diet ...
- 5. One problem with the study was that it ...

***Sentence endings:***

- A. ... benefited patients regardless of where they lived.
- B. ... decreased the likelihood of worsening their health.
- C. ... did not look into specific figures.
- D. ... relied heavily on scores assigned to patients by researchers.
- E. ... seemed to have no effect on their condition.

**Match the following statements (6-9) with the experts (A-C). Note: you can use any expert more than once.**

***List of experts:***

- A Ralph Stewart                      B. Tim Chico                      C. Tom Sanders

- 6. If you already have heart-related illnesses, western diet does not make your situation worse.
- 7. If you control the amount of "unhealthy food" you eat, your health is not affected.
- 5. Some types of food can diminish negative effects of other ones.
- 9. The results of the study did not take into consideration eating habits of people involved.

**Activity 6: Read the following article and answer the questions.**

Time is seen in a particularly different light by Eastern and Western cultures, and even within these groupings assumes quite dissimilar aspects from country to country.

For Anglo-Saxons, time is truly money. In a profit-oriented society, time is a precious, even scarce, commodity. It flows fast, like a mountain river in the spring, and if you want to benefit from its passing, you have to move fast with it. Anglo-Saxons are people of action; they cannot bear to be idle. The past is over, but the present you can seize, parcel and package and make it work for you in the immediate future. They suspect that time is passing (being wasted) without decisions being made or actions being performed. They prefer to do only one thing at a time, to concentrate on it and do it within a fixed schedule. They think that in this way they get more things done — and more efficiently.

Southern Europeans are multi-active, rather than linear-active. The more things they can do at the same time, the happier and the more fulfilled they feel. They organize their time (and lives) in an entirely different way from Americans, Germans and the Swiss. Multi-active peoples are not very interested in schedules or punctuality. They pretend to observe them, especially if a linear-active partner or colleague insists on it, but they consider the present reality to be more important than appointments. In their ordering of things, priority is given to the relative thrill or significance of each meeting. Spaniards, Italians and Arabs will ignore the passing of time if it means that conversations will be left unfinished. For them, completing a human transaction is the best way they can invest their time.

Both the linear-active northerner and the multi-active Latin think that they manage time in the best way possible. In some Eastern cultures, however, the adaptation of humans to time is seen as a viable alternative. In these cultures, time is viewed neither as linear nor event-relationship related, but as cyclic. Each day the sun rises and sets, the seasons follow one another, the heavenly bodies revolve around us, people grow old and die, but their children reconstitute the process. We know this cycle has gone on for 100,000 years and more. Cyclical time is not a scarce commodity. There seems always to be an unlimited supply of it just around the next bend. As they say in the East, when God made time, He made plenty of it.

It's not surprising, then, that business decisions are arrived at in a different way from in the West. Westerners often expect an Asian to make a quick decision or to treat a current deal on its present merits, irrespective of what has happened in the past. Asians cannot do this. The past formulates the contextual background to the present decision, about which in any case, as Asians, they must think long term—their hands are tied in many ways. Anglo-Saxons see time passing without decisions being made or actions performed as having been "wasted." Asians do not see time as racing away unutilized in a linear future, but coming around again in a circle, where the same opportunities, risks and dangers will represent themselves when people are so many days, weeks or months wiser. As proof of the veracity of the cyclical nature of time, how often do we (in the West) say, "If I had known then what I know now, I would never have done what I did?"

In general we are confident (in North America and Northern Europe) that we have approached the optimum management of time. Many cultures (including powerful economies of the future, such as China, Japan and Southeast Asia) will only allow

the linear-oriented concept of time to dictate their behavior to a limited extent. Industrial organization demands a certain degree of synchronization of schedules and targets, but the underlying philosophies concerning the best and most efficient use of time — and the manner in which it should be spent — may remain radically different.

(by Richard Lewis, *Business Insider*)

**1. The article focuses on ...**

- A. attempts to conceptualize the notion of time.
- B. influence of understanding of time on decision-making.
- C. differences in attitudes towards business.
- D. relationship between culture and perception of time.

**Read the text again. Match sentence beginnings (2-4) with sentence endings (A-D). Note: there is one extra ending that you do not need to use.**

- 2. Cultures with linear-active perception of time ...
- 3. Cultures that adopt multi-active approach ...
- 4. Cultures for which time is cyclic ...

**Sentence endings:**

- A. ... adopt the most effective approach towards business.
- B. ... need to reflect on the past before making up their minds.
- C. ... prefer a variety of activities going on simultaneously.
- D. ... tend to organize their lives according to strict schedules.

**Match the following statements (5-12) with cultures (A-C). Note: you can use any letter more than once.**

**Cultures: A. Anglo-Saxon B. Southern European C. Eastern**

- 5. As time passes, we become more sensible.
- 6. Establishing relationships is more important than keeping time.
- 7. It is better to enjoy the moment rather than worry about time.
- 8. It is more effective to focus on one task at a time.
- 9. It is not wise to worry about time.
- 10. Processes never end.
- 11. Time can be measured and captured.
- 12. We need to derive lessons from the past.



**Activity 7: Read the following article and answer the questions.**

At first, Beyera Guta assumed he had a cold. Months passed and the sickness dragged on until he became so weak that he could no longer provide for his family. Tuberculosis was consuming his lungs and slowly killing him.

The person who saved his life wasn't a doctor, or a nurse. It was a 24-year-old woman from his village called Anuma Moreda, who hadn't completed high school. Alerted to Guta's symptoms by his cousin, she examined him and sent a sputum sample to the local hospital. When the result came back positive, Moreda supervised his treatment and nursed him back to health.

This is the future of healthcare, Ethiopian-style. In a country where 22 per cent of the population lives below the poverty line, and there are just three doctors for every 100,000 people - compared with 30 or 40 in Europe - the government has pioneered a strategy that would be unthinkable in most developed countries. More than 40,000 women - some as young as 16 — have been recruited to carry out tasks normally only done by doctors and nurses: give childhood vaccinations, provide antenatal care, screen for deadly diseases and supervise their treatment.

In a post-Ebola world, these health-extension workers create a link between the community and the health service that allows for the quick dissemination of information. "The problem with Ebola was recognising it. It took three months from the first people showing symptoms to a diagnosis being made", says Seth Berkley, CEO of Gavi, a global vaccine initiative. "Ethiopia has established an infrastructure whereby the extension workers could be sentinels for the early detection of disease."

Women make more reliable recruits than men as they are less likely to leave the village to find work. The first graduates of the programme were deployed 10 years ago. Since then they have been credited with improving the health of the population to such an extent that other African countries are taking notice. The increase in life expectancy, for example - from 47 years in 1990 to 64 years in 2013 - can partly be attributed to the scheme, as can the reduction in child mortality, deaths related to malaria and new HIV infections.

"There are now 11 to 13 African countries that are either working on or thinking about introducing similar programmes," says Haileyesus Getahun of the WHO community engagement unit in Geneva, Switzerland.

A current focus of the programme is TB, a disease that kills an estimated 4400 people around the world every day - more than HIV and AIDS. Ethiopia has the third highest rate of TB in Africa. It is tough to treat: diagnosis takes several weeks, and drugs must be taken for six to eight months, otherwise you risk the disease coming back, or drug-resistant strains emerging.

Moreda and her colleague Gobinei Kebede work out of a mud and timber hut plastered with immunization charts and disease prevention posters, in the rural region of Oromia, about 2 hours' drive from the capital, Addis Ababa. The women serve a community of around 5000, some a 2-hour walk away. Things get particularly tough during the rainy season, when the roads turn to mud.

The women screen and test the community for TB, and ensure people take the drugs they receive from the local TB clinic correctly. In serious cases, such as drug-resistant TB, patients are moved to the larger hospital in Addis Ababa.

When Moreda completed her year-long training at the age of 17, she received a starting salary of around \$30 per month. Today she earns \$80 and expects this to rise to \$100 - just short of a nurse's salary - in the near future. The pay and level of training is a key difference from community schemes in other countries, which tend to use volunteers.

"Ethiopia has done a number of smart things," says Mario Raviglione, director of the WHO's Global TB Programme. "They pay their workers, which means they get status in their community. With this you can actually reach all the people in the community who need treatment."

At the Ministry of Health, there's talk of training some workers to the equivalent of a family doctor. When I ask Moreda and Kebede about this, they smile and shake their heads. "That would be good, but I don't think it will happen soon," Kebede says.

Both have young kids, but they continue to work. "We are the only ones who are providing health services for the community," Moreda says. "Juggling childcare is difficult, but I hope I am being a good role model for my son."

(by Linda Geddes, *New Scientist*)

**Match sentence beginnings (1-4) with sentence endings (A-E). Note: there is one extra ending that you do not need to use.**

1. Ethiopian government decided to solve the problem of the lack of doctors through ...
2. It is easier to attract women to the programme because of ...
3. A lot of people in Ethiopia fall victims of TB due to ...
4. Duties carried out by Moreda and Kebede include ...

***Sentence endings:***

- A. ... difficulties associated with the cure.
- B. ... doing medical tests and supervising the patients.
- C. ... heavy reliance on volunteers' help.
- D. ... the employment of people with no qualifications.
- E. ... their unwillingness to move to another place.

**Match the following statements (5-10) with the people (A-E). Note: you can use any person more than once.**

***A. Seth Berkley B. Haileyesus Getahun C. Mario Raviglione***

***D. Gobinei Kebede E. Anuma Moreda***

5. I want my child to learn from what I am doing.
6. Ethiopia's example has prompted other countries to act.
7. The fact that people get money for their job is a motivation factor.
8. Ethiopia has adopted a clever approach to the solution of the problem.
9. Additional employees help to recognize the problem when it starts to emerge.
10. It is unlikely that measures will be taken to help workers gain a qualification.

## TEST PRACTICE 1

**Questions 1-10 are based on the following text.**

It's impossible to stay in school if your family has been pushed hundreds of miles across a continent by conflict or climate change, Unicef estimates there are 30 million children worldwide who are out of school in countries affected by emergencies or conflict.

The former British prime minister Gordon Brown, now the UN special envoy for education, has described Syrian children as potentially "a lost generation" if action is not taken to ensure their continued schooling.

Save the Children has called on the technology industry to find solutions to child poverty and the refugee crisis - and that could mean using smartphones as an emergency learning tool. You can already find more than 80,000 education apps in Apple's App Store, ranging from phonics to physics.

"A simple Android smartphone can become the refugee child's classroom. Wherever they happen to be, they can be in class," says Janae Bushman, founder of non-profit Aliim, which is currently developing a specialised education app to be launched in August. She believes smartphone-based learning can overcome problems such as a lack of classroom space, transport to schools and available teachers.

According to Aliim's research in the field, some 68% of Syrian refugees in Lebanon have at least one smartphone in their family, many of which come from developed urban centres like Beirut or Amman, where devices are widely available. For **those** who don't, Aliim will accept smartphone donations.

With 80% of Aliim's app designed to work offline, intermittent internet connectivity is not expected to be a significant problem. Moreover, it hopes inexpensive solar panels - again donated or subsidised by solar panel manufacturers - can be provided in areas where power supply is an issue.

More help is needed to get the app programme ready to launch and Aliim is seeking partnerships with technology firms as well as looking for volunteer coders, designers and mentors.

The initial focus of the app will be basic Arabic literacy, numeracy and life skills (including e-commerce entrepreneurship and English). Learning can be both online or offline, and individual or collaborative: children will be able to use it on their own with no data signal as well as in groups with a working connection to the cloud.

This summer, the organisation plans to train a team of Arabic-speaking volunteers to remotely assist children with their learning using the app, and is working to formalise some of the learning and provide certification at the end of the process.

Aimed initially at children aged 12 to 16, the scheme hopes to reach 10,000 Syrian refugees by the end of 2017 through pilot programmes in Jordan (Amman and Irbid) and Lebanon (Beirut and Sidon). To date it has been funded with a mix of public and private donations, but Bushman hopes the pilot will prove the concept and secure further funding.

"Depending on the success of the programme among Syrian refugees, we hope to take the app and contextualise it for other refugee contexts, possibly South Sudan or Uganda," says Bushman. "Different refugee populations have different technology literacy levels. The app, along with the programme, will have to be adjusted accordingly."

Meanwhile, NGO World Vision and the Norwegian government recently invited coders to submit ideas for a refugee education app in their EduApp4Syria competition. Funding will be given to up to two apps to be developed.

‘Almost all Syrian households tend to own smartphones,’ says Berger Brende, Norwegian minister of foreign affairs. ‘The smartphone is a crucial tool for staying in touch with friends and family and for accessing important news and information.

‘We also know that Syrian parents are extremely concerned about their children’s learning and wellbeing,’ he adds. ‘That’s why we want to develop this game-based learning tool, which can be used wherever the children are.’

The competition comes as a growing number of entrepreneurs turn their attention to developing tech solutions to meet the needs of refugees such as finding hospitals and accommodation. The finished apps are intended to help those fleeing conflict, displaced in Syria itself, or resettled in other countries.

Alongside this new approach, charities continue to develop traditional education options. War Child (which is also working on an e-learning programme for a tablet app) has set up 15 early childhood development centres in Afghanistan, where 450 children aged between four and six can get basic pre-school education, a snack and the chance to socialise with other children. Other ongoing projects are in place in Iraq, the Democratic Republic of Congo and Uganda.

(by David Nield, *The Guardian*)

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

**Q1. The text focuses on ...**

- A) advantages of using smartphones to teach Syrian children.
- B) the use of technology to educate children fleeing conflicts.
- C) benefits of smart apps in learning Arabic and life skills.
- D) UNICEF’s efforts to bring refugee children to classrooms.

**Q2. According to Gordon Brown, it is important that...**

- A) Syrian children are not lost during conflicts.
- B) UN helps Syria to restore schools after war.
- C) Britain helps refugee children to realize their potential.
- D) children from conflict areas do not stop learning.

**Q3. “Those” (in bold, paragraph 5) refers to ...**

- A) urban centres.
- B) devices.
- C) refugees.
- D) smartphones.

**Q4. An example of a different usage of applications for refugees is ...**

- A) helping them find a place to stay.
- B) getting advice from doctors in hospitals.
- C) navigating in an unknown country.
- D) solving their everyday problems.

**Q5. War Child organization ...**

- A) developed an e-learning programme for Iraq.
- B) established primary schools in Congo and Uganda.
- C) opened places for Afghani children to meet and learn.
- D) financed a programme of providing food for children.

**For questions 6-10, complete the sentences. Match a sentence ending (A-F) to the beginning of the sentence. Note: There is one extra ending which you do not need to use.**

**Q6.** Smartphones can be an effective tool for teaching children in conflict areas because ...

**Q7.** Since Aliim intends its application to be used anywhere, ...

**Q8.** The organization wants to make learning with the app official so that ...

**Q9.** For the application to be useful in other parts of the world, ...

**Q10.** Brende believes the application sponsored by Norway will be demanded as ...

***Sentence endings:***

- A. ... it does not need to be constantly online.
- B. ... it helps families to stay in contact with each other.
- C. ... families in Syria are not indifferent to children's education.
- D. ... children can have documents proving their education.
- E. ... it needs to be adapted to users' knowledge.
- F. ... children will not have to come to school.

## TEST PRACTICE 2

**Questions 1-10 are based on the following text.**

The crisis in children's mental health is far worse than most people suspect and we are in danger of "medicalising childhood" by focusing on symptoms rather than causes, the government's mental health champion for schools has warned.

Natasha Devon, who has been working in schools for almost a decade delivering mental health and wellbeing classes, said an average of three children in a class were diagnosed with a mental illness, but many more slipped under the radar.

Devon, who founded the Self-Esteem Team, was appointed by the government to look into young people's mental health and find out what a good school support system looks like. However, she said the government was asking the wrong question.

"The question we should be asking ourselves is what are the emotional and mental health needs of all children and are they being met in our schools?" she said.

She is due to deliver her report to government later this year, and some of it may be uncomfortable reading - in particular her criticism of the academic pressures on young people as a result of the testing regime.

In a speech on Thursday to the Headmasters' and Headmistresses' Conference, which represents headteachers of independent schools, she said: "Time and time again over recent years young people - and the people who teach them - have spoken out about how a rigorous culture of testing and academic pressure is **detrimental** to their mental health.

"At one end of the scale we've got four-year-olds being tested, at the other end of the scale we've got teenagers leaving school and facing the prospect of leaving university with record amounts of debt. Anxiety is the fastest growing illness in under 21s. These things are not a coincidence."

Devon expressed particular concern about the independent school sector where she said the "the pressure to achieve is sometimes more rigorous", but she stressed it was an issue that affected all schools across the board.

The conference was told that though drinking, smoking, drug taking and teenage pregnancy were down among young people, rates of depression and anxiety have increased by 70% in a generation, admissions to hospital as a result of self-harm have doubled in four years and calls to the counselling service ChildLine about exam stress have tripled.

Devon condemned those who said the younger generation needed to toughen up to deal with the stress of life, and misused words such as 'character', 'grit' and 'resilience', as it implied having a mental illness "is somehow a defect of the individual".

She added: "We need to ask ourselves what is causing mental health problems in the first place. Because it's my belief that many of these struggles could be avoided if we get our approach right.

"And if we don't, we're giving with one hand and taking away with the other. And we run the risk of medicalising childhood.

"If a child is being bullied and they have symptoms of depression because they are being bullied, what they need is for the bullying to stop. They need to feel safe again. They don't necessarily need anti-depressants or therapy."

As well as the fiercely competitive culture in schools, she said the challenges facing young people were exacerbated by the relentless pace of the internet with cyber bullying.

advertising, pornography and airbrushed lives. "Being a young person today is harder than it's ever been," she said.

Among others addressing the conference, which focused on good mental health in schools, was Caroline Meyer, an expert on eating disorders at the University of Warwick, who said latest research showed that girls were at a 30% risk of an eating disorder, while the figure was 14% for boys.

She identified low self-esteem and high levels of perfectionism as key factors, adding: "It's fine for children to have high standards for themselves. It's what they do when they don't meet them that's the critical thing.

"The number of new students that come to university having always got As and A\*s, the first time they get a 2.2 in a piece of coursework, they fall apart. It's about enabling them to have the resources they need to deal with that lack of success."

(by Sally Weale, *The Guardian*)

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

**Q1. The text focuses on ...**

- A) reasons why young generation is having to take more medicine.
- B) negative effects of current education system on children's health.
- C) ways to overcome depression and anxiety in youngsters.
- D) factors leading to suicide attempts among teenage girls.

**Q2. The word "detrimental" (in bold, paragraph 6) means ...**

- A) damaging.
- B) difficult.
- C) favourable.
- D) efficacious.

**Q3. Independent schools need special attention, since ...**

- A) their admission system is more rigorous.
- B) sense of competition is stronger there.
- C) they tend to overload children with information.
- D) boards apply stricter rules for them.

**Q4. According to statistics, more children are ...**

- A) becoming mothers before leaving school.
- B) taking up tobacco and alcohol.
- C) dying as the result of suicide.
- D) seeking help to get rid of stress.

**Q5. One problem with perfectionist children is that they cannot...**

- A) cope with failures.
- B) succeed in higher education.
- C) learn to respect others.
- D) submit courseworks on time.

**For questions 6-10, complete the sentences. Match a sentence ending (A-F) to the beginning of the sentence. Note: There is one extra ending which you do not need to use.**

Q6. Devon says the real picture may be worse than in the report because ...

Q7. The report is expected to upset the officials as ...

Q8. More and more young people are feeling worried because ...

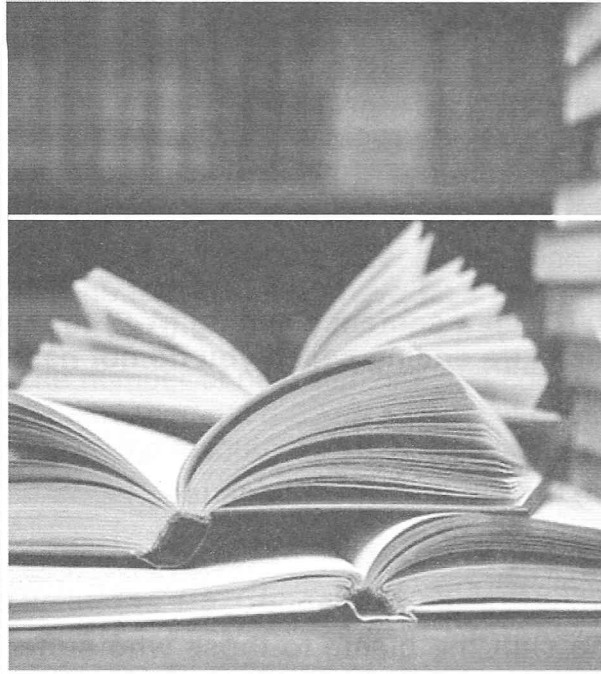
Q9. According to Devon, it is not correct the shift the blame to those who suffer from mental health problems, since ...

Q10. World Wide Web is contributing to the problem as ...

***Sentence endings:***

- A. reasons behind the problem are not being analyzed.
- B. they are overusing antidepressants or other medicines.
- C. the research did not include all the children.
- D. youngsters become victims of the false images it creates.
- E. the negative aspects of the current assessment system are highlighted.
- F. stress factors surround them from the beginning to the end of schooling.





## “TRUE - FALSE - NO INFORMATION” QUESTIONS

Lesson focus: learn how to ...

- distinguish facts from opinions;
- answer "true - false - no information" questions.

### FACTS AND OPINIONS

When dealing with an academic text, it will be often necessary to be able to distinguish facts from opinions.

Facts are specific and certain, and can be proven with evidence. A fact states something that:

- happens (e.g., “A lunar eclipse happens when the moon aligns exactly with the earth and sun.”),
- has happened or is certain to be true (e.g., “Thomas Jefferson wrote the Declaration of Independence.”),
- is real or exists (e.g., “The sun is a star.”).

**Opinions** are people’s thoughts and feelings, and can vary between people. An opinion states something:

- believed to have occurred (e.g., “The teacher gave us a pop quiz because she got mad at the class.”),
- believed to exist (e.g., “The bus stop close to my house was built so I wouldn’t miss the bus again.”),
- believed to be true (e.g., “Grandma and Grandpa love me the most.”).

One very common way of giving opinions is by using **subjective adjectives and adverbs** (adjectives and adverbs that show attitudes, such as *brilliant(ly)*, *beautiful(ly)*, etc.). It is also possible to identify opinion by the inclusion of expressions of **doubt and probability**, such as: *maybe*, *possibly*, *probably*, *perhaps*, *might*, *may*, *could*, and so on, or **expressions showing opinion**, such as *I think*, *I believe*, *I feel*, *in my opinion*, and so on. In the following examples, opinions are highlighted:

*This film, directed by Sofia Coppola and released in 2004, tells the story of an ageing film actor, **brilliantly** portrayed by Bill Murray, who is on location in Japan to film a whiskey commercial. It is not the first Hollywood film to describe the attraction between a young, attractive woman and a man old enough to be her grandfather, but it is **probably considerably more restrained** than most films in its approach to this attraction. This is a film that **will probably be a critical success but is unlikely to reach out to the masses.** Its*

**target audience is likely to be fairly small, and will consist of thoughtful, intelligent cinema goers with an appreciation for detail.**

In academic writing, authors often use facts to support their opinions. For example (opinions are highlighted):

**Unfortunately**, human use of fossil fuels is one of the most significant developments of the past few centuries. Humans rely on fossil fuels, a nonrenewable energy resource, for more than 90 percent of their energy needs. This **careless** misuse of our planet's resources has resulted in pollution, global warming, and the destruction of fragile ecosystems. For example, oil pipelines carry more than one million barrels of oil each day across tundra regions. Transporting oil across such areas **can only result in oil spills** that poison the land for decades.

Sometimes, a statement can be either fact, or opinion, depending on whether the statement is based on evidence, or if it is an unsupported idea. *For example, Columbia University is **one of the best** universities in the United States.* If you bring statistics on all the Universities in the United States to verify this claim, then it becomes a fact.

**Activity 1: Say whether the following statements are facts or opinions. Choose Fact if the statement could be researched and verified (it would be a fact) or disproved (it would be a false statement of fact). Choose Opinion if a statement represents an opinion (a belief or judgment that cannot be proved or disproved).**

1. Last year there was a horrible outbreak of flu.
2. Babies generally start to talk between 18 and 24 months of age.
3. The average temperature in Wyoming in January is 35°F.
4. Italian is an easier language to learn than Spanish.
5. The capital of the Russian Federation is Moscow.
6. More people stopped smoking last year than two years ago.
7. In Judaism, Rosh Hashanah is the festival of the New Year.
8. Many nutritionists believe a low-carbohydrate, high-protein diet is the healthiest diet.
9. Smoke detectors can help save lives.
10. Thousands of people die each year from the interaction of their prescription drugs.
11. Cell phones should be banned in all public school classrooms.
12. Children should not be allowed to watch more than five hours of television per week.
13. It's a fact that soccer and rugby are violent sports.
14. The Center for Disease Control (CDC) is a government agency that is responsible for the control and suppression of infectious diseases.
15. Surfing the Web is more fun than watching TV.
16. College students would benefit greatly from participating in intramural sports.

17. Next year, Tiger Woods will win the Master's Tournament.
18. At least half of all automobile accidents involve alcohol.
19. Female doctors are more caring than male doctors.
20. Bicycling is a truly enjoyable form of exercise.
21. "Spam" is the e-mail equivalent of junk mail.
22. For adequate water intake, adults need to drink 6 to 8 glasses of water a day.
23. The number of people who have high credit card debt is astonishing.
24. In World War II, the Axis powers consisted of Germany, Italy, and Japan.
25. Copernicus was a 16th century Polish scholar who argued that the Earth moves around the sun.

**Activity 2: Read the following article. Where in the newspaper do you think this article was published? Is it a news report or a piece in the Opinion section?**

The recent announcement of a wrenching round of layoffs at the Metropolitan Museum of Art in New York has sent a shiver through the museum world. Yet as recently as March, the Met seemed to be on a roll, when it opened a flashy contemporary art annex, the Met Breuer.

Indeed, if you've thought at all about *the fate of art museums in the 21st century*, it is probably as a rare example of good news in difficult times. The San Francisco Museum of Modern Art has just opened a \$305 million addition, creating what is described as the largest art museum in the country. Last year, two high-profile museums opened in New York (the new \$422 million Whitney building downtown) and in Los Angeles (the \$140 million Broad).

The turmoil at the Met should be our cue to ask if all this "good news" is really the story of cultural triumph that it is made out to be. According to the Association of Art Museum Directors, for every \$8 visitors spend at museums in North America, museums spend \$55. So running a museum isn't a great business, despite the crowds.

*(The New York Times)*

**Activity 3: Read the text and answer the questions that follow.**

Dolphins are one of the most interesting animals that live on our planet. Dolphins are a type of mammal, but they live in the ocean. Because they are not fish, dolphins have to come to the surface to breathe air—just like you and me. Dolphins breathe air through their blow holes. Dolphins are the friendliest sea creatures. They live in groups called pods, and they are willing to help each other. For example, if one dolphin is sick or hurt, the other dolphins will help it to float to the surface to breathe until it is well enough to do this on its own. It's amazing how much dolphins care for each other. Dolphins also communicate with each other using clicks and whistles. Even the sounds they make are friendly! I think people should be more like dolphins.

1. Write down at least three facts about dolphins from the passage.
2. Write down at least three opinions that the author gives about dolphins.

**Activity 4: Read the text and underline opinions.**

Debate over e-cigarettes — battery-powered cigarette look-alikes that heat liquid nicotine but emit a harmless vapor — is raging. New York City and Chicago are considering adding e-cigarettes to their bans on smoking in bars, restaurants and parks, and Los Angeles is moving to restrict e-cigarette sales, even though e-cigarettes don't generate smoke and, while not proved to be entirely safe for users, are undoubtedly less hazardous than tobacco cigarettes.

The evidence, while still thin, suggests that many e-cigarette users, hoping to kick the habit, use e-cigarettes as a safer alternative to tobacco. Research also suggests that e-cigarettes may be better at helping to sustain smoking cessation than pharmaceutical products like nicotine patches or gums.

The American Cancer Society, while worried that the development of less hazardous cigarettes might derail efforts to deter people from smoking or getting them to quit, supported “frank scientific discussion about the possibilities of developing cigarettes that will be less harmful and still satisfying to smokers.”

This new stance was supported by the availability of over-the-counter nicotine replacement therapies and a focus on protection of bystanders from secondhand smoke. As the head of the American Heart Association put it in 2000: “There is no such thing as a safer cigarette.”

The irony is that, during these same years, AIDS prompted public health advocates to support needle exchange for users of intravenous drugs, a harm-reduction approach that also drew fire from those who favored complete elimination of drug use. Fears that such programs would lead to greater illicit drug use have been definitively put to rest.

Of course the analogy is not exact: Unlike clean needles, which present no independent harms to injecting drug users, less risky alternatives to smoking, like smokeless chewing tobacco and the moist tobacco product known as snus, carry a grave risk: oral cancers.

E-cigarettes potentially overcome that barrier. Most experts consider nicotine harmful only at extremely high doses. Tobacco control advocates tolerate the long-term use of therapies like the nicotine patch and nicotine gum despite their approval only as temporary smoking-cessation aids. In 2000, the chairman of a Public Health Service panel called tobacco dependence a “chronic condition that warrants repeated treatment,” even if that meant treating smokers “for the rest of their lives.”

Advocates fear that e-cigarettes will serve as a gateway to deadly cigarettes — or sustain smokers in public settings where lighting up is banned. “Waiting to act,” New York City's health commissioner, Thomas A. Farley, said, “is a risk we should not take.”

But there is a price to such rigidity. Emotion should not rule out harm reduction, even if eradication of smoking is the ultimate goal. Banning vaping in public won't help. Instead, e-cigarettes should be regulated by the Food and Drug Administration as products “sold or distributed for use to reduce harm or the risk of tobacco-related disease.” The industry can't be trusted to provide safer products. If e-cigarettes can reduce, even slightly, the blight of six million tobacco-related deaths a year, trying to force them out of sight is counterproductive.

## HOW TO DO "TRUE - FALSE - NO INFORMATION" QUESTIONS

These questions ask you to compare the given list of statements with the information in the text, and decide if the statements are **true** (correspond to the information in the text), **false** (contradict to the information in the text), or "**no information**" (there is not enough information in the text to say that the statement is true or false).

The key skill here is to understand that you are interpreting the text and the question. This means that you need to read very closely and pay attention to what the writer means. Don't think of it just as a skimming question, rather a question where you need to **read parts of the text and the whole question closely (do intensive reading)** and decide what the writer means.

Remember:

**True** means that the statement (question) has **the same meaning** as the information in the text.

**False** means that: a) the statement (question) has **the opposite meaning** to the information in the text, or b) the information in the statement **contradicts** to the information in the text.

**No information** means that the text does not give **any information** or **enough information** to decide whether the statement is true or false.

Remember that:

- the questions follow **the order of the text**;
- you need to compare **the statement (question) with the text**, not the other way around, so start with the statements. This is because the statement may contain more or less information than the text. If the statement contains **less information** than the text and all the information in the statement corresponds to the information in the text, it is **true**. If the statement contains more information than the text, it is **no information**. For example:
  - ~ the statement: "*Khamisa* was finished by Nava'i in 1485", the text: "Nava'i completed *Khamisa* in 1485 in Herat" - the statement is **true**;
  - ~ the statement: "Nava'i completed *Khamisa* in 1485 in Herat", the text: "*Khamisa* was finished by Nava'i in 1485" - the statement is **no information**;
- you should **ignore** anything you already know about the topic and not make assumptions - base your answers **on the text only**;
- you should be careful with "qualifying" **words**, for example, *some, all, only, mainly, often, always, occasionally, never*, etc. They can change the meaning. For example, 'Coca-Cola has **always** made its drinks in the U.S.A.' has a different meaning from 'Coca-Cola has **mainly** made its drinks in the U.S.A.';
- you should also be careful with "qualifying" **verbs**, for example, *suggest, claim, believe, know*, etc. For example, 'The man **claimed he was** a British citizen,' and 'The man **is** a British citizen' mean two different things;

Don't look for words that exactly match those in the statements. You should look for synonyms. Remember that you are matching **meaning, not words**.

A suggested procedure is as follows:

1. Read **the question** carefully to make sure you fully understand what it is saying. You need to understand what **the whole sentence** means.
2. **Scan** the text to find where the answer is using key words from the question.
3. When you find where the answer is, **read the relevant part of the text carefully** to identify if the statement is True, False or No information. Focus on the statement again. Re-

member that the **meaning** should exactly match that of the statement if it is true.

**4. Underline** the words that give you the answer, this will help you focus and you can check back later. Again, be careful there are no qualifying words in the text.

5= If you can't find the answer, mark it as 'no information' and move on to the next question.

6. If you are really unsure or can't find the answer, mark it as 'no information'.

Examples:

*1. Macallan is one of the four top selling brands of malt whisky in the world. It is made in barrels made of Spanish oak that have previously been used for sherry because this adds sweetness to its flavour.*

1. Macallan is globally successful.

This is **true** because "top selling brands of malt whisky in the world" matches "globally successful".

2. Macallan is made in metal containers.

This is **false** because the text says "it is made in barrels of Spanish oak". Oak is a wood, so this contradicts the words in the question "metal containers".

3. Macallan is made in Spain.

There is **no information** about where it is made. Be careful of the trap of seeing the words "Spanish" and "made" in the text. Usually with No information answers you will find some words in the text that match words in the question without matching the meaning of the whole question.

*2. Chiles originate in South America and have been eaten for at least 9,500 years.*

1. Chiles come from South America.

This is **true**, 'come from' and "originates" have the same meaning.

2. People began eating Chiles in the last few centuries.

This is **false**. It was 9,500 years ago, not a few 100 years ago.

3. South Americans were the first people to start eating Chiles.

This is **not given** in the text. Be careful about making assumptions then thinking it is true. It is quite probable that South Americans began eating Chiles first as they originated there; however, you can't be sure of that and the text does not tell you that.

*3. The banana comes in all kinds of sizes and shapes. Its plant, which may reach eight metres in height, bears big hanging purple flowers, and almost every part of it is useable.*

1. You can use every part of a banana. - **false** (the text says "almost every part").

2. Some banana trees grow over eight meters high. - **false** (the text says "may reach eight metres").

3. The flowers on a banana tree are big and purple. - **true**.

4. Bananas are really delicious. - no information.

5. Bananas have a standard size and shape. - **false** (the text says "all kinds of sizes and shapes").

**Activity 5: Read the passages and decide whether the statements that follow each passage are True (T), False (F), or No Information (NI).**

1. Research indicates that if adults and children are given the same amount of time to learn a foreign language, it is the adults who will be more successful, with the possible exception of achieving a native-like pronunciation.

a) The issue of whether adults or children learn foreign languages more successfully has been researched.

b) There has been extensive research into the learning of foreign languages.

c) Adults find it easy to learn foreign languages.

d) Foreign languages are difficult to learn.

e) Adults enjoy learning foreign languages more than children do.

f) It has been concluded that children are more successful than adults at achieving a native-like pronunciation in a foreign language.

2. Despite the dazzling diversity of shape and colour among insects, they all share three fundamental characteristics in common. They are made up of three component parts. All are invertebrates, that is, they have no backbone. And, finally, all have six legs.

a) Insects are often very different in their shape and colour.

b) Insects are a vital part of the environment.

c) Insects share many of the same characteristics as other animals.

d) Insects have no backbone.

3. In the year 1971, Zimbardo accepted a tenured position as professor of psychology at Stanford University. There he conducted the Stanford prison study, in which 21 normal college students were randomly assigned to be "prisoners" or "guards" in a mock prison located in the basement of the psychology building at Stanford. The two week planned study into the psychological impact of prison life ended only after 6 days due to emotional trauma being experienced by the participants.

a) The participants in the study were all psychology students.

b) The participants were given the choice of playing the role of prisoner or guard.

c) A real prison was used in the experiment.

d) The study aimed to investigate the mental and behavioural effects of life in prison.

4. Contrary to the common wisdom that sharks are instinct-driven "eating machines", recent studies have indicated that many species possess powerful problem-solving skills, social skills and curiosity. The brain- to body-mass ratios of sharks are similar to those of mammals and birds, and migration patterns in sharks may be even more complex than in birds, with many sharks covering entire ocean basins. However, shark behaviour has only begun to be formally studied, so there is much more to learn.

A popular myth is that sharks are immune to disease and cancer; however, this remains to be proven. The evidence that sharks are at least resistant to cancer and disease is mostly anecdotal and there have been few, if any, scientific or statistical studies that show sharks to have heightened immunity to disease.

- a) Research shows that sharks are more intelligent than most people think.
- b) Relative to their body size, sharks have bigger brains than birds.
- c) There is no real evidence proving that sharks are resistant to diseases.

5. Before the twentieth century, the term "philology" was commonly used to refer to the science of language, which was then predominantly historical in focus. However, this focus has shifted and the term "philology" is now generally used for the "study of a language's grammar, history and literary tradition", especially in the United States. The term "linguistics" is now the usual academic term in English for the scientific study of language.

Linguistics concerns itself with describing and explaining the nature of human language. Relevant to this are the questions of what is universal to language, how language can vary, and how human beings come to know languages. Humans achieve competence in whatever language is spoken around them when growing up, with apparently little need for explicit conscious instruction.

Linguists assume that the ability to acquire and use language is an innate, biologically-based potential of human beings, similar to the ability to walk. It is generally agreed that there are no strong genetic differences underlying the differences between languages: an individual will acquire whatever language(s) he or she is exposed to as a child, regardless of parentage or ethnic origin.

- a) Up until the 1900s, the science of language was usually referred to as 'philology'.
- b) In order to learn a language, children need a significant amount of instruction.
- c) Research has shown that humans have an inbuilt capacity for language learning.

6. The Olympic Games are an international sports that began in ancient Greece. The original Greek games were staged every fourth year for several hundred years until they were abolished in the early Christian era.

The revival of the Olympic Games took place in 1896 and since then they have been staged every four years, except during World War I and World War II (1916, 1940, 1944).

Perhaps the basic difference between the ancient and modern Olympics is that the former were the ancient Greek's way of saluting the gods, whereas the modern Games are a manner of saluting the athletic talents of citizens of all nations. The original Olympics featured competition in music, oratory and theatre performances as well. The modern Games have a more expansive athletic agenda, and for two and a half weeks they are supposed to replace the rancour of international conflict with friendly competition, in recent times, however, that lofty ideal has not always been attained.

- a) The ancient Olympics lasted for several hundred years.
- b) The modern Olympics have been held every four years since 1896.
- c) The ancient and modern Olympics have the same basic aim.
- d) The modern Olympics have more kinds of athletics.
- e) The ideal of modern Games has not been achieved.



**Activity 6: Read the text and answer the questions.**

### **Locating Language within the Brain**

#### ***Researchers map the mental semantic systems of podcast listeners.***

To better understand how the brain processes language, researchers from the University of California (UC), Berkeley, and their colleagues used functional magnetic resonance imaging (fMRI) to map the brains of people listening to a storytelling podcast. Using the resulting maps, the team could accurately predict the study participant's neural responses to hearing new stories. And these responses were surprisingly consistent across individuals, according to the team's study, published recently in *Nature*.

"This paper nicely illustrates both the potential power and limitations of purely data-driven methods for evaluating functional brain-imaging data," Alex Martin, chief of cognitive neuropsychology at the National Institute of Mental Health, who was not involved in the work, wrote in an email to *The Scientist*. "What is unclear," he continued, "is whether any new organizational principles emerge from these data, [and] how do we validate these findings?"

Previous neuroimaging studies of how the brain interprets speech have revealed a group of brain areas called the semantic system that appears to represent the meaning of language. Traditionally, these studies have focused on a single, narrow question or hypothesis about how the brain represents word or sentence meanings.

To map the brain's semantic representation more broadly, study coauthor Jack Gallant of UC Berkeley and colleagues scanned the brains of seven graduate student volunteers while the study participants listened to more than two hours of stories from "The Moth Radio Hour."

"We wanted to do the mapping when the brain was in as natural a state as possible," Gallant told *The Scientist*.

The team quantified the response of small chunks, or voxels, of brain tissue to different concepts in the stories by measuring blood flow. First, the researchers computed how often certain words in the stories occurred alongside a set of 985 common English words (for example, "month" and "week" are often found together). They then used a regression model to estimate how these common words produced responses in each voxel for every volunteer.

The researchers used this model to predict fMRI responses in the volunteers' brains when the study participants listened to a story they had not heard before, and were able to accurately predict brain activity in a variety of brain areas, including the temporal cortex, parietal cortex, and parts of the prefrontal cortex.

Next, the researchers set out to determine what type of semantic information each part of the cortex represented. Because their data contained too many dimensions to feasibly model, the researchers used principle component analysis to home in on the three dimensions that preserve most of the information. They used these dimensions to tile the brains of each participant with color-coded semantic maps, in which different cortical regions corresponded to concepts such as people, places, or visual properties.

Finally, Gallant's team developed a computational method to combine the maps of the different individuals to create a general semantic atlas. Despite some variation,

the maps were surprisingly similar across individuals. This, the authors noted, may in part have been an effect of the small, somewhat homogeneous sample (graduate students at UC Berkeley).

One of the more surprising findings was the functional symmetry between both brain hemispheres of the people studied, which appears to contradict decades of research on brain-injury patients suggesting a left-hemisphere bias in language processing. But most of these studies were focused on speech production, whereas the present study examined speech comprehension, Gallant told *The Scientist*.

The work adds fuel to a growing debate in the cognitive neuroscience community about the value of data-driven studies versus more-conventional, hypothesis-driven experiments.

"In cognitive neuroscience in general, we're in a transition period between hypothesis - or theory-driven investigations and data-driven investigations," Anjan Chatterjee at the University of Pennsylvania Perelman School of Medicine who was not involved in the study told *The Scientist*. The fundamental issue with data-driven approaches, he said, is they "can ferret out patterns, but that tells you nothing at all about the meaning of those patterns."

"I have great admiration for the technical savvy displayed here," David Poeppel of New York University wrote in an email. "But based on results such as these, it's pretty unlikely that we would change our conceptualizations of semantics or the neural basis of language processing."

Uri Hasson of Princeton University, who also studies language representation in response to real-world stimuli but was not involved in the present work, was in favor of using data-driven approaches in combination with hypothesis-driven ones. "There is no one recipe to do science," he said.

(by Tanya Lewis, *The Scientist*)

### Questions 1-10.

Do the following statements agree with the information in the text? Choose:

- A) **T (True)**                    if the statement agrees with the information in the text.
- B) **F (False)**                if the statement contradicts the information in the text.
- C) **NI (No Information)**                    if there is no information on this.

1. The research conducted at University of California (UC), Berkeley, has shown that reactions of neurons in different individuals to listening to the news follows no set pattern.

- A) True                            B) False                            C) No Information

2. One outcome of the research is that we have to reconsider our approaches in studying language comprehension.

- A) True                            B) False                            C) No Information

3. The aim of the research at University of California, Berkeley, has been broader than that of similar studies in the past.

A) True                      B) False                      C) No Information

4. There were considerable differences in blood flow in brain tissue when hearing different words.

A) True                      B) False                      C) No Information

5. It was impossible to foretell the reaction of the prefrontal cortex to different audial stimuli.

A) True                      B) False                      C) No Information

6. The results of the research cannot be trusted because it did not cover a wide range of people.

A) True                      B) False                      C) No Information

7. So far, it has been believed that the left part of the brain is responsible for linguistic skills.

A) True                      B) False                      C) No Information

8. The research puts an end to controversies regarding data-driven and hypothesis-driven approaches in neuroscience.

A) True                      B) False                      C) No Information

9. The research marks a major shift in understanding semantics.

A) True                      B) False                      C) No Information

10. More scientists tend to prefer data-driven approaches to hypothesis-driven ones in language studies.

A) True                      B) False                      C) No Information

**Questions 11-15.**

**Match the following statements (11-15) with the experts (A-E). Note: You can use any expert more than once and you do not need to use them all.**

A) Alex Martin                      B) Jack Gallant                      C) Anjan Chatterjee

D) David Poeppel                      E) Uri Hasson

11. If we adopt one approach, we will not be able to explain why something happens.

12. Our purpose was to gather data in real-life situations.

13. When investigating something, we cannot say that this is the right or the wrong way.

14. This research can serve as an example of strengths and weaknesses of a particular approach to research.

15. The results of our research differ greatly from those of previous studies.

**Activity 7: Read the text and answer the questions.**

While Andrea Newman's 1966 novel *The Cage* had represented a young woman deprived of the opportunity to go to university, and Rosamund's academic life in *The Millstone* is at odds with her emotional life, the next generation of women's fiction was to make the university experience for women central to contemporary novels. The period from the late 1960s and throughout the 1970s saw the burgeoning of a genre of women's writing which dated back to the early 1960s: the narrative of a young woman who leaves home to go to university, and who there encounters a wide world of intellectual and romantic opportunity. The 'college girl narrative' became a publishing phenomenon in both Britain and America, coinciding with a growth in higher education and with an increase in the numbers of women students.

For British women students, the expansion of higher education gave them access to the postwar academic opportunities that had largely benefited the 'scholarship boys' of the 1944 Butler Education Act. In Britain, the decade was marked by the building of new universities committed to modernity and widening access; in America, the number of women undergraduates rose dramatically throughout the 1960s. As Arthur Marwick has argued: 'A crucial aspect of the liberalization of the 1960s is the realm of higher education' (Marwick, 1982, p. 154), and with access to university, more young women were encountering and contributing to that liberalization. The figures for American women students had risen steadily since the 1950s, and the university experience became part of the agenda of popular culture for young women, as Susan J. Douglas explains:

Magazines like *Glamour* added regular columns and articles about getting into and attending college, and while their back-to-school issue each August featured the 'best-dressed' college girls ... the magazines nonetheless imparted a taken-for-granted quality to college attendance for girls. In 1965, the number of degrees awarded to women was double what it had been in 1955; by 1969, the number had tripled, and it kept zooming up.

(Douglas, 1995, p. 142)

College represented a set of opportunities, but this new generation of college-educated women were also to experience class mobility, which did not come without its problems. Just as for the 'scholarship boys' in the post-war generation of the 1950s, women who were the first of their family to attend college could find that the experience caused tensions between generations and led to a distancing from parents and home. In Britain, the egalitarian hopes for the group of new universities set up in the 1960s are expressed in a 1968 account of contemporary education; this describes the political recognition

that Britain's future depended very largely on the educational opportunities it offered to young people. State and County Grants based on a means test meant that any boy or girl could now afford to go to university, but there were just not enough places for those who were qualified for higher education. Completely new universities were founded in places such as Brighton (1961), York (1963) and Lancaster (1964).

(Peacock, 1968, p. 367)

These State and County Grants were to support British students and give them a measure of financial independence, until the Labour government of 1997 introduced

a system of bursaries and student loans that owed much to the American system of educational funding. The question of how to finance a degree was not on the agenda for the British heroines of the college narrative in the 1970s; the issue of financial support, and the consequent obligations to jobs and parents, are, however, central concerns for their American counterparts.

The writers of the college novel had often themselves been at university in the 1960s, and belonged to a generation of women who had vocally asserted their rights. Women's equality in education, however, was to prove relative, despite the establishment of new universities, and the rising numbers of women undergraduates. Even after the Equal Pay Act and the Sex Discrimination Act in Britain, men continued to outnumber women as university entrants and graduates. Writing in 1974, Barry Turner demonstrated that in the late 1960s, the higher the level of education in Britain, the fewer the numbers of young women to be found there. The more élite the academic institution, the more difficult the access for women applicants; medical schools and Oxford and Cambridge Universities operated a quota for women students throughout the 1970s. A 1971 report found that 4.6 per cent of women in England entered university, compared to 7.6 per cent of men, and estimated that women students represented one in three of undergraduates (quoted in Adams and Laurikietis, 1976, p. 53). Turner noted, 'as a general rule, women needed to be better qualified than men to get a university place' (Turner, 1974, p. 196). The fact that women were in the minority in higher education made for a particular kind of heroine in the campus novel: the intelligent, achieving woman. Women undergraduates, well into the 1970s, had some reason to consider themselves, in the title of Alice Adams's 1984 novel, *Superior Women* (Adams, 1985).

The growing numbers of women students provided a newly identifiable market for women's fiction. As John Sutherland points out, the growing numbers of educated young women alerted publishers to the fact that women were the greatest consumers of fiction:

One of the great realizations by the book trade in the 1970s ... was that the woman reader accounted for much more than a fifth of the market for fiction. In fact surveys - taken to heart by the book trade - revealed that women consumed around 60 percent of all novels sold ... If the 1970s demonstrated anything to the publishing industry, it was that women's fiction was not restricted to genre products, but could have its 'blockbusters'.

(Sutherland, 1981, p. 74)

The college genre did produce a number of best-selling novels in the 1970s, directly marketed at a women readership. The form offers a female version of the Bildungsroman, in which the heroine matures as she moves into a wider world. The undergraduate is in the process of moving from family home to university, and so offers a paradigm for the transition from childhood towards adult possibilities and choices. Katherine Payant has argued that: 'the bildungsroman ... seems to have been the dominant form in the 1970s, clearly illustrating various feminist theories by showing the maturation of a young protagonist seeking to find herself in a hostile patriarchal world' (Payant, 1993, p. 8). The college narrative clearly fits neatly into this Bildungsroman form, in taking a young woman as a central character, and placing her with a group of similar young women in a strange and new environment. The narratives and heroines may not, however, necessarily be feminist, and the world of university is not always experienced as hostile and patriarchal, but can be a liberating space.

**Questions 1-10.**

Do the following statements agree with the information in the text? Choose:

- A) **T (True)** if the statement agrees with the information in the text.  
B) **F (False)** if the statement contradicts the information in the text.  
C) **NI (No Information)** if there is no information on this.

1. A boom in the 'college girl narrative' represented changing trends in tertiary education in UK and USA.

- A) True                      B) False                      C) No Information

2. US saw a sharp increase of the number of women studying for their first degree in the 1950s, which continued the next decade.

- A) True                      B) False                      C) No Information

3. Unlike their male counterparts, women attending universities faced the problem of being alienated from their families.

- A) True                      B) False                      C) No Information

4. To address the growing demand, all-female universities opened in Brighton, York and Lancaster.

- A) True                      B) False                      C) No Information

5. British college narrative produced a false impression that female college students did not have to worry much about tuition fees.

- A) True                      B) False                      C) No Information

6. The Equal Pay Act and the Sex Discrimination Act in Britain aimed to establish parity of men and women in higher education.

- A) True                      B) False                      C) No Information

7. According to Turner, in the 1970s universities set higher requirements for female applicants compared to those for males. -

- A) True                      B) False                      C) No Information

8. Until the 1970s, publishers had little understanding of financial advantages of targeting women.

- A) True                      B) False                      C) No Information

9. For feminists going to universities in the 1970s, the world outside their homes was unfriendly.

- A) True                      B) False                      C) No Information

10. The college narrative of the 1970s followed all the rules of the Bildungsroman, conforming with feminist theories.

- A) True                      B) False                      C) No Information

## TEST PRACTICE 1

**Questions 1-10 are based on the following text.**

### **The Borneo Hills diet**

***Instead of catching insects, a few carnivorous plants have resorted to hunting a rather more unusual prey.***

High in the misty mountains of Borneo, death awaits the unsuspecting wanderer. This is the lair of the most awesome of the pitcher plants, with fearsome traps and a reputation to match.

The pitcher plants of south-east Asia are famed for their carnivorous habits. These merciless killers lure insects to the top of their traps with sweet nectar, where many lose their grip on the ultra-slippery rim and fall into the fluid-filled trap. As the victims desperately try to climb out, they discover too late that this is no ordinary fluid - it is filled with invisible stretchy fibres, and the more an insect struggles, the more entangled it becomes.

Sooner or later the trapped animals drown, and digestive enzymes in the fluid accelerate the breakdown of their rotting corpses. Only then does the plant get its reward: nitrogen, a key nutrient that is in short supply in the places where these killers lurk.

Small insects, particularly ants, are the usual prey of the 120 or so species of *Nepenthes* plants. But the island of Borneo is home to several spectacular species with unusually shaped giant pitchers. The largest, *Nepenthes rajah*, has jug-like pitchers so big they can hold several litres of fluid, and its appetite is legendary. In the century-and-a-half since its discovery, there have been sporadic reports of it catching rats. So has the "king" of carnivorous plants really evolved to catch small mammals?

After staking out the giant pitchers and mounting 24-hour surveillance, ecologists have discovered that the truth is even stranger than this. It turns out that *N. rajah* and at least three other pitcher plants in Borneo have indeed evolved to lure small mammals into their traps - but not to kill them...

One of the first to suspect that some pitcher plants do things differently was Charles Clarke of Monash University Malaysia. During an expedition to Mount Pagon in north-west Borneo in the 1990s, he took a close look at one of the weird giant pitcher plants, called *N. lowii*. He noticed that its pitchers lack the slippery rim and smooth inner walls that help trap insects.

*N. lowii* is odd in other ways too: the rim is unusually narrow and the mouth unusually broad, while the leafy lid that normally keeps out rain is angled up and away from the opening. And while other pitchers secrete nectar from glands around the rim, this plant oozed much larger quantities of thicker, buttery nectar from the underside of its lid. Finally, the whole structure - both the pitcher and the tendril it dangles from - is reinforced with woody lignin.

All this suggests that this plant has evolved to attract something larger and heavier than insects to its pitchers. "Growing pitchers is costly for a plant, so if the pitcher is much bigger than required you have to ask why," says Jonathan Moran of Royal Roads University in Canada.

Could its prey be a nectar-sipping bird? Or a sweet-toothed mammal? In 2008, Clarke, Moran and colleagues found the answer in the cloud forest of Gunung Mulu in another part of Borneo. Keeping watch on *N. lowii* pitchers they found only one vertebrate visited them: the mountain tree shrew, *Tupaia montana*.

Intrigued, Ulrike Bauer, a member of the team from the University of Cambridge, set up

cameras. Her footage revealed how tree shrews leap onto the pitcher's narrow rim and grip it with their hind feet before stretching up, across the yawning chasm to reach the nectar oozing from the lid. With a few wipes of a muscular tongue, the lids are clean and the tree shrews scamper off unharmed. It is all over in seconds.

So *N. lowii* does not prey on shrews. But it does not go unrewarded: the footage revealed that the tree shrews sometimes pooped in the pitcher. Clarke had noted on his earlier expedition that the pitchers contained few insects but a lot of droppings. The video evidence suggested that this is no accident: *N. lowii* not only looks like a toilet - it is a toilet for tree shrews.

"The orientation of the lid forces the tree shrew to position its rear end over the pitcher's mouth while feeding," says Moran. "That increases the chances of faeces being captured if the animal defecates while it's on the pitcher." It also means that any droppings left sticking to the walls of the pitcher are flushed to the bottom when it rains. With tree shrews weighing around 150 grams, this also explains why the pitchers are more robust than those of insect catchers. "If they weren't reinforced they'd probably snap off," says Moran.

To the ecologists it seemed they had discovered an unusual and mutually beneficial relationship between a plant and a vertebrate. The pitcher plants provide tree shrews with a meal rich in carbohydrates in exchange for the occasional nitrogen-rich dropping. The clinching evidence came from an analysis of the source of the nitrogen in the plants. It showed that between 60 and 100 per cent of it came from shrew droppings.

(By Stephanie Pain, *New Scientist*)

### Questions 1-5.

Do the following statements agree with the information in the text? Choose:

- A) **T (True)**                                    **if the statement agrees with the information in the text.**  
B) **F (False)**                                    **if the statement contradicts the information in the text.**  
C) **NI (No Information)**                    **if there is no information on this.**

Q1. Pitcher plants contain liquid which helps them trap their victims.

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

Q2. *Nepenthes rajah* is unusual because it preys only on mammals.

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

Q3. The function of the leafy lid in *N. lowii* is to produce sticky substance.

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

Q4. Clarke, Moran and their colleagues discovered that Gunung Mulu is the only habitat of *Tupaia montana*.

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



Q5. *Shrew excrements serve as the major source of nitrogen for pitcher plants.*

A) True

B) False

C) No Information

**Questions 6-10.**

Match the following statements (6-10) with the names of the scientists (A-C).

Note: you can use any name more than once.'

**Experts:**

A. Charles Clarke

B. Jonathan Moran

C. Ulrike Bauer

Q6. This scientist clarified why some pitchers are steadier and more powerful than others.

Q7. This scientist hypothesized that there should be purpose for developing large pitchers.

Q8. This scientist used modern technology to find out the truth about the strange pitcher plants.

Q9. This scientist was the first to find out that the structure of *N. lowii* was dissimilar to other pitcher plants.

Q10. This scientist's previous research helped to explain the origin of some pitchers' content.

## TEST PRACTICE 2

**Questions 1-10 are based on the following text.**

Languages that have been spoken for thousands of years can be lost remarkably quickly - sometimes in as little as a generation -when the local ecologies in which they are embedded get disrupted, and their speakers are displaced or intimidated. The reversal of language attrition, namely language revitalization, is unfortunately much harder to achieve, either for practical reasons, for instance, there are few remaining speakers, or for issues of social power, for instance, these speakers lack access to needed resources and support. While language attrition is very often easy to initiate and easy to achieve, revitalization is difficult to initiate and difficult to achieve. Hebrew is, of course, the most spectacular success story with zero native speakers a century and a half ago and over five million today. We mentioned the revitalization effort for Hawaiian, now with 8000 speakers, in the Language Profile to Chapter 7 and again in Chapter 11, and it considered something of a success story. So is the revitalization of another Austronesian language, Māori, with 60,000 speakers now, a rebound from near-extinction through dedicated revitalization efforts.

Strategies for revitalizing native languages depend on the wishes of the community and the vitality of the language. If the language is relatively healthy but not used in schools, communities can develop two-way dual-language immersion programs to promote bilingualism. If, on the other hand, the language is spoken only by a few elderly speakers, communities may pair elders with young adults to teach the language through conversation. All preservation efforts - whether they involve linguists, community activists, or only the speakers themselves -must take into account the entire language loop; that is, what is relevant and important to the speakers. Harrison (2010) cautions that some preservation efforts, such as writing dictionaries, grammars, and recordings, have the value of museum artifacts rather than of living language.

Nevertheless, we, the authors, see the value of the use of technology in producing native-language scripts in the digital era and in pedagogical strategies in native communities. The most successful revitalization efforts have always been those that help a language adapt to new conditions, and the new conditions now are digital. A notable exception are the Amish, who have been successful at maintaining Pennsylvania Dutch by opting out of globalization altogether and maintaining the historical conditions in which their language is supported.

The Hawaiians we saw in Chapter 11 are not the only language community to use modern technology in the pursuit of language revitalization. Young speakers of Shoshone developed a monolingual Shoshone video game titled Enee 'fear' to teach Shoshone language in an entertaining way. A Cherokee language app can be downloaded onto smartphones and other digital devices from the online iTunes store. The Māori stream videos of fluent speakers on their websites and have created a digital repository of Māori poetry (Ka'ai et al. 2013). While these technologies cannot by themselves reverse the attrition of indigenous languages, they can increase community access to endangered languages while at the same time making the languages seem relevant in the digital age.

A powerful resource for endangered languages is the Unicode Consortium, mentioned in passing in Chapter 5. The question of whether or not to develop writing systems for indigenous languages is an important one in many community language revitalization efforts. Some indigenous communities with unwritten languages believe language to be sacred only in oral form and choose not to develop writing systems for revitalization. Others are eager to record their languages and promote them with new technologies. However, the development of a script may not be enough. In the digital age, languages also need fonts.

Unicode is a universal catalogue for all of the characters in all of the world's writing systems that have fonts to be used in all modern software. When a script is encoded in Unicode, speakers of languages using those scripts have access to the breadth of knowledge via the Internet, ease of communication via email, and immediate online commercial transactions that characterize written language in the digital age. Speakers of languages with scripts not included in Unicode are left out of these technological advances or must participate using another language or script. If the speakers are involved in revitalization efforts, inclusion in Unicode facilitates native-language education, such that materials can be typed, and therefore literacy in the target language. Thus, the encoding of scripts for indigenous and minority languages is essential for those language communities wishing to use their languages digitally.

The process, however, is not easy. All additions to the Unicode catalogue require a written proposal, a step that assumes those requesting encoding for their languages are bilinguals or have outside assistance. Because a given script may vary from variety to variety, significant time and financial expense may be required to standardize the script before requesting Unicode encoding. These factors may deter indigenous language communities from requesting that their language's script be encoded. Approximately 100 scripts used by indigenous communities in Africa, the Americas, and Asia remain unencoded, not including those scripts that have not yet been devised for previously unwritten languages. The Script Encoding Initiative, hosted by the University of California, Berkeley, seeks to help language communities prepare the formal proposals required to request Unicode encoding.

In the West African nations of Guinea, Ivory Coast, and Mali, speakers of languages such as Bambara, Dyula, and Maninka write their languages using an alphabet known as N'ko. The script was developed in 1949 in order to give African languages a script suited to their linguistic features, rather than European ones. Originally used to write only Maninka, the script became so valuable that it was recruited for use in other languages in the region. In short, N'ko was a twentieth-century success story suited to twentieth-century technology.

Sixty years following the introduction of the N'ko in West Africa, the digital age arrived, and with it, new forms of written communication. Email, blogs, Facebook, Twitter, and other forms of social media emerged as important platforms for written language. But with no official computer typeface, or font, speakers of languages that use the N'ko alphabet were blocked from participating in the digital revolution using their mother tongues. A lack of access to global technology is a factor that facilitates language attrition, while a sign of linguistic vitality in the twenty-first century is whether or not a language can be typed in its own script.

(From: "Languages in the World: How History, Culture, and Politics Shape Language" by Julie Tetel Andresen and Phillip M. Carter)

### Questions 1-10.

Do the following statements agree with the information in the text? Choose:

- A) **T (True)** if the statement agrees with the information in the text.  
B) **F (False)** if the statement contradicts the information in the text.  
C) **NI (No Information)** if there is no information on this.

**Q1.** Without revitalization efforts, the Hebrew language would have disappeared by now.

- A) True                      B) False                      C) No Information

**Q2.** According to the author, bilingualism is one of the factors that leads to the extinction of endangered languages.

- A) True                      B) False                      C) No Information

**Q3.** Harrison is skeptical about the contribution of dictionaries and grammar books towards saving a language from dying out.

- A) True                      B) False                      C) No Information

**Q4.** The fact that the Amish people were not involved in globalization did not help them to preserve their language.

- A) True                      B) False                      C) No Information

**Q5.** With the use of modern digital technologies, endangered languages have more chances to survive.

- A) True                      B) False                      C) No Information

**Q6.** Availability of fonts in Unicode is the most important prerequisite for language revitalization.

- A) True                      B) False                      C) No Information

**Q7.** Only scripts with Unicode fonts can be used in the digital media.

- A) True                      B) False                      C) No Information

**Q8.** The Script Encoding Initiative is a non-commercial organization providing free-of-charge assistance with proposals for Unicode encoding.

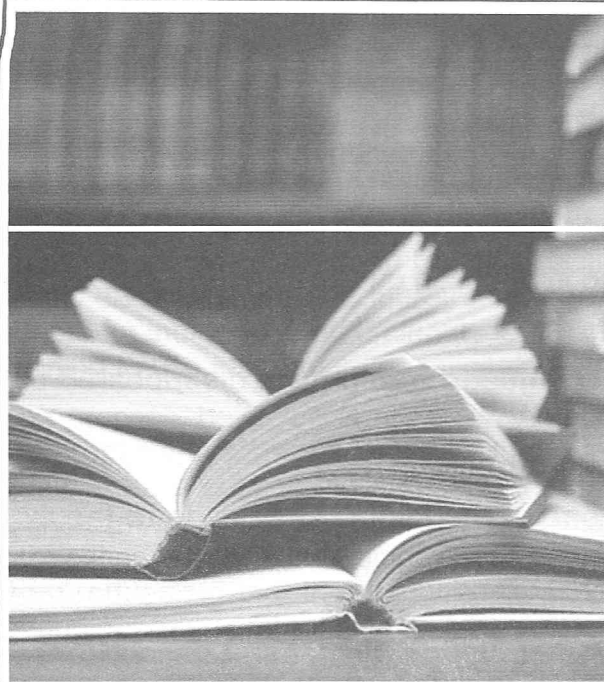
- A) True                      B) False                      C) No Information

**Q9.** N'ko is an example of an alphabet successfully developed to suit several languages.

- A) True                      B) False                      C) No Information

**Q10.** For a language to survive in the modern world, it is important to have an official typeface for digital media.

- A) True                      B) False                      C) No Information



"UNDERSTANDING  
COHESION IN A TEXT.  
GAPPED TEXTS

Lesson focus: learn how to ...

- recognize cohesive devices in a text;
- do "gapped text" questions.

### COHESIVE DEVICES IN A TEXT

**Cohesion** is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. The following devices can be used within a text to create unity:

- **grammatical devices:**

- referencing: anaphoric (backward) referencing and cataphoric (forward) referencing:

*I went out with Jo on Sunday. She looked awful, (anaphoric reference - "she" refers to "Jo") Although I phone **her** every week, my mother still complains that I don't keep in touch often enough, (cataphoric reference - "her" refers to "my mother")*

- the definite article:

- substitution (replacing the word with "one", "this", etc.):

*That was a great meeting. Let's settle on the date for the next **one**. ("one" substitutes for "meeting")*

- ellipsis (omitting words that can be understood from the context):

*The younger child was very outgoing, the older much more reserved, (instead of "the older **child** was much more reserved)*

- conjunctions and linking words:

*I was feeling hungry, **so** I made myself a sandwich.*

- **lexical devices:**

- reiteration (repetition of the same word or using synonyms/antonyms):

*The test of the program is not how much money one **spends**, but what he **spends** on.*

*"Which dress are you going to wear?" - "I will wear my green **frock**."*

- semantic collocation (using words with similar meaning or words of the same topic):

*I enrolled on a distance **learning** course, mainly because I felt that I'd wasted my **educa-tion**.*

**Activity 1: Choose the sentence which follows logically from the first sentence.**

1. Subjects such as philosophy and sociology are popular choices at degree level.
  - a) Nevertheless, these subjects do not lead directly to a job.
  - b) In addition, it is difficult to find work with a degree in either of these.
2. Studying when you're older should not be a problem.
  - a) In fact, some say that the additional experience older people have is a plus.
  - b) Despite this, there are many benefits to being a mature student.
3. Colleges recognise that not everyone can physically attend a course of study.
  - a) For instance, online courses are now very popular.
  - b) For this reason, many now offer study-at-home courses.
4. Going back to studying after a long gap can be problematic.
  - a) As a result, people can greatly improve their job prospects.
  - b) Mature students often have family commitments as well as academic difficulties.
5. Educational programmes on the radio are not considered to have been a great success.
  - a) As well as that, they gave ordinary people the chance to broaden their knowledge.
  - b) In spite of this, thousands of people took advantage of the programmes.
6. Distance learning has been greatly helped by the internet.
  - a) Due to its popularity, television soon became a popular medium for education.
  - b) Advantages such as real-time communication make it much more effective than using the radio, television or the postal service.
7. The website was not immediately popular.
  - a) However, in 2014 visitor numbers surged and it briefly became the number 1 site in its category.
  - b) In 2014 visitor numbers surged and it briefly became the number 1 site in its category.
8. In the so-called Golden Age of Hollywood, actors and actresses were tied to restrictive contracts that put their interests below the interests of the movie studios.
  - a) These days, however, they are free to choose projects that interest them.
  - b) More movies are now made in India than in Los Angeles.
9. The documentary featured interviews with many of the top scientists in the field. ... But the story was far from funny, and many viewers wrote to the BBC to complain about its depressing ending.
  - a) It was watched by 8 million people.
  - b) One was Simon Baron-Cohen, brother of the famous comedian.

**Activity 2: Put the sentences of the article in the correct order.**

- A) "It was still exciting and although we now knew we had a species we know, it's a species we don't get very often and it's only the third specimen we have collected here in South Australia," Stemmer told ABC.
- B) "My mind was thinking, 'Do we have something new here?'," Kemper said.
- C) "Without that knowledge, it's just very difficult to know what's going on and to *monitor whether they're doing alright*," she said.
- D) After the whale skull was stripped clean, the museum's collections manager, David Stemmer, yanked the tooth and was surprised to find the larger tooth of a Hector's beaked whale underneath.
- E) Appeals to museum colleagues across the world, including at the renowned Smithsonian Institute in the US, have yielded no answers on the vestigial fangs, which are small and pointy.
- F) Kemper said conservation of little-known species could depend on these kinds of revelations.
- G) Scientists believe they have uncovered an evolutionary throwback in a rare deep ocean whale that washed ashore on a South Australian beach.
- H) South Australian Museum senior researcher Catherine Kemper told the ABC that the teeth, which defied the known norm in female whales by erupting above the jawline, were "very odd ... something I had never seen before".
- I) The ABC reported the teeth are not believed to be a deformity but an evolutionary throwback, or a trait that reappears after generations.
- J) The beaked whale, found dead on Waitpinga beach in February, confounded examiners from the South Australian Museum who discovered two mysterious teeth previously unseen in that family of deep diving mammals.
- K) The museum team hopes the cataloguing of the carcass will help unlock the mystery of the teeth and reveal more about the species, seldom encountered because of their deep sea habitat and presumed rarity.

**Activity 3: Read the following paragraph.**

- (1) In the water cycle, water is evaporated into the atmosphere by the sun's energy.  
(2) The water vapor is then carried by the wind, condenses, and forms clouds. (3) Eventually, the water falls as precipitation, rain, or snow. (4) Evaporation occurs again, and the cycle continues.

**Where does the following sentence fit best in the paragraph?**

Some of the water is absorbed by plants; some sinks into the ground or flow as runoff into lakes and streams.

**Activity 4: In the following paragraphs, choose the sentence that does not belong.**

1. (1) To control a nosebleed, sit down and lean forward. (2) Put pressure on the lower part of the side that is bleeding for about five minutes. (3) Consult a doctor if the

bleeding does not stop within 15 minutes. (4) It's sometimes difficult to see a doctor without an appointment.

2. (1) Your attitude about your job may affect your chances of becoming sick. (2) A cold and a viral infection are common illnesses. (3) A university study indicated that employees with good attitudes were sick less often. (4) On the other hand, those that were unhappy used their sick days more frequently.

3. (1) As a front desk clerk in a hotel, Harold works hours that might seem strange to some people. (2) Harold arrives at work by 4:30 a.m. to help the guests who are leaving early. (3) Getting up early is often difficult when you are on vacation. (4) He doesn't mind the early morning hours because he gets off work at 12 p.m.

4. (1) Carpentry is rewarding in many ways. (2) Working with wood can be relaxing and creative. (3) Carpenters enjoy working with their hands. (4) My father, a carpenter, opened a wood-working shop.

5. (1) Electric eels are native to South American waters. (2) Electrical shock is one possible danger in using power tools. (3) Make sure your hands are not wet. (4) Working with wet hands and power tools can cause serious injury.

6. (1) Answering the telephone correctly is a necessary skill in an office or business. (2) Always answer promptly and then identify yourself. (3) A driver's license is a form of identification. (4) Make sure you give the caller your complete attention.

7. (1) Good health is reflective of a good life. (2) When going to a job interview, the total effect of your appearance should reflect cleanliness, good health, and neatness. (3) You should dress in appropriate clothes for your intended position. (4) Always remember to put your best foot forward.

8. (1) OSHA is a branch of the U. S. Department of Labor. (2) OSHA requires that all employees be told about job safety and health rules. (3) If an employee thinks that safety and health conditions have been violated, a complaint can be made to OSHA. (4) The U. S. Department of Labor has many branches.

9. (1) Lighting in a hospital room is important. (2) Each room usually has two kinds of light: overhead and a bed lamp. (3) Hospital beds are usually adjustable. (4) The lighting should be adjusted so each patient in the room has sufficient light.

10. (1) Most hospitals use disposable equipment because it reduces the risk of spreading germs. (2) Most new parents use disposable diapers. (3) Disposable items should be used once and then thrown away. (4) In a hospital setting, disposable equipment helps maintain a germ-free environment.

**Activity 5: In the following passages, choose the sentence that best fits the gap.**

1. A green leaf is a factory in which a plant manufactures its own food. ... In this case, the raw materials are water and carbon dioxide, which is obtained from the air. The sun provides the energy.

A) This process is called photosynthesis.

B) That is why some leaves are broader than others.

C) As in all factories, raw materials and energy are essential.

D) Plants take in carbon dioxide and give off oxygen.



first woman mayor.

- A) In the war years thousands of women were needed to work in the factories.
- B) Middle class women were struggling to enter the professions on equal terms with men.**
- C) Most women were indifferent to the issues of the time.
- D) Some women are not allowed to work even though their families need the money they could earn.

8. Some people take large amounts of vitamins and minerals over periods of years. ... There is no evidence to support their view. In fact, a recent study says that people who take vitamin supplements are not healthier for it and do not live longer.

- A) Children suffer more from vitamin deficiencies than adults do.
- B) Our bodies use vitamins in tiny amounts to build and repair tissues.
- C) They assume that if a little is good for them, a lot must be better.
- D) To work out your own nutritional needs, it's best to consult a doctor.

9. The primary purpose of notes is to aid learning. Whether the notes are taken from a lecture or a discussion, one obviously doesn't want to put all the material on record. ... The items selected in the notes should be sufficient to enable one to reconstruct the rest of the material.

- A) For many types of course there are printed notes sold by booksellers.
- B) Rather, one makes notes of the most important items only.**
- C) Unfortunately, some students can't see that notes are their primary source of information.
- D) It is helpful to bear in mind that this is not the only way of taking notes.

10. Nothing spreads light better than our own sky. ... To do this, engineers have developed a system of prism panels that function very much like our own atmosphere. They are thus able to diffuse incoming daylight uniformly. The result is a pleasant glare-free environment with all the beauty of daylight indoors.

- A) This new lighting system will enable the country to save energy.
- B) Light travels through the atmosphere at a tremendous speed.**
- C) The company has already committed itself to finding economic but effective solutions.
- D) The trick, however, is to get the same effect indoors without the use of electricity.

11. Packing for a trip is never easy, but here are some tips that will help you pack better. Bring clothes that are lightweight and blend in color so that you can mix and match. ... Put heavy things on the bottom of your suitcase. Don't bring too much. Follow these tips for carefree packing.

- A) Roll up knits so they don't wrinkle.
- B) Some people take several trips a year.**
- C) It might be time for you to get a new suitcase.
- D) Taking a trip is fun and exciting.

2. This particular sauce is one of the most popular in Britain now. ... Being short of money, he sold the recipe to a customer. The customer was a good businessman and made a fortune out of it.

- A) I find it overpowers the taste of whatever else one is eating.
- B) I suppose people are attracted to its rich brown colour.
- C) At one time it was made and sold privately by a small shop-keeper.
- D) Any shop-keeper will tell you that this one sells well.**

3. London has several dozen theatres. ... Outside London some quite big towns have no professional theatres at all but usually there are amateur groups which produce interesting plays.

- A) You find people from all over the world gathering there.
- B) A successful play may run for even longer.
- C) Local authorities give financial aid to those who need it.
- D) Many of them are professional but some of them are amateur.**

4. In an election campaign a promise to reduce direct taxation can be counted on to attract votes. No one likes to pay taxes. ... , and the result on a country's economy is frequently a negative one.

- A) A sudden change in policy would naturally have been most welcome
- B) Another popular promise at election time has to be made
- C) The system of taxation could not have been overhauled at a more favourable time
- D) A cut in direct taxation, however, has almost always to be compensated for in some way**

5. For eating out in towns there is a marvelous variety of choice. Many of the Indian restaurants in particular are very good indeed. ... Some of them provide simple dishes, some more ambitious ones.

- A) But there are several other restaurants of different nationalities that are also extremely good.
- B) Last night we had a most enjoyable dinner at that Chinese restaurant.
- C) Indeed, eating out need not be as expensive as most people think.
- D) Even so, a lot of English people like wine with their meals.**

6. Switzerland is only a small country but has rich natural endowments, especially magnificent lakes surrounded by massive, snow-clad mountains..., since it is this scenery that has brought so many tourists to the country.

- A) However, it has no access to any sea.
- B) It is to its scenery that the country owes much of its wealth.
- C) The capital of the country is Bern.
- D) In the Alps the weather is generally cool even in the summer.**

7. In Britain during the nineteenth century, middle class women were usually expected to stay at home and look after their households. But in the early years of the twentieth century, this was beginning to change. ... Some succeeded. For instance, Elizabeth Garret Anderson became a qualified doctor and, in 1908, was England's

## HOW TO DO "GAPPED TEXTS"

In Reading part 2 of C1-level certification exam, your task is to put back sentences that have been removed from a text. It tests your understanding of **coherence, cohesion, text structure and global meaning**.

Remember that:

- there are **more sentences** than you need. If time allows, check whether the leftover sentences do not fit in any of the gaps;
- you don't have to start with the first gap - always start with the one you think is going to be **easiest** and leave the hardest ones till later. The first answer you choose will be a 1 in 12 chance, but the last one is 1 in 3;
- sometimes there won't be a clue in the sentence immediately before or after the gap - sometimes **the 'clue' is the entire paragraph**;
- you should not approach this section as a task requiring you merely to identify extracts from the text and sections in the text containing the same words, including names and dates. The task is designed to test understanding of the development of ideas, opinion and events rather than the recognition of individual words.

If you cannot find the answer, guess.

A suggested procedure is as follows:

1. Read the entire text quickly before you try to answer the questions. This will give you an overall impression and understanding of it. Also, read the title and sub-title too, they help you understand the overall meaning of the text.
2. When you come to a gap, read **the words around the gap** carefully, both before and after the gap. Underline **all the referencing language and other cohesive devices** which you think will link to the missing information, such as definite articles and pronouns. Try to predict the type of information that is missing
3. Identify **referencing language and other cohesive devices** in the removed sentences. Find one that makes sense by using the clues above. If you have problems choosing the correct answer, eliminate those you know are wrong.
4. Try to recognize **a wide range of linguistic devices** which mark the logical and cohesive development of a text, e.g. words and phrases indicating time, cause and effect, contrasting arguments, paraphrasing of vocabulary, use of pronouns, repetition and the use of verb tenses.
5. Pay attention to any **changes in tense** as this will help you identify which sentences cannot complete the relevant gap.
6. Look at how the **topics change** over the course of the text and whether the text follows a chronological order.
7. Find what each of the words and expressions in the sentence links/refers to in the text, and complete the task by placing the missing parts in the correct place.
8. Read the complete text to check if it makes sense.

**Activity 6: In the following text, choose from sentences A-G the one which fits each gap (1-7).**

**Sentences:**

- A. "It seems that vegetation had disappeared completely by 12 million years ago."
- B. Back then, the climate was subtropical, the verdant landscape dominated by palms and trees such the monkey puzzle.
- C. But he says that even though Saltzmann's core is a great start, it is like trying to use a single core from Europe to say what the entire continent's climate was like, from southern Spain up to Norway.
- D. But the end for all greenery came around 12 million years ago, when even the tundra disappeared.
- E. Now researchers have fully charted the slow transition from tropical paradise to icy wasteland, thanks to a single marine sediment core.
- F. Podocarpus trees and southern beeches remained, but their territory was increasingly being invaded by mosses and other plants that are the hallmarks of tundra.
- G. Pollen grains found inside show how vegetation on the continent changed between the early Eocene, around 54 million years ago, and into the Miocene, 12 million years ago.

**From lush to slush in 40 million years**

Antarctica was once covered with tropical forests. ... (1) ... It shows for the first time that temperate forests were a key transitional stage before falling temperatures turned the continent into a white wasteland.

The core was taken from the sea floor off Wilkes Land in East Antarctica as part of the Integrated Ocean Drilling Programme. ... (2) ...

"The core from Wilkes Land is the first to give the entire story from the Eocene all the way through," says Ulrich Salzmann of Northumbria University in Newcastle upon Tyne, UK, who presented preliminary results at the European Geosciences Union meeting in Vienna last month. ... (3) ...

The core's story starts in much warmer climes, around 16 °C, in the early Eocene. ... (4) ...

By the early Oligocene, around 31 to 33 million years ago, the palms and monkey puzzles had disappeared. They gave way to more temperate species, including Huon pines, trees known as living fossils that still thrive in New Zealand and Tasmania.

For trees, the transition from the Oligocene to the Miocene 23 million years back was the beginning of the end. ... (5) ... The temperatures dropped to around 6 °C by this period.

"Tundra starts to take over," says Salzmann. "The vegetation moves down to the lowlands and the tundra becomes dominant. The landscape became very similar to that seen today in Tierra del Fuego in Patagonia."

... (6) ... "Then, the glaciers took over and turned Antarctica into a white desert,"

says Salzmann. "Wilkes Land must have been the last refuge of woody vegetation."

"It's a super-exciting find, and opens the door to this new look at Earth's history in the Antarctic," says Jörg Pross at the University of Heidelberg in Germany. "This is particularly important in light of anthropogenic climate change, with Antarctica warming up quickly and its ice sheets becoming potentially unstable."

... (7) ... "To get a grip of what happened, more drill cores around Antarctica are needed."

(By Andy Coghlan, *New Scientist*)

**Activity 7: In the following text, choose from sentences A-H the one which fits each gap (1-7). Note: There is one extra sentence which you do not need to use.**

**Sentences:**

A. "As geologists, we are taught the Earth had no oxygen in its atmosphere before 2.3 to 2.4 billion years ago."

B. It was incredible, these tiny spherules had trapped ancient atmosphere, storing it away like little treasure chests."

C. Since the meteorites contain oxygen, it must have been present in the upper atmosphere, some 75 kilometres up.

D. That's because solar ultraviolet radiation would have split molecules such as water, carbon dioxide and sulphur dioxide, freeing oxygen at high altitudes.

E. The lake into which the micrometeorites fell was highly alkaline, with its deepest layers totally anoxic.

F. These tiny organisms popped up in Earth's oceans early on, sometime between 4 and 3 billion years ago.

G. They are the oldest space rocks ever discovered on Earth.

H. Tomkins hopes to find more meteorite samples from across Earth's history, to see how the upper atmosphere may have changed, and maybe even when oxygen first appeared.

**Shooting stars show Earth had oxygen eons before we thought**

Few things seem more ephemeral than shooting stars streaking across the sky.

Yet the scorched remains of 60 micrometeorites have survived 2.7 billion years in the limestone Tumbiana Formation of Western Australia. ... 1 ...

What's more, the fact that the meteorites contain oxides of iron show that the upper part of the atmosphere back then must have contained oxygen.

"We were very surprised to find micrometeorites at all, let alone those with iron oxides," says Matthew Genge of Imperial College London. ... 2 ...

The biggest surprise was the presence of oxygen, says lead author Andrew Tomkins of Monash University in Australia. ... 3 ...

Several lines of evidence back the idea that Earth's air only contained minute amounts of oxygen before the so-called great oxidation event some 2.4 billion years ago - but crucially they are all based on the composition of the lower atmosphere.

### **Oxygen oasis high up in the sky?**

... 4 ... And from the types of oxide minerals in the meteorites, the researchers estimate that levels back then would have rivalled those found in the atmosphere today — roughly 20 per cent.

In fact, the team discovered, atmospheric chemists had predicted that the upper atmosphere on a low-oxygen early Earth would contain a lot of oxygen.

... 5 ... The hydrogen released from such reactions would have ended up in space, while elemental sulphur would have fallen to the ground.

Tomkins believes that a methane-rich inversion layer in the middle atmosphere would have inhibited vertical circulation, separating the vast bulk of the anoxic air below from the tenuous oxygen-rich upper atmosphere.

### **Wishing on a star**

... 6 ...

But this might be a long shot. "It is remarkable that objects as small as the micrometeorites survived intact for 2.7 billion years," Kevin Zahnle of the NASA Ames Research Centre writes in an accompanying article in *Nature*.

The survival of iron oxides is particularly unusual - and it may only have happened because of unusually fortuitous circumstances. ... 7 ... This is probably what prevented the minerals from dissolving.

"Such conditions are rarely encountered in the geological record, which means that the Pilbara micrometeorites might be a one-off discovery," Zahnle writes. "But one can wish upon a shooting star."

(by Jeff Hecht, *New Scientist*)

**Activity 8: Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (1-10). Note: there are two extra sentences which you do not need to use.**

### **Sentences:**

A. Bamiyan's central location along the Silk Route, along with its fertile plains amid harsh terrain, made it an ideal location for merchants and missionaries to stop during their travels.

B. But by the middle of the third century, the empire began to disintegrate.

C. But Samad, director general of the regional archaeology office of Khyber Pakhtunkhwa province in Pakistan, got another surprise when radiocarbon dates on wood from the collapsed ceiling and the supports within nearby statues came back at 240 C.E. to 390 C.E.

D. Giant reclining statues only became common around the seventh century C.E. in what is now northern Pakistan and eastern Afghanistan.

E. Given the scant funds for archaeology in Pakistan, Samad hopes to attract tourists to admire the impressive ruins.

F. Historians long thought that this invasion halted the spread of Buddhism.

G. Just when Buddhism in this region began to expand from a religious tradition into an economic and political powerhouse capable of producing such a monumental sculpture has been controversial, in part because texts from the early centuries C.E. are scarce.

H. Monumental sculptures served to draw pilgrims from afar, she adds, and therefore produced revenues as well as veneration.

I. Much of the power and wealth in that era came from international trade on what is now called the Silk Road.

J. Some researchers aren't convinced that all this began as early as Samad suggests.

K. The figures were largely destroyed in antiquity by treasure hunters, says Jonathan Mark Kenoyer, an archaeologist at the University of Wisconsin, Madison, who has worked with Samad; only the outline and a foot of the reclining Buddha remain intact.

L. The statues' destruction brought down a significant piece of history with them: The area was once a pilgrimage site for Buddhists, saw the emergence of Islam and even survived Genghis Khan's armies.

Huge statue suggests early rise for Buddhism

***Reclining sage in Pakistan may be world's oldest monumental Buddha***

At first, archaeologists excavating at the sprawling Buddhist complex of Bhamala Stupa, north of Islamabad, thought they were digging up yet another stone wall. But when excavation director Abdul Samad examined the feature closely in January 2015, he realized that he was instead looking at the shattered remains of a massive statue—a monumental reclining Buddha that stretched more than 15 meters, the length of a shipping container.

That was surprise enough. ... 1 ... That's several centuries before Buddhists were thought to have created the massive sculptures common in temples across Asia. The date startled art historians meeting here earlier this month at the European Association for South Asian Archaeology and Art. "If the chronology is right, then this would be the earliest evidence of a monumental Buddhist sculpture," said Anna Filigenzi, an art historian at the University of Naples Federico II in Italy.

Big statues have big implications, because they require wealthy patrons and rulers to fund their creation. ... 2 ... "Why do statues and buildings suddenly become monumental?" asked Marion Frenger, a University of Bonn in Germany art historian. "This shows a change in the relationship between Buddhism and political power."

The reclining Buddha represents the sage—thought to have lived around the fifth century B.C.E.—in a fatal illness as he prepared to enter nirvana. The statue extended across nearly the entire length of a building that once had numerous other terra cotta statues attached to its walls. ... 3 ... But some of the hundreds of pieces uncovered in the dig (funded in part by the U.S. Department of State to encourage Pakistan-India scientific collaboration) are still flecked with white paint and gold leaf, hinting

at their former grandeur.

Other giant Buddhas, such as those in India and the Bamiyan Buddhas in nearby Afghanistan, which were destroyed by the Taliban in 2001 were generally built starting in the sixth century C.E. ... 4 ... The statues at Bhamala Stupa could be 4 centuries older.

... 5 ... It is known that the era began with the Kushan Empire, a cosmopolitan society in which the central Asian elite drank from Egyptian glasses and wore Chinese silks, used Greek as the standard language for administering their vast realm, and adopted Buddhism.

... 6 ... The White Huns, a nomadic people from the east who favored Zoroastrianism and a branch of Hinduism, overwhelmed the nascent Buddhist culture by the fifth century and laid waste to hundreds of monasteries around Bhamala Stupa, according to texts and scattered archaeological remains. ... 7 ... But the dates of the giant Buddha suggest that the White Huns instead supported Buddhism, Filigenzi says.

"This is about a ruler showing off his power and prestige," Frenger says, though no one can be sure just which ruler. ... 8 ... "These were images of worship, not just for decoration," she says.

Recent excavations at sites like Mes Aynak in nearby Afghanistan indicate that monasteries were also critical centers for activity from agriculture to mining, as well as places for pilgrims and merchants to pray and rest. The monasteries "functioned not just as providers of hospitality, but produced food, and functioned in some way as banks," Frenger says.

... 9 ... "It's an extremely important find," said the University of Vienna's Deborah Klimburg-Salter. "But we don't know yet if these radiocarbon dates are accurate. It could be old wood," from trees that captured radiocarbon long before they were felled. Kenoyer, however, says the sampled timbers came from relatively small, young trees.

Samad stands by the dates, and says that he expects even earlier dates to emerge because the first samples were taken from the most recent levels in the building. In the meantime, he intends to continue excavations. ... 10 ... If he succeeds, then after almost 2 millennia Bhamala Stupa may again draw pilgrims and spur prosperity.

(By Andrew Lawler, *Science*)



## TEST PRACTICE 1

*Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (Q1-Q10). Note: there are two extra sentences which you do not need to use.*

### Sentences:

- A. "In their mindset, you could not collect objective data if you allowed emotion to become part of anything you did."
- B. "We would have certain manipulations where we wanted everybody to react the same way, but they never worked," Suomi recalls. "There was always predictable variation, based on the individual subject."
- C. And yet even then, some lab animals were unofficially named.
- D. But a look at many facilities suggests that most of the other 891,161 U.S. research animals have proper names, including nonhuman primates, dogs, pigs, rabbits, cats, and sheep.
- E. But he didn't return the favor: He terrorized his cagemate by stealing his fleece blanket and nabbed each new blanket the researchers added, until he had 10 and his cagemate none.
- F. But senior researchers disapproved.
- G. In his lab at the University of Wisconsin, Madison, naming of individual animals was part and parcel of a key discovery, says Steve Suomi, a former Harlow graduate student who is now director of comparative ethology at the National Institute of Child Health and Human Development.
- H. Only two labs used proper names; in one, names were given as jokes, while in the other, the namer was the student assistant rather than the researcher.
- I. Some scientists worry that names lead to anthropomorphizing and carry associations that could trigger bias—aggressive Ivan might also be seen as more cunning than Freckle.
- J. Such anthropomorphizing of certain species is difficult to stop. From a scientific perspective we need to be aware of it and take steps to eliminate any biases which it might induce in our research.
- K. These insights "probably wouldn't have been possible if we hadn't gone through this individual difference route," he says.
- L. This works because there are sets of international rules about how to name animals and zoologists try to avoid naming the same thing more than once, though this does sometimes happen.

### What's in a name?

#### **Naming research animals may improve their well-being—or bias experiments**

Freckle, a male rhesus monkey, was greeted warmly by his fellow monkeys at his new home in Amherst, Massachusetts, when he arrived in 2000. ... Q1 ... After a few months, Freckle had also acquired a new name: Ivan, short for Ivan the Terrible.

Freckle/Ivan, now at Melinda Novak's primate research lab at the University of Massachusetts, may be unusual in having two names, but all of his neighbors have at least one moniker, Novak says. "You can say, 'Kayla and Zoe are acting out today,' and everybody knows who Kayla and Zoe are," Novak says. "If you say 'ZA-56 and ZA-65 are acting up

today,' people pause."

Scientists once shied away from naming research animals, and many of the millions of mice and rats used in U.S. research today go nameless, except for special individuals.

... **Q2** ...

Rats are Pia, Splinter, Oprah, Persimmon. Monkeys are Nyah, Nadira, Tas, Doyle. One octopus is called Nixon. Breeder pairs of mice are "Tom and Katie," or "Brad and Angelina." If you're a mouse with a penchant for escape, you'll be Mighty Mouse or Houdini. If you're a nasty mouse, you'll be Lucifer or Lucifina.

Animals in research are named after shampoos, candy bars, whiskeys, family members, movie stars, and superheroes. They're named after Russians (Boris, Vladimir, Sergei), colors, the Simpsons, historical figures, and even rival scientists. These unofficial names rarely appear in publications, except sometimes in field studies of primates. But they're used daily.

Is this practice good or bad for research? ... **Q3** ... But others argue that animals that are named, and therefore seen as individuals, may be tended more carefully. That makes them less stressed and better for study, says Cindy Buckmaster, president of the American Association for Laboratory Animal Science (AALAS) and director of the Center for Comparative Medicine at Baylor College of Medicine in Houston, Texas.

Whatever its effects, for many researchers naming is a practice whose time has come. "I can count on one hand the people I run into who say, 'I work for somebody who tells me I can't name the animals,'" Buckmaster says. "I ask them if they do it anyway, and they say 'Yup.'"

When he was a graduate student in the 1970s, ethologist Marc Bekoff worked with a cat that was able to swiftly learn visual discrimination tasks even with part of its visual system removed. Impressed, he named it Speedo. ... **Q4** ... "I said 'I'm naming him because he's an individual, he's really cool, he's really fast,'" Bekoff recalls. "That really pissed off a number of the professors."

In those days, emotional detachment from research subjects was prized. Few studies have analyzed lab animal naming practices, but in the late 1980s sociology graduate student Mary Phillips spent 3 years observing 23 labs that experimented on a variety of animals. She found naming was "rare," as she wrote in *Qualitative Sociology* in 1994. ... **Q5** ... Researchers told Phillips that they didn't name because they dealt with so many animals and were interested in them as sources of enzymes or data points, not as individuals. Six out of 27 researchers said they wanted to maintain emotional distance from animals they were going to kill.

Such attitudes were once typical in science, Buckmaster says. "An old guard used to preach detachment," she says. ... **Q6** ...

That's why Jane Goodall's chimpanzee names (Bare Bum, Paleface, Freud, Fifi), were controversial when she first studied the Kasakela chimpanzee community in Tanzania in the early 1960s. "They are as distinct, one from another, as human beings," Goodall wrote, an observation that sparked skepticism at the time.

... **Q7** ... In the late 1950s, when psychologist Harry Harlow did his famous, often-vilified experiments removing infant monkeys from their mothers, he named as well as numbered the animals. The first infants were named after stones (Mill Stone, Grind Stone, Sand Stone, Moon Stone) because the work of hand-rearing them proved more difficult than anticipated.

Harlow knew that names matter—he had changed his own last name from "Israel" to avoid being perceived as Jewish, which he wasn't. ... **Q8** ...

Harlow's group began to appreciate that individual monkeys differed in scientifically

meaningful ways. Some monkeys were highly stressed; others were playful. ... Q9 ...

Recognizing these individual differences led to the discovery of the genetics and epigenetics of personality in monkeys, which has clinically relevant implications for humans, too, Suomi says. ... Q10 ...

Today at his institute, Suomi encourages naming as a useful tool and also as an emblem of the science of individual differences. "Working closely with monkeys who do have individual characteristics and personalities, it's almost impossible for them to not acquire names one way or another," he says.

(By Michael Erard, *Science*)

## TEST PRACTICE 2

**Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (Q1-Q10). Note: there are two extra sentences which you do not need to use.**

### Sentences:

- A. "And all of human law says the way things stop is when courts and legislatures recognize that the being imprisoned is a legal person. Otherwise, they ignore them."
- B. "Animal rights had entered the mainstream," he says. "I felt that judges were willing to hear my arguments."
- C. Another, Kiko, resides in a cage on private property in Niagara Falls, the group says.
- D. "But if they lose, it could be a significant step backward for the movement. They're playing with fire."
- E. "But in 1985, the law, the science, and the court of public opinion wasn't ready," he says, so he began writing a series of law review articles—then books—on the topic.
- F. "Common law changes as society changes," Wise says. "Judges can rely on their own morals."
- G. He was captured and imprisoned on a ship bound for the slave markets of Jamaica.
- H. If the group wins any of the cases, it will ask that the animals be transferred to a chimpanzee sanctuary in Florida.
- I. In a sense, this would be a dramatic proposal, because it might well be understood to mean that animals should be allowed to sue in their own name—and whoever the nominal plaintiff, there would be no question that the suit was being brought to protect animals, not human beings.
- J. (More recently, a federal judge dismissed a 2011 lawsuit by People for the Ethical Treatment of Animals when it tried to argue that SeaWorld had violated the 13th Amendment of the U.S. Constitution by keeping orcas as "slaves.")
- K. On this view, representatives of animals should be able to bring private suits to ensure that anticruelty and related laws are actually enforced. If, for example, a farm is treating horses cruelly and in violation of legal requirements, a suit could be brought, on behalf of those animals, to bring about compliance with the law.
- L. The litigation, on behalf of two research chimps at Stony Brook University and two chimps on private property, is the first salvo in a coordinated campaign to secure "legal personhood" for a variety of animals across the United States.

## Lawsuits Seek 'Personhood' for Chimpanzees

Chimpanzees are getting their day in court. An animal rights group known as the Nonhuman Rights Project (NhRP) filed lawsuits in three New York counties this week in an attempt to get judges to declare that the great apes are legal persons and free them from captivity. ... Q1 ...

If NhRP is successful in New York, it could be a significant step toward upending millennia of law defining animals as property and could set off a "chain reaction" that could bleed over to other jurisdictions, says Richard Cupp, a law professor at Pepperdine University in Malibu, California, and a proponent of focusing on animal welfare rather than animal rights. ... Q2 ...

The effort began nearly 30 years ago in the mind of a Boston attorney named Steven Wise. An early member of the Animal Legal Defense Fund (ALDF), a then-small group of lawyers dedicated to obtaining rights for pets, livestock, and other creatures in U.S. courts, Wise began thinking about what it would take to turn animals into legal persons. ... Q3 ... Wise, who holds a bachelor's degree in chemistry, relied heavily on animal cognition research, arguing that creatures like chimpanzees and dolphins were so self-aware that keeping them in captivity was tantamount to slavery. "It's a terrible torture we inflict on them, and it has to stop," he says. ... Q4 ...

In 2007, Wise founded NhRP, an association of about 60 lawyers, scientists, and policy experts who began to formulate a strategy to gain legal personhood for animals. He felt he now had public sentiment on his side. Support for animal research was declining, lawmakers were imposing tough new restrictions on factory farms, and ALDF had blossomed into a national organization with chapters at most U.S. law schools. ... Q5 ...

They hadn't in the past. In 1993, Wise attempted to sue on behalf of a dolphin that had been transferred to a Navy facility, but the judge ruled that, as nonpersons, animals don't have the legal "standing" to sue. ... Q6 ...

NhRP is taking an entirely different tack. The strategy is based on the 1772 case of James Somerset, a black slave who escaped from his owner in England. ... Q7 ... Abolitionists petitioned Lord Mansfield, chief justice of the Court of King's Bench, to issue a common law writ of habeas corpus, which allows a person being held captive to have a say in court. Mansfield granted the writ, tacitly acknowledging that Somerset was a "person," and freed him. The case helped spark the eventual abolition of slavery in England.

Wise, who wrote a book on the Somerset case, calls it a "metaphor and a blueprint" for NhRP. "It was a transubstantiation," he says. "It turned a legal thing into a legal person."

In its new litigation, the group is applying two crucial aspects of the case. First, it is trying to modify the common law rather than appealing to written statutes or the Constitution. ... Q8 ... And second, the group will petition for a writ of habeas corpus, which gets around the legal-standing roadblock by allowing someone else to argue on the captive's behalf.

NhRP spent 5 years honing its strategy. The group also had to find sympathetic jurisdictions — courts that had, for example, been early proponents of civil rights and animal welfare. "We were looking for judges who might aspire to be as great as Lord Mansfield," Wise says.

The upshot: lawsuits filed in three New York trial courts on behalf of four resident chimpanzees. "We scoured the entire state for captive chimps," Wise says, "and these were the only ones we could find." One, named Tommy, lives in Gloversville in a "used trailer lot ... isolated in a cage in a dark shed," according to an NhRP press release. ... Q9 ... The final two, Hercules and Leo, are research chimps at Stony Brook University. Wise says 11 scientists have filed affidavits in the cases; most of them, including Jane Goodall, have worked with nonhuman primates. NhRP is seeking only one legal right at this point: the right to bodily liberty. ... Q10 ... Any loss, Wise says, will immediately be appealed.

(By David Grimm, *Science*)



## TYPES OF LISTENING. LISTENING FOR GIST

Lesson focus: learn how to ...

- differentiate listening strategies;
- answer questions based on listening for gist.

### TYPES OF LISTENING. LISTENING FOR GIST

When we listen to a text, our brain uses two types of strategies: “top-down” strategies and “bottom-up” strategies.

- “**top-down**” strategies mean **focusing on the general meaning** of the text and processing the text at the level of bigger chunks (pieces);
- “**bottom-up**” strategies mean **focusing on details** and processing the text at the level of words and sounds.

**Listening for gist** is listening to understand **the main idea** of the text. When we listen for a gist, we use “top-down” strategies. Top-down strategies are based on our background knowledge of the topic, the situation or context, the type of text, and the language. What we know about the topic and our knowledge of what ‘chunks’ of language (words, expressions, etc.) ‘fit’ a particular topic or situation help us to get the main idea of the text. For example, if you are listening to a piece of news and you hear words like “assessment”, “schools”, “teachers”, “students”, you can assume that the news is about education.

Remember: when we listen for gist:

- it is **not necessary** to understand every single word;
- **content** words (nouns, verbs and adjectives) help you form the general picture;
- **intonation and stress** of the speakers can help us understand what we hear.

**Listening for specific information** is listening to find out a **particular piece of information**. We know in advance what kind of information (a name, time, date, numbers, etc.) we are looking for. We can ignore other information which is not relevant. For example, when we are listening to a weather report, we can only listen to part of the report that gives information about the weather in our part of the country.

**Listening for detailed understanding** is listening in order to understand **all the information** the text provides. For example, when we are listening to directions to a particular place, we need to understand all the details, otherwise it will be difficult or impossible to get to our destination.

## HOW TO ANSWER MATCHING QUESTIONS BASED ON LISTENING FOR GIST

In Part 1 of Listening section of test of eligibility for monthly salary bonuses for teachers of foreign languages of secondary-level teachers, you will hear ten speakers giving their opinions on a particular topic, and you have twelve statements in your test booklet that summarize what the speakers have said. Your task is to match the speakers to the statements. Remember that there are two extra statements. (This part may be split into two sub-parts with five speakers and six statements in each sub-part, in this case you will have one extra statement in each sub-part).

**A suggested procedure is as follows:**

1. **Before you listen:** look through the statements.
2. Underline **keywords** in the statements.
3. Try to identify the **topic** and the **key differences** between the statements.
4. Try to **predict** what ideas or vocabulary you may hear connected to each statement.
5. **While listening:** listen carefully for key words and choose the best option.
6. Pay attention to the information which helps you to eliminate wrong options and identify correct ones.
7. Trying to **summarize** in your mind what you have heard may help you find the correct answer more easily.
8. Remember that the statement usually summarizes and **paraphrases** what the speaker has said - do not expect that the same words from the statement will be used in the listening text.
9. Use the second listening to **check your answers**.

## HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS BASED ON LISTENING FOR GIST

In Part 1 of Listening section of test of eligibility for monthly salary bonuses for teachers of foreign languages of tertiary-level institutions and B2-level certification test, you will hear six short (about 30 seconds each) pieces of texts (dialogues and monologues) and you will need to answer multiple-choice questions (with three options) based on the texts. The texts are not related to each other. You will hear each recording two times and then move to the next one.

The questions may focus on:

- the speaker(s) (who the speaker is / the speakers are);
- relationships, place (where the speaker is / the speakers are);
- function (what the speaker is doing / the speakers are doing);
- purpose (what the speaker wants / the speakers want to do);
- addressee (who the speaker is talking to / the speakers are talking to);
- opinion;
- topic (what the speaker is discussing / the speakers are discussing);
- feelings.

You may have to pay attention to the stress and intonation, the speed at which the speakers speak and/or their sex, role, age, manner, hesitation, etc.

**A suggested procedure is as follows:**

1. **Before you listen:** look through the questions and options.

2. Underline keywords in the questions.
3. Try to predict what ideas or vocabulary you may hear connected to that topic.
4. While listening: listen carefully for key words and choose the best option.
5. Pay attention to the information which helps you to eliminate wrong options and identify correct ones.
6. Use the second listening to check your answers.

**Activity 1:** Think about these listening situations. In your opinion, which listening skill(s) would we normally use in each situation? Why? Complete the table.

**Note:** more than one answer may be possible. Sometimes different people might listen in different ways, or they might start listening using one sub-skill and then switch to another.

Situation	Listening skill(s)	Reasons
1. You are at the airport, listening for information about your flight		
2. You are in a city that you don't know. You have asked someone for directions to your hotel.		
3. You are listening to a song on the radio.		
4. You are chatting to an old friend and exchanging news.		
5. You are paying for you shopping at the supermarket.		

**Activity 2: Match pictures a-h to conversations 1-6.**



- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1. Conversation 1 | 2. Conversation 2 | 3. Conversation 3 |
| 4. Conversation 4 | 5. Conversation 5 | 6. Conversation 6 |

**Activity 3: Listen to five short extracts (1-5) and decide which type of listening (a-i) each one is.**

- |                  |                   |                                 |
|------------------|-------------------|---------------------------------|
| a) directions    | b) job interview  | c) film or play                 |
| d) news bulletin | e) lecture        | f) conversation between friends |
| g) instructions  | h) traffic report | i) public announcement          |

- |              |              |              |
|--------------|--------------|--------------|
| 1. Extract 1 | 2. Extract 2 | 3. Extract 3 |
| 4. Extract 4 | 4. Extract 5 |              |

**Activity 4: Listen to five short conversations and decide what the context of each one is.**

- |  |  |
|--|--|
| 1. A) booking a hotel                    | B) discussing hobbies with a friend    |
| C) joining a sports club                 |  |
| 2. A) taking part in a market survey     | B) buying clothes                      |
| C) registering for a course              |  |
| 3. A) seeing a doctor                    | B) buying new shoes                    |
| C) explaining absence from work          |  |
| 4. A) booking a cycling holiday          |  |
| B) enquiring about a second-hand bicycle |  |
| C) admiring a friend's new bicycle       |  |
| 5. A) buying a new car                   | B) reporting an accident to the police |
| C) asking a car repair company for help  |  |



**Activity 5:** Listen to five short extracts and identify what the situation is.

Extract	Situation
1. Extract 1	
2. Extract 2	
3. Extract 3	
4. Extract 4	
5. Extract 5	

**Activity 6:** Listen to seven short conversations. Decide what activity the speakers are talking about and write the number of each conversation in the appropriate box. Also, write down the key adjective(s) the speakers use to describe the activities.

**Note:** There are more activities listed here than you will need.

Activity	Conversation	Adjective(s)
A. Stamp collecting		
B. Running		
C. Chess		
D. Tennis		
E. Football		
F. Water polo		
G. Gardening		
H. Fishing		
I. Surfing		
J. Reading		

**Activity 7:** You will hear six speakers. Match the speakers A-F with the statements 1-7. Use each statement once only.

**Note:** There is one statement that you do not need to use.

*Utterances:*

1. Magazines are good for decorating a sitting room.
2. Magazines can give as much useful material as books.
3. Reading for pleasure should be short and light.
4. Colourful book covers look nice on the shelves.
5. Books are more interesting to read than magazines.
6. Reading books requires serious and careful thought.
7. The best way to kill time is to read magazines.

A. Speaker A

B. Speaker B

C. Speaker C

D. Speaker D

E. Speaker E

F. Speaker F

**Activity 8:** You will hear six people talking over some background sounds. Decide who might be speaking, what the background sound is, where the person might be and what might have happened or might be happening.

	Speaker	Sound	Place	Situation
1				
2				
3				
4				
5				
6				

**Activity 9: You are going to listen to five people talking about films. Match each speaker with the way they prefer to see a film.**

**Note: You will only use five of the ways.**

*Ways of watching films:*

- |                   |                          |                        |
|-------------------|--------------------------|------------------------|
| A) TV             | B) video                 | C) DVD                 |
| D) outdoor cinema | E) local (indoor) cinema | F) multi-screen cinema |

- |              |              |              |
|--------------|--------------|--------------|
| 1. Speaker 1 | 2. Speaker 2 | 3. Speaker 3 |
| 4. Speaker 4 | 5. Speaker 5 |              |

**Now listen again. For each speaker, choose the sentence which best describes what they are saying.**

*Speaker 1*

- A) The price must be cheap.
- B) The place must be right.
- C) The film must be good.

*Speaker 2*

- A) We have to consider the time it takes.
- B) We have to consider how much choice we have.
- C) We have to consider the financial aspect.

*Speaker 3*

- A) I don't mind what I watch.
- B) I don't mind where I watch it.
- C) I don't mind how I watch it.

*Speaker 4*

- A) Technology makes things quicker.
- B) Technology gives you more choice.
- C) Technology is becoming cheaper.

*Speaker 5*

- A) The film must be good.
- B) Comfort is very important.
- C) I like the atmosphere.

**Activity 10: Listen to four people talking about what music means to them. Write down the type of music each one is talking about.**

1. Speaker 1: \_\_\_\_\_
2. Speaker 2: \_\_\_\_\_
3. Speaker 3: \_\_\_\_\_
4. Speaker 4: \_\_\_\_\_

**Read the sentences. Then listen again and match the speakers (1-4) with the correct sentences (a-f). Note: you can use any speaker (1-4) more than once.**

- A) Music is a way to escape from the boredom of your daily routine.
- B) Music can sum up what you are feeling.
- C) Music gives me a sense of belonging to a place.
- D) Music represents people's creative and independent side.
- E) Music is the most important part of our cultural identity.
- F) Music brings people together in celebration.



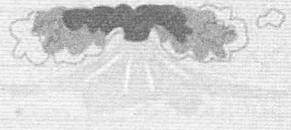









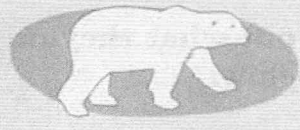











**Activity 11: Listen to five speakers and try to work out what they might be talking about. Make some brief notes in the spaces below.**

1. Speaker 1: \_\_\_\_\_
2. Speaker 2: \_\_\_\_\_
3. Speaker 3: \_\_\_\_\_
4. Speaker 4: \_\_\_\_\_
5. Speaker 5: \_\_\_\_\_

**Which key words helped you to guess the context?**

1. Speaker 1: \_\_\_\_\_
2. Speaker 2: \_\_\_\_\_
3. Speaker 3: \_\_\_\_\_
4. Speaker 4: \_\_\_\_\_
5. Speaker 5: \_\_\_\_\_

**Activity 12:** Listen to eight conversations. After each conversation, choose the correct answer, A, B, or C, for the question you hear.

1	 A	 B	 C
2	 A	 B	 C
3	 A	 B	 C
4	 A	 B	 C
5	 A	 B	 C
6	 A	 B	 C
7	 A	 B	 C
8	 A	 B	 C

**Activity 23: Listen and answer the questions.**

1. You hear a woman being interviewed on the radio. What role did she have in a recent film?

- A) an extra                      B) a bit part                      C) a main part

2. You overhear a woman in a video store. What does she want?

- A) a film on video              B) a DVD                      C) a blank video cassette

3. You overhear this exchange in a film on TV. What does the man want the woman to do?

- A) press a button              B) pull a lever                      C) turn a dial

4. You hear someone talking about a film. What kind of film is it?

- A) a comedy                      B) a western                      C) a love story

5. Listen to this person talking about a film they worked on. What was their job?

- A) actor                      B) scriptwriter                      C) director

6. You hear two people talking about a film. What is their relationship?

- A) colleagues                      B) neighbours                      C) brothers

7. Listen to this woman on TV talking about a man. Why is she talking about him?

- A) She's going to interview him.  
B) She knows him personally.  
C) He's a well-known actor.

8. Listen to this director talking to an actor. How does she want him to do the scene?

- A) exactly as before  
B) slightly differently  
C) very differently

## TEST PRACTICE 1

### Questions 1-10

*You will hear ten utterances. Match the utterances of each speaker (1-10) with the statements below (A-L). Use each letter once only.*

*Note: There are two statements which you do not need to use.*

- A) Clothes make you look your best.
- B) I always need something to read.
- C) I believe many people misunderstand fashion.
- D) I easily spend my money on jewellery.
- E) I enjoy buying things to wear.
- F) I like movies and spend a lot on DVDs.
- G) I must have enough clothes to choose from.
- H) I really appreciate a good company.
- I) I wish I could go and see everything worth seeing around the world.
- J) I'm sure clothes should be practical.
- K) Parents often criticize fashion choices of their children.
- L) You and people around you should feel good about what you wear.

- Q1. Speaker 1
- Q2. Speaker 2
- Q3. Speaker 3
- Q4. Speaker 4
- Q5. Speaker 5
- Q6. Speaker 6
- Q7. Speaker 7
- Q8. Speaker 8
- Q9. Speaker 9
- Q10. Speaker 10

## TEST PRACTICE 2

### Questions 1-6

*You will hear people talking in six different situations.*

*For questions 1-6, choose the best answer, A, B, or C.*

**Q1. You switch on the local radio and hear this. You are listening to ...**

- A) a documentary.
- B) an advertisement.
- C) a current affairs programme.

**Q2. Listen to this person talking on TV about George Grosvenor. George Grosvenor is ...**

- A) a politician.
- B) a farmer.
- C) a fisherman.

**Q3. Listen to the conversation. The action takes place in ...**

- A) a theatre.
- B) a radio studio.
- C) A TV studio.

**Q4. You hear an interview with Mary Steerforth who has just been given a film part. She is ...**

- A) impatient.
- B) happy.
- C) nervous.


**Q5. You hear these two people talking. They are ...**

- A) brother and sister.
- B) husband and wife.
- C) friends.

**Q6. You hear a friend reading something aloud. She is reading from ...**

- A) a diet book.
- B) a cookery book.
- C) a hotel brochure.





**LISTENING FOR SPECIFIC INFORMATION**

**Lesson focus: learn how to ...**

- **answer questions based on listening for specific information.**

### HOW TO ANSWER "TRUE-FALSE" QUESTIONS BASED ON LISTENING FOR SPECIFIC INFORMATION

In Part 2 of Listening section of test of eligibility for monthly salary bonuses for teachers of foreign languages of secondary-level teachers, you will hear a social conversation, and you have six statements in your test booklet based on some details from the conversation you hear. Your task is to find whether the given statements are true or false.

Remember that:

1. The statements are given in the **order of the text**.
2. You should choose "**true**" if the statement **fully corresponds** to what the speaker says. The speaker may use different words, but the meaning should be the same.
3. You should choose "**false**" if the statement **contradicts** to what the speaker says, or some details of the information you hear (days, numbers, etc.) are **different** from the statement.
4. You can use questions asked or statements made by one of the speakers to **predict** what kind of information you are going to hear next. For example, in a conversation in a language school, if one of the speakers asks: "What course are you interested in?", you can expect that the second speaker will say something like "Elementary German" or "Advanced Writing".

**A suggested procedure is as follows:**

1. **Before you listen:** look through the statements.
2. Underline **keywords** in the statements.
3. Try to **predict** what ideas or vocabulary you may hear connected to each statement.
4. **While listening:** listen carefully for key words and choose your answer.
5. As soon as you hear the answer for a statement, focus on the **next** statement.
6. Pay attention to the information which helps you to eliminate wrong options and identify correct ones.
7. Use the second listening to **check your answers**.

## HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS BASED ON LISTENING FOR SPECIFIC INFORMATION

In Part 2 of Listening section of test of eligibility for monthly salary bonuses for teachers of foreign languages of tertiary-level institutions and B2-level certification test, you will hear a social conversation, and you have eight multiple-choice questions in your test booklet based on some details from the conversation you hear. Your task is to choose the correct answer for each question from the three options.

Remember that:

1. The questions are given in the **order of the text**.
2. You are likely to hear **all or most** of the words that you are given in each choice.
3. You may be given very **similar** choices.
4. The correct answer usually **paraphrases** what you hear.
5. You can use questions asked or statements made by one of the speakers to **predict** what kind of information you are going to hear next.

**A suggested procedure is as follows:**

1. **Before you listen:** look through the questions.
2. Underline **keywords** in the questions.
3. Look at the options and underline any keywords that help you tell the **difference** in meaning.
4. Try to **predict** what ideas or vocabulary you may hear connected to each question.
5. **While listening:** listen carefully for key words and choose your answer.
6. Do not choose the first answer you hear. The speaker(s) will probably talk about more than one option so wait until they have talked about them all and then answer. Be careful with situations when the speakers change their minds.
7. As soon as you hear the answer for a question, focus on the **next** question.
8. Pay attention to the information which helps you to eliminate wrong options and identify correct ones.
9. Use the second listening to **check your answers**.

**Activity 1: You will hear a woman talking about her job. Choose the correct answer, A, B, or C.**

**What does she do?**

- A) She works in a hospital.
- B) She teaches children.
- C) She does the same as her parents.

**Activity 2: You will hear people talking in five different situations. Listen and answer the questions.**

**Extract 1: Focus on When ...?**

*You hear this conversation outside the cinema.*

- 0) When did Mark arrive? *At 7.00.*
- 1) When does the film start?
- 2) When did Sarah arrive?

**Extract 2: Focus on What...?**

*You overhear a man talking on his mobile phone.*

- 1) What is the reason for his call?
- 2) What does he want his wife to do?
- 3) What does he intend to do in about 50 minutes?
- 4) What is he wearing?

**Extract 3: Focus on Who...?**

*Listen to this hotel manager talking.*

- 1) Who is the manager talking to?
- 2) Who should show the guests to their rooms?
- 3) Who can guests ask about the leisure facilities?

**Extract 4: Focus on Where...?**

*Listen to this woman giving instructions to her babysitter.*

- 1) Where can Lisa find a telephone number for emerge
- 2) Where is the baby's special drink?
- 3) Where is the drink Lisa prefers?

**Extract 5: Focus on How...?**

*Listen to these two colleagues talking at work.*

- 1) How will the company save money?
- 2) How will the necessary decisions be made?
- 3) How do the speakers feel about the future?

**Activity 3: Listen for the numbers and answer the questions. Write a number in the blank or choose the correct letter, A, B, or C.**

1. Card Number: \_\_\_\_\_
2. How many seats are there in the new theater?  
A) 200                      B) 250                      C) 500
3. Roberts, Sherry: Phone: \_\_\_\_\_
4. How much will the woman pay for the hotel room?  
A) \$255                      B) \$265                      C) \$315
5. Flight number: \_\_\_\_\_

**Activity 4: Listen for the time and answer the questions. Write a time in the blank or choose the correct letter, A, B, or C.**

1. What time does the class usually begin?  
A) 2:00                      B) 2:30                      C) 4:00
2. What time will the final exam begin?  
A) 1:45                      B) 3:15                      C) 4:05
3. What time will the next train leave for Chicago?  
A) 3:00                      B) 5:00                      C) 5:15
4. What time will the train arrive in Chicago?  
A) 6:00                      B) 7:30                      C) 11:30
5. Lunch with Jennie is at: \_\_\_\_\_
6. Exercise class is at: \_\_\_\_\_

**Activity 5: Listen for the date and answer the questions. Write a date in the blank or choose the correct letter, A, B, or C.**

1. City Museum of Art: Opened: \_\_\_\_\_
2. City Museum of Art: Opening Celebration: \_\_\_\_\_
3. Priscilla Katz: Date of Birth: \_\_\_\_\_
4. George Katz: Date of Birth: \_\_\_\_\_
5. Which is the most popular time to visit Silver Lake?  
A) August                      B) September                      C) October
6. What day will the man leave for Silver Lake?  
A) 7 November    B) 11 November                      C) 17 November

**Activity 6: Listen for the day and answer the questions. Write a day in the blank or choose the correct letter, A, B, or C.**

1. English classes are on: \_\_\_\_\_
2. History classes are on: \_\_\_\_\_
3. There are tennis lessons at the club every \_\_\_\_\_ and Saturday.
4. The steam room is closed every \_\_\_\_\_ .
5. When is the final exam?  
A) Thursday                      B) Friday                      C) Saturday
6. When is the essay due?  
A) Monday                      B) Tuesday                      C) Wednesday

**Activity 7: Listen for the year and answer the questions. Write a year in the blank or choose the correct letter, A, B, or C.**

1. John James Auduborn left Haiti for the United States in: \_\_\_\_\_
2. John James Auduborn died in: \_\_\_\_\_
3. When was Maria Mahoney born?  
A) 1808                      B) 1908                      C) 1928
4. When did she become governor?  
A) 1867                      B) 1957                      C) 1967
5. Library construction was begun in: \_\_\_\_\_
6. The construction was finished in: \_\_\_\_\_

**Activity 8: Listen for the season and answer the questions. Write a season in the blank or choose the correct letter, A, B, or C.**

- 1 .                                      : cool, rainy
- 2 .                                      : hot, dry
3. When did Josh begin his hiking trip?  
A) Late winter                      B) Early spring                      C) Late spring
4. When did he finish his trip?  
A) Late summer                      B) Late autumn                      C) Early winter
5. The busiest time of year at the language school is: \_\_\_\_\_
6. The least busy time of year at the language school is: \_\_\_\_\_

**Activity 9: Look at the underlined words or phrases in the questions below. Listen to the audio. Write the synonym or paraphrase that you hear.**

1. How many people are in the group? \_\_\_\_\_
2. How often does she correct the work? \_\_\_\_\_
3. How fast is the population increasing? \_\_\_\_\_
4. What happened to the plants in the region? \_\_\_\_\_
5. When will the apartment be ready? \_\_\_\_\_
6. What kind of work does the woman do? \_\_\_\_\_

**Activity 10: Listen to the conversations and answer the questions about emotions.**

1. How did local residents feel about the millionaire's donation?  
A) angry                      **B) surprised**                      C) excited
2. How does the man feel about his science experiment?  
A) frustrated                      **B) glad**                      C) eager
3. What confuses students?  
A) foreign languages  
**B) language lab equipment**  
C) class assignments and tests
4. What is the man's attitude toward the contest?  
A) He's upset.  
B) He's disappointed.  
C) He's indifferent.
5. How did people at the school feel about the mayor's visit?  
A) They were surprised.  
**B) They were bored.**  
C) They were annoyed.
6. How does the woman feel about her research project?  
A) nervous                      **B) bad**                      C) happy

**Activity 11: Choose the correct paraphrase of each sentence.**

I.1 can't wait to start the class.

A) I'm looking forward to the class. B) I'm not looking forward to the class.

2. The teacher is not only my favorite teacher, she's also my neighbor.

A) I like my teacher a lot. B) I don't like my teacher very much.

3. I can't say that it was a particularly comfortable hotel.

A) The hotel was comfortable. B) The hotel wasn't comfortable.

4. We'll never find a book as interesting as this.

A) The book is very interesting. B) The book isn't very interesting.

5. That was not an illegal action.

A) The action was legal. B) The action wasn't legal.

6. We could scarcely understand him.

A) It was easy to understand him. B) It wasn't easy to understand him.

**Now listen to the conversation and choose the correct letter, A, B, or C.**

7. What describes the weather in the region?

A) rainy B) dry C) cloudy

8. When taking the exam, the students can

A) take as much time as they need. B) use a dictionary.

C) bring several things into the testing room.

9. When will the car be fixed?

A) today B) before the end of the week

C) on the weekend

10. What is the woman's opinion of the restaurant?

A) The food is good.

B) The service is bad.

C) The wait is too long.

II. Which type of flower is not common in the area?

A) violets B) roses C) irises

12. What homework does the man have to do this week?

A) write papers and read books

B) write papers only C) study for exams

**Activity 12: For each statement, you will hear two extracts (A and B). Circle the extract which means that the given statement is true.**

1. The man is staying for less than a week.  
A) Extract A                      B) Extract B
2. The man has been to this house before.  
A) Extract A                      B) Extract B
3. They decide to go sightseeing together the next day.  
A) Extract A                      B) Extract B
4. The theatre is near the museum.  
A) Extract A                      B) Extract B
5. The bookshop is in the centre of town.  
A) Extract A                      B) Extract B
6. They arrange to meet at the Railway Cafe.  
A) Extract A                      B) Extract B

**Activity 13: Listen to a dialogue. For each question, decide if the following statements agree with the information from the conversation.**

1. The man is staying for less than a week.  
A) True                              B) False
2. The man has been to this house before.  
A) True                              B) False
3. They decide to go sightseeing together the next day.  
A) True                              B) False
4. The theatre is near the museum.  
A) True                              B) False
5. The bookshop is in the centre of town.  
A) True                              B) False
6. They arrange to meet at the Railway Cafe.  
A) True                              B) False





**Activity 15: Listen to a dialogue. For each question, decide if the following statements agree with the information from the conversation.**

1. Bob's opinion of the personnel at St. Mark's is positive.

A) True                      B) False

2. Bob offers to give Angela £50 to help her charity.

A) True                      B) False

3. Angela wants Bob to give her some money for each hour she walks.

A) True                      B) False

4. Bob thinks that Angela will walk 24 miles.

A) True                      B) False

5. Bob may have to give Angela more money than he imagines.

A) True                      B) False

6. Bob will be too busy to go to the town centre on Sunday.

A) True                      B) False

## TEST PRACTICE 1

### Questions 11-16

*You will hear a dialogue.*

*For questions 11-16, decide if the following statements agree with the information from the conversation.*

**Q11. The center offers only university preparation courses.**

- A) True                                  B) False

**Q12. Application for the next semester closed two months ago.**

- A) True                                  B) False

**Q13. The program is free for full-time students.**

- A) True                                  B) False

**Q14. It's possible to apply for a course through the Internet.**

- A) True                                  B) False

**Q15. The centre requires the evidence of the applicant's financial credibility.**

- A) True                                  B) False

**Q16. One can use mail to send the application documents to the centre.**

- A) True                                  B) False

## TEST PRACTICE 2

### Questions 7-14

*You will hear Martin Hill phoning an estate agent to find some accommodation.*

*For questions 7-14, choose the best answer, A, B, or C.*

**Q7. Martin needs a flat to live ...**

- A) alone.                      B) with his family.                      C) with his friends.

**Q8. Martin is ...**

- A) a student.                      B) a bank officer.                      C) a factory worker.

**Q9. It is very important that the flat has ...**

- A) a kitchen.                      B) a bath.                      C) a shower.

**Q10. Martin would prefer to live in ...**

- A) the city centre.                      B) the western area. C) the east of the city.

**Q11. The first flat offered is ...**

- A) too big.                      B) at a good price. C) far from transport system.

**Q12. The second flat offered has ...**

- A) an extra bedroom. B) two dining rooms. C) a good view on hills.

**Q13. Martin thinks that the second flat...**

- A) will cost a lot.                      B) is trendy.                      C) is far from the park.

**Q14. The woman from the agency suggests ...**

- A) finding another flat.  
B) seeing the photos of flats.  
C) visiting the agency.



## LISTENING TO AN EXTENDED TALK

Lesson focus; learn how to ...

- answer questions based on  
interviews / lectures / audio  
narratives.

### HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS BASED ON EXTENDED TALK

Parts 3 and 4 of Listening section of test of eligibility for monthly salary bonuses for teachers of foreign languages of both secondary and tertiary-level institutions as well as B2-level certification test consist of questions based on extended talk (an interview, a presentation, a lecture). Listening section of C1-level certification test entirely consists of questions based on an extended talk (a radio programme, a narrative, a lecture). Your task is to answer multiple-choice questions based on the texts you hear.

Remember:

1. The questions are given in the order of the text.
2. You are likely to hear all or most of the words that you are given in each choice.
3. You may be given very **similar** choices.
4. The correct answer usually **paraphrases** what you hear.
5. You may have to switch between listening for **specific information** and **listening for detailed understanding**: to answer some questions, you need to understand all the details of some passages from the text.
6. The text can be logically divided into several parts. Usually, there is one question per each part. While you are listening, try summarizing for yourself the main message of each part of the text.
7. Listen for signal words that indicate different part of the passage - introduction, major steps, examples, conclusions, etc.
8. If there is a question on the main idea (focus) of the text (lecture), answer this question after you have heard the whole text.

**A suggested procedure is as follows:**

1. **Before** you listen: look through the questions.
2. Underline **keywords** in the questions.
3. Look at the options and underline any keywords that help you tell the **difference** in meaning. If the options are rather long and you feel that you won't have enough time to look through the options before the recording starts, look at the options while listening.

4. Try to **predict** what ideas or vocabulary you may hear connected to each question.
5. **While listening:** listen carefully for key words and choose your answer.
6. Do not choose the first answer you hear. The speaker will probably talk about more than one option so wait until they have talked about them all and then answer.
7. As soon as you hear the answer for a question, focus on the **next** question.
8. Pay attention to the information which helps you to eliminate wrong options and identify correct ones.
9. Where appropriate, use the second listening to **check your answers**. (Remember: in C1-level certification test, you will hear the texts once only.)

**Activity 1: Listen to an interview. For each question, choose the correct answer, A, B, or C.**

1. Tim started to work in advertising because ...
  - A) he couldn't get another job. **B) he had always wanted to.**
  - C) he needed to earn a salary.
2. Tim thinks up his best slogans ...
  - A) on his own. **B) when he works with other people.**
  - C) on his way to work.
3. According to Tim, a good slogan should ...
  - A) make people laugh. **B) sound like natural speech.**
  - C) sound old-fashioned.
4. The thing Tim likes best about his job is ...
  - A) the competition. **B) the money.**
  - C) the creativity.
5. Tim watches advertisements on TV ...
  - A) when he is in another country.
  - B) when he gets home from work.
  - C) during the working day.
6. Tim wants to set up his own company because ...
  - A) he wants to be his own boss.
  - B) he wants to work on his own.
  - C) he doesn't enjoy the work he is doing.
7. Tim agrees that ...
  - A) people criticize each other a lot.
  - B) advertising is a young person's profession.**
  - C) doing stimulating work stops you getting old.



**Activity 3: Read the unfinished statements 1 and 2 and the three possible endings for each. Say which of the endings (a-c) to 1 and 2 are correct and then say why the other two are not possible.**

1. Car manufacturers today are working on ways to reduce our dependency on oil. For instance ...

- A) people can walk to work instead of driving, to save fuel.
- B) some new cars run on a combination of petrol and electric power.
- C) there has been no real economic incentive until recently.

2. Not only is Swahili spoken by the people of East Africa, it is also ...

- A) full of Portuguese and Arabic words.
- B) quite difficult to learn.
- C) used as a language of trade in many African countries.

**Activity 4: Listen for the statements on the left, spoken by the lecturer, and think about how they can help your understanding of the whole lecture. Then, match a statement from the lecture (1-7) with the function (a-g).**

*Statements from the lecture:*

1. Now just remember where we're going. We've already been talking about what we're looking at, the sources of uncertainty ...
2. Now to begin with, let's be clear what we mean by infrastructure ...
3. So we're talking assets now, aren't we? And we're working our way through a list of assets ...
4. Moving on a bit ... what else do you know about admissions?
5. In other words, a whole bunch of descriptions ...
6. With for example UCAS, the method of working is well standardized, isn't it?
7. Now what I find extraordinary is that so often the notion of Risk Management infrastructure and Risk Management process are not properly separated ...

*Functions (purpose):*

- A) Emphasizing the topic to guide students' understanding
- B) Giving an example to help explain the main point
- C) Introducing and defining the main topic
- D) Linking between what the lecturer has already said and what he's going to say
- E) Signalling a change of direction in the lecture
- F) Using informal language to communicate and create a relaxed atmosphere
- G) Using voice stress to highlight an important point



**Activity 5: Listen and answer questions 1-3 as you listen. Choose the correct letter, A, B or C.**

1. How many nations are involved in the ISS?

- A) 5                                      **B) 15**                                      C) 20

2. How much should the ISS have cost to build?

- A) \$8 billion                              **B) \$120 billion**                              C) \$128 billion

3. How is the water supply maintained on board?

- A) by using very little  
**B) by transporting water from Earth**  
C) by recycling all the water

**Listen again and work out why the other options are wrong.**

**Activity 6: Listen to a lecture. And answer questions 1-10.**

1. The Bell Jar was ...

- A) about her father.  
**B) her first novel.**  
C) a very successful collection of poems.  
D) her last poem.

2. Sylvia Plath's 'Collected poems' ...

- A) won the Pulitzer Prize twenty years after it was published  
**B) were written during the last year of her life.**  
C) won the Pulitzer Prize in 1982  
D) were never published

3. Sylvia's husband ...

- A) made movies.  
**B) died in 2003.**  
C) was also a poet.  
D) had a movie made about him.

4. Susan Bassnett thought Sylvia's work ...

- A) was about her husband.  
**B) wasn't very good.**  
C) was about work life.  
D) was of great interest to women.

**5. Sylvia's brother ...**

- A) was two years older than her.
- B) was born two years after her.
- C) was a professor at Boston University.
- D) was a highly educated academic.

**6. Sylvia Plath's time at college was difficult because ...**

- A) she got bad grades.
- B) she won a scholarship.
- C) boys didn't like her.
- D) she was short of money.

**7. In 1953 Sylvia ...**

- A) left New York to get a job as an editor.
- B) rejected an offer to teach creative writing.
- C) worked as a guest editor in New York.
- D) returned to new York because she was depressed.

**8. What does the lecturer imply when she says "Very few modern poets have captured the popular imagination as much as Plath"?**

- A) Plath was able to understand the hopes of ordinary people.
- B) Plath has become very popular.
- C) It is unusual for a modern poet to become popular with ordinary people.
- D) Plath's writing was about modern people and their imagination.

**9. What does the lecturer imply when she says "This domineering father figure became a common theme that recurred throughout Plath's writing."?**

- A) The image of her father appears in many of her poems.
- B) Plath often wrote of her love for her father.
- C) Plath writings were dominated by the image of her father.
- D) Plath's father often told her what to write about.

**10. Which sentence best summarizes the passage?**

- A) Plath's father was one of her guiding influences and he supported and mentored her until he died in 1940.
- B) Plath's early life was spent living happily by the sea with her mother who had a part time job to support the family.
- C) Plath's academic path to success was secured by winning an early scholarship. After this she never looked back.
- D) Plath's work reflects the many of the personal difficulties that she had whilst growing up and later as a wife and mother.

**Activity 7: You will hear a radio program. For questions 1-10, choose the best answer, A, B, or C.**

1. Alexey Pajitnov started to design the game "Tetris" because ...

- A) he was unemployed and needed money.
- B) he felt tired of monotonous work.
- C) he was engaged in programming research.

2. For Alexey, creating computer games and puzzles was ...

- A) a hobby.
- B) a source of income.
- C) a request from his boss.

3. In the game that inspired Alexey, the most difficult part was to ...

- A) put the pieces together by shape and color.
- B) fit the pieces together to complete a picture.
- C) arrange the pieces back in the container.

4. Initially, Alexey's game was distributed ...

- A) for free.
- B) as a shareware.
- C) at a high price.

5. A British software company ...

- A) asked Hungarian programmers to create a similar game.
- B) agreed with Russians to sell Tetris in other countries.
- C) started to distributing illegal copies of Tetris in Europe.

6. Hank Rogers came to Moscow ...

- A) to sell Japanese videocameras.
- B) to work for Elektronorgtechnika.
- C) to get a license for his product.

7. Hank found his interpreter ...

- A) cautious.
- B) helpful.
- C) hospitable.

8. Hank was surprised that programmers in Moscow had no idea how to ...

- A) promote a new invention.
- B) interpret copyright laws.
- C) protect their rights at work.

Q9. Hank impressed Alexey and his colleagues because Hank ...

- A) worked 24 hours non-stop.
- B) came accompanied by his own lawyer.
- C) treated them as equal partners.

QXO. Developers say that Tetris still remains popular because ...

- A) its idea is different.
- B) it develops logic.
- C) it has a simple interface.

**Activity 8: You will hear an extract from an audiobook. For questions 1-10, choose the best answer, A, B, or C.**

1. The boy came to the church ...  
A) to say his prayers. **B) to use it as shelter.** C) to deliver a message.
2. The boy thought one of the advantages of a thicker book would be that he could ...  
A) sleep on it. **B) get more knowledge.** C) sell it at a higher price.
3. The boy felt that ...  
A) he needed to change his schedule.  
**B) the unfinished dream was a sign of bad luck.**  
C) there were close ties between him and his charges.
4. The boy was in the habit of ...  
A) reading aloud to his sheep.  
**B) discussing his life with the villagers.**  
C) writing comments on book margins.
5. The girl was surprised that the boy ...  
A) was literate. B) came from Andalusia. C) looked like the Moors.
6. Talking with the girl, the boy felt that he wished to ...  
A) quit wandering. **B) leave the place.** C) become a merchant.
7. The boy was concerned about ...  
A) the places he would visit.  
**B) the girl's attitude to him.**  
C) the decisions he had to make.
8. Thinking about his sheep, the boy felt ...  
A) irritation. **B) gratitude.** C) contentment.
- 9. The boy didn't mind carrying the jacket with him because it ...**  
A) was his friend's present.  
**B) reminded him of Andalusia.**  
C) kept him warm at nights.
- 10. The boy didn't want to become a priest because ...**  
A) he had the call of adventure.  
**B) his family couldn't afford his education.**  
C) he had problem studying Latin.

## TEST PRACTICE 1

### Questions 15-22

*You will hear part of a radio report about a successful business woman.*

*For questions 15-22, choose the best answer, A, B, or C.*

**Q15. Anita started making her own Chinese food because ...**

- A) local restaurants offered only English food.
- B) there were no Chinese meals in the supermarkets.
- C) she didn't like the ready-made food which was available.

**Q16. One of her friends ...**

- A) taught her to cook noodles.
- B) wanted her to be a good cook.
- C) asked her to help him in business.

**Q17. Her business started with ...**

- A) preparing meals to order.
- B) cooking noodles for her guests.
- C) working in her friend's restaurant.

**Q18. When her business grew, Anita had to ...**

- A) hire people.
- B) buy an estate.
- C) move to Cowbridge.

**Q19. The business was so successful that Anita's company ...**

- A) bought Lania Foods company.
- B) won a prize for their products.
- C) opened supermarket chains.

**Q20. When Anita needed capital for expansion, she got money from ...**

- A) the bank.
- B) another company.
- C) the public fund.

**Q21. As the result of the deal with the Lania, Anita's company ...**

- A) was in a difficult situation.
- B) managed to raise finance.
- C) paid off all the debts.

**Q22. Looking back on her experience, Anita ...**

- A) regrets that she had lost a year.
- B) feels pleased that she sorted out the situation.
- C) thinks that she lacked management skills.

**Questions 23-30**

**You will hear part of a psychology lecture.**

**For questions 23-30, choose the best answer, A, B, or C.**

**Q23. What is the professor mainly discussing?**

- A) The development of motor skills in children
- B) How psychologists measure muscle activity in the throat
- C) A theory about the relationship between muscle activity and thinking

**Q24. John Watson focused on ...**

- A) mental processes.
- B) observable actions.
- C) descriptions of thoughts.

**Q25. Why does the professor say: "... you know, from larynx, in other words, related to the voice box ..."?**

- A) To explain the meaning of a term
- B) To give an example of a laryngeal habit
- C) To remind students of a point he had discussed previously

**Q26. What does the professor say about people who use sign language?**

- A) They exhibit laryngeal habits.
- B) It is not possible to study their thinking habits.
- C) The muscles in their hands move when they solve problems.

**Q27. According to Watson, thinking is ...**

- A) a physical concept.
- B) a muscular activity.
- C) an ideomotor action.

**Q28. What point does the professor make when he refers to the university library?**

- A) A study on problem solving took place there.
- B) Students' eyes will turn toward it if they think about it.
- C) Students should go there to read more about behaviorism.

**Q29. The professor describes a magic trick to the class. What does the magic trick demonstrate?**

- A) An action people make that they are not aware of
- B) How psychologists study children
- C) A method for remembering locations

**Q30. What is the professor's opinion of the motor theory of thinking?**

- A) it explains adult behavior better than it explains child behavior.
- B) it is the most valid theory of thinking at the present time.
- C) It cannot be completely proved or disproved.

## TEST PRACTICE 2

Questions 21-30

You will hear part of a lecture.

For questions 21-30, choose the best answer, A, B, or C.

**Q21. The lecturer defines the Renaissance as ...**

- A) the basis for the centuries to come.
- B) a new epoch in the Western art.
- C) the heights of Italian fine arts.

**Q22. The lecture will be based on ...**

- A) the combination of art and science.
- B) the importance of historical factors.
- C) the comparison of two distinct areas.

**Q23. The most important contribution of Florence was ...**

- A) the creation of standard of beauty.
- B) a new insight into the Classical art.
- C) establishment of new rules for artists.

**Q24. According to the lecturer, humanism is ...**

- A) love of life.
- B) attitude to beauty.
- C) mixture of virtues.

**Q25. While discussing the Renaissance, the lecturer will focus on ...**

- A) the form and meaning of the art.
- B) political background of the epoch.
- C) social changes throughout the period.

**Q26. The lecturer says that the focal point of most lectures will be ...**

- A) Rome.
- B) Florence.
- C) Venice.

**Q27. To show the significance of a city for that period, the lecturer brings an example of...**

- A) a geographical name.
- B) a historical event.**
- C) a literary source.

**Q28. The Renaissance is primarily associated with Italy because of ...**

- A) its close proximity to Greece.
- B) the remains of ancient civilizations.**
- C) the similarities of the Latin and Italian languages.

**Q29. The lecturer shows a picture by Panini to illustrate ...**

- A) the feeling of being part of the cultural heritage.**
- B) the role of religion in Ancient Roman civilization.
- C) the attitude of the Ancient Romans to their emperors.

**Q30. The term Gothic referring to art used to show ... of the style.**

- A) appraisal
- B) disapproval**
- C) misinterpretation.





**Quantifiers** are words used before a noun to show the **amount** or **quantity**, e.g. *Minimalists also argue that having fewer possessions is eminently practical in Japan, which is regularly shaken by earthquakes.*

**Prepositions** are words that show the **relationship** between a noun or pronoun and other words in a sentence, e.g. *Inspiration for Japan's minimalists came from the US, where early adherents included Steve Jobs.*

**Conjunctions** are words that **connect** words, phrases, clauses or sentences, e.g. *The TNR is in the Madre de Dios region in the south-east of Peru. Over 632 bird species, 1,200 butterfly species, 103 amphibian species, 180 fish species, 169 mammal species and 103 reptile species make it one of the most biodiverse places in the world, according to the Environment Ministry, but those numbers don't compare to the gold-miners.*

**Interjections** are words that express **emotions**, e.g. *Hurray, we won!*

### Parts of a Sentence

The Principal (Main) Parts of a Sentence	The Secondary Parts of a Sentence
The Subject The Predicate: - the Verbal Predicate - the Nominal Predicate: a linking verb + a predicative	The Object: - the direct object - the indirect object - the complex object: an object + a non-finite verb The Attribute: - appositive The Adverbial Modifier: - of time - of frequency; - of place (direction); - of cause (reason); - of result; - of purpose; - of condition; - of concession; - of manner; - of attendant circumstances; - of degree and measure; - of comparison.

The **subject** is the part of a sentence that shows **what the sentence is about**, or **who or what performs the action**, e.g. *Ikea's headquarters are also here in the quiet town of Älmhult; many of the 9,000 residents have a working connection to the chain.*

The **predicate** is the part of a sentence that expresses **what is said about the subject**, e.g. *All the furnishing heroes of the company's 73-year history are here. "Like every big company, we make big mistakes and we learn from them," says Kloeck Malmsten.*

The **verbal predicate** is a type of the predicate **expressed by a verb**, e.g. *When her dream came true and she joined the company in 1986, she bought two Klippan sofas, still going strong in her lounge, though she has changed their covers "at least 15 times".*

The **nominal predicate** is a type of the predicate that **consists of a linking verb and a predicative** - a word renames or modifies the subject, e.g. *Ikea here is a kind of faith, a belief system.*

The **predicative** is a word or a group of words that comes after the linking verb and re-names or modifies the subject, e.g. *Ikea here is a kind of faith, a belief system.*

The **linking verb** is a verb that **links** the predicative to the sentence subject, e.g. *The chicken is tasty. The salad looks delicious. The chef just became my husband.*

The **direct object** is a part of the sentence that names the **goal or receiver** of the action of the verb, e.g. *The museum's curator, Sofie Bergkvist, acquired her first pieces at around the same time.*

The **indirect object** is a part of the sentence that shows the **recipient** of the direct object. The indirect object can be moved in front of the direct object with *to* or *for*, e.g. *Samantha gave her father a ticket; Samantha gave a ticket to her father.*

The **complex object** is an **object followed by a verb in a non-finite form** (Infinitive, Participle I, Participle II). The non-finite verb has a subject-predicate relationship with the object (that is, the action expressed by the non-finite verb is performed by the object, e.g. *I watched her approach. I saw the fire slowly conquered.*

The **attribute** is a part of the sentence that **modifies a noun**, e.g.: *The perfect solution would be for a CGM system to communicate directly with an insulin pump to deliver the correct dose without any input from the human wearing the devices.*

The **appositive** is a structure that adds information by **renaming another structure**, e.g. *Ginger, my dog, is sweet but stubborn. My daily exercise routine, running around the track, sometimes gets very boring.*

The **adverbial modifier** is a part of the sentence that gives **additional information about an action or state** (place, time, purpose, cause, means, etc.), e.g. *Johnson arrived at the final holes of the biggest round of his life not knowing what his score was.*

A **Participial phrase (construction)** is a present or past participle together with its subject or complements and / or modifiers. Participial phrases (constructions) usually act as adverbial modifiers, e.g. *Still clutching their pizza in their hands, the kids left the room.*

**independent clause**  
**simple sentence =**

**independent clause +- i:**  
**compound sentence =**

**independent clause +- dependent clause(s)**  
**complex sentence — —**

**independent clauses +- dependent clause(s)**  
**compound-complex sentence =**



## Sentence Types

Type of Sentence	Structure	Type of Conjunction Used
Simple Sentence	One independent clause	
Compound Sentence	Two or more independent clauses	Coordinating conjunction
Complex Sentence	Main clause + subordinate clause(s)	Subordinating conjunction
Compound-Complex Sentence	Two or more independent clauses + subordinate clause(s)	Coordinating conjunction, subordinating conjunction

A **clause** is a sequence of words that includes a subject and a predicate, e.g. *Ellen slept. Ellen dreamed about her daughter, who was away at school.*

An **independent clause** is the main clause of a sentence, one that can stand on its own, e.g. *The house that used to look run down is now painted bright blue.*

A **subordinate (dependent) clause** is a clause that fills a role in a sentence (such as adverbial, adjectival, or nominal) and that cannot stand independently as a sentence. It is usually introduced by a subordinating conjunction such as *if, since, because, although*, etc., e.g. *He climbed until he was exhausted (adverbial clause of time); I wonder where I put my keys (noun clause functioning as direct object). We left because it was getting late (adverbial clause of reason).*

A **simple sentence** is a sentence consisting of a **single** independent clause, e.g. *Computers can be frustrating.*

A **compound sentence** is a sentence consisting of **two or more independent** clauses. Compound sentences are connected by coordinating conjunctions, e.g. *Computers are frustrating sometimes, but we all use them anyway.*

A **complex sentence** is a sentence consisting of **one independent**, or main, clause and at least **one dependent** clause, e.g. *Computers are frustrating when they don't work.*

A **compound-complex sentence** is a sentence consisting of **two or more independent**, or main, clauses and at least **one dependent** clause, e.g. *Computers are frustrating when they don't work, but we all use them anyway.*

A **coordinating conjunction** is a conjunction that connects two words, phrases, or clauses as equals: *and, but, or, nor, for, yet, while (=but)*. e.g. *Abraham and Jeff worked Tuesday.*

A **subordinating conjunction** is a conjunction that introduces a subordinate clause, e.g. *after, although, as long as, because, if since, so that, provided that, though, until, when, whenever, while*, etc.

## Types of Subordinate Clauses

### Noun Clause

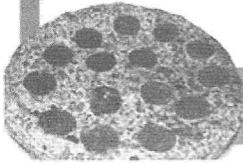
a dependent clause that functions as a noun

Pepperoni is fine with me.

↳ noun acting as subject

Whatever you want is fine with me.

↳ noun clause acting as subject



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### Adjective Clause

a dependent clause that functions as an adjective

The angry tiger snarled at me.

↳ adjective describing tiger

The tiger that was angry snarled at me.

↳ adjective clause describing tiger

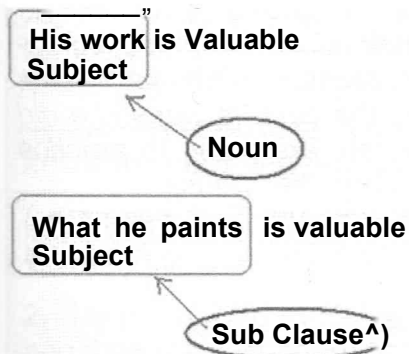


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Type	Function within the main clause	Examples
Noun Clause:	subject, object or predicative	
- a subject clause	subject	<i>Whoever thought of that idea is a genius.</i> <i>Whichever restaurant you pick is fine with me.</i>
- a predicative clause	predicative	<i>My greatest asset is that I am a hard worker.</i> The focus of our work is how we can satisfy customers most effectively.
- an object clause	object	<i>On weekends, we can do whatever we want.</i>
Relative (Adjective) Clause:	attribute	
- a defining relative clause		<i>The doctor that I was hoping to see wasn't on duty.</i> <i>Most of the parents who were invited to the conference did not come.</i>
- a non-defining relative clause		<i>The heavy rain, which was unusual for the time of year, destroyed most of the plants in my garden.</i> <i>In the summer I'm going to visit Italy, where my brother lives.</i>

**Noun clause:** A clause that functions as a noun phrase does, often a *that* clause or an interrogative clause, e.g. *I know that she knows. Denise wondered why they were late.* Noun clauses are subdivided into **subject clauses**, **predicative clauses** and **object clauses**.

**Subject clause:** A clause that functions as the subject for the whole sentence, e.g. *What he paints is valuable.*

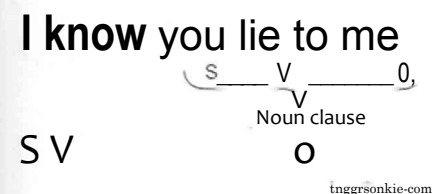


**That / Whether / If / Wh-word + Subject of the subject clause (if necessary) + Predicate of the subject clause + Secondary parts of the subject clause (if necessary) + Predicate of the main clause + Secondary parts of the main clause (if necessary)**

**Predicative clause:** A clause that comes after the linking verb and acts as a predicative for the whole sentence, e.g. *At Halloween, you can be whomever you want.*

**Subject of the main clause + Linking verb + that / whether / if/wh-word + Subject of the predicative clause (if necessary) + Predicate of the predicative clause + Secondary parts of the predicative clause (if necessary)**

**Object clause:** A clause that acts as an object for the whole sentence, e.g. *I know you lie to me.*



**Subject of the main clause + predicate of the main clause + Secondary parts of the main clause (if necessary) + that / whether / if / wh-word + Subject of the object clause (if necessary) + Predicate of the object clause + Secondary parts of the object clause (if necessary)**

**Relative clause:** A clause introduced by a relative pronoun (*who, which, that*) or a relative adverb (*when, where, why*) that acts as an adjective, e.g. *The book that you wanted has arrived. The area where I live is densely populated.* Relative clauses are divided into **defining relative clauses** and **non-defining relative clauses**.

**Defining relative clauses:** A relative clause that gives essential information about someone or something - information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes, e.g. *They're the people who want to buy our house. Here are some cells which have been affected. They should give the money to somebody who they think needs the treatment most.*


**Non-defining relative clause:** A relative clause gives extra information about the person or thing. We always use a relative pronoun (*who, which, whose or whom*) to introduce a non-defining relative clause, e.g. *Clare, who I work with, is doing the London marathon this year. Alice, who has worked in Brussels and London ever since leaving Edinburgh, will be starting a teaching course in the autumn.*

Relative clauses that are introduced by *which* and refer to the whole main clause, not a part of it, are also non-defining relative clauses. *Doctors use the testing kit for regular screening for lung and stomach cancers, which account for 70% of cancers treated in the western world. John bought a gas-guzzler, which surprised me.*

**Adverb Clause**  
 a dependent clause that functions as an adverb

**1 will eat my broccoli now.**  
 adverb modifying *will eat* \*

**I will eat my broccoli after I eat this cookie.**  
 adverb clause J modifying *will eat*



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**Adverbial (Adverb) clause:** A clause functions as an adverbial modifier and indicates time, place, condition, contrast, concession, reason, purpose, result, etc., e.g. *Keiko's report was the best because she did the most research. The dancers are going to practice in the studio now while they have the chance.*

Type	Function within the main clause	Examples
Adverbial Clause:	adverbial modifier	
Adverbial clause of:		
- of time	adverbial modifier of time	As soon as the baby is born, I will have to make a decision.
- of place	adverbial modifier of place	Everywhere I look, I see mothers with their newborn babies!
- of cause (reason)	adverbial modifier of cause (reason)	I crouched against the wall of the gallery so that I should not be seen.  Maybe you can help me, since you were always better at making decisions.
- of result	adverbial modifier of result	The lecture was boring and irrelevant, so some of the students began to fall asleep.
- of concession	adverbial modifier of concession	I like my apartment a lot although it is quite small.
- of condition	adverbial modifier of condition	Unless Jeff gets laid off, we could probably manage it.
- of purpose	adverbial modifier of purpose	I wish we lived closer so that we could have lunch together once in a while.
- of manner	adverbial modifier of manner	I'll behave towards them as I would like to be treated.

## HOW TO DO "GRAMMAR TERMINOLOGY" QUESTIONS

"Grammar Terminology" questions ask you to match an underlined word, phrase or clause in a text with its name or function.

Remember that:

- you **do not need to understand the whole text** to answer this type of questions. You can read just sentences that contain underlined structures;
- there are **more terms** than you need. Always try to check that the leftover terms do not match any of the underlined structures;
- you don't have to start with the first underlined structure - always start with the ones you **know for sure** and leave the hardest ones till later.

A suggested procedure is as follows:

1. Read the sentence that contains the underlined structure.
2. Try to analyze the sentence: first, find the main parts (the subject and the predicate), and then the secondary parts (the object, the attribute, the adverbial modifier).
3. Analyze the underlined part of the sentence. Ask yourself: what is its function within the sentence? What kind of information does it carry?
4. If a clause is underlined and you need to find what kind of clause it is, pay attention to conjunctions. They help you understand whether the underlined clause is the main clause or a dependent clause, and what type of subordinate clause it belongs to.
5. If more than one term can fit the underlined structure (e.g. you have a participial construction which functions as an adverbial modifier of manner in a sentence, and both terms appear in the list), do the rest of the test and return to this question at the end. The remaining term will be the correct answer.

# 11 Intro to Level 3 and 4 Sentence Analysis

- Level 1=Identify parts of speech
- Level 2=Identify parts of sentence
- **Level 3=Identify phrases**
- **Level 4=Identify clauses**



**Activity 1: Match the following grammar terms (1-12) with their descriptions and (a-1) and examples (i-xii).**

**Grammar terms:**

- |                        |                   |                       |
|------------------------|-------------------|-----------------------|
| 1) adjective           | 2) adverb         | 3) appositive         |
| 4) article             | 5) auxiliary verb | 6) causative verb     |
| 7) determiner          | 8) linking verb   | 9) noun               |
| 10) possessive pronoun | 11) quantifier    | 12) reflexive pronoun |

**Descriptions:**

- a) a determiner or a pronoun that indicates quantity
- b) a determiner that introduces a noun phrase as definite or indefinite
- c) a noun or a noun phrase that re-identifies or describes its neighbouring noun
- d) a part of speech that modifies a verb, an adjective or another adverb
- e) a part of speech that names a person, place, thing or concept
- f) a part of speech that typically describes or "modifies" a noun
- g) a pronoun ending in *-self* or *-selves*, used when the subject and object are the same, or when the subject needs emphasis
- h) a pronoun that indicates ownership
- i) a verb that causes things to happen; the subject does not perform the action but is indirectly responsible for it
- j) a verb that connects the subject to more information about the subject, but does not indicate action
- k) a verb used with the main verb to help indicate tense or voice
- l) a word such as an article or a possessive adjective that typically comes at the beginning of *noun* phrases

**Examples:**

Fox nodded. He knew that Gorin must have been tortured for a moment (i) by the conflict between the fear that he might make a poor (ii) impression and the desire to tell the truth.

"You'll have plenty (iii) of time to make up your mind," he said, "and there are any number of researches going on to help your (iv) choice. Unfortunately, most of the staff is away and work won't (v) start for another two weeks. Professor Beans is that (vi) man to whom you'll be responsible for your undergraduate teaching. He gives the (vii) freshman physics lecture. Professor Cameron will be (viii) your adviser in your graduate work. In the meantime, leave your address with Miss Prescott, the secretary (ix). Each year just before the semester starts, Mrs. Fox and I hold an open house for all the members of the staff so that the new men can acquaint themselves (x) with everyone else. Naturally, we're expecting you, but Mrs. Fox will prefer to have (xi) an invitation sent to you officially (xii), anyhow."

**Activity 2: Identify parts of sentence in the following sentences.**

1. Clare knew the results.
2. Clare knew what mattered.
3. Results were what mattered.
- 4.1 have never forgotten your story of the snakes.
- 5.1 have never forgotten how you escaped from the snakes.
6. Enormous flies and mosquitoes buzzed about our heads.
7. Juggling school, work, and homework, Paul had little time for a social life.
8. The mother had given the boy a balloon for his birthday.
9. Last week Michael showed us how to prepare a 'fruit leather'.
10. Whales cannot breathe under water.
11. Cherrapunji, India, is the wettest place on earth.
12. He was a Hindu, a puny wisp of a man, with a shaven head and vague liquid eyes.

**Activity 3: In the following text, find what parts of sentence underlined structures belong to.**

On the outskirts of Beijing, a small limestone mountain named Dragon Bone Hill rises above the surrounding sprawl (1). Along the northern side, a path leads up to some fenced-off (2) caves that draw **150,000** visitors each year, from schoolchildren to grey-haired pensioners. It was here, in **1929**, that researchers discovered a nearly complete ancient skull (3) that they determined was roughly half a million years old (4). Dubbed Peking Man, it was among the earliest human remains ever uncovered, and it helped to convince many researchers that humanity first (5) evolved in Asia.

Since then, the central importance of Peking Man (6) has faded. Although modern dating methods put the fossil even earlier — at up to 780,000 years old — the specimen has been eclipsed by discoveries in Africa that have yielded much older remains of ancient human relatives (7). Such finds have cemented Africa's status as the cradle of humanity — the place from which modern humans and their predecessors spread (8) around the globe — and relegated Asia to a kind of evolutionary cul-de-sac.

But the tale of Peking Man has haunted generations of Chinese researchers, who have struggled to understand its relationship to modern humans (9). "It's a story without an ending (10)," says Wu Xinzhi, a palaeontologist at the Chinese Academy of Sciences' Institute of Vertebrate Paleontology and Paleoanthropology (IVPP) in Beijing. They wonder whether the descendants of Peking Man and fellow members of the species *Homo erectus* died out or evolved into a more modern (11) species, and whether they contributed to the gene pool of China (12) today.

(By Jane Qiu, *Nature*)

**Activity 4: In the following text, identify what parts of sentence underlined structures belong to.**

**Here's the nerdiest reason for cheering Andrew Jackson's removal from the \$20 bill**

Andrew Jackson is set to be booted off the front of the \$20 bill in 2020 — and replaced with none other than Harriet Tubman.

The announcement from Treasury Secretary Jack Lew (1) turned heads on Wednesday: Tubman will be the first African-American (2), and only the third woman to ever appear on U.S. currency (3).

Moreover, when the Treasury originally floated the redesign idea (4) last year, Alexander Hamilton was going to be demoted from the \$10 in favor of a woman. That plan sparked protests from a slew of Hamilton admirers. Replacing Andrew Jackson instead (5) was the most oft-cited alternative: He was a plantation owner, a slave trader, and, as the seventh president of the United States, he forced the relocation and death of thousands of Native Americans. So axing him in favor of a more progressive and inclusive vision for America's currency seemed uniquely appropriate (6).

But if you're an economics nerd (7), there's yet another reason why striking Andrew Jackson from the \$20 bill has a certain poetic resonance: Namely, the man hated paper money.

Jackson was a fan of the gold standard, where the supply of dollars in circulation is tied (8) to the physical amount of gold the U.S. government has on hand. Jackson even passed a law at one point (9) requiring people who bought government land to only pay for it with actual gold or silver coins. In 1836, he fought a successful battle to kill the Second Bank of the United States, a kind of precursor to our modern Federal Reserve (10). In so doing, Jackson drove the country off the bimetal standard it had been on (i.e. gold and silver) and onto the gold standard exclusively.

For all practical purposes, the U.S. got off the gold standard right after WWII. And if you look at historical data put together by economist Brad DeLong and a few others, you can literally see the economy pass out (11) of a period of routine collapses and massive unemployment spikes, and into the modern era of comparatively stable and steady (12) growth.

(From *The Week*)

**Activity 5: In the following essay, identify the type of each sentence.**

**Nowadays more people are choosing to live with friends or alone rather than with their families. This trend is likely to have a negative impact on communities.**

**To what extent do you agree or disagree with this opinion?**

(1) In many countries, people of all ages are choosing to live either alone or with friends and there is no doubt that this is having an effect on the communities that they live in.

(2) Modern life means that many people live away from their families either because they are studying or because their circumstances have changed, such as getting divorced. (3) Also people often have to travel away from their home town in order to get a job and, if they are not married, this means they live alone or share with friends. (4) So whole towns and cities are changing because of this.

(5) The negative effects of this are, firstly, on the environment as more houses and flats need to be built and this is a drain on resources. (6) At the same time, a social consequence is that people are living in isolation or if they fall out with their flat mates they can be in a difficult situation.

(7) These people become distant from their families and, as often they just go to work and come home, they do not always participate in community life or help create a neighbourhood where everyone knows each other.

(8) However, there are also positive effects of this way of living. (9) Communities with a lot of single people or shared houses tend to have a lot of young people. (10) Many of these young people go out more so more shops and leisure activities develop in the town and they can have a vibrant social life. (11) This can make for a very dynamic and innovative community.

(12) The change in the way people are living is inevitable and, in my view, the benefits far outweigh the disadvantages. (13) Nevertheless, we will have to be careful that we do not produce communities with social problems caused by people feeling isolated.

**Activity 6: Find the noun clauses in each of the following sentences and identify their types.**

1. You can discuss your report with whichever teacher is available.
2. A little praise from time to time is what most children need.
3. The mayor will give whoever passes the finish line first a key to the city.
4. The teacher said that this little chunk of granite is over four billion years old.
5. What happened to the fabled city of Atlantis remains a mystery.
6. We will donate whatever we do not need to the Salvation Army.
7. The committee's decision was that solar power cells should be installed.
8. Deke expounded his weird theories to whoever would listen to them.
9. Marie Curie discovered that radium is an element.
10. How whales hunt by means of echolocation will be our subject for today.

**Activity 7: Find the relative clauses in each of the following sentences and identify their types. Insert commas where necessary.**

1. Call out the numbers that you draw from the basket.
2. The students are busily decorating the room in which the school dance is to be held.
3. Mrs. Tate whom I admire always offers constructive criticism.
4. The house where we will meet has a blue car in the driveway.
5. One speaker who seemed rather nervous provided thorough information about the task of seeking scholarships.
6. Fifteen repetitions with each arm is the number that my coach recommends.
7. She's a clever girl who can figure out solutions to many problems.
8. I'm allergic to Bermuda grass which is planted all around my neighborhood.
9. I live in London which has some fantastic parks.
10. Susan B. Anthony who was born in N.Y. is famous for her work in getting women the right to vote.

**Activity 8: In each of the following sentences, find the adverbial clauses and identify their types.**

1. You won't pass the test if you don't study.
2. After I eat lunch, I will clean my room.
3. When you get home, please clean your room.
4. George Bernard Shaw did not write a play until he was thirty-five years old.
5. Karen makes friends wherever she goes.
6. If you like the music of Mozart, you will love Beethoven's first symphony.
7. Don't open that present early unless you want to ruin the surprise.
8. Because Keith was born in Tokyo, his parents gave him a Japanese middle name.
9. Provided that you complete the training, you can start work next week.
10. Although many teens work during high school, they usually earn only a modest amount of money.
11. In 1873, the federal income tax ceased, until President Grover Cleveland reinstated it in 1894.
12. Since we have to work to pay for food, rent, clothing, and school, we will all end up paying taxes at some point!
13. Everything happened just as my mother had predicted.
14. It would be wise to save some of the money, for there may be unexpected expenses later.
15. I'm going early so I don't have to stand in a queue.
16. It was such nice weather that we ate lunch outside.
17. Though the test was difficult, we all passed.
18. The rice paddies were dry because the rains had not come.
19. Before you leave Japan, take a picture of the family with whom you are staying.
20. Because the Supreme Court declared the personal income tax unconstitutional, those who supported the tax had to alter the Constitution.

Activity 9: Match the underlined words or phrases (1-10) with the grammar terms (A-J).

	Grammar terms:
1. Abdullah watched <u>the orange sun dropping low</u> , nudging the horizon.	A) Adverbial clause of reason
2. Baba Ayub couldn't answer them, <u>because he didn't recall what had happened to him.</u>	B) Adverbial modifier of manner
3. But every once in a while, he thought <u>he heard another noise among these.</u>	C) Adverbial modifier of time
4. "Go home," Father said <u>through gritted teeth.</u>	D) Complex object
5. He closed his fingers around her hand, the way he did each night when he and his little sister slept in their cot, <u>their skulls touching</u> , their legs tangled.	E) Defining relative clause
6. He remembered <u>Omar's labored cries</u> , then his silence, then Father grimly carving a wooden board with a sickle moon, just like the one above them now, pounding the board into the hard ground burnt with frost at the head of the small grave.	F) Direct object
7. He was one of three babies <u>that brutal winter had taken in Shadbagh.</u>	G) Non-defining relative clause
8. <u>That spring</u> , the skies at last broke open over Maidan Sabz.	H) Object clause
9. The way she did Iqbal, her one-year-old son, <u>whose face she always kissed</u> , whose every cough and sneeze she fretted over.	I) Participial construction
10. <u>What he knew about Kabul</u> came from stories Uncle Nabi had told him.	J) Subject clause

(From "And the Mountain Echoed" by Khaled Hosseini)

**Activity 10: Match the underlined structures (Q1-Q10) to their names (A-L).**

**Note: there are two extra names that you do not need to use.**

**Names of structures:**

A) Adverbial Modifier of Manner

C) Attribute

E) Direct Object

G) Object Clause

I) Predicative

K) Subject

B) Adverbial Modifier of Place

D) Determiner

F) Indirect Object

H) Predicate

J) Relative Clause

L) Subject Clause

The Electronic Frontier Foundation (EFF) filed a lawsuit on Thursday that American copyright wonks, technologists and security researchers have been hotly awaiting for nearly 20 years (Q1).

If they succeed, one of America's most controversial (Q2) technology laws will be struck down, and countries all over the world who have been pressured by the US trade representative to adopt this (Q3) American rule will have to figure out whether they'll still enforce it, even after the US has given up on it.

The rule is section 1201 of the Digital Millennium Copyright Act (DMCA) of 1998 (Q4), the "anti-circumvention" rule that makes it illegal to break an "access control" for copyrighted works. These "access controls" often manifest as "digital rights management" (DRM), and the DMCA gives them unique standing in law.

EFF is suing the US government (Q5), arguing that section 1201 of the DMCA is unconstitutional, and also that the Library of Congress and the copyright office have failed to perform their duties in the three-year DMCA 1201 exemption hearings (Q6).

If you buy something, it's yours, and - you can modify, configure, or use it any way (Q7) you'd like, even if the manufacturer would prefer that you didn't. But the law forbids you from doing otherwise legal things if you have to tamper (Q8) with the DRM to do them.

Originally, this was used exclusively by the entertainment industries: by adding DRM to DVDs, they could prevent companies from making DVD players that accepted DVDs bought abroad (Q9). It's not illegal to bring a DVD home from an overseas holiday and watch it, but if your DVD player recognises the disc as out-of-region, it is supposed to refuse to play it back, and the act of altering the DVD player to run out-of-region discs (Q10) is unlawful under the DMCA's section 1201. It could even be a crime carrying a five-year prison sentence and a \$500,000 fine for a first offense (the act of offering a region-free DVD player for sale, or even the neighbour's kid helping you to deregionalise your DVD player, can be criminal acts).

(From *The Guardian*)



## TEST PRACTICE 1

### Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

Note: there are two extra letters which you do not need to use.

#### Names of structures:

- |                             |                                  |
|-----------------------------|----------------------------------|
| A) Adverbial Clause of Time | B) Adverbial Modifier of Purpose |
| C) Appositive               | D) Attribute                     |
| E) Causative Structure      | F) Direct Object                 |
| G) Object Clause            | H) Participial Construction      |
| I) Predicate                | J) Predicative                   |
| K) Relative Clause          | L) Subject                       |

An important 15th-century devotional painting that ministers last year temporarily barred from being sold abroad (Q1) is to remain in the UK.

The Bowes Museum at Barnard Castle, County Durham, announced it had secured sufficient funding from the Heritage Lottery Fund (HLF), the Art Fund and private donors to acquire St Luke Drawing the Virgin and Child, attributed to the workshop of Dieric Bouts the Elder, a painter considered one of the finest and most influential painters from a golden period of Flemish art (Q2).

It has paid £2.3m for a work deemed an important British cultural asset, with comparable examples not existing anywhere else in the UK (Q3).

Adrian Jenkins, the director of the museum, said: "During the 15th century, Netherlandish paintings were admired (Q4) all over Europe for their visual sophistication, imagination and invention, and those by Bouts and his workshop were no exception.

"This work exhibits all of those characteristics and we are extremely pleased to have secured its long-term future in the UK (Q5)."

The Bowes also announced it had struck up a partnership with York Art Gallery and Bristol Museum & Art Gallery (Q6), venues to which the painting will travel in 2018.

The recently appointed culture minister, Matt Hancock, welcomed the acquisition. He said: "It's fantastic news that this stunning painting will remain in the UK for the public to see (Q7)"

The privately owned painting was in the collection of the National Trust's Penrhyn Castle before it was sold to an overseas buyer (Q8). Most of the funding to buy it for the nation came from the HLF. It contributed £1.99m.

The plan is for the painting to be scientifically investigated and conserved in a project led by staff at the National Gallery. It will then be displayed at the Bowes, followed by the National Gallery, then York and Bristol. It will then become part of the Bowes permanent collection (Q9).

Stephen Deuchar, the director of the Art Fund, said the art-historical significance of the subject was considerable. "It's a great coup for the Bowes Museum, and we were happy to help. We are particularly supportive of their plan to show the work at other UK museums (Q10), as well as at the Bowes, in the years to come."

(From *The Guardian*)

## TEST PRACTICE 2

### Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

Note: there are two extra letters which you do not need to use.

#### Names of structures:

- |                    |                                |
|--------------------|--------------------------------|
| A) Adverb          | B) Adverbial Modifier of Place |
| C) Appositive      | D) Attribute                   |
| E) Conjunction     | F) Determiner                  |
| G) Direct Object   | H) Object Clause               |
| I) Predicate       | J) Predicative                 |
| K) Relative Clause | L) Subject                     |

On any given night outside a theater in central Tokyo (Q1), hundreds of women can be found waiting in neat phalanxes, dressed in matching T-shirts or sporting identical colored handkerchiefs — the uniform of what may be the most rabidly loyal fans in Japanese entertainment (Q2).

The stars they're hoping to glimpse (Q3) are women, too, actresses who play both male and female roles in the 102-year-old (Q4) Takarazuka Revue, an enduringly successful theater company that is bringing its gender-twisting take on the Broadway musical to the Lincoln Center Festival from July 20 to 24.

In Takarazuka's "Chicago," women play the sultry Velma and Roxie as well as the swaggering Billy Flynn and the hapless-schmoe Amos. The dialogue is in Japanese (Q5), but at a recent dress rehearsal here, the attitude and staging were all-American, loyal to the vaudeville-inspired production that has been running on Broadway for two decades.

In Japan, Takarazuka is a phenomenon that rarely tours outside the country.

Founded in 1914 by a railway company that hoped to lure travelers to a struggling hot spring resort outside Osaka, the group began with a handful of (Q6) teenage singers and dancers and staged its first performances in a converted swimming pool. A century later, Takarazuka operates five sub-troupes (Q7) and puts on 900 shows a year, in company-owned theaters in Tokyo and its original western Japanese base. Most of the shows sell out.

Cross-dressing, single-gender theater groups have a long history in Japan. This year's Lincoln Center Festival also features the Kanze Noh Theater, whose stately, stylized dramas (Q8) are older than Shakespeare and are performed exclusively by men. Kabuki — Noh's somewhat newer, livelier cousin — was pioneered by all-female troupes, until (Q9) a 17th-century public-morals crackdown put them out of business. Today, Kabuki, too, is all-male.

On the surface, Takarazuka looks like a rebellion against such classical Japanese art forms. Its touchstones are modern and Western (Q10) — Parisian cabaret, Radio City-style variety shows and, since the 1960s, Broadway. The railway executive who founded the company is said to have banned Japanese musical instruments from its backing orchestra.

(From *The New York Times*)



situations. The correct answer is D.

**I have never... that strange building before, have you?**

- A) realised                      B) remarked                      C) noticed                      D) recognised

Here, from the context, C is the correct answer.

**2) words with similar meanings that *collocate with certain words*, e.g. (non-phrasal) verb plus preposition, verb plus noun, adjective plus noun, preposition plus noun, noun plus preposition, adjective plus preposition, and adverb plus adjective. In this case, you need to know not only the difference between the given words, but also their collocations.**

*Examples:*

**David has never been ... in football. He prefers rugby.**

- A) keen                      B) eager                      C) fond                      D) interested

The given words have similar meanings, but only one of these synonyms is used with the preposition 'in'. The correct answer is D.

**I wonder if you could ... me a favour and carry this box for me.**

- A) make                      B) do                      C) give                      D) hold

We say "*do smb a favour*". The correct answer is B.

**3) prepositions.** In this case, you need to know which preposition is used with the given word.

*Examples:*

**- What do you do ... a living? - I'm a computer programmer.**

- A) as                      B) by                      C) for                      D) of

We say "*for a living*". The correct answer is C.

**After a great deal of discussion we were all ... agreement that we should have a party.**

- A) for                      B) at                      C) on                      D) in

We say "*be in agreement*". The correct answer is D.

**4) phrasal verbs.** In this case, you need to know verb + preposition combinations that make up phrasal verbs.

*Examples:*

**We cannot put... with the noise in this room. People are working here.**

- A) off                      B) up                      C) on                      D) out

The phrasal verb '*put up with*' means 'tolerate'. The correct answer is B.

**The accident investigators are looking ... the cause of the crash very thoroughly.**

- A) into                      B) at                      C) out                      D) after

The phrasal verb '*look into*' means 'investigate'. The correct answer is A.

**5) linking words** that must fit the meaning, the structure or both the meaning and structure. In this case, you need to pay attention to the structure of the sentence and what kind of linking word (preposition, coordinating or subordinating conjunction, sentence connector) to make the sentence grammatically correct.

Examples:

**I was allowed to leave early ... I did the work the following day.**

- A) incase                      B) even if                      C) providing                      D) otherwise

The sentence is saying that the person would only get permission to leave early if he did the work the following day. The linking word or phrase must fit this meaning. The correct answer is **C**.

**Jane was forced to stay at home ... of whether she wanted to.**

- A) regardless    B) on account    C) because                      D) despite

Only A and D can fit the meaning of the sentence, "despite" is not used with "of", so the correct answer is **A**.

### HOW TO DO MULTIPLE MATCHING TESTS

Multiple matching tests also check your ability to use lexical and grammar items in context.

A suggested procedure is as follows:

1. Skim the text for **general information and understanding**. Read only the text, without reading the list of words.
2. Highlight or underline important words, especially the ones **before and after the gaps**.
3. Think **what kind of word** (e.g. noun, adjective, preposition, etc.) is needed for each gap.
4. Look through the list of words. For each word, write **what kind of word** (e.g. noun, adjective, preposition, etc.) it is. You usually have several nouns, several prepositions, etc.
5. Go back to the beginning of the text and start reading it again. For each gap, choose only from the words that **fit the gap grammatically**. Thus, you'll narrow down the list and will need to choose only from 3 or 4 words, not 12.
6. **Cross out** the words you have used and move to the next gap until you cover all the gaps.
7. Check if the **remaining words** do not fit anywhere in the text.
8. After you have finished with all the gaps in the text, read the text once again to yourself with the chosen answers and try to assess if the text **makes sense** in your mind..

**Activity 1: Look at the following sentences and decide which answer A, B, C, or D best fits each gap. Also, identify which category (1-5) is being tested.**

**Categories:**

- 1) words with similar meanings                      2) collocations  
3) prepositions    4) phrasal verbs    5) linking words

1. He tried to ... her some advice but she wouldn't listen.  
A) give                      B) suggest                      C) recommend D) take
2. Have you ... out the invitations to the party yet?  
A) posted B) sent    C) dispatched D) delivered
3. Could you just stand there quietly without ... a sound?  
A) creating B) doing    C) causing    D) making
4. She's slowly getting ... after the accident.  
A) better B) finer    C) well    D) improved
5. Your father looks really different in this picture but I can ... it's him.  
A) know                      B) identify                      C) tell    D) choose
6. The recipe for vegetable soup has a number of different...  
A) parts                      B) components C) ingredients D) elements
7. Guess who I ... into in the supermarket today?  
A) knocked B) bumped    C) hit    D) banged
8. Although it was a wonderful job offer, he decided to ... it down in the end.  
A) pass                      B) take    C) turn    D) spin
9. When I saw his awful haircut I burst ... laughing.  
A) out                      B) into    C) in    D) from
10. As time goes ... we do more damage to the environment.  
A) beyond B) forward    C) by    D) off
11. Could you repeat that? I couldn't quite make ... what you were saying.  
A) out                      B) up    C) over    D) of
12. Thanks for telling me about that website. I'll keep it ... mind.  
A) in                      B) on    C) to    D) about
13. Our train's been cancelled. We'll have to listen out ... an announcement.  
A) for                      B) to    C) about    D) on
14. She isn't going to university next year. She's had a change of ...  
A) attitude                      B) thoughts    C) heart    D) tune

15. There are lots of different sweets to choose from. Just ... your pick.  
 A) make                      **B) take**                      C) do                      **D) select**
16. If you want to buy that motorbike you'll have to take ... a loan to do it.  
 A) down                      **B) on**                      C) up                      **1^) out**
17. The success of the school play was thanks ... all the hard work involved.  
 A) to                      **B) for**                      C) in                      **D) of**
18. Studying abroad is a great opportunity. ... the other hand, you might find yourself getting homesick.  
 A) By                      **B) In**                      C) On                      **D) From**
19. He did hardly any work before the exam. ... , he managed to pass.  
 A) Although                      **B) Nevertheless** C) Despite                      **D) In spite**
20. Life in a big city is more stressful than the country. ... it can also be expensive.  
 A) Further                      **B) Addition**                      C) Moreover                      **D) Likewise**
21. Some people have said the play is boring. ... the contrary, I found it absolutely fascinating  
 A) On                      **B) In**                      C) At                      **D) By**
22. The company is making a number of changes. In other ... , it seems that there are going to be a number of job losses.  
 A) words                      **B) ways**                      C) sayings                      **D) expressions**
23. The team played well in the first half. In ... , during the second half they completely lost control of the game.  
 A) contrary                      **B) contrast**                      C) context                      **D) opposite**
24. She bumped into her ex-boyfriend in the street, ... all her efforts to avoid him.  
 A) through                      **B) spite**                      C) despite                      **D) yet**
25. Please confirm your reservation in ...  
 A) letter                      **B) writing**                      C) words                      **D) paper**
26. ... the lights went out, I was taking a math test.  
 A) During                      **B) While**                      C) As soon as                      **D) When**
27. Everybody knew Gregory had ... a crime, but no one wanted to tell the police.  
 A) done                      **B) made**                      C) performed                      **D) committed**
28. Everyone knows that it was wrong to ... Masha for the accident.  
 A) accuse                      **B) blame**                      C) charge                      **D) connect**
29. Kate has only been here a week. I think you should ... that into consideration before you complain about her.  
 A) take                      **B) put**                      C) bring                      **D) carry**
30. If you're looking ... a bargain, try the local market.  
 A) for                      **B) at**                      C) into                      **D) up**

**Activity 2: Read the text. There are some gaps in the text, with three choices given for each gap. The choices are all wrong. Write a correct fourth choice.**

The Statue of Liberty is ... (1) New York City's—and America's—most familiar landmarks: a massive copper-and-steel cast of a green lady ... (2) a torch, clutching a tablet and donning a seven-point crown. Some tourists miss out on visiting the statue because it's only accessible ... (3) boat, set on a government-run island in the middle of New York Harbor, ... (4) it's easy to work into your trip with some advance planning. The monument welcomed generations of immigrants to the United States as they passed through Ellis Island, the nation's main entry station ... (5) 1892 and 1924 (it eventually closed in 1954). Its American Family Immigration History Center ... (6) millions of passenger arrival records and hundreds of ship pictures from the time; anyone whose family arrived in America this way, or who has just a passing ... (7) in the nation's immigrant history, will find the museum an excellent... (8) to a statue trip—or a reason to visit in its own right.

Statue Cruises ... (9) the official ferry from the Battery to Liberty Island (and Ellis Island, as well). The ferry is the only way to ... (10) the island, and generally leaves every 20-25 minutes. You can find more schedule info at [statuecruises.com](http://statuecruises.com).

(Source: <http://www.nycgo.com/>)

- |     |                 |              |               |       |
|-----|-----------------|--------------|---------------|-------|
| 1.  | A) amid         | B) between   | C) with       | D)... |
| 2.  | A) rising       | B) elevating | C) ascending  | D)... |
| 3.  | A) on           | B) in        | C) with       | D)... |
| 4.  | A) and          | B) or        | C) either     | D)... |
| 5.  | A) from         | B) since     | C) till       | D)... |
| 6.  | A) accommodates | B) fits      | C) involves   | D)... |
| 7.  | A) passion      | B) love      | C) motivation | D)... |
| 8.  | A) benefit      | B) incentive | C) asset      | D)... |
| 9.  | A) manages      | B) works     | C) provides   | D)... |
| 10. | A) get          | B) arrive    | C) go         | D)... |



**Activity 3: Read the following text. Decide what kind of word you need to fill each gap.**

High above the city, on a ... (1) column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, ... (2) eyes he had two bright sapphires, and a large red ruby ... (3) on his sword-hilt.

He was very much admired indeed. 'He is as beautiful as a weathercock,' remarked one of the Town Councillors who ... (4) to gain a reputation for having artistic taste; 'only not quite so ... (5),' he added, fearing lest people should think him unpractical, which he really was not.

'Why can't you be like the Happy Prince?' asked a ... (6) mother of her little boy who was crying for the moon. 'The Happy Prince never dreams ... (7) crying for anything.'

'I am glad there is some one in the world who is quite happy', muttered a ... (8) man as he gazed ... (9) the wonderful statue.

'He looks just like an angel,' said the Charity Children as they came out of the cathedral in their bright scarlet cloaks, and their clean white pinafores.

'How do you know?' said the Mathematical Master, 'you have never seen one.'

'Ah! but we have, ... (10) our dreams,' answered the children; and the Mathematical Master ... (11) and looked very severe, for he did not approve of children dreaming.

One night there ... (12) over the city a little Swallow. His friends had gone away ... (13) Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her ... (14) waist that he had ... (15) to talk to her.

(From "The Happy Prince" by Oscar Wilde)

**Identify what parts of speech the following words belong to.**

- |             |                 |            |         |
|-------------|-----------------|------------|---------|
| A) at       | B) disappointed | C) flew    | D) for  |
| E) frowned  | F) glowed       | G) in      | H) of   |
| I) sensible | J) slender      | K) stopped | L) tall |
| M) to       | N) useful       | O) wished  |         |

**Now, fill the gaps (1-15) in the text above with the words (A-O).**

**Activity 4: Read the text below and add the word which best fits each space.**

From a young age Sarah Thomas from Shrewsbury has been caring for both her parents but primarily for her mum, Carol, 53, ... (1) has multiple sclerosis. Sarah has worked hard campaigning for the MS Society and ... (2) attention to the needs of young carers like herself. At the age of 12, she posted a video on YouTube highlighting the challenges young carers face.

"I'll never ... (3) my first day at school. I saw the other children being dropped off by their parents and I suddenly realised that not all mothers were in a wheelchair. The thing is, my mum has ... (4) MS for 30 years so I have no memory of her being anything other than ill".

As an only child, Sarah had to ... (5) responsibility for her mother's condition from a very young age. Although her mum is relatively mobile, she falls over daily, suffers ... (6) fatigue and can't do much.

Her father, Ray, ... (7) to be the principal carer but he has arthritis now so Sarah helps him too. She ... (8) her local British Red Cross young carers project when she was eight and learned first aid and skills to help her look after her mother.

"In the mornings I ... (9) sure Mum has taken her pills and I give her an injection. After school I cook dinner. I don't have much time for school friends. When I was eight I developed an eating disorder because I was ... (10) stressed to eat. Then someone told me about a Red Cross project that gives young carers the chance to meet each other. That helped a lot. Caring for my mum isn't a burden; I'm going to carry ... (11) doing it as long as it's necessary."

Sarah was proud to ... (12) chosen to be an Olympic torchbearer in the London 2012 Olympics and she has met the Prime Minister. She is a true inspiration - she's a hard-working, conscientious student, as well as being a wonderful, caring young lady.

**Activity 5: Read the text below and choose the correct word for each space.**

Barcelona, the self-confident and progressive capital of Catalunya in Spain, vibrates with life. A thriving port and prosperous commercial centre of 3 million people, the city offers numerous possibilities and ... (1) in a lengthy visit you will likely only scrape the surface. It boasts some superb museums ... (2) outstanding *modernista* architecture. This is most ... (3) expressed in Antoni Gaudi's extraordinary church of the Sagrada Familia. From early morning to long ... (4) midnight, the world-famous boulevard that is the Ramblas, is choked with people shopping, chatting in cafés or watching the street performers. ... (5) sunny afternoons, the city's beaches attract thousands of sunbathers, cyclists and diners.

- |    |                 |                |               |                |
|----|-----------------|----------------|---------------|----------------|
| 1. | A) rather       | B) even        | C) since      | D) yet         |
| 2. | A) on behalf of | B) as long as  | C) in case of | D) as well as  |
| 3. | A) crucially    | B) permanently | C) perfectly  | D) selectively |
| 4. | A) after        | B) before      | C) ever       | D) never       |
| 5. | A) Under        | B) On          | C) At         | D) To          |

**Activity 6: Read the text below and choose the correct word for each space.**

How was Jackson going to ... (1) rid of Simon? That was the question that had kept him awake for the previous three nights, and which he pondered as he now walked home from work. It had all started so innocently, as a favour to a friend.

'Could you put me ... (2) , Jackson?' Simon had asked. 'Just for a couple of nights.'

Jackson of course had said yes, thinking that it would be just for two nights. How wrong he had been. Now, more than four months on, Simon was still in the flat and there seemed little evidence to suggest he was ... (3) to leave. The evidence, in fact, pointed to quite the opposite conclusion. Simon seemed to have ... (4) in so comfortably, Jackson wondered sometimes if it was actually Simon's flat, and he, Jackson, was the one staying there as the guest.

Jackson knew he should ... (5) his feelings clear to Simon - that he valued his own privacy, that he didn't want to live with someone else on a permanent basis, that he felt Simon was abusing his hospitality - but the truth was he was scared. Not scared of how Simon would react physically, but scared that Simon would take offence, and would ... (6) him of being selfish and not caring about a friend who was in trouble. And Simon was in trouble. With no job, no money and nowhere else to stay, where would Simon go if Jackson ... (7) him out?

'Maybe I am being selfish,' Jackson thought, 'but the situation just can't go on like this.'

He made the decision to bring the subject up sometime that evening. 'I won't ask him to leave immediately,' he reasoned. 'That would be unfair, and would put him in a difficult ... (8). But I'll explain that the whole arrangement was meant to be temporary, has gone on for a very long time now, and that, while it's been nice having Simon as a flat mate, it just can't go on indefinitely.'

For the rest of the walk home, he rehearsed exactly what he was going to say.

- |    |              |                |             |               |
|----|--------------|----------------|-------------|---------------|
| 1. | A) have      | B) get         | C) take     | D) set        |
| 2. | A) in        | B) out         | C) over     | D) up         |
| 3. | A) intending | B) assuming    | C) devising | D) conceiving |
| 4. | A) settled   | B) established | C) launched | D) relaxed    |
| 5. | A) convey    | B) express     | C) make     | D) tell       |
| 6. | A) charge    | B) condemn     | C) blame    | D) accuse     |
| 7. | A) let       | B) sent        | C) threw    | D) did        |
| 8. | A) location  | B) position    | C) point    | D) site       |

**Activity 7: Read the text below and add the word which best fits each space.**

Application software has been around for decades and ... (1) the user to perform various tasks, ... (2) as document manipulation or modification of digital images. With the advent of more powerful mobile phones, a huge new field of mobile applications, ... (3) apps, has developed. Many apps are written by enthusiasts and are ... (4) for free. Others are developed by companies and given away for free in the ... (5) that you will upgrade to an app which is not free, ... (6) with better features or with no advertising. For apps that are not free, the money is normally ... (7) between the app developer (around 75%) and the distribution provider (around 25%). Games are one of the most popular apps, ... (8) over 90% of smartphone users playing a mobile game at least once a week.

**Activity 8: In the following text, fill in the gaps (21-30) with an appropriate word from the list (A-L). Note: there are two extra words that you do not need to use.**

**List of words:**

- |              |             |               |            |
|--------------|-------------|---------------|------------|
| A) big       | B) daylight | C) for        | D) haughty |
| E) in        | F) on       | G) rank       | H) tearful |
| I) to accept | J) to get   | K) to give in | L) walk    |

On a summer morning a hundred and fifty years ago a young Danish squire and his wife went out for a ... (1) on their land. They had been married a week. It had not been easy for them ... (2) married, ... (3) the wife's family was higher in ... (4) and wealthier than the husband's. But the two young people, now twenty-four and nineteen years old, had been set ... (5) their purpose for ten years; and in the end her ... (6) parents had had ... (7) to them. They were wonderfully happy. The stolen meetings and secret, ... (8) love letters were now things of the past. To God and man they were one; they could walk arm ... (9) arm in broad ... (10) and drive in the same carriage, and they would walk and drive so till the end of their days.

## TEST PRACTICE 1

**For Questions 1-10, read the text below and choose which answer A, B, C or D best fits each space.**

In 1848, when gold was ... **(Q1)** in California, John Sutter was already one of the wealthiest people in the state. By 1850 he was a ... **(Q2)** man.

Sutter was a Swiss immigrant who came to California in 1839, intent on building his own ... **(Q3)** empire. At that time, the state was a distant ... **(Q4)** that only a handful of Americans had seen. San Francisco had just a few hundred residents. Sutter built a fort, and soon he had 12,000 ... **(Q5)** of cattle and hundreds of workers.

By the mid-1840s, more and more Americans were trickling into California by wagon and ship. Sutter welcomed the newcomers; he saw them as ... **(Q6)** for his new kingdom. But he had no idea that the trickle would become a ... **(Q7)**, a deluge of humanity that would destroy his dream.

At the beginning of 1848, Sutter... **(Q8)** James Marshall and about twenty men to the American River to build a sawmill. It was nearly complete when a glint of something ... **(Q9)** Marshall's eye. Later he wrote, 'I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold. The piece was about half the ... **(Q10)** and shape of a pea. Then I saw another.'

- |                          |                 |
|--------------------------|-----------------|
| <b>Q1.</b> A) discovered | B) released     |
| C) revealed              | D) investigated |
| <b>Q2.</b> A) destroyed  | B) collapsed    |
| C) ruined                | D) damaged      |
| <b>Q3.</b> A) individual | B) private      |
| C) personal              | D) proper       |
| <b>Q4.</b> A) settlement | B) village      |
| C) outpost               | D) edge         |
| <b>Q5.</b> A) herd       | B) head         |
| C) flock                 | D) pack         |
| <b>Q6.</b> A) majors     | B) natives      |
| C) allies                | D) subjects     |
| <b>Q7.</b> A) flood      | B) snowslide    |
| C) wave                  | D) waterfall    |
| <b>Q8.</b> A) circulated | B) sent         |
| C) posted                | D) launched     |
| <b>Q9.</b> A) caught     | B) grabbed      |
| C) grasped               | D) seized       |
| <b>Q10.</b> A) size      | B) volume       |
| C) dimension             | D) extent       |

## TEST PRACTICE 2

**For Questions 1-15, read the text below and choose which answer A, B, C or D best fits each space.**

People love to complain. Moaning to friends can be a source of relief from the ... (Q1) and strains of work, study or relationships. But when it comes to protesting to a retailer about ... (Q2) goods and services, many of us find we don't have the nerve and choose to ... (Q3) in silence.

By the time we do ... (Q4) summon up the courage to make our ... (Q5) we have generally already allowed the problem to get to us, and we are angry. In this ... (Q6), we can all too ... (Q7) become aggressive, gearing up for battle and turning what should be a rational discussion into a conflict.

To complain effectively, you need to be specific about your problem and communicate it clearly using words which are objective and fair. ... (Q8) over the top with emotional language and unreasonable claims will get you nowhere. Good negotiators tend to be calm and logical. They start by explaining the situation and stating their requirements clearly, without threat. Most complaints prompt a defensive ... (Q9) from the other person, but by being reasonable yourself, you ... (Q10) more chance of achieving the positive ... (Q11) you want.

If you feel angry or upset about what has happened, by all means tell the company, but do so calmly..... (Q12) that you understand the situation from all points of (Q13) ... , but explaining what you will do if your complaint is ignored. Be sure to remember, however, that it is unwise to ... (Q14) threats unless you are in a position to ... (Q15) them out.

- |                    |               |                  |                  |
|--------------------|---------------|------------------|------------------|
| Q1. A) pressures   | B) pains      | C) stresses      | D) struggles     |
| Q2. A) faulty      | B) inexpert   | C) improper      | D) scruffy       |
| Q3. A) stick       | B) suppress   | C) stay          | D) suffer        |
| Q4. A) essentially | B) especially | C) exceptionally | D) eventually    |
| Q5. A) turn        | B) point      | C) mark          | D) say           |
| Q6. A) manner      | B) form       | C) state         | D) mode          |
| Q7. A) easily      | B) happily    | C) simply        | D) casually      |
| Q8. A) Being       | B) Going      | C) Getting       | D) Feeling       |
| Q9. A) response    | B) respect    | C) revenge       | D) regard        |
| Q10. A) spend      | B) attract    | C) stand         | D) establish     |
| Q11. A) fallout    | B) outcome    | C) turnout       | D) output        |
| Q12. A) revealing  | B) exhibiting | C) displaying    | D) demonstrating |
| Q13. A) mind       | B) opinion    | C) view          | D) reason        |
| Q14. A) make       | B) bear       | C) do            | D) carry         |
| Q15. A) fill       | B) work       | C) do            | D) carry         |



## ERROR IDENTIFICATION

Lesson focus: learn how to ...

- do error identification tests.

### HOW TO DO ERROR IDENTIFICATION TESTS

Error identification tests check your ability to recognize grammar errors in a given text. It is important that you take a **systematic approach** to the Error Identification questions. If you count on spotting the error by simply glancing over the sentence or by looking for sections that "sound" weird, you risk missing a lot of questions.

A suggested procedure is as follows:

1. Read **the entire sentence**. Even if you think the error is at the beginning of the sentence, make sure to read the whole sentence. This approach will help prevent you from falling into traps.
2. **Analyze** the sentence. Find the main parts (subject and predicate) and parts that are related to the main parts. If the sentence has more than one clauses, identify what type of sentence it is.
3. Check **each underlined section** individually. Look at each answer and consider what the possible errors are. For example, if you're looking at the underlined verb, you'll want to check if there's a problem with the tense or agreement. Eliminate the answers that don't have an error.
4. When you think you have found the error, think **why the underlined word or phrase is wrong**.
5. Double check **the other choices** to ensure that they're all correct.
6. **If** you think the correct answer is "no error", make sure that you can give reasons **why** all the underlined sections are correct.

**Common errors** that you need to check for are:

#### Verbs:

Is the verb in the correct form (tense, aspect, voice and mood)?

Does the verb agree with the subject?

#### Pronouns, Determiners and Quantifiers:

Does the pronoun agree with the noun it is replacing?

Is the pronoun in the correct form?

Is the determiner (article, possessive words, demonstrative words) used correctly?

Is the quantifier used correctly? (Beware of commonly misused quantifiers, such as *little* - *a little*, *few* - *a few*, etc.!) )

**Non-finite forms of the verb:**

Is the non-finite form of the verb (V-i, Ving, V<sub>3</sub>) used correctly?

Aren't there any dangling participles?

**Prepositions:**

Is the preposition idiomatically correct?

**Adjectives and Adverbs:**

Is the modifier (adjective, adverb) of the correct type?

Are the comparative and superlative forms used correctly?

Are comparative words like "*than*," "*like*," "*as*" used correctly?

**Conjunctions:**

Is the conjunction creating a sentence fragment?

Does the conjunction logically connect ideas?

Does the conjunction grammatically connect sentence parts?

**Relative pronouns (who, which, that, etc.):**

Is the correct pronoun used for the context?

Does the pronoun have a clear noun antecedent?

**Sentence structure:**

Are parallel structures really parallel?

Aren't there any problems with the word formation (adjective instead of noun, noun instead of adjective, etc.)?

Aren't there any problems with sentence fragments?

If the sentence has a subordinating conjunction, does it have the main clause?

**Parallelism:** The things in a list should be in the same grammatical form.

Incorrect: Sonia is known for her independence, honesty, and being intelligent.

Correct: Sonia is known for her independence, her honesty, and her intelligence.

**Dangling Participle:** A participle phrase that does not have a subject inside the sentence. The subject used in the dangling participle is not the doer of the action expressed by the participle.

Incorrect: Rushing to the catch the bus, Bob's wallet fell out of his pocket.

Correct: Rushing to the catch the bus, Bob lost his wallet.

**Sentence Fragments:** Pieces of sentence that have become disconnected from the main clause, or that do not have a subject or predicate.

Examples: *After the coach encouraged him so much and he seemed to improve with each passing game.* (No main clause!)

*Kelly working extra hard on his new job lately.* (No predicate - the predicate should be in a tense form!)



**Activity 1:** In the following sentences, find the underlined word or the phrase which has a mistake and must be changed in order for the sentence to be correct.

1. Chicago's Sears Tower, now (A) the taller (B) building in the world, rises (C) 1,522 feet from the ground to the top of (D) its antenna.
2. Vitamin E, which (A) is found in nutritious (B) foods such as green vegetables and whole grains, action (C) as an antioxidant in cell membranes (D).
3. Scientists are currently (A) trying map (B) the human genome (C), the blueprint of (D) human heredity.
4. A snowflake is a frailty (A) crystalline structure which (B) maintains its (C) delicate shape only as long as (D) it is airborne.
5. James Dickey's first poem was published (A) during (B) he was still (C) a senior in (D) college.
6. Most (A) fatty (B) acids have been find (C) as (D) essential components of lipid molecules.
7. Social stratification can based (A) on many (B) criteria, such as (C) wealth, cultural level, legal status, birth, personal qualities (D), and ideology.
8. In his famous domes, architecture (A) Fuller utilized (B) thousands of simple (C) equilateral triangles linked (D) together.
9. Early (A) in United States history, the rights of woman (B) were championed in Wyoming, the State where (C) they were first (D) guaranteed the right to vote.
10. The most aggressive bees (A) known (B), the African honeybee is currently (C) swarming into (D) North America.
11. Only after (A) Theodore Roosevelt became president did (B) conservation developed (C) into (D) a major environmental issue in the United States.
12. If he were (A) alive today, F. Scott Fitzgerald might be surprised (B) to learn that his novel *The Great Gatsby* having transcended (C) its (D) own age and turned into a timeless classic.
13. The world's rain (A) forests are being (B) cut down at the rate on (C) 3,000 acres per hour (D).
14. In all human communities, power yields (A) certain (B) advantages and privileges, such as honor, material (C) benefits, and prestigious (D).
15. Scientists used (A) line spectra (B) identifying (C) the element helium in (D) the sun.
16. The compute (A) of the passage of time has always been (B) associated with the movements (C) of celestial (D) bodies.
17. Many environmentalists fear (A) that the earth will run out (B) essential (C) natural resources before (D) the end of the 21st century.
18. The discovered (A) of gold in California in 1848 led to (B) the (C) Gold Rush of (D) 1849.
19. The personality traits of children are (A) often similar to (B) that (C) of their parents, but these traits are not always genetically (D) conditioned.

20. Lecithins and (A) other phospholipids play key roles (B) with (C) the structure of cell membranes (D).
21. Wages and salaries account for (A) nearly three fourths (B) of the total nationally (C) income generated (D) in the United States annually.
22. Farther (A) evidence is needed to support (B) recent research which suggests (C) that certain chemicals found in broccoli may act as (D) cancer preventatives.
23. Contemporary newspaper columnist (A) Russell Baker is noted for (B) his commentaries humorous (C) written in the tradition of (D) Benjamin Franklin.
24. Nutritional adequacy (A) is hard to achieve (B) on a low-calorie diet; even a small person should not try to get by on (C) fewer than twelve hundreds (D) calories per day.
25. In reality (A), all biological (B) reproductive (C) begins at (D) the cellular level.

**Activity 2: Identify and correct the errors in the following sentences.**

1. For make its nest, the yellow-headed blackbird weaves a small cup and fastens it to reeds above water.
2. Native American beaded designs are often characterized by geometric shaped and bright colors.
3. The codfish lays million of eggs each year, only a small percentage of which actually hatch.
4. When the body becomes extremely overheated, it failure to cool itself again, and sunstroke can occur.
5. The preferings of many Western cultures for maintaining a physical distance of at least three feet during social interaction is well documented in anthropological studies.
6. In chronicling her months as a captive of the Wampanoag Indians, Mary Rowlandson demonstrated his narrative skill.
7. The nests of most bird species are strategic placed to camouflage them against predators.
8. Few synthetic vitamins and minerals in pill supplements are absorbed as efficient-ly by the body that are those occurring naturally in foods.
9. On the one hand, most Americans believe that space exploration is a legitimate and important national undertaking; on the contrary, they worry about the amount it costs.
10. Vitamin K providing the necessary impetus for the synthesis of at least two proteins involved in blood dotting.
11. If no fossil record were available, the next strongest evidence of the kinship among organisms would to be similarities in the embryonic development of organisms today.
12. The black cherry tree, from which fine cabinets and furniture is made, is found all across North America, from Nova Scotia to Texas.

13. Research and recommending concerning the dangers of smoking are beginning to have an impact on the tobacco industry in the United States.
14. Antarctic blue whales can be 100 foot long and weigh more than any dinosaur that ever lived.
15. Oil base house paint is neither easy to work with or quick to clean up, but it is often preferred to latex paint because of its high sheen and durability.
16. The colonists who first settled in New England did so because they felt there was none social justice in their homeland of England.
17. Architect Louis Sullivan commanded the respect of his contemporaries for his work on the designed of the first American skyscrapers.
18. During the 1850s, the Spanish colony of Cuba was of interest to Southerners, who felt they needed it for it increasing political and economic power.
19. Glucose is different from fructose in its structural formula, but the molecular formula for these two sugars is the similar.
20. A sealer should be applied at wood surfaces before they are varnished; otherwise, uneven absorption of the varnish may occur.
21. The high temperatures created by fire are necessary for to split up the seed-bearing cones of lodge pole pines.
22. Mormon leader Brigham Young was too brilliant and strong-willed that he was able to organize the most remarkable religious migration in the annals of American history.
23. Due to her untimely death, the talented writer Sylvia Plath was never to know how well would her work be received by the American public.
24. From the Mexican War toward the Civil War, the major theme of American political history was a growing sectionalism interacting with a vigorous nationalism.
25. In Western culture, much attention been given to the subject of social class conflict, which may cause revolution

**Activity 3:** The following text has twelve underlined parts (A-L), some of which are incorrect. Find the parts which have a mistake and must be changed in order for the sentence to be correct. Correct the mistakes.

The 21st century's leading energy source may very well depend from (A) the development of a technology that first discovered (B) in 1839. Indeed, many experts believe that the future of electricity generation will not come from farther (C) refinement of solar, wind, coal or nuclear energy, but from fuel cells. Among (D) the various types of fuel cells, the ceramic or solid oxide fuel cell promise (E) to achieve the greatest efficiency of conversion of fossil fuels such as gas and coal to electricity while producing (F) only very low levels of pollutants. To this end, a consortium comprising of (G) five leading organisations has established Ceramic Fuels Ltd, initially to expand fuel cell research and development and secondly, to bring the technology to commercial application. Ceramic fuel cells are electrochemically (H) devices that directly convert fuels such as gasified coal or natural gas into electricity without the limitation of the Carnot cycle (an ideal thermodynamic cycle in which heat takes (I) onto a working fluid at a constant upper temperature and rejected at a constant lower temperature). In many respects, fuel cells work as (J) batteries. As long as (K) they are constantly supplied with fuel and oxidant, fuel cells can continuously produce power, removing (L) the need for recharging.

**Activity 4:** Find and correct the mistakes in the following text.

Gifford Pinchot was the first professional trained forester in the United States. After he graduated from Yale University in 1889, he studied forestry in Europe. In the 1890s he managed the forest on the Biltmore estate in North Carolina and became the first person practicing scientific forestry. Perhaps his most important contribution for conservation was persuading the President Roosevelt to set aside millions of acres in the West as forest reserves. These lands now make up much of the nation forests of the United States. Pinchot became the Chief Forester of the U.S. Forest Service in 1905. Although he held that post for only five years, he has established guidelines that set forest policy for decades to come.

**Activity 5:** In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

1. The control of fire (A) was the first and perhaps greatest (B) of humanity's steps towards a life-enhancing (C) technology. (D - no mistake)
2. To early man (A), fire was a divine gift randomly delivering (B) in the form of lightning, forest fire or (C) burning lava. (D - no mistake)
3. Unable making (A) flame for themselves (B), the earliest peoples (C) probably stored fire by keeping slow burning logs alight or by carrying charcoal in pots. (D - no mistake)
4. How and where man learnt how to produce flame at will (A) is unknown. It was probably a secondary (B) invention, accidental (C) made during tool-making operations with wood or stone. (D - no mistake)
5. Studies of primitive (A) societies suggest that the earliest method to make (B) fire was through (C) friction. (D - no mistake)
6. European peasants would (A) insert a wooden drill in a round hole and to rotate (B) it briskly between (C) their palms. (D - no mistake)
7. This process could be speed up (A) by wrapping a cord around the drill and pulling (B) on (C) each end. (D - no mistake)
8. The Ancient Greeks used lenses or concave mirrors to concentrate (A) the sun's (B) rays and burning glasses were also used by Mexican Aztecs and the Chinese (C). (D - no mistake)
9. Percussion methods of fire-lighting dates back (A) to Paleolithic times, when some Stone Age tool-makers discovered that (A) chipping flints produced (C) sparks. (D - no mistake)
10. The technique (A) became more efficiently (B) after the discovery of iron, about (C) 5000 years ago. (D - no mistake)

**Activity 6:** Read the following passage. Decide if each line of the text (16-30) has a mistake and must be changed in order for the sentence to be correct. Choose:

- A** if the line has a mistake and must be corrected;  
**B** if there is no mistake in the line.

1 The first decade of the twentieth century was ushered in by significant turmoil,  
as unrest felt around  
2 the world. On September 6, 1901, U.S. President William McKinley was fatally  
shot and his assertive,  
3 young vice president, Theodore Roosevelt, was sworn at office. Russians were  
engaged in a revolution,  
4 conflict between Dutch settlers and the British raged in South Africa, China's  
most ancient monarchy  
5 was toppled, the Young Turks revolted against the Ottoman Empire, and upris-  
ings ensued in the Adriatic  
6 and Balkan provinces. Even nature added to the turbulence of the time when  
the San Francisco  
7 earthquake hit in 1906, reaching 8.3 on the Richter scale and causing fires that  
had burned for three days.  
8 Twenty-eight wooden buildings were toppled, and over half of the San Francis-  
co's 400,000 residents were  
9 left homeless. Society in the United States at the turn of the twentieth century  
looked very different from  
10 it does today. In 1900, 42 percent of workers in the United States were farmers;  
by 1990, farmers made up  
11 only 3 percent of the workforce. At the dawn of the twentieth century, industri-  
al workers logged an average  
12 of 52 hours per week, compared with an average workweek of just fewer than  
39 hours by the end of the  
13 century. The makeup of the population changed dramatically during the twen-  
tieth century, and particularly  
14 in the first decade, when immigration was at its highest levels. The peak was  
reached in 1907, when more  
15 than 1.2 million people, most of southern and eastern European descent, ar-  
rived - meeting poor living  
conditions and resentment by immigrants of earlier decades.

## TEST PRACTICE 1

*In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct.*

*If there is no mistake in the sentence, choose D (no mistake).*

Q1. A recent paper (A) by Dora Costa, an economist at the Massachusetts Institute of Technology, looks through (B) the living standards (C) debate from an unusual direction. (D - no mistake)

Q2. Rather than (A) worrying about cash incomes, Ms Costa investigates Americans' (B) recreational habits over (C) the past century. (D - no mistake)

Q3. She finds that the people (A) of all income levels have steadily (B) increased the amount of time and money they devote to having (C) fun. (D - no mistake)

Q4. The distribution of dollar incomes may have become (A) more skewed (B) in \_\_\_\_\_ recent years, but leisure is more even (C) spread than ever. (D - no mistake)

Q5. Ms Costa bases her research in (A) consumption surveys dating (B) back as far as (C) 1888. (D - no mistake)

Q6. The industrial workers (A) surveyed in that year spent on average (B) three-quarters of their incomes to (C) food, shelter and clothing. (D - no mistake)

Q7. Fewer (A) than 2% of the average family's (B) income was spent on leisure but that average hid (C) large disparities. (D - no mistake)

Q8. The share of a family's budget that spent (A) on having fun rose sharply with (B) its income: the lowest-income families in this working-class sample spent barely (C) 1% of their budgets on recreation, while higher earners spent more than 3%. (D - no mistake)

Q9. Only the latter (A) group could afford such extravagances as theatre and concert performances, which (B) were relatively much more expensive (C) than they are today. (D - no mistake)

Q10. Since (A) those days, leisure has steadily become less (B) of a luxury. By 1991, the average household needed to devote only 38% of its income to (C) the basic necessities, and was able to spend 6% on recreation. (D - no mistake)

## TEST PRACTICE 2

**Read the following passage. Decide if each sentence of the text (1-15) has a mistake and must be changed in order for the sentence to be correct.**

**In your answer sheet, mark:**

**A**            **if the line has a mistake and must be corrected;**

**B**            **if there is no mistake in the line.**

**Q1.** When people talk about "global English" they are usually referring to the common features which identify the variety of we call standard English.

**Q2.** Increasingly, however, attention has been drawn at the regional features which differentiate one part of the English-speaking world from another.

**Q3.** So today we happily talk about British, American, Australian, South African, Indian, and other "Englishes", and studies are accumulating of the way these varieties make distinctive use of pronunciation, orthography, grammar, vocabulary, and discourse.

**Q4.** Much of the distinctiveness resides in the area of lexicology, the linguistic domain which the most closely reflects cultural identity, and dictionaries have been compiled of the distinctive lexicons encountered in these regions.

**Q5.** It does not take long for these lexicons reach many thousands of words.

**Q6.** When a country adopts a language as a local alternative means of communication, it immediately starts adapting it, to meet the communicative needs of the region.

**Q7.** Words for local plants and animals, food and drink, customs and practices, politics and religion, sports and games, and many other facets of everyday life soon accumulate into a local wordstock which is unknown outside the country and its environs.

**Q8.** When someone in South Africa says "The bakkie had to stop at a red robot", we need to know that a *bakkie* is a truck and a *robot* is a traffic-light.

**Q9.** There are thousands of such words in the *Dictionary of South African English*.

**Q10.** And the other parts of the English-speaking world display the same kind of creativity.

**Q11.** Note that these lexicons eliminate the difference between native and non-native speakers of English.

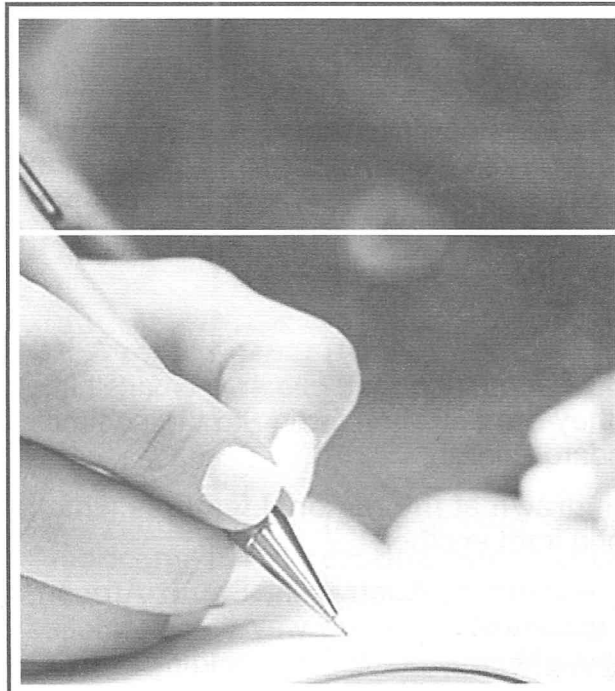
**Q12.** I am a native speaker of English, but when I first encounter such words as *bakkie* and *robot* on a visit to South Africa (or reading about South Africa), I am in exactly the same position like a non-native speaker.

**Q13.** I do not know what they mean, and have to ask someone - or look for them, if there is a dictionary.

**Q14.** Nor is it just individual words that cause problems.

**Q15.** And that is what is increasingly happening, so English becomes a local alternative language.





## WRITING A LETTER

**Lesson focus: learn how to ...**

- plan your letter;
- write your letter;
- assess your letter.

Many language exams, including DTM exams, require you to produce a letter responding to a given situation within the time limit. Letters can be informal, semi-formal, and formal.

**Informal letters** are written to people who you know well (friends, relatives).

**Semi-formal letters** are written to persons you know on a professional (not personal) level, e.g. your colleague, your college tutor, etc.

**Formal letters** are written to persons you only know in a professional capacity and do not usually interact with, or persons you do not know but need to interact with for some professional purpose. Formal letters also include letters written to government departments, businesses or media, instead of a known individual.

In the DTM test of eligibility for monthly salary bonuses and B2-level certification test, you are asked to write a semi-formal or a formal letter. However, DTM's C1-level certification exam and some international language exams may ask you to produce an informal letter as well.

### STEPS IN WRITING A LETTER FOR AN EXAM

**1. Analyze** the given task. The task says:

- who you are and/or what your situation is;
- who you are writing to;
- what you should include in your letter.

*Example:*

You are going to another country to study. You would like to do a part-time job while you are studying, so you want to ask a friend who lives there for some help. Write a letter to this friend. In your letter:

- give details of your study plans;
- explain why you want to get a part-time job;
- suggest how your friend could help you find a job.

Write at least 150 words.

^ who you are writing to

← what you should include

## 2. Brainstorm ideas.

*Example:*

**Task** You have been invited to attend an interview for a place studying a course in a college. Unfortunately because of a previous appointment you cannot come at the time they wish. Write a letter to the admissions tutor. In your letter:

- explain your position;
- apologise and offer to come on another day or later the same day;
- ask also how long the interview will be and whether there will be any tests during it.

**Brainstormed ideas** *Who am I?* - A university applicant

*Who am I writing to?* - The university admissions tutor

*Why am I writing?* - To explain that I cannot come to the interview at the appointed time.

*Why cannot I come to the interview?* - I'll be taking an IELTS exam

*What do I want my reader to do?* - To postpone the interview to a later time; to provide additional info about the interview

**3. Plan** your letter.

**4. Write** your letter.

**5. Proofread** your letter (check for errors).

## HOW TO WRITE AN INFORMAL LETTER

### Salutation or Greeting

Start with *Dear* followed by the first name of the person to whom you are writing, e.g. *Dear Dan,*

### Openings

When writing an informal letter, you are usually replying to another letter. You would normally start with a greeting, then acknowledge the letter to which you are replying. It is often a good idea to acknowledge some key information given in the original letter too. You can also make a comment on your own reply.

*Useful phrases for the opening*

How are you? / How have the family been? / I hope you are well.

Thank you / Many thanks for your (recent/last) letter / postcard.

It was good / nice / great to hear from you again.

I was so surprised to hear that...

I'm sorry I haven't written / haven't been in touch for such a long time.

It's ages since I've heard from you. I hope you're well / you and your family are well.

How are things? / How are you? / How's it going?

## **Other useful phrases**

### *Referring to news*

Great news about...

Glad to hear that...

Sorry to hear about...

### *Giving news*

Listen, did I tell you about...? You'll never believe what...

Oh, and another thing ...

This is just to let you know that...

I thought you might be interested to hear about / know that...

By the way, have you heard about / did you know that... ?

### *Apologies*

I'm writing to apologize for missing your party but I'm afraid I was with flu.

I'm really sorry that I forgot to send you a birthday card but I was busy with my new job.

### *Invitations*

I'm / We're having a ... and I / we hope you'll be able to come.

Would you like to come / go to ... with me at the weekend?

I was wondering if you'd like to go to ... with us.

Could you let me / us know if you can come / you'd like to join us?

Thank you very much for your invitation. I'd love to come.

Thank you for asking / inviting me to ... but I'm afraid I won't be able to ...

### *Requests*

I'm writing to ask for your help / you (if you could do me) a favour.

I wonder if / I was wondering if you could help me / do me a favour.

I hope you don't mind me asking but could you (possibly) ...?

I'd be very / really / terribly grateful if you could ...

### *Thank you / Congratulations / Good Luck*

I'm writing to thank you for...

It was so kind of you to invite me to stay with you.

I really appreciated all your help / advice.

Congratulations on passing your exams / your excellent exam results!

I wish you good luck / Good luck in / with your exams / your driving test / your interview.

Don't worry, I'm sure you'll do well / pass.

Do be on time, won't you, and don't forget to ...

### *Making suggestions and recommendations*

Why don't you ...// Maybe you could ...? / How about...?

You can't leave New York without (...doing sth)

I'm sure you will enjoy (...doing sth). If you like, we can ...

Do visit... / Don't forget to ...

### **Closing**

The end of your letter is as important as the beginning. There are some standard ways of finishing an informal letter or email.

- Give a reason why you're ending the letter:

*Anyway, I must go and get on with my work! / I guess it's time I got on with that studying I've been avoiding.*

- Send greetings and/or make reference for future contact:

*Give my love / regards to... / Say hello to... / Anyway, don't forget to let me know the dates of the party. / I'll try and phone you at the weekend to check the times. / We must try and meet up soon. / I can't wait to hear from you / Look forward to seeing you again / Hope to hear from you soon / See you soon / Write soon*

Closing statement:

*Love / Lots of love / All the best / Take care / Best wishes*

In informal letters, we use informal language, including phrasal verbs, informal vocabulary ("*I guess you loved the pics*"), contractions and question tags.

### **Connecting ideas**

To introduce a topic: *Well, you'll never guess ... / By the way...*

To go back to a previous topic: *Anyway, as I was saying earlier, ... / Now where was I? Oh yes, I nearly forgot, ...*

To introduce surprising or bad news: *Actually, ... / I'm really sorry but... / To tell you the truth, ...*

To summarize what you've already said: *Anyway, in the end ... / Well, to cut a long story short, ...*

### **Sample Letter:**

Hi Jean,

Good to hear from you again. I hope you're still enjoying your job.

I'm glad you asked me about the party I planned for my mother's birthday. Well, I have to say it was a fantastic success. I told my mother we were taking her out for a quiet meal at a local restaurant with just the family, but in fact I'd hired a large room in a hotel and invited all her old friends!

Anyway, I picked my mother up and told her I'd changed my mind. We were going to have a meal in a hotel. You should have seen her face when she walked into the room and everyone cheered! She just couldn't believe it and burst into tears. Then the party got going and it didn't finish until four in the morning. We were absolutely exhausted, but my mother had had a wonderful time.

Must dash now -• I've got to go to college. Hope to hear from you (4).

Love,

Tania

## THE STRUCTURE OF A FORMAL / SEMI-FORMAL LETTER

A formal or semi-formal letter has the following structure:

1. **Salutation** - address the **person** you are writing to;
2. **Introduction** - state the **purpose** of your letter (say why you are writing);
3. **Body** - provide the relevant **details** (explain your situation);
4. **Conclusion** - state the expected **action** (say what you want your reader to do);
5. **Complimentary close** - use a polite expression to **finish** your letter and sign the letter (write your name).

*Example:*

Dear Mr Hannah,

← Salutation

I write for information regarding the delivery of your s-----1 purpose  
ornamental clocks.

Maggot Industries is a medium-sized company based in Shanghai, and a major supplier of electrical <J=z3 details products to over 650 outlets in Eastern China. We actively conduct regular market surveys and have identified a growing market for Big Ben clocks. We are therefore keen to source a supplier.

I have reviewed your catalogue and am impressed with your company profile. However, before going ahead with a purchase I would like to know the avail- ^----- details ability of your products. Therefore, if you can send me details of the time and cost of shipping I feel confident that we'll be able to negotiate a deal soon after.

I look forward to receiving the information at your < \*----- , action earliest convenience. And should you require further details please do not hesitate to contact me.

Yours sincerely,

← complimentary close

William Hague.

## LANGUAGE FOR WRITING

### Salutation

*If you know the person's name:*

Salutation	When to use
Dear Ms + the person's surname	to address a woman whose marital status you don't know; or to address an unmarried woman
Dear Miss + the person's surname	to address an unmarried woman (rarely used now)
Dear Mrs + the person's surname	to address a married woman
Dear <i>Mr</i> + <i>the person's surname</i>	to address a man
Dear Dr + the person's surname	to address a person who holds a doctoral degree
Dear + the person's full name	can be used if you don't know the gender of the person
Dear + the person's first name	can be used if you know the person well enough, e.g. your colleague

*If you don't know the person's name:*

Salutation	When to use
Dear Sir	for a male addressee (esp. in British English)
Dear Sirs	for male addressees (esp. in British English)
Gentlemen	for male addressees (esp. in American English)
Dear Madam	for a female addressee (esp. in British English)
Ladies	for female addressees (esp. in American English)
Dear Sir or Madam	if you don't know the gender (esp. in British English)
Dear + the person's job title	if you know the job title of the person you are writing to
Ladies and Gentlemen	if you don't know the gender (esp. in American English)
To Whom It May Concern	if you don't know the gender (esp. in American English)

Abbreviations for *Mister*, *Misses*, etc. are usually written without full stops (Mr) in British English and with full stops (Mr.) in American English.

In British English, we don't use any punctuation mark or use a comma.

*Dear Mr Miller* or *Dear Mr Miller,*

In American English, we use a colon:

*Dear Mr. Miller:*

## Introduction

I write concerning ...

This is to ...

I am writing in response to ...

I am writing with regard/reference to/in connection with ...

I am writing to express my concern/dissatisfaction about...

I would like to draw your attention to ...

Following our meeting / conversation ...

With reference to our meeting / conversation ...

## Conclusion

I will / would be grateful if...

Could you please look into this matter...

Please inform me at your earliest convenience ...

## Close

Close	When to use
Sincerely	if you used the recipient's name in the salutation
Yours sincerely	if you used the recipient's name in the salutation
Faithfully	if you used the recipient's name in the salutation
Yours faithfully	if you used the recipient's name in the salutation
Yours	if the situation is less formal
Regards	if the situation is less formal
Kind regards	if the situation is less formal
Best regards	if the situation is less formal

## Language for expressing emotions

### *Dissatisfaction / Dislike:*

I am unhappy about...

I do not like ...

I am not comfortable about/with ...

...is not what I expected/was expecting.

... does not suit me/my needs.

... is too + adjective

### *Regret / Apology*

I am sorry that I ...

I regret that I ...

Please accept my apologies for ...ing

Please forgive me for...

Unfortunately/Regrettably I ...

Needs / wants / desires

What I am looking for is ...

What would suit me best is ...

I am very keen to ...

I would very much like to ...

I would be grateful if you could ...

#### *Gratitude*

Thank you very much for...

I very much appreciated ...

I am grateful to you for...

#### *Annoyance:*

Although I stated that...

Despite my request for...

Even though I telephoned you about...

#### *Pleasure / Satisfaction:*

I was delighted about/by ...

I thoroughly enjoyed ...

... was very impressive/enjoyable.

### **POINTS TO REMEMBER**

In a formal letter:

- be concise and relevant;
- get straight to the point and stick to it;
- do not include any unnecessary or irrelevant information;
- do not try to use flowery language;
- avoid everyday, colloquial language; slang or jargon;
- avoid contractions (I'm; it's, etc.);
- avoid emotive, subjective language (terrible, rubbish, etc.);
- avoid vague words such as *nice, good, get*, etc.;
- be polite and respectful.



## DIFFERENT TYPES OF FORMAL LETTERS

### A Letter of Complaint

A letter of complaint is written to an individual or organization in response to receiving poor service or a product that is not fit for purpose. In a letter of complaint, it is important that you detail your arguments and points as much as possible. A letter of complaint is structured in the following way:

- in the first paragraph (introduction): explain **the reason** for writing.
- in the second paragraph (body): explain exactly **what the problem is**. Give all the necessary details about where and when it happened and who was involved. Give other relevant information in further paragraphs if necessary. You may include the following information if it's applicable to the situation: the date/time of the issue, location, name of person on duty, name of product, what the problem was, your account number, model number, price, warranty information and reference number. Be sure to stick with the facts and avoid putting emotions into your letter.
- in the final paragraph (conclusion): explain what **action** you want to be taken. If you received poor service, you could request an apology or a coupon. If a product malfunctioned, you could request that you could exchange the product for a new one or request a refund. If necessary, say what action you will take if your demand is not satisfied.

#### Useful language:

##### *Reason:*

I am writing to complain about / to express my concern about ...

I am writing to express my annoyance at / my strong dissatisfaction with ...

Further to my letter of May 13th in connection with ...

I am writing to draw your attention to...

I am writing in connection with...

I am afraid to say I have numbers of complaints about...

I am sorry to say that I was very disappointed with...

I was appalled at...

I feel I must protest/complain about...

I am not satisfied with...

##### *Explaining the problem:*

We ought to discuss the matter...

To make matters worse...

I was very disappointed to find that...

I would be grateful if you could ...

I should have been informed that...

The first problem was... Another problem was... The most visible problem ...

I hope you will understand that I was very dissatisfied ...

I believe you can appreciate how disappointed I was when ...

##### *Demand:*

I would like to hear your explanation for the above problems ...

I would therefore be grateful if you could give me a full refund ...

I would like a full refund as soon as possible...

I would like to have all or part of my money refunded ...

I must insist that you ...

I must urge you to ...

I feel I am entitled to a refund.

I feel I am entitled to some compensation for the inconvenience I have suffered.

I shall expect a written apology at your earliest convenience.

I would be grateful to receive a cheque for the outstanding sum without further delay.

I would be very grateful if you could ensure that your sons turn their music down after 11 p.m.

Please would you be so kind as to dissuade your sons from playing such loud music so late at night.

I must insist that you deliver the piano with no further delay and at no additional expense to myself.

... would be appropriate compensation for the inconvenience caused to my family.

In view of the many ways in which it did not match the claims made for it in your publicity, I expect a substantial refund.

In light of the above I feel I am entitled to a full refund and a formal apology

Under the circumstances, I feel that an apology should be offered.

For these reasons, I would suggest that the cooker needs to be replaced at your earliest convenience.

I must ask you, therefore, to refund the full cost price of... plus the postage of...

*Threat:*

I shall have no alternative but to put the matter in the hands of my solicitors should your cheque not be received by May 1st.

Unless I hear from you within 10 days, I shall have to take legal advice on the matter.

If I do not hear from you before May 3rd, I shall be obliged to take matters a step further.

If your son does not refrain from...in the future, I shall have no choice but to contact the police.

Should I receive no satisfaction, I will be forced to ...

*Ending:*

I hope you will consider the points I have raised very carefully.

I hope/assume you will replace...

I trust the situation will improve...

I hope the matter will be resolved...

I hope we can sort this matter out amicably

I look forward to hearing from you.

I look forward to hearing from you in your earliest convenience.

**Sample Letter of Complaint (Service):**

Dear Sir/Madam,

We are writing to complain about your hotel where we spent our holiday.

First of all, in your brochure you mentioned that all the apartments had fridges. The problem was that the fridge was not working, so we could not drink cold water and it was too hot. Moreover, the brochure claimed that there was a TV with satellite TV channels, but only two local channels were available and unfortunately they were not in English.

In addition the brochure mentioned that the hotel was some metres from the beach, but the beach was not suitable for swimming because it was too filthy. Last but not least the brochure claimed that the hotel was only some minutes from the town centre, but you did not mention that it was some minutes away by car.

We think it is clear that your brochure was misleading. As a result, we would like a partial refund because these was the worst holiday that we had ever had.

We look forward to receiving a prompt reply.

Yours faithfully,

XXX

**Sample Letter of Complaint (Product):**

Dear Sir or Madam,

I recently purchased a microwave oven from your store located at 5 Navoi Street. I have enclosed a photocopy of my receipt for your reference.

Unfortunately, the item does not function at all. I have read through all the details within the accompanying instruction manual as well as worked through the various trouble shooting methods but it seems that the oven simply is a faulty product.

I have been a loyal customer of your company for more than five years, and have always been perfectly satisfied and happy with my purchase. This is the first time something like this has happened with one of your products.

I am hoping that you may be able to send me a replacement product or direct me to a store where I may return the faulty item for a new replacement within the next 2 days.

Thanking you in advance.

Please contact me as soon as possible.

Kind regards,

XXX

## **A Letter of Apology**

A letter of apology is written to show that you are sorry for something and say that you value your relationship with the other party.

In a letter of apology:

- clearly state the problem and offer your apology right in the beginning of the letter;
- give some explanation for what happened;
- clearly state what actions you are taking to solve the problem or improve the situation.

### **Sample Letter of Apology (sample 1):**

Dear Ms Barnes,

I am writing concerning the position of Assistant Office manager that I am due to begin next Mon-day. However a problem has arisen.

As you know, I currently work for my uncle's food-packing business, and you will remember from my interview that I have gained valuable experience there. Unfortunately, he has had to go into hospital for an operation, leaving my aunt in charge of both the home and the business. She has asked me, as this is a particularly busy time of year, to stay on and help her with the running of the office.

I realize this will be inconvenient to you, but very much hope that, given the circumstances, you would be prepared to allow me to take up my position with you two weeks later than planned.

I would like to emphasise that I remain very keen to work with you, and that I will be gaining further useful experience during this time. I look forward to hearing from you.

Yours sincerely,

XXX

### **Sample Letter of Apology (sample 2):**

Dear Mr. Bicman,

I apologize for the mix-up of order #: 26429782. We have just implemented a new packaging system that still has a few bugs that still needs to be worked out, but we did fix your order and sent it out this morning. For your trouble, we have enclosed a \$25 gift certificate which can be used at any of our stores. Once again I would like to apologize for the mix-up in your order and any inconveniences this may have caused you.

Sincerely,

XXX

## A Letter of Application

A letter of application is written when you apply for a permanent/temporary job or educational course. The structure of a letter of application is as follows:

- in the introduction:

~ say why you are writing and what you are responding to (e.g. an advert, a prospectus);

~ say which job/course you're applying for;

~ say where you saw the advert (you can invent a newspaper and/or date if you need to).

- in the body:

~ briefly describe you/ your situation (you can write about: Where you come from/ Knowledge of the area / Training/qualifications / Previous experience / Other skills (e.g. computers) / What kind of person you are);

~ briefly outline how your technical and transferable skills match the position;

~ refer to any relevant qualifications you may have and recent or prior employment experience that matches the role you are applying for;

~ demonstrate confidently that your skills are suitable to the requirements of the company.

In the conclusion:

~ summarize the points in the main body;

~ thank the person for considering your application;

- ask the person to consider you for the job/course;

~ say when and how you can be contacted.

### Useful Language:

#### *Opening Remarks:*

I am writing to apply for the post/job/position of/which I saw advertised in...

I am writing with regard to / in response to your advertisement...

I am writing with reference to ...

I would like to apply for admission to the ... beginning

I would like to be considered for...

#### *Body:*

...for the last/past year I have been working as ... since/for

I have had experience of...

Two years ago I was employed as ...

I hold a certificate/degree in ...

I am due to take examinations in...

I have taken/passed the ... Examination ...

I hold the following qualification...

I have completed the following courses/degree course

My degree is in ...

I think I would be suitable candidate for... because ...

The job would give me the opportunity to ...

I have always been interested in ...

One of the main reasons I am applying for this job is that...

One of my reasons for applying is....

I have a lot of experience of...

*Closing Remarks:*

I would appreciate a reply at your earliest convenience ...

Please contact me regarding any queries you may have ...

I enclose further details of my education and qualifications to date ...

I enclose my CV and I would be glad to attend an interview at any time convenient to you ...

If you wish me to attend an interview, I am available at any time ...

Please contact me regarding any queries you may have

I look forward to hearing from you in due course ...

I look forward to receiving your response in the near future

I look forward to meeting/hearing from you

I hope that you will consider me for entry

**Sample Letter of Application (Job):**

Dear Mr Sands

I am writing to apply for the job of Fitness Instructor, as advertised in Thursday's Courant. This is an ideal job for me given my enthusiasm for sport, my related experience and qualifications.

Sport and fitness training have always been important to me, which is why I chose to take a BTEC Diploma in Sports Science. I obtained distinctions in the Sports Anatomy & Physiology and Sports Injuries modules last year and am confident that I will get similar marks in Exercise Physiology, Mechanics of Sport and Sports Supervision & Management this year. I am a confident user of Microsoft Office 2000 and have worked extensively with Fitness Publisher, a program for analysing fitness.

As you can see from my CV, I've taken the opportunity to gain extra qualifications that were on offer at college, which has helped me get part-time work as a pool attendant. I'm called on to provide cover during busy times so am used to working irregular hours at short notice. I've also run a lunchtime aerobics class at college since the start of this year.

I finish college in six weeks and am keen to find a job rather than carry on with further full-time study. I could start any part time work or training sooner as many of my classes are finishing and most of my assignments are done. I look forward to hearing from you.

Yours sincerely

## Sample Letter of Application (Course):

Dear Sir / Madam,

I am writing to apply for a place on the History MA course which commences this September at Winston University.

I am 25 years old and I have completed a History degree at Macbriney University, where I received first class honours. Prior to this I was a pupil in grammar school, where I obtained 9 GCSEs and four A levels in History, English, Mathematics and Geography.

Since the completion of my BA I have spent one year working as assistant historian. This work was extremely enjoyable and I am now anxious to specialise by gaining further qualifications before embarking on my chosen career in this field.

I enclose details of my education and qualifications in the hope that you will consider me for entry.

I am looking forward to hearing from you.

Yours faithfully,

XXX

## A Letter of Reference

A letter of reference (also called a *recommendation letter*) is written to give information about somebody's skills, character and/or achievements, and to say how suited the person is to an academic course or job they are applying to. It is supposed to have three key components:

- 1) an opening paragraph (sentence) in which you state **the purpose of writing**;
- 2) the body paragraph(s), in which you:
  - explain how long and in which capacities **you have known** the person;
  - evaluate the person's **skills, character and accomplishments** depending on what is being expected by the institution / employer;
- 3) a closing paragraph that summarizes why and to what degree you would **recommend** this person.

### Useful language:

#### *Purpose of writing:*

I am writing on behalf of...

I am writing to recommend ... for a position of... with...

I am writing in regard to ...'s application ...

#### *Relations:*

I have known ... personally and socially for

for approximately 5 years / since childhood

for over 2 years during which time she / he worked as a ... in my office

we are in the same tutorial group at college

and she / he is a highly qualified candidate for a position

is qualified and experienced to accept the challenge of being ...

*Active position:*

is involved in her / his local community

*Social skills:*

has an excellent rapport with people of all ages

will establish productive relationships with ...

is used to dealing with ....

the social (interpersonal) skills she / he has learnt in this job should serve her well as .../  
enable her to... / allow her to...

*Organizational skills:*

outstanding organizational skills

an excellent person to have around in times of crisis

dependable

not inclined to panic or lose her temper

although never bossy, she can take control over difficult situations without upsetting any-  
one

would definitely be able to cope if things went wrong...

...which may come in very useful ..

is able to successfully complete multiple tasks with favourable results despite deadline  
pressure

consistently demonstrated leadership abilities

*Physical condition:*

an accomplished sportsman

at... she / he has reached competition level

*Communicative skills:*

Her / His strong verbal and written communication skills allowed her to relay information  
in a clear and coherent manner.

She / He demonstrated the ability to articulate information and ideas in both the written  
and verbal forms.

*Diligence:*

She will devote herself to a position with your organisation with a high degree of diligence

...is a direct result of her hard work and strong focus

With her / his enthusiastic commonsense (can do) approach she / he would ensure....

She / he has been effective in her / his efforts to...

*Academic performance:*

exceptional (above-average) academic performance

out of a class of 150 students, she / he graduated with honours in the top 10

*Closing:*

I believe, she would make an excellent.../ would be a valuable asset to ...

I am confident that she ...



I have no hesitation in recommending her to your company (for the post)

I recommend her to you without reservation.

I highly recommend her...

**Sample Letter of Reference (Academic):**

Dear Sir / Madam,

It is my great pleasure to write this letter in support of Miss Jane Smith's application to your esteemed university.

I instructed Miss Smith for the course Introduction to the Tourism Industry. She was unquestionably one of the most able students in the class, and her work in the class consistently reflected a level of insightfulness and attention to detail that is unique to Miss Smith. Her reports were always prepared on time, and she stood out among her peers for her eagerness to engage in the process of learning and discovery. Simply put, Miss Smith was a true pleasure to have in class.

Miss Smith was happy to voice her own viewpoints during class discussions, and often asked me for further clarification of points I covered in my lecture. In addition to her confidence and eagerness to learn, Miss Smith also made a good impression on me due to her pleasant personality. Certainly, she seemed to get on well with classmates and teachers at all times, and I imagine that she will do the same when she is in your institution.

Based on my observation of her abilities, I strongly believe she has the potential to be an outstanding student at your university. I therefore recommend her for admission to your master's program. Please do not hesitate to contact me for more information.

Yours sincerely,

XXX

**Sample Letter of Reference (Employment):**

To Whom It May Concern:

It is with great pleasure that I am recommending Rose Berdinger to you. I am the Head Sales Manager at Vacuums Plus and Rose has been under my supervision from November of 2000 to August of 2004 as a saleswoman.

Rose would be a great asset to any company. She is one of the brightest employees that I have ever had. She also has a great drive and passion for her work.

Rose is such a quick learner. Within her first two weeks at Vacuums Plus she had learned all the product names, their features, and how they work. It normally takes a new employee at least two months to get familiar with all the products that we sell.

Rose's drive has led her to great success at Vacuums Plus. She has had the honor of receiving the "Top Sales Person of the Month Award" ten times in her last year at Vacuums Plus, which is a feat that no employee has ever achieved here before.

I believe that Rose Berdinger will be an excellent fit for your company. Rose has been nothing short of an exemplary employee. If you have any further questions, feel free to contact me at (555) 555-555 and I'll be happy to answer any questions you have.

Sincerely,

XXX

## **A Follow-Up (Thank-You) Letter**

A follow-up (thank-you) letter is written to thank somebody for something, e.g. after a job interview for taking time to interview you and once again show your interest in working for the company, or after you have received a present, help or some kind of contribution, etc.

Remember:

- not to thank the person beforehand;
- to stick to the point;
- to end the letter on a positive note, for example, restate the compliment, suggest a possible future action or show your intention to continue contact.

### **Sample Follow-Up (Thank-You) Letter (after a job interview):**

Dear Mr. Johnson,

It was a pleasure meeting with you about the sales manager position at ABC Enterprises. I really appreciate the time you spent speaking with me about the position and the opportunities within your company.

While I am disappointed that my experience wasn't quite what you are looking for in this position, I am still very interested in your company.

I would appreciate your further consideration should another position become available that you feel would be a better fit for my skills.

Thank you for your time and encouragement.

Best Regards,

XXX

### **Sample Follow-Up (Thank-You) Letter (after receiving a service):**

Dear Mrs. Watkinson,

Once again we were glad that we employed you to organize our annual conference. We know that you always pay attention to the small details, details that ensure that a conference is remembered as a successful one. It is a great comfort to know that we do not have to worry about the unforeseen, as you can deal with anything that occurs. Once again many of the delegates commented on how impressed they were with the conference's organization.

On behalf of the Flicker Corporation, I would extend my thanks for another successful year.

Sincerely,

XXX

## A Letter of Enquiry / Request

A letter of enquiry / request is written to request some information or ask for an action to be taken.

### Useful Language:

With reference to your advertisement in ...

We noticed an advertisement describing ...

Regarding your order in ...

I am writing to ask for more information about...

I am writing to inquire about/in connection with ...

I would be grateful if you could ...

I would also like to know if...

Could you possibly ...

Would it be possible for you to ...

I would appreciate ...

You were recommended to us by ...

We have heard of your products from ...

We suggest that you send us your catalogue and price lists ...

We would like you to advise us of discounts and delivery time ...

Could you give us some information (details) about...

We are particularly interested in ...

Please, send us samples of...

We would like to represent your products ...

As distributors we have a large network of...

We are regular buyers...

We are in the market for...

Our company is subsidiary of...

We specialize in ...

We look forward to your early reply.

Thanking in advance for your help.

### Sample Letter of Enquiry:

Dear Sir,

We have seen your advertisement in the Business Weekly Journal, and we shall appreciate it if you will send us more detailed description of your cameras. We should also like to know the discounts that you provide.

Our company specializes in distributing cameras in Italy. For your information we may add that our company was established five years ago. If your goods meet our requirements, and we receive a favourable offer, we will be able to represent your cameras in Eatsern Europe.

We are looking forward to your reply.

Yours faithfully,

XXX

**Sample Letter of Request:**

Dear Sir,

I understand from my colleague, Professor William Jones, who visited your Loughton plant last month, that you sometimes allow groups of students to tour the factory and see for themselves how Japanese production techniques operate in a European environment. Professor Jones himself was most impressed by his own visit, and recommended that I write to you.

Would it be possible for a group of 20 Business Studies students - male and female, aged between 18 and 22 - from Whitcomb Polytechnic to visit you before the end of this term, which is on the 21 December? I realise that you must receive many requests for such visits, and that the time available may already be booked up. If it is not, and you are able to see us, I should be most grateful if you could suggest a date and let me know of any normal conditions you lay down for visits of this kind.

I look forward to hearing from you.

Yours faithfully,

XXX

**Asking for / Giving Advice**

Letters asking for or giving advice can be formal , informal or semi-formal depending on the situation. In a letter asking for advice, you should mention details of the problems. In a letter asking for advice, you should give suggestions introduced with appropriate language.

**Useful Language for Formal / Semi-Formal Letters Asking for Advice:**

*Opening Remarks:*

I am writing to ask if you could help me with ...

I would appreciate it if you could give me some advice about...

I am writing to ask for your advice

I would be grateful if you could offer your advice

Could you possibly offer your advice

I wonder if you could help me with a problem

*Closing Remarks:*

I would appreciate it if you could give me your advice as soon as possible

I look forward to receiving your advice

It would be of great help if you could advise me

**Useful Language for Formal / Semi-Formal Letters Giving Advice:**

*Opening Remarks:*

Thank you for your letter requesting ...

I am writing in reply to your letter asking for advice about...

I hope the following advice will be of some help to you

*Suggestions:*

I strongly recommend that...

I would suggest that...

I believe the best course of action is ...

I would advise you to ...

You should/You ought to/If I were you I would ...

*Closing Remarks:*

I trust you will accept this advice

I hope this will be of help

I would very much like to know if this was helpful

**Sample Letter Asking For Advice (Sample 1):**

Dear Tom Atkinson

Your advice is needed on a matter of great concern to the employees at the local manufacturing facility. It seems the constant rumors of a corporate takeover are filtering down to the general work force, and the loyalty may soon falter. Some employees have been submitting their applications to our competitors. This could create problems if not dealt with now.

Some sort of official statement to the employees should be made and hope for your guidance as to the content thereof.

Your thoughts and advice on this most sensitive matter would be greatly appreciated.

Yours,

XXX

**Sample Letter Asking For Advice (Sample 2):**

Dear Sir or Madam,

I am writing this letter to ask for advice on how to become a footman or butler as I am interested in having a career in this field and my aspiration is to one day work at Buckingham Palace.

This summer, I left school with 8 qualifications including a GCSE in Hospitality at Grade B and I am now studying towards a diploma in Hospitality Management as well as an NVQ in Food and Drink Service at my local further education college.

I should very much appreciate any advice that you could give me on how to enter the field I am interested in.

Faithfully,

XXX

**Sample Letter Giving Advice**

Dear Mr. Watson,

You have asked for my advice regarding the conflict and misunderstanding between you and John Doe. Differences in personality can create very strained relations in an office. I realize that you have tried to discuss your differences with John, without success.

I appreciate your concern and your efforts to resolve the problem. I plan to meet with John this afternoon to discuss the situation. Then, if I consider it appropriate, I will arrange a time when the three of us can get together, clear the air, and find a way for everyone to be able to work together.

Again, I want to express appreciation for your concern and your desire to establish a more congenial relationship. I will speak to you further about the matter after John and I have met.

Sincerely,

XXX

## HOW YOUR LETTER IS ASSESSED

In order to pass DTM **test of eligibility for monthly salary bonuses** and **B2-level** certification test, your letter should meet the following criteria:

Task Achievement	Grammar Range and Accuracy	Vocabulary Range and Accuracy	Organization and Coherence
<ul style="list-style-type: none"> <li>- addresses all the points given in the task</li> <li>- fully develops most of the points given in the task</li> <li>- uses appropriate style (some slight inappropriacies are OK)</li> <li>- uses correct salutation and ending</li> <li>- presents clear purpose</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates the ability to use a range of complex structures / sentence forms (relative clauses, adverbial clauses, constructions)</li> <li>- structural mistakes do not cause misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>- uses a good range of vocabulary to cope with the set task</li> <li>- incorrect word choice does not lead to misunderstanding</li> <li>- varies formulation to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- performance has a satisfactory overall structure at the text level; some jumpiness may occur</li> <li>- generally follows paragraphing conventions</li> <li>- some relationships between ideas marked</li> <li>- accurately uses a limited number of linking devices</li> <li>- attempts to use referencing</li> <li>- follows standard layout for required task type most of the time</li> </ul>

For **C1 level**, you are expected to demonstrate that you can use a more sophisticated language (noun clauses, inversion, less common lexis) as well as collocations that sound natural.

**Activity 1: Read the following task and answer the questions. Who is the letter to? What is the purpose of the letter?**

An old car was left on the street near your apartment block several weeks ago. You telephoned the local Council to get them to take it away, but nothing has been done about it. The car is now causing a problem for residents.

Write a letter to the Council. In your letter:

- describe the car;
- outline the problems it is causing;
- tell the Council what you want them to do.

Which beginning and ending should you use in the letter to the Council?

**Activity 2: Look at these sentences and say which of them are suitable for a formal or semi-formal letter (f) and which for an informal one (i). Also, say where these sentences fit in a letter (introduction or ending).**

1. I am writing in the hope that the issues raised in my letter of May 20 will be resolved soon.
2. It was lovely to see you and your family last month.
3. I would like to express my concern about the City Council's plans to relocate the shopping mall.
4. Apologies for not writing for so long, but I've been really busy these days.
5. I am a resident of Bronx district and I would like to draw your attention to the problem of pollution in our district.
6. It was great to get your postcard from Scotland and I'm thrilled to hear you are going to see the Stonehenge!
7. It's been a long time since we saw each other.
8. I'm afraid I won't be able to attend the meeting next week.
9. Thanks for the parcel, it just arrived!
10. I'm writing in response to your advertisement.
- 11.1 can't wait to see you next week.
- 12.1 'm looking forward to getting back to work.
13. Thank you very much for your attention.
- 14.1' m really looking forward to having you with us for the week-end.
- 15.1 hope the situation will be resolved soon.
16. Bye for now.
17. See you at the weekend.
18. Hope to hear from you very soon.
- 19.1 look forward to hearing from you.

**Activity 3: Match sentences (1-20) to functions (a-i).**

Functions:

- |                                   |   |
|-----------------------------------|---|
| a) request something              | b) give personal or factual information |
| c) explain a problem or situation | d) complain about something             |
| e) apologise for something        | f) express satisfaction                 |
| g) thank somebody for something   | h) express sympathy                     |
| i) make suggestions               |   |

Sentences:

- 1.1 think it would be better if you opened at the weekend as well.
2. Could you please send me a brochure and an application form?
3. Because I'm a student, I need a quiet place to study at night.
4. I'm very unhappy about the dinner we ate in your restaurant last night.
5. I finished high school last year and I am currently taking a computer course.
6. I'm unable to go to the meeting myself because I have to look after my son.
- 7.1 was sorry to hear about Mr. Reginald's untimely demise.
8. I would like to know whether a time can be arranged to meet and clarify some of the issues.
9. I'm sorry that I won't be able to start work coming Monday.
10. I would be grateful if you could send me your catalogue.
11. I was delighted to hear that you have been promoted to Assistant Manager.
- 12.1 am writing to express my concern about your son's behavior.
- 13.1' m extremely grateful to you for assistance in solving the matter.
14. I very much appreciate your accommodating me for one night while I
15. Regrettably we will not be able to deliver the goods on the date agreed.
16. Even though I phoned you about the malfunctioning device, no action has been taken yet.
17. Please accept my apologies for failing to inform you about the changes in advance.
- 18 Yesterday's party was very enjoyable.
19. That your company is revising the price agreed is very disappointing.
20. Would it be a good idea to launch a web-site that hosts all the publications of our teachers?



**Activity 4:** Read the following extracts from letters and underline the words in each letter that indicate the writer's purpose.

- A) I cannot understand why someone with less experience than myself has been appointed to this post.
- B) I have three years' experience in sales and I feel confident I would make a positive contribution to your team.
- C) We greatly appreciate the help that you gave our son during his music exams.
- D) We wonder whether it would be possible to visit your company on September 6th as our class is very interested in the whole area of software publications.
- E) Although there were plenty of staff at the swimming pool, I did not feel sure that they were paying enough attention to what was going on.
- F) Despite the fact that I have written a letter and made several calls to your reception desk, I still find I am being sent a monthly bill for membership fees.
- G) Mike played the guitar beautifully at the concert and we were all very impressed by the general standard of the school's orchestra.

**Activity 5:** Write letter introductions for the following situations.

A. You borrowed some books from your school or college library. Unfortunately, you have to go away to visit a sick relative and are not able to return the books in time. Write a letter to the library. Explain what has happened and tell them what you want to do about it.

B. Last year you attended an intensive English course at the Darwin College of English. Your new employer has asked you to provide copies of your reports and assignments as quickly as possible. Write to the director of the language school and request these documents.

C. You are studying at a university in the north of England. Your passport has been stolen. Write to the Central Police Station, giving details of who you are, what happened and asking what you should do to get a new passport.

D. You live in a room at college which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work. Write a letter to the accommodation officer at the college. In the letter describe the situation, explain your problems and why it is difficult to work. Say what kind of accommodation you would prefer.

**Activity 6: Look at the extracts A-D. Decide what is wrong with the underlined words.**

**Extract A**

Dean Jenny,

If was absolutely fantastic to see you at the school reunion last week. You haven't changed a bit since we last met! I only have your old email address, so kindly send me your contact details so that I can forward you the photographs I mentioned.

**Extract B**

Dear Mrs Parsons,

How's it going? Still at the old school, because I need you to do something for me!

I have been working in hospitality for the last 5 years, as an apprentice chef, but now I've decided that I'd like to take up full-time study again, so I'd like you to be a referee for me.

**Extract C**

Dear Sirs,

I've received a reminder notice from your company, saying I have not paid my phone bill and threatening to cut off the phone. You guys have got i.t wrong because I know I paid this bill! I enclose a copy of my credit card statement showing that the payment was made on 26 February.

**Extract D**

... I'm really looking forward to our holiday together. I know we're going to have a great time.

Thank you for your kindness in doing the organising.

Yours faithfully.

**Rewrite the underlined sentences using the right tone.**

**Activity 7: Read the following task and the three possible opening paragraphs below. Decide which of them is the most appropriate and why.**

You recently bought a computer from a reputable computer store. The store agreed to deliver the computer and set it up for you in your home but when it was delivered, the delivery man claimed that this was not part of his job.

Write a letter to the manager of the store. In your letter:

- say when you bought the computer and what the price included;
- express dissatisfaction about what has occurred;
- find out what they intend to do about it.

#### **Extract A**

I am very unhappy about the fact that your store agreed to deliver my new computer and set it up for me in my home but when it was delivered, your delivery man claimed that this was not part of his job. I'm afraid I didn't believe him and this just isn't good enough ...

#### **Extract B**

On 3rd May I purchased a 'Riteway' personal computer from your city store. The price of \$2,500 included delivery and set up in my home, and I attach a copy of the receipt. However, when it was delivered yesterday, the delivery man was quite unaware of the agreement and left without setting up the computer for me.

#### **Extract C**

I am writing to express my disgust with the service provided by your store. The store promised to set up my new computer at home for me but this has not occurred and you have not fulfilled your contract.

**What is wrong with the two options that you did not choose?**

**Activity 8: Look at the following Writing Task I question. Answer the questions.**

You rent a four-bedroom house, which you share with two other students. However, there are several problems with this house that need fixing. You also find it expensive and would like to find another student to share the spare bedroom.

Write a letter to the estate agency. In the letter:

- explain your situation;
- describe the problems with the house;
- say what you would like to happen.

Write at least 150 words. You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

1. Do you think this situation is informal, semi-formal or formal?
2. Can you change these details and write about your own personal situation?
3. Should you write your own address at the top of your letter?

**Activity 9: Look at the suggested plan below for a letter in Activity 8. Think about what you would write for parts 2-6.**

Parts of a letter	Phrases / Ideas
1. Greeting	Dear Sir or Madam,
2. Opening statement (introduce yourself, say why you are writing)	
3. Explain the situation	
4. Describe the problem with the house	
5. Say what you would like to happen	
6. Closing statements (signal the end of the letter)	
7. End of the letter	

**Activity 10:** Look at a candidate's notes below for their letter in Activity 8. Are all the ideas relevant to the task above? Match the relevant ideas (A-F) with parts 2-6 of the plan.

**Note:** You may not be able to fill in each part.

- A) The upstairs shower seems to be leaking into the kitchen below and this is dangerous.
- B) We would be grateful if you could get the problems fixed as soon as possible.
- C) We're also worried as there is no front gate, which makes the house less secure.
- D) We have exams soon and my computer is broken.
- E) I look forward to hearing from you very soon.
- F) My friends and I rent one of your properties and I am writing to inform you of some problems that we are having.

**Which two parts of the plan still need ideas?**

**Activity 11:** Look at the following explanation of the situation. Why do you think it would receive a low mark?

We rent a four-bedroom house. However, there are several problems with the house that need fixing. We also find it expensive.

**Activity 12:** Help to improve the explanation below by filling in the blanks. Then add the paragraph into the correct part of the plan on the previous page.

The house we are ... (1) four bedrooms and there are three of us sharing it. Our rent was recently increased and, as we are all students, it is a little difficult for us to ... (3). It's a very nice house that suits us perfectly but at the moment some ... (3) are needed.

**What extra details does this second explanation include?**

**Activity 13:** Which ideas (A-C) would help to complete the plan?

- A) I would like to ask permission to invite my friends to the house.
- B) Finally, we would like to ask if it is possible to invite a friend of ours to share the rent and occupy the spare bedroom.
- C) To summarize, there are many problems with the house and we are unhappy with your service.

**Activity 14:** Which ending is the most appropriate for this letter?

- A) Best wishes
- B) Lots of love
- C) Yours faithfully

**Activity 15: Read the following task.**

You have lost your credit card. Write to the manager of your bank. Explain where and how you lost the card and any other relevant details. Ask the manager to cancel the old card and to send you a replacement.

**Make up a letter for the task above from the following fragments:**

I am writing to confirm the loss of my credit card. I telephoned your office earlier today.

I can be contacted at the above address.

Dear Sir or Madam,

I lost my card yesterday at about 10:30 in the evening. The only time I used the card yesterday was to buy three bottles of wine at the Sharp Price Liquor Store in Oxford Street.

The details of my card are as follows. It is an Apex Silver Card in the name Jorge Luis Banderas. The credit card number is 45..... 13. I have had an Apex Card since 2001.

Could you please cancel my card immediately and make the necessary arrangements to issue me a replacement card?

Thank you for your assistance.

By accident I left the card in the shop. When I realized I had done this, I called the shop, but shop assistant there could not find the card.

Yours faithfully,...

**Activity 16: Read the following three letters.**

**Task:**

You are looking for a job, and you need a referee. Write a letter to your previous employer. In your letter:

- introduce yourself and the job(s) you are applying for.
- ask your boss to be your referee or suggest another referee.
- describe the work you did together in the past.

Write at least 150 words. You do NOT need to write any addresses.

**Letter A**

Dear Mrs Anne,

How are you? I'm Mahesh. I was having the great pleasure of working for you from 2008 until 2011 when I moved interstate because my wife was offer better job.

I'm writing to you to ask for your help. I'm looking for work as part-time Hindi teacher in the tertiary sector while continue work as salesman. I'm wondering if you can provide to me a reference as considering you were my maneger for 3 years. And we always had good relations.

BTW I was teaching all levels from beginner to advanced and performing the co-ordination duties for the Translators Course. I was also ET as well as OHS&S specialist including FW.

It is my understanding you will contact by phone persons from the Eastern Suburbs Community College or the University of New South Whales.

If you cannot to do this for me, might you ask other colleage whom can I contact?

Best wishes,

Manesh Kumar.

**Letter B**

Dear Mrs Hansen,

My name is Fumiko Sato-Anderson, and I was an employee at your centre 13 months ago. How are you? How's the language centre these days?

I am writing to you to ask a small favour. As you may recall, my husband and I moved interstate to build our own home. As this project is now complete, I've decided to return to work - either full or part-time - teaching Japanese. I wonder if you would be one of my referees as you were my manager for nearly three years, and we always had a good working relationship.

Just to jog your memory: I started at your centre in April 2011, and taught all levels from Beginner to Advanced. I also co-ordinated a special Translator's Course. Quite possibly, you will be contacted by phone or email by someone from the Eastern Suburbs Community College or the University of New South Wales.

If you are unable to do this for any reason, could you suggest another colleague I

could contact?

I look forward to hearing from you.

Yours sincerely,

Fumiko Sato-Anderson

### Letter C

Dear Mrs Hansen,

How are you? How's the language center at the moment? I am writing to you to ask you a favor. As you know, nine months ago when my husband was promoted, our family moved to Sydney, we are really living life to the full here and go to the beach almost every weekend! Since my son Aziz is now at pre-school, I am looking for work either full time or part-time. Could you be one of my referees as you were my manager for three years. We always had an excellent working relationship. Just to remaind you, I started at your centre in April 2011 and tought all levels. Probably someone from the Eastern Suburbs Community College or University of New South Wales will contact you in regard to my application.

I look forward to hearing from you.

Yours sincerely,

Firar Sinan

**Analyse the letters by circling the correct answer to each question below.**

Does the candidate:

Questions	Letter A	Letter B	Letter C
1. Address all the bullet points?	Yes / No	Yes / No	Yes / No
2. Reach 150 words?	Yes / No	Yes / No	Yes / No
3. Have a consistent tone?	Yes / No	Yes / No	Yes / No
4. Include irrelevant detail?	Yes / No	Yes / No	Yes / No
5. Repeat him/herself too much?	Yes / No	Yes / No	Yes / No
6. Have clear paragraphs?	Yes / No	Yes / No	Yes / No
7. Use appropriate linkers?	Yes / No	Yes / No	Yes / No
8. Use a range of vocabulary?	Yes / No	Yes / No	Yes / No
9. Use vocabulary accurately?	Yes / No	Yes / No	Yes / No
10. Have occasional spelling mistakes?	Yes / No	Yes / No	Yes / No
11. Use a range of grammatical structures?	Yes / No	Yes / No	Yes / No
12. Use grammar accurately?	Yes / No	Yes / No	Yes/No
13. Punctuate correctly?	Yes / No	Yes / No	Yes / No



**Choose one criterion below (TF, OC, VRA, or GRA) to go with each of the examiner's comments (see table on the next page). Then, decide which comments relate to Letter A or Letter C. There are examples.**

- Task Fulfillment (TF - 1 more to find);
- Grammar Range and Accuracy (GRA - 2 to find);
- Vocabulary Range and Accuracy (VRA - 1 more to find);
- Organization and Coherence (OC - 2 to find).

**Exercise 17: Assess the following sample letter.**

**Task:**

You have recently returned home from your trip abroad. However, you found that your suitcase was missing.

Write a letter to the manager of the airport. In your letter:

explain the situation;

describe your suitcase and its contents;

say what you'd like to be done about it.

**Sample letter:**

Dear sir/madam,

I am writing about my suitcase which was lost on your plane last week.

When I got on the plane, I put my suitcase beside me and I forgot it all when I got off. It is a small, black suitcase, in which have a tiny address book contain my address and phone number and some documents. Although it has been four days, there's no one called me for it. I wonder whether you have found it on the plane, so, could you arrange to send it to me by EMS. I will pay all the costs it may cause.

I will appreciate it very much if you can give me your earliest reply and thank you for all the things you have done for me.

Yours sincerely,

XXX

(130 words)

**Activity 18: Do the following task.**

You were hurt in a minor accident inside a supermarket, and you wish to complain to the supermarket.

Write a letter to the manager of the supermarket. In your letter:

- say who you are;
- give details about the accident;
- suggest how the supermarket could prevent similar accidents.

Write your letter in appropriate style and format in 150 words.

Criterion	Letter (A or C)	Examiner's Comments
1	TF	C The semi-formal tone of the letter is appropriate. However, the candidate does not include all the information in the bullet points. It is unclear what was or will be taught. An alternative referee is not requested. Despite some irrelevant information, the letter is still under length. (Not so good)
2		Simple grammatical structures are accurate, but more complex language contains errors. The continuous is used inaccurately. The passive is also imperfectly formed, or absent when needed. (Good)
3	VRA	A This is generally appropriate, and there are some very good examples like 'tertiary sector' and 'performing the co-ordination duties'. Unfortunately, 'good relations' does not mean the same as 'good relationship' - the former is a sexual expression. The name of the university is not connected to animals. BTW, ET, OHS&S, and FW are hard for a reader to understand, and should be avoided. There are several spelling mistakes. (Good)
4		All of the bullet points are mentioned, and information is detailed. However, the tone of the letter is variable - sometimes strangely formal, at other times informal. This would confuse or annoy the reader. (Good)
5		This is suitable throughout and includes the high-level idiom 'living life to the full'. There are still a few spelling mistakes. (Very good)
6		There is a range of structures, and they are nearly all accurate. There are long, complex sentences that are a pleasure to read. (Excellent)
		Paragraphing is clear, but many sentences start the same way with 'I'. Linkers are a bit too basic. (Good)
		This is well managed within sentences except that some punctuation is missing. Paragraphing is poor, which causes strain on the reader, and is penalised. (Good)

## TEST PRACTICE 1

### Sample Task 1

**You have a full-time job and are also doing a part-time evening course. You now find that you cannot continue the course.**

Write a letter to the course tutor. In your letter:

- describe the situation
- explain why you cannot continue at this time
- say what action you would like to take

Do not include any address.

Write your letter in an appropriate style in **150** words on your answer sheet.

### Sample Task 2

**You recently visited a tourist attraction and you were very pleased by the help given to you by the staff.**

Write a letter to the head of the staff at the tourist attraction. In your letter:

- give details of the circumstances of your visit;
- describe the help given to you by the staff;
- say what you want the head of staff to do.

Do not include any address.

Write your letter in an appropriate style in **150** words on your answer sheet.

### Sample Task 3

**You are unhappy about a plan to make your local airport bigger and increase the number of flights. You live near the airport.**

Write a letter to your local newspaper. In your letter:

- explain where you live;
- describe the problem;
- give reasons why you do not want this development.

Do not include any address.

Write your letter in an appropriate style in **150** words on your answer sheet.

## TEST PRACTICE 2

### Sample Task 1

**Read this extract from a letter you have recently sent to a friend:**

*.... Oh, and by the way, don't go to Barry's Restaurant for your birthday. We went there last night - the service was awful and the food was a disaster! I complained to the head waiter but he asked me to put it in writing ...*

Write your letter of complaint to the restaurant manager (150 words).

### Sample Task 2

**This is part of an email you have received from an English-speaking friend, who will be visiting your home town for a short stay:**

*What a pity you won't be around when we arrive. Anyway, we'll only be there for one day and I was wondering whether you could recommend a couple of local restaurants. Something that caters for families would be great ...we eat anything!*

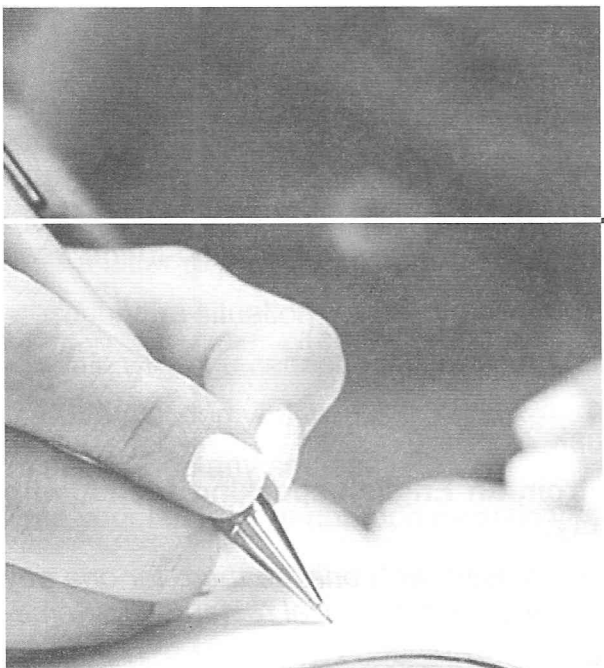
Write the email to your friend recommending two local restaurants. (150 words)

### Sample Task 3

**You have read the following information from a British university, and have decided to apply for a course:**

*The university welcomes applications to all its courses from overseas students. Please write to the Admissions Officer giving details of the course you wish to apply for and why. Your letter should include an outline of your qualifications and any other relevant information.*

Write your letter of application. (150 words)



## WRITING AN ARGUMENTATIVE ESSAY

**Lesson focus: learn how to ...**

- plan your essay;
- write your essay;
- assess your essay.

In the DTM test of eligibility for monthly salary bonuses and B2-level certification test, you are asked to write an argumentative essay. A C1-level certification test may also include an essay.

### STRUCTURE OF AN ESSAY

An essay consists of three parts:

- Introduction - you introduce the topic and say what you are going to do in the essay
- Body - you give your opinion on the problem and prove your opinion with relevant supporting examples;
- Conclusion - you restate your opinion, summarize your main points and make a final comment speculate about future implications, make recommendations, etc.).

## Basic Structure

### ► Introduction

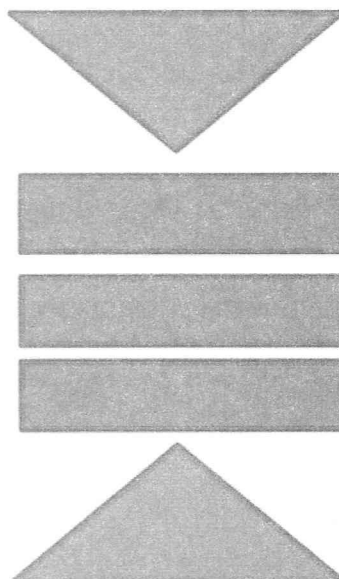
- Introduce the subject and come to the point

### ► Body

- The real power of your writing
- Support your thesis
  - Examples
  - Detailed Information

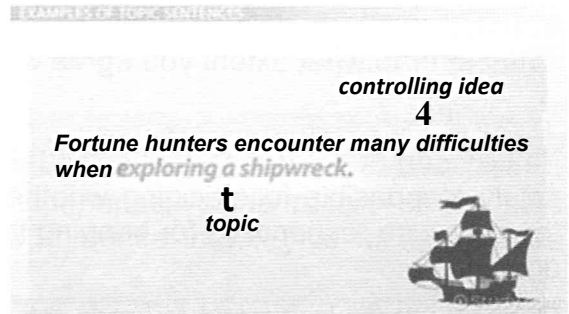
### ► Conclusion

- Begin by restating your thesis
  - Not word for word!
- Gradually become more broad and general



## STEPS IN WRITING AN ESSAY FOR AN EXAM

1. **Analyze** the task.
2. **Brainstorm** ideas.
3. **Plan** your essay.
4. **Write** your essay.
5. **Proofread** your essay.



When analyzing the task:

1. Identify the **topic** - what does the essay question ask you about?
2. Identify **the focus (controlling idea)** - which particular aspect (part) of the topic are you asked to write?
3. Identify **instruction words** - what kind of essay are you expected to produce?

*Example:*

The internet allows us to stay connected with each other no matter where we are. On the other hand, it also isolates us and encourages people not to socialize.

To what extent do you agree or disagree?

Give reasons for your answers and include any relevant examples from your own knowledge or experience.

*Topic:* The internet

*Focus (controlling idea):* connected, isolates, not to socialize.

*Instruction words:* agree, disagree.

So, the essay questions asks you to produce an “agree-disagree” essay about the effects of the Internet on people’s interaction with each other.

Remember: you should write about the **focus**, not about the topic in general!

## ESSAY TYPES

### 1. The Discussion

You are given a **problem** and asked directly **to discuss it**, and very often asked to **suggest a solution** for it.

*Examples:*

In many countries schools have severe problems with student behaviour. What do you think are the causes of this? What solutions can you suggest?

Many universities charge higher fees for foreign students. Why do they do this? Do you believe that it is fair?

**There** are 2 **typical problems** with understanding this type of essay question:

1. You are being asked for your **personal opinion**: it is not enough to talk generally about the topic. You must give your personal view.
2. Very often you given two tasks: for example, to discuss the causes and the solution. If you discuss only one of these, you will be penalized.

## 2. The proposal

You are given **an opinion** about some social issue to discuss. Typically, you are asked whether or to what extent you **agree** with it.

*Examples:*

Fatherhood ought to be emphasized as much as motherhood. The idea that women are solely responsible for deciding whether or not to have babies leads on to the idea that they are also responsible for bringing the children up. To what extent do you agree or disagree?

Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous. To what extent do you agree or disagree?

There are three **typical problems** with understanding this type of essay question:

1. The questions are simply longer to read and sometimes harder to **understand**. Spend plenty of time reading the question and underlining the key words and making sure you **understand** what words like "this" and "these" refer to.
2. It can be easy to confuse the **background information** from the **opinion**. You must discuss the opinion. If you only discuss the topic, you will be penalized.
3. You need to discuss **the opinion in the question**. You cannot only give your opinion.

## 3. The argument

You are given **a problem** and **two different solutions or opinions** about it. Typically, you are then asked to decide **which solution/opinion is the better**. Alternatively, you may be given **a situation** and asked to discuss **two sides (the advantages and disadvantages)** of that situation.

*Examples:*

In some countries people pay different rates of tax depending on their salary, in other countries everyone pays the same rate. Which do you believe is the best system?

Unemployment is one of the most serious problems facing developed nations today. What are the advantages and/or disadvantages of reducing the working week to thirty five hours?

There are two **typical problems** here:

1. The essay discusses the problem generally and doesn't talk about **advantages or disadvantages** or **make a choice** between the two options. Again this will be penalized.
2. The essay only looks at the advantages or the disadvantages. It needs to look at **both** sides of the question.

Here is a simple **checklist** to help you decide which type of question you are looking at:

1. Does it ask me what **my own opinion** is about a topic? —> Discussion question —► Use my own opinions.
2. Does it ask me to discuss **a particular proposal**? —> Proposal question —> Discuss that proposal.
3. Does it ask me to decide between **two different opinions** or look at **the advantages and disadvantages** of a topic —> Argument question —^ Discuss both sides and come to a decision.

## HOW TO WRITE AN INTRODUCTION

An introduction can be structured in one of the following ways:

### ***Introduction: Way 1***

<b>Structure</b>	<b>Example</b>
1. A general statement on the <b>topic</b> (Background information)	History, in common parlance, is the record of the past events and it bears immense importance for the human civilization.
2. A restatement of the <b>focus</b> (Problem)	Although there are good arguments against the importance of history, many people argue that that history plays a crucial role apprehending the present situation.
3. <b>Thesis</b> statement	I personally believe that history is the key to understanding the current situation and the world in which we live in and it teaches us how to build a better future.
	<i>Task: Some people believe that history is very important and we must study the past to understand the present. Other say that it has little or no use at all. Discuss.</i>

### ***Introduction: Way 2***

<b>Structure</b>	<b>Example</b>
1. One side of the <b>problem</b> .	Many people are excited about space exploration.
2. The <b>other side</b> of the problem	However, others feel it is a massive waste of money.
3. <b>Thesis</b> statement	This essay will look at some of the arguments for and against space exploration.
	<i>Task: Does space exploration benefit mankind?</i>

*Another variation of Way 2:*

<b>Structure</b>	<b>Example</b>
1. Statement of the <b>problem (situation)</b>	Everyday, we read about new record contracts and salaries earned by sportsmen and women.
2. Two <b>sides</b> of ( <b>opinions</b> on) the problem (situation)	Some people do not agree with these huge payments. Others believe that our sports heroes deserve every penny.
3. <b>Thesis</b> statement	This essay will look at some of the arguments for and against the high salaries of athletes.
	<i>Task: Do Athletes Deserve Their High Salaries?</i>



### Introduction: Way 3

Structure	Example
1. Statement of the problem	Most people would accept that some action needs to be taken about the chronic housing shortage that is threatening so many countries around the world.
2. Further development of the problem	One logical solution to this problem would be to create more housing in the countryside which is relatively underpopulated.
3. Thesis statement	My view, however, is that this would lead to serious damage to the environment and alternative options need to be found.
	Task: There is an increasing shortage of housing in many countries. Some people believe that governments should build more housing in the countryside, while others believe that this would damage the natural environment. Discuss both these views and give your opinion

A **thesis statement** is a sentence (or two) that states what you are going to do in your essay. It is a kind of a **signpost** - something that tells you where to go- or a map that shows the reader what direction your essay will take. Also, your reader may be able to tell how many parts or which paragraphs will follow the thesis statement. You can use verbs like *analyze, look at, examine, discuss, outline, consider, describe, focus on, cover, decide, believe, agree, disagree, convinced, unconvinced* in your thesis statement.

#### Examples:

*In this essay, I will outline the arguments for and against sex education in schools.*

*This essay looks at ideas in favour of and against early marriage.*

*I am going to analyze the effects of drugs on the individual, the family, and society.*

*In my opinion, this trend has more disadvantages than advantages.*

*I agree that for certain conditions this type of medicine is ineffective and could even be dangerous, but for some illnesses it is a good alternative choice.*

*However, I strongly believe that this form of medicine does not work and is possibly a danger to those using it.*

*Whilst some people are of the opinion that this is an entirely acceptable practice, I believe that this is completely wrong and should be made illegal.*

## LAYOUT OF THE ESSAY

The body part of your essay should consist of **clear and effective paragraphs** (See: Unit "Text Organization. Matching Headings" in Reading section). How many paragraphs the body of your essay will have depends on what type of essay you are writing and what ideas you have to include in your essay. One simple way to organize your essays is to follow a **3773 or 35553 layout**.

**A 3773 layout** is useful when you are giving both sides of the argument or situation, or talking about both problems and solutions (causes and effects), and when you have equal number of ideas to support both sides. In this approach, you **list** all your ideas for (against) in one paragraph.

Parts of the Essay	Explanation
Introduction	3 sentences
Body Paragraph 1	7 sentences (arguments for / arguments against / problems /causes - Topic sentence - Supporting idea 1 - Development (example, explanation, etc.) - Supporting idea 2 - Development (example, explanation, etc.) - Supporting idea 3 - Development (example, explanation, etc.)
Body Paragraph 1	7 sentences (arguments against / arguments for / solutions / effects - Topic sentence - Supporting idea 1 - Development (example, explanation, etc.) - Supporting idea 2 - Development (example, explanation, etc.) - Supporting idea 3 - Development (example, explanation, etc.)
Conclusion	3 sentences

### Sample paragraph:

Studying abroad has definite **benefits** for a student. Living in another country can be an *exciting experience* because everything seems new and different. The challenge of living in a new environment can give you courage and self-confidence, too. If you want to learn *another language*, living abroad is a great way to do that . You can read magazines or newspapers, watch television programmes, or make friends with people who are native speakers. Another good reason to live abroad is to learn more about *another culture*. Being in an authentic environment, you will learn about details of the culture than can never be learn from books.

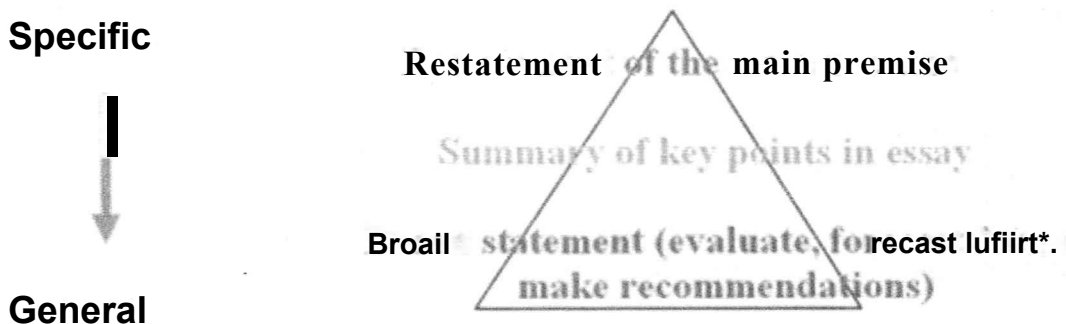
**A 35553 layout** is useful when you are looking at only one side of the argument or situation (only for, or only against), or when you have an unequal number ideas (1 - against, 2 - for or 2 - against, 1 - for). In this approach, you **develop** each of your ideas in a separate paragraph.

Parts of the Essay	Explanation
Introduction	3 sentences
Body Paragraph 1	5 sentences: argument - development (examples, explanations, etc.) concession (optional)
Body Paragraph 2	5 sentences: argument - development (examples, explanations, etc.) concession (optional)
Body Paragraph 3	5 sentences: argument - development (examples, explanations, etc.) concession (optional)
Conclusion	3 sentences

*Sample paragraph:*

Students who go to study abroad often experience a type of culture shock when they arrive in the new country. Customs which they took for granted in their own society may not be followed in the host country. Even everyday patterns of life may be different. When these are added to the inevitable differences which occur in every country students may at first feel confused. They may experience rapid changes of mood, or even want to return home. However, most soon make new friends and, in a relatively short period, are able to adjust to their new environment. They may even find that they prefer some aspects of their new surroundings, and forget that they are not at home for a while.

Remember: in the introduction and body parts of your essay, you move from **general to specific**. In conclusion, you move from **specific to general**.



**Figure 1: A pattern for conclusion paragraphs**

## BODY PARAGRAPHS

You can organize your body paragraphs in many different ways:

Structure of a paragraph	Example
<p>Topic Sentence            Support 1            Explanation / Example of support 1            Support 2            Explanation / Example of support 1 Support 2            Support 3            Explanation / Example of support 3</p>	<p>One solution to the problem of deforestation is to use less paper. If we use less paper, fewer trees will be cut for paper making. One way of reducing paper use by using both sides of the paper when making a photocopy or writing a letter. A second way is to reuse old paper when we can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when we write a rough draft of an essay, we can write it on the back of something else. Yet another way is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If we follow the three Rs—reduce, reuse, and recycle—we can help save the world's forests.</p>
<p>Topic Sentence            Explain Topic Sentence            Example            Concession</p>	<p>Technology may be able to help students with some things but it has many limitations. I.T. cannot educate people as effectively as real human beings because computers cannot detect things such as context, emotions and how an individual learns. A prime example is language learning, in which teachers need to explain not only individual words but how these words work in different situations. However, there may come a time in the very distant future when computers are able to carry out these tasks.</p>
<p>Topic sentence            Expand / Explain            Example            Result</p>	<p>One of the principle advantages of an increase in the use electronic devices in education is the autonomy it provides students. Students have the freedom to focus on whatever topic or subject they want and study it in depth through the internet. A prime example of this is the amount of online university courses available to students, covering a myriad of subjects, that up until recently were unavailable to most learners. This has resulted in more people studying third level degrees than ever before, at a pace and schedule that suits them.</p>
<p>Topic sentence            Expand / Explain            Further expand / explain            Example</p>	<p>The two most important factors that lead to someone being satisfied at work are being treated with respect by managers and being compensated fairly. If those more senior than you respect you as a person and the job you are doing then you feel like you are valued. A fair salary and benefits are also important considerations because if you feel you are being underpaid you will either resent your bosses or look for another job. These two factors came top of a recent job satisfaction survey conducted by Monster.com, that found that 72% of people were pleased with their current role if their superiors regularly told them they were appreciated.</p>

## BLOCK ORGANIZATION AND POINT-BY-POINT ORGANIZATION

Block organization and point-by-point methods of organizing a paragraph can be used when you want to compare and contrast two topics, or to talk about problems and solutions / causes and effects.

Block organization:

Structure	Example
Topic sentence Points of comparison / contrast about Topic A (A1, A2, A3) Points of comparison / contrast about Topic B (B1, B2, B3) Concluding sentence	Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help 'see' the characters in the story. However, when you see a film, it is a different experience. When you watch a film, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.

Point-by-point organization:

Structure	Example
Topic sentence First point of comparison / contrast about Topics A and B (A1, B1) Second point of comparison / contrast about Topics A and B (A2, B2) Third point of comparison / contrast about Topics A and B (A3, B3) Concluding sentence	When listening to a conversation between an American and an Englishman, a person will become aware of the most significant differences between the two varieties of the English language. While the Englishman does not pronounce 'r' sounds before a consonant sound or at the end of a word, the American does. This might lead to a rather humorous misunderstanding if, when asked by the American what his job was, the Englishman answered that he was a clerk (pronounced 'clock' to the American ear). Failure to use the 'r' sound at the end of a word might also lead to confusion between words like 'paw' and 'pour'. Moreover, a noticeable difference exists between the basic words used to express the same thing. The American might want to know the price of gas in London, but the Englishman will answer him by using the word 'petrol'. Unlike the American, who wears an undershirt when the weather is cold, the Englishman wears a vest. The American wants to know where the elevator is, while the Englishman asks the location of the lift.

## WRITING A CONCLUSION

A well-written conclusion restates your point of view. It may also:

- summarize the information in your essay;
- using the information provided in the essay, make a generalization;
- predict what might happen next;
- suggest actions, based on the information in the essay.

*Examples:*

All in all, success involves much more than money. Learning skills and having a happy life are equally important parts of a successful life.

All in all, I would have to say that life is better for families when one parent stays home with the children. Both the parents and the children benefit.

In the future we will rely on the Internet for quick access to all of our news and information. This will bring us many benefits as long as we remain aware of the potential pitfalls.

While art and music classes cost time and money, they provide children with important experiences. Every school should devote at least some resources to this part of their curriculum.

## USEFUL LANGUAGE FOR ESSAYS

### Reporting: Grammar structures

Grammar structures	Examples
Object clause	Some people argue that... Others question whether...
Reporting verb + preposition + noun	They object to the policy of subsidizing ...
Reporting verb + gerund	They suggest subsidizing ...
Reporting verb + object + infinitive	They urge the government to subsidize ...

### Reporting: Vocabulary

Function	Vocabulary
Expressing beliefs	believe, maintain, suspect, think
Discussion	argue, assert, claim, insist, say
Showing agreement	accept, acknowledge, admit, advocate, agree, concede
Showing disagreement	challenge, deny, disagree, dismiss, doubt, object, oppose, question, refute
Giving suggestions	imply, suggest, urge

## Avoiding absolute statements

Ways of avoiding absolute statements	Language	Examples
Using quantifiers	some, many, most, majority	Most people think of robots as machines that look like people.
Using verbs	appear, seem, tend	The British traditionally tend not to display much emotion in public.
Using frequency adverbs	sometimes, often, rarely	Often, students with family problems have difficulties at school.
Using modal verbs of probability	can, could, may	This new drug could be an important step in the fight against cancer.
Using probability adverbs	possibly, probably, perhaps	Exercise will not only lower blood pressure but possibly protect against heart attacks.
Using qualifying phrases	in a way, more or less, to some extent, up to a point	To some extent, it is beneficial for children to use social networks.

## Stating your opinion

Ways of stating your opinion	Language	Examples
Using introductory phrases	in my opinion, from my point of view, in my view, to my way of thinking, to my mind, from my perspective, it seems (appears) to me that, to me that, it is my opinion that	It seems to me that fathers can take care of children just as well as mothers can.
Using verbs	agree, believe, think, understand, suppose, guess, hope, imagine	I suppose that most children will benefit from art and music education.
Using adjectives	certain, positive, convinced, sure, persuaded, confident, doubtless	I am certain that over-reliance on cars has led to many problems in our society.
Using adverbs	definitely, certainly, probably, conceivably, perhaps, possibly, seemingly	Parents should definitely put limits on their children's television viewing.

## COHESIVE DEVICES

Cohesive device	Examples
Personal pronouns	Many people enjoy retirement. They find they have time for activities they enjoy.
Demonstrative pronouns	The population in urban areas has grown particularly quickly. This trend has put pressure on local services.
Substitution words	The issue of land reform is one that needs careful attention..
Relative pronouns	Lower mortality is due to increased longevity, which results from improved healthcare.
Coordinating conjunctions	While many people avoid watching violent TV programmes, others do not mind them.
Subordinating conjunctions	If we do not like a particular TV programme, we can easily change the channel.

### Subordinating Conjunctions

Meaning	Conjunctions	Examples
Time	when, while, after, before, as, as soon as, as long as, by the time, whenever, till/until, since, once, now that, he moment, every time	When governments required males and females to receive the same pay for the same jobs, employers simply changed job titles to ensure that women were still paid less than men.
Cause (reason)	because, since, as, that, in order that, so that, now that, inas- much as, lest, seeing that, be- cause of the fact that, due to the fact that, owing to the fact that, on account of the fact that, in view of the fact that	Firstly, costs for employers would be re- duced since businesses would require less office space, which is often situated in the center of large cities.
Result	so, so ... that, such ... that	It is important that children be taught to criti- cally evaluate what they see in the media so that they can form a more realistic view of society, acceptable behaviour, and indeed themselves.
Concession	though, although, as, even if, even though, no matter how/ who/what/when/why, however, whoever, whatever, whichever, in spite of the fact that, despite the fact that, notwithstanding that	Although this is not desirable, I do not per- sonally believe that imposed quotas are the solution.
Condition	if, unless (negative condition), provided that, providing that, suppose that, supposing that, only if, whether or not	There might be some benefit to starting your career early, especially if your chosen field is one which does not typically require a uni- versity education
Purpose	so that, in order that, in case, lest, for fear that	Governments need to protect the cultural identity of minorities lest they be lost.
Manner	as, just as, as if, as though	Just as humans value freedom, animals feel stressed in captivity.



## LINKING IDEAS

Meaning	Joining ideas within a sentence	Combining two sentences into one	Transition between ideas
Adding information	and, as well, as well as e.g. The museum provides hours of fun and a few surprises as well.	and, as well as e.g. He knows Persian perfectly and can read some Arabic .	also, besides, furthermore, moreover, in addition e.g. I prefer to buy fruits and vegetables in the open market because they are quite cheap there. Besides, they are much fresher than fruits and vegetables sold at the greengrocers'.
Contrasting information	but e.g. This is an expensive but extremely useful book.	but, while, whereas, though, although e.g. Schools in the north tend to be better equipped, while those in the south are relatively poor.	however, on the other hand, conversely, in contrast, still e.g. Cotton production was on the increase. However, it was still a small industry compared to hemp and canvas production.
Alternative opinion	or, either... or e.g. Shall we go out to the cinema or stay at home?		Alternatively e.g. You're welcome to come with us now in our car. Alternatively, you can go later with Mary.
Sequencing			first, firstly, first of all, to begin with, in the first place, for one thing; second, secondly, in the second place, for another thing; third, thirdly, in the third place; finally, lastly, last of all e.g. Owning a car has some advantages. First, it gives you comfort. Second, it saves you a lot of time. Third, it gives you great freedom of movement.
Providing examples	for example, for instance e.g. Many countries, for example, Mexico and Japan, have a lot of earthquakes.		for instance, for example, to illustrate e.g. Car prices can vary a lot. For example, in Belgium the VW Golf costs \$1000 less than in Britain.

Meaning	Joining ideas within a sentence	Combining two sentences into one	Transition between ideas
Adding details (specific information)	in particular, particularly, namely e.g. British farmers, particularly those producing lamb, are very worried.		in particular, particularly, specifically e.g. Shopping in small markets is quite advantageous. In particular, one can find specialty items that larger stores do not contain.
Restating (paraphrasing) information	or, namely e.g. The espionage novel, or, as it is known in the trade, the thriller, has become quite popular recently.		that is, that is to say. in other words, e.g. It's described as downsizing. In other words, people are losing their jobs.
Similar information	As, similar to, in the same way e.g. There was no obvious reason why this could not be as good a film as the original.	just as, as e.g. He did not need to keep moving house, as his father had.	likewise, similarly, correspondingly, by the same token, in the same way e.g. Men must wear a jacket and a tie. Similarly, women must wear a skirt or a dress, not trousers.
Concession (unexpected result)	in spite of, despite e.g. Despite all our efforts to save the school, the authorities decided to close it.	though, although, even though e.g. Pascal went ahead with the experiment even though he knew it was dangerous.	however, yet, still, nonetheless, nevertheless, even so, in spite of this, despite this, actually, in fact, having said that, admittedly e.g. Everyone thought the exam would be difficult. In fact, it turned out to be very easy.
Cause	because of, owing to, due to, on account of e.g. Owing to a lack of funds, the project will not continue next year.	because, since, as e.g. Many exam candidates lose marks because they do not read the questions properly.	
Result	so, so / such ... that e.g. Professor Brown is such an outstanding scientist that he is highly respected by his colleagues and students.		as a consequence, as a result, accordingly, consequently, for this reason, hence, therefore, thus, thereby e.g. Professor Brown is an outstanding scientist. Therefore, he is highly respected by his colleagues and students.

## USING ADVANCED GRAMMAR STRUCTURES

Grammar structures	Examples
Verb + Object + Adjective	<p>Multinational companies nowadays find it easy both to market their products all over the world and set up factories wherever they find it convenient.</p> <p>Supporters of globalization would argue that multinational companies make high-quality goods available to more people.</p>
for + Object + Infinitive	<p>But 1 feel it is more acceptable for them to contain some features about famous personalities.</p> <p>This is a good example for children to follow.</p>
Using attributes in post-position (after the word they describe)	<p>Sensational stories, such as these, cause great unhappiness to the people concerned.</p>
Using reduced clauses	<p>Some products, perfect in many ways, fail to succeed in the market, (instead of: Some products, which are perfect in many ways, fail to succeed in the market. )</p>
Expressing purpose using an infinitive	<p>Generally, people read newspapers to find out about world current affairs and they read magazines to be entertained.</p> <p>To survive in such a society, you have to be very aware of the power the media can have over you</p>
Expressing result using a relative clause ('which')	<p>Although this is undoubtedly true, it also means that we have become more dependent on them, which in turn makes us more vulnerable to their decisions.</p> <p>This means they will want to play sports, which is good for their health.</p>
Using participle constructions	<p>In addition to being popular reading, these stories often benefit the stars by giving free publicity to them, thereby helping their careers.</p> <p>Others advocate free speech, arguing that the freedom of speech is the single most important political right of citizens in a civilized society.</p>
Using noun clauses	<p>These attributes are what makes people want to look up to them and model various facets of their lives along those of the athletes.</p> <p>What we can do is use the media responsibly and not let it use us.</p>
Adding emphasis using 'it'	<p>It is the 'cult of celebrity' that is affecting children in a number of undesirable ways.</p> <p>When you are in your teens, it is your friends who have more influence on you than your parents or teachers.</p>

## HOW YOUR ESSAY IS ASSESSED

In order to pass DTM **test of eligibility for monthly salary bonuses** and **B2-level** certification test, your essay should meet the following criteria:

Task Achievement	Grammar Range and Accuracy	Vocabulary Range and Accuracy	Organization and Coherence
<ul style="list-style-type: none"> <li>- addresses all the points given in the task</li> <li>- expresses a position, though the development is not always clear</li> <li>- uses appropriate style (some slight inappropriacies are OK)</li> <li>- thesis statement / topic sentences are appropriate</li> <li>- relevant supporting details / examples are provided for most content points</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates the ability to use a range of complex structures / sentence forms (relative clauses, adverbial clauses, constructions)</li> <li>- structural mistakes do not cause misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>- uses a good range of vocabulary to cope with the set task</li> <li>- incorrect word choice does not lead to misunderstanding</li> <li>- varies formulation to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- performance has a satisfactory overall structure at the text level; some jumpiness may occur</li> <li>- presents information with some organization, but there may be a lack of overall progression</li> <li>- generally follows paragraphing conventions</li> <li>- some relationships between ideas marked</li> <li>- accurately uses a limited number of linking devices</li> <li>- attempts to use referencing</li> <li>- follows standard layout for required task type most of the time</li> </ul>

For **C1 level**, you are expected to demonstrate that you can use a more sophisticated language (noun clauses, inversion, less common lexis) as well as collocations that sound natural.

**Activity 1: Analyze the following essay questions. What is the topic and what is the focus in each of them?**

1. Many people believe that the Internet is the most revolutionary new invention of the last century. Do you agree?
2. The Internet has revolutionized the modern world, but many people argue that it has also created new problems and inequalities. What is your opinion?
3. The Internet could revolutionize the world in future, if everyone could have easy access to all the information that is available on the World Wide Web. Do you agree or disagree with this statement?

**Which of the essay questions above:**

- a) expects you to accept that it is revolutionary, and to consider both its benefits and the problems it has created?
- b) wants you to speculate about the future, and to consider how much you believe the future benefits will change the world?
- c) involves comparing the Internet with other inventions, and arguing that it is, or is not, the most revolutionary?

**Activity 2: In the essay questions, the same or similar idea can sometimes be asked using different words. Identify which of the following basically ask the same question. (In each case the statement would be followed by a question asking for your opinion.)**

**Note: Sometimes, you might be asked the same question from the opposing ends.**

- a) Tertiary education is of greater benefit to the individual receiving it than to the society as a whole. It is therefore not desirable for governments to spend the taxpayers' money on supporting students just so that they can earn more money in future.
- b) Parents have a greater influence on their children's future success than schools do. Governments should therefore provide parent training courses rather than teacher training courses.
- c) Free tertiary education is essential for every country since tertiary graduates are the only qualified and educated people that can help countries to progress in the modern world.
- d) Education is the most important source of children's development. No matter what their background, if children have good school and teachers, they can progress. Governments should therefore put their major resources into school education.
- e) Modern science and technology can solve environmental problems, such as pollution and global warming, if we apply enough resources to research.
- f) People throughout the world are ignoring the dangers of environmental pollution and of global warming in the hope that science and technology can find solutions. This is not true. We all need to take responsibility for the damage we are causing and must change our life-styles.

**Activity 3: Match introductory sentences 1-4 below to Writing Task 2 statements A-F. There are two statements that you do not need to use.**

1. Each year, there are more and more cars on our streets creating congestion and causing delays. There are several ways that local governments can try to solve these problems.
2. Unless we are born into wealth, we all need to find a way to earn a living. For many, our working life takes up most of our waking hours and this can make us very unhappy indeed.
3. As a society, we have a duty to teach our young people. However, there are some lessons that we need to learn for ourselves.
4. Marketing involves reaching as many people as possible about a product. There is no better way to reach people than through television, popular culture and the internet.

**A.** Children have to be educated, but they also have to be allowed to learn things for themselves.

**B.** Advertisements spoil our enjoyment of today's entertainment.'

**C.** The world would be a happier place if we all enjoyed our work.

**D.** Computer allow us to stay connected with each other. However, they also encourage people not to go out and socialize.

**E.** Some countries reduce inner-city traffic by increasing public transport. Others impose a tax on people who drive in the city.

**F.** Nowadays, more people are travelling to remote places, spreading their own language and culture as a result.

**Exercise 4: Underline the topic word and the focus word in this essay question. Write down synonyms and associated words to the key words.**

Are zoos cruel to wild animals?

**Activity 5:** The following are five introductions to the following essay topic. However, the sentences have been jumbled. Find the first and second sentences which belong together in each case, to make five different introductions.

***Modern technology has increased our material wealth, but not our happiness. To what extent do you agree with this statement?***

1. Every country in the world is aiming for technological development.
2. The most important thing for happiness, however, is not possessions, but relationships.
3. For most people, technological development means an improvement in their lifestyle.
4. Their governments are not making their people more contented, however, as inequalities in society continue to grow.
5. Modern technology can provide enormous benefits in terms of material goods.
6. It seems clear, however, that this is an old-fashioned view, and that technological inventions actually allow people to have more time and leisure to satisfy their spiritual needs.
7. Technology has brought many changes to peoples' lives, not all of which are beneficial.
8. Some people claim that modern technology is harming society's spiritual and traditional values.
9. In fact, in many cases people have suffered enormously because of these changes.
10. However, while some people enjoy an easier life, others are often made unemployed as a result of new technology, and most people now feel insecure and unhappy as a result.

**Activity 6:** Select the best pair of sentences from the following to introduce the topic:

***The Internet has provided great benefits, but at the same time it has also created new problems and inequalities. Is it possible to control some of these problems?***

- a) Most people would like to have access to the Internet.
- b) The Internet has changed our lives more than any other modern technology.
- c) The Internet has given both advantages and disadvantages to our society.
- d) The Internet is a relatively new phenomenon.
- e) In fact, with the Internet it is possible to do many things.
- f) However, the Internet can help terrorists to communicate with each other.
- g) At the same time it has created an enormous gap, between those who have access so it and those who do not.
- h) On the other hand, it has created some problems.

**Activity 7: Write an introduction to the following essay.**

Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

**Activity 8: Rewrite sentences 1- 9 using the words in brackets.**

1. Perhaps this is because today's teachers are not trained as well as they used to be. (might)
2. Personally, I don't think this is a good idea, (view)
3. I certainly wouldn't like to have to do a job I didn't enjoy, (personal)
- 4.1 think this could be a bad idea, (probably)
5. In my view, life is much more complicated for young people nowadays, (can)
6. Personally, I think every situation is different, (opinion)
7. Nowadays, young people probably use their mobile phones for multiple tasks, (generally)
8. In my opinion, schools are more crowded than in the past, (seem)
9. My city is less crowded now and people generally enjoy walking through the streets, (appear)

**Activity 9: Match the sentences 1-8 with the most appropriate definition, A-C.**

- A) this is my strong belief
- B) this is my understanding of the situation
- C) this is a guess, I don't really know for sure

1. I feel it's important for everyone to play an active role in reducing this type of pollution.
2. I realise that it could be difficult to cut costs like this.
3. I can see that for people who have a disability, the internet provides an essential lifeline.
4. I suppose that allowing adverts to be placed on a football pitch might help reduce the cost of tickets.
- 5.1 believe that if we all made a positive effort then we could make real progress.
- 6.1 imagine that people with high-powered jobs find it difficult to escape from work.
7. I am convinced that there is a connection between computer use and obesity.
- 8.1 suspect that the rich are not as happy as we think they are.



**Activity 10: Put the sentences in the correct order to make a paragraph.**

- A. For example, it is nearly impossible to go to your average supermarket and be able to find unprocessed fruits or vegetables.
- B. Another way children become obese is through their families.
- C. What may have been okay to eat many years ago around the table might be killing us now, since foods have been processed more and more since the 1940's.
- D. All in all, it can be very difficult for families to provide children with the right nutrition and knowledge they need to not become obese.
- E. Also, the fruits are pumped with color if they don't look pretty enough.
- F. You would have to ask for organic; if it isn't, that means it was probably grown in a field full of pesticides and insecticides.

**Activity 11: Write a paragraph, following the given instructions.**

**Sentence #1** — (topic sentence) — make one claim about the overall topic of the essay that relates to the thesis:

*Students who learn how to write well will earn better grades in most classes.*

Sentence #2 - explain why the topic sentence is true, or develop it further:

*This is true because ...*

**Sentence #3** — give an example of the claim made in the topic sentence (make a "for instance" statement):

*For instance, ...*

**Sentence #4** - give another example of the claim to better support it:

*Furthermore, ...*

**Sentence #5** — support the claim with even more specific information :

*According to ...*

**Sentence #6** — write a sentence that wraps up the paragraph (an "in conclusion" sentence):

*Because ...*

**Activity 12: Using the ideas provided, write two body paragraphs for the following essay.**

***Task:***

Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences. Discuss both sides of this argument and then give your own opinion.

***Introduction:***

There is an ever-increasing use of technology, such as tablets and laptops, in the classroom. It is often argued that this is a positive development, whilst others disagree and think it will lead to adverse ramifications. It is agreed that an increase in technology is beneficial to students and teachers. This essay will discuss both points of view before coming to a reasoned conclusion.

***Body paragraph 1:***

- access to more information
- the ability to research and learn about any subject
- a very worthwhile tool for education
  - example: Wikipedia

***Body paragraph 2:***

- no real human interaction
- - valuable skills like discourse, debate and empathy.
- human interaction is still possible through the internet
- - examples: Skype and Facebook

**Activity 13: Write an introduction and two body paragraphs for the following essay.**

Students are becoming more and more reliant on computers. What are some of the problems associated with reliance on computers, and what are some of the possible solutions?

**Activity 14: These concluding sentences all contain a mistake. Find the mistakes and correct them.**

1. In conclusion, I completely disagree this view.
2. As far as I am concern, this is a problem without any real solution.
3. To summarise, even there is a clear downside to our dependence on technology, I honestly feel we have to find a way to cope with it because the internet is definitely here to say.
4. In conclude, there are both negative and positives to this system, but the negatives seem to far outweigh the positives.
5. In my point of view, education is a vital part of every child's life.

**Activity 15: Below are three conclusions to a student essay on plagiarism. Read the essay title and decide which conclusion is strong, which is weak and why.**

*Task:*

To what extent is plagiarism the result of ignorance of academic conventions in the UK. What can educational institutions do to prevent plagiarism offences occurring in the future?

*Conclusion 1:*

In conclusion, plagiarism can be separated into two types; intentional and unintentional. There are several identifiable reasons which lead international students to plagiarise, such as linguistic problems, cultural differences, pressure to do well in the future and misgivings in UK universities' methods of study and assessment. Two ways of combating the existence of plagiarism are more careful explanations about the notion of plagiarism and a change in the way students are taught and assessed so that there is less of an emphasis on written assignments.

*Conclusion 2:*

To sum up, the main reason behind students' plagiarism is that they are ignorant of acceptable academic practice. Factors such as cultural background and low understanding of referencing skills play a huge role in such ignorance. In addition, the way students are taught in universities, for example with a focus on written assessment, may exacerbate the problem of plagiarism. Therefore, current systems of assessment need to be reviewed if a reliance on plagiarism is to be reduced.

*Conclusion 3:*

In conclusion we must understand that there are many problems that lead to plagiarism and these must be treated in order for students to be more successful. It is much more complicated than we may assume at first glance. We must also open our eyes to the fact that harsh punishments are not always the best methods to tackling situations.

**Activity 16: Write conclusions for your essays in Activity 12 and Activity 13.**

**Activity 17: Combine the information in the following sentences into one sentence.**

1. The government plans to help poorer countries. It plans to cancel all third world debt. (Remove the repetition and use by)
2. The rules were introduced. The rules increased congestion immediately. (Put the word Immediately at the beginning of the sentence)
3. Government officials have constantly been denying charges of corruption. The government officials have secretly been accepting bribes from businessmen and lobbyists alike. (Use while)
4. The government has plans to boost renewable energy generation. The plans will be announced today. The plans will be announced by Geoff Healey. This is his first policy move since he became environment minister. (Remove the repetition in the first three sentences; then use in and then since + verb+ ing)
5. The destruction of historic buildings for whatever reasons is repellent to many people. It is a crime against humanity. (Use verb+ ing)
6. Charges for entering city centres will be introduced shortly. The charges will raise the cost of motoring. (Use verb+ ing)
7. The local authority is knocking down old tower blocks. The local authority wants to improve the area. (Remove the repetition and use by),
8. The project is opposed by both big companies and government departments. The project aims to regenerate all slum areas in the next decade. (Use a relative clause without which/that or an auxiliary verb)
9. The decision marks the beginning of real competition in the electricity market. The electricity market was a monopoly for more than a hundred years. New rules took effect in January. The rules will allow ElectCom to license competition. (Use which/ until/verb+ ing)
10. All car companies are now expected to face stiff competition. This follows a damning report from the EU Competition Commission. (Use verb + ing)
11. The fares have risen substantially over recent years, The fares put people off public transport. (Remove the repetition and use verb + ing).
12. Companies need to play on their strengths. Companies need to put more effort into successful areas. Companies need to reduce investment in failing ventures. (Remove the repetition, use verb + ing and while + verb + ing).
13. The government could force through the construction of cheap houses for essential workers. It could purchase all the brown-field sites in major cities. (Use by+ verb+ ing or by + noun)

**Activity 18: Choose the correct linking expressions in the following essay.**

*It is generally accepted that smoking causes the deaths of large numbers of people. In order to address this problem governments should ban smoking in public places. To what extent do you agree or disagree with this statement?*

Many people think that the best way to reduce deaths from smoking is to ban smoking in public places. ... (However/In addition) (1), it is not as simple as that: There are several reasons why I do not consider this approach to be suitable.

... (Alternatively/Firstly) (2), banning activities often increases their popularity by making them seem more exciting. ... (Furthermore/In contrast) (3), most smoking takes place in the privacy of people's homes, and would ... (therefore/nevertheless) (4) not be affected by the ban. ... (Thirdly/Similarly) (5), a ban of smoking would make extra demands on the police.

... (Although/Despite) (6) the ideas behind banning smoking in public places are good, an alternative approach needs to be taken, in my opinion. Schools should lead the way in discussing the harmful effects of smoking not only on the smokers themselves but on others around them. ... (In addition/Consequently) (7), parents need to support these efforts by encouraging their children to understand the negative aspects of smoking.

If we adopted these measures, I believe fewer people would take up smoking ... (as a result/moreover) (8). To some extent these things are already happening. ... (And/ Nevertheless) (9), further efforts are needed.

**Activity 19: Read the test task and the model answer. A teacher has marked the problem areas (1-8) and written comments. Using these comments, rewrite the problem areas.**

*Many health problems in adults such as obesity and heart disease can be linked to poor diet. Research shows that it is important to encourage healthy eating patterns at an early age in order to avoid ill-health as an adult. What action can be taken to encourage children to eat more healthily?*

To educate our children about healthy eating and physical exercise is important. (1) Children need to learn what to eat and children need to experience (2) eating a wider variety of foods.

Packed lunches which are produced by the same person every day tend to contain the same food items every day too and also these foods tend not to (3) be the healthy option. Very often the contents of children's lunch boxes are crisps, sweets and biscuits.

In order to prevent the problems associated with poor diet, such as obesity and heart disease in adulthood, parents need to encourage their children to eat a greater variety of healthier foods. The lack of experience of eating different kinds of foods often (4) leads to poor diet in adults. Experiencing a wider variety of foods can lead to a more

rounded and nutritious diet and experiencing a wider variety of foods can therefore lead (5) to better health.

To provide support and help to parents is important. (6) One way to do this is to implement a system whereby all children get the same food. No child would feel ashamed or embarrassed by the contents of their lunch boxes with this system. (7) Although difficult to achieve, this would control the foods that all children ate, thereby ensuring a healthy diet.

Eating a healthy diet (8) as a child undoubtedly has a huge influence on how healthy we are as adults.

Teacher's Comments:

- |   |                      |                      |
|---|----------------------|----------------------|
| (1) grammar problem                       | (2) avoid repetition | (3) avoid repetition |
| (4) add emphasis                          | (5) avoid repetition | (6) grammar problem  |
| (7) try starting with "this system . . ." | ( 8 )                | avoid repetition     |

**Activity 20: Read the sample essay and correct the mistakes.**

*Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school.*

*Discuss both views and give your opinion.*

When they finish school, teenagers face the dilemma of whether getting a job or continuing their education. While there are some benefits to get a job straight after school, I would argue that going to college or university is better.

The option start work straight after school is attractive for several reasons. Many young people want to start to earn money as soon as possible. In this way, young people can become independent, and they will be able to afford having their own house or starting a family. In terms of their career, young people who decide to find work, rather than continuing their studies, may progress more quickly. They will have the chance gaining real experience and learning practical skills related to their chosen profession. This may lead to promotions and a successful career.

On the other hand, I believe that it is more beneficial for students continue their studies. Firstly, academic qualifications are required in many professions. For example, it is impossible to become a doctor, teacher or lawyer without having the relevant degree. As a result, university graduates have access to more and better job opportunities, and they tend to earn higher salaries than graduates with fewer qualifications. Secondly, the job market is becoming increasingly competitive, and sometimes there is hundreds of applicants for one position in a company. Young people who do not have qualifications from a university or college will not be able to compete.

For the reasons mentioned above, it seems to me that students are more likely being successful in their careers if students continue their studies beyond school level.

**Activity 21: Assess the following two essays.**

*Task:*

Many countries these days have high immigration.

In your opinion, what are the disadvantages of this for the receiving country? How could these disadvantages be reduced?

*Essay A*

In this essay I shall discuss drawback of high immigration on the receiving country and how could these disadvantages be reduced. At present most of third world peoples are arriving to developed countries' as a workers.

Firstly, third world countries are always pain poverty. As a result most of workers are compel to do a job in developed country, because may be they can earn a lot of money than their mother land, when they are work in a developed country. But this case cause too many problems. Factly when there is high immigration country, it's culture go down day by day. Because immigration people are not know about their traditional customs and rules. On the other hand, in receiving country when there held a national ceremony the population of participation are very low because most of people are immigration.

Moreover the old country is lose high skill worker. May be they have high education. Or they coming from rich family. Which cause level of mother land to reduce. Lastly have many peoples, for example, South sudanese, who doesn't like north peoples who all living together in new country and still having disputation. In Melbourne have fithing at railway station. And robber of shop.

In conclode, it's a good idea to immigration. But have serious problems. Government should stoping this.

*Essay B*

At present, large number of people are moving from the developing into the developed world in order to flea poverty. Within the developed world, there is also movement as people seek to improve their lives. In this essay, I shall discuss drawbacks of high immigration on the receiving country, and how these could be reduced.

Firstly, what is high immigration? I belive this is when many thousands of people arrive in a country in one year. I heard last year, the city of Melbourne have 40,000 immigrants, which I think is high number for city of around four millions. It is not flood like when there are millions of refugees in camps. But it's kind of complicated. Anyway, migrants and refugees are different.

A sudden influx of newcomers who may not speak the language of the country well nor understand its culture may cause disruption. This is one problem with high immigration. Furthermore, these people choose to live altogether in one area, which might become kind of slump. This means the government need to encourage spread out of monoculture, as well as introduce mechanism to integrate newcomers such like language classes or more TV program about the culture. People who are indigenes of that country may also feel there culture is deterating day by day.

Secondly, local people, who have low skill, may consider immigrants are stealing their jobs since many immigrants work as manual labours. This means there is tension with migrants and locals that could lead to violence. In Melbourne, some Indian students who drive taxis were attacked and even murdered a few years back for this reason. I reckon this is major problem.

Unfortunately, immigrants may also bring their own conflicts. For instance, the Sudanese in Melbourne from North and South Sudan had a long war in Africa. Now they find themselves as neighbours and continue their dispute. This means Australian police and social workers need involvement in reparation of this situation rather than other works. Therefore, higher taxes become necessary. More seriously, international criminal networks like the Mafia might also come with immigrants, meaning further strain on police and legal system.

To conclude, immigration is essential for prosperity. But high immigration may only be necessary when there is rapid development with lots of employment opportunities. Social problems in receiving country as a result of immigration can be less if governments introduce certain social or policing measures, or immigrants are restricted to people who have passed IELTS exam and possess jobs on skilled migrant list.

**Activity 22: Write an essay on the following topic.**

According to those in the travel business, the nature of the average 'holiday' is changing. Rather than seeking a relaxing break in a far-away place, people now want excitement on their holidays and are keen to participate in unusual and challenging activities.

Do you agree or disagree?



## TEST PRACTICE 1

### Sample Task 1

Only formal examinations, written or practical, can give a clear picture of students' true knowledge and ability at university level. Continuous assessment like course work and projects are poor measures of student ability. How far do you agree with this?

Write your essay in appropriate style and format in 250 words on your answer sheet.

### Sample Task 2

To what extent do you *agree* or *disagree* with the following statement?

To protect local culture, tourism should be banned in some areas.

Write your essay in appropriate style and format in 250 words on your answer sheet.

### Sample Task 3

Do you agree or disagree with the following statement:

Only people who earn a lot of money are successful.

Write your essay in appropriate style and format in 250 words on your answer sheet.

## TEST PRACTICE 2

### Sample Task 1

You have seen the following statement in an international magazine, and have decided to write an essay. Write an opinion essay based on the quote given below (250 words)

Mahatma Gandhi once wrote:

*"There is enough in the world for everyone's need, but not for everyone's greed."*

### Sample Task 2

Every year several languages die out. Some people think that this is not important because life will be easier if there are fewer languages in the world.

To what extent do you agree or disagree with this opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

### Sample Task 3

You have attended a presentation at your college entitled 'Online shopping and the end of the high street shop'. The presenter included some comments she received during interviews with consumers. You have made the notes below.

*Areas that the presenter focused on:*

*convenience*

*cost*

*enjoyment*

*Some comments made by consumers:*

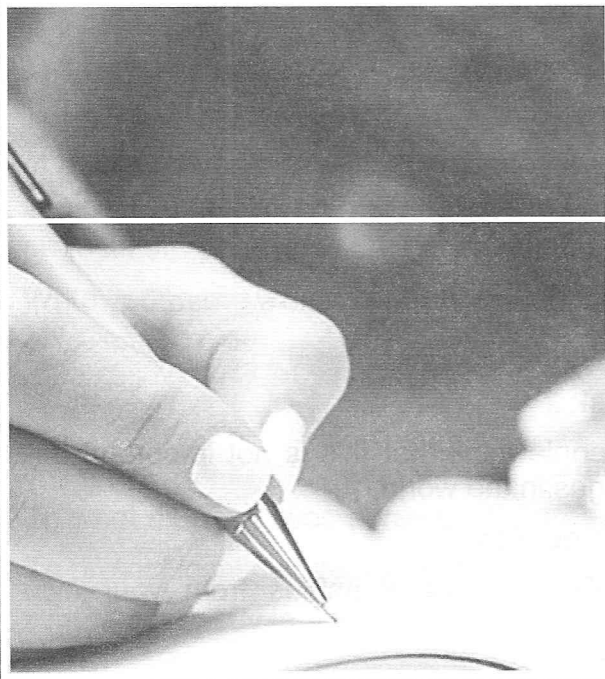
*'Online shopping means avoiding parking fees and crowds.'*

*'Goods are more reasonably priced on the Internet.'*

*'I love shopping and trying things on.'*

Write an essay for your tutor discussing two of the areas in your notes. You should explain which area you think most influences how people shop and provide reasons to support your opinion. You may if you wish, refer to the consumers' comments, but you should use your own words as far as possible.

Write your essay in **250** words.



## WRITING A REVIEW

**Lesson focus: learn how to ...**

- write a review.

For Task 2 of Writing part of C1-level certification test, you may be asked to write a review.

A review is an article that presents your evaluation of a text, performance, or production (for example, a book, movie, concert, exhibition or video game). A review usually includes the following elements:

- identification of the genre or general nature of the subject being reviewed;
- a brief summary of the subject matter (such as the basic plot of a film or novel);
- a **discussion** supported by evidence of the specific **strengths** and weaknesses of the subject reviewed;
- a comparison of the subject with related works, including other works by the same author, artist, or performer.

Your review should consist of at least four paragraphs: an introduction, two body paragraphs and a conclusion.

The **introduction** provides basic information about the **content** of what is being reviewed - its genre, purpose and synopsis. This part serves as a **hook** - it should be attention-grabbing.

The body part gives:

- the reviewer's personal opinion of the work;
- **comparison** with other related works;
- some helpful comments for the benefit of the performers / writers etc. involved in the work being reviewed.

In the body part, start a new paragraph for every item/aspect you are addressing in your review. Provide evidence to support your opinion.

The **conclusion** gives a recommendation as to whether the readers of the review would or would not enjoy the work being reviewed;

Unlike the formal academic style of argumentative essays, reviews should be written in a colourful, lively language, including figurative language and metaphors and catch the reader's attention. Do give your assessment of what you are reviewing

**Activity 1: Read the following introductions to different reviews. Analyze the language. How do the reviews try to catch the reader's attention?**

1. With a rural 19th century England setting, Bronte has created a fictional account of the early life of Jane Eyre which every reader can not help but enjoy. In this novel we get to recognize the conflicts between love and independence, conscience and passion, and the struggle of a young girl and woman to maintain her self-esteem. These were all pioneering themes in the patriarchal society of Victorian England in the 1800s. In this hub I will first give a brief biography of Charlotte Bronte, and then give a sketch of the setting, characters, and plot of *Jane Eyre*, before concluding by commenting on the strengths and weaknesses of the novel.

2. From a negligible half-line in one of the 60 stories by Arthur Conan Doyle about Sherlock Holmes - the detective mentions "the case of Ricoletti of the club foot and his abominable wife" as he's going through old files in *The Adventure of the Musgrave Ritual* - Mark Gatiss and Steven Moffat built 90 minutes of the fastest, funniest, flashiest, cleverest, most demanding, ridiculous and brilliant drama there is likely to be until ... well, possibly until the next *Sherlock* comes along, sometime in 2017 we are told.

3. Farideh Lashai's retrospective—spanning five decades and occupying all three stories of Bait Al Serkal, a nineteenth-century home-turned-exhibition space in downtown Sharjah run by the Sharjah Art Foundation—included paintings, animated projections on painted canvases or prints, sculptures, and an installation. Born in Rasht, Iran, Lashai (1944-2013) studied literature in Frankfurt and decorative arts in Vienna, after which she worked as a crystal designer. A selection of crystal vases, often adorned with cypress branches, from the early 1960s, and several School of Paris-inspired landscapes, florals, and portraits represented her first decade.

4. Vanillaware have done a wonderful job of bringing *Odin Sphere* up to date whilst still keeping what made it so endearing originally. If you are after a combat focused game with a compelling setup and a beautiful, painterly aesthetic you really can't go wrong with *Odin Sphere: Leifthrasir*.

5. After all the hype and hysteria, the event itself comes as an anticlimax. My initial impression is that Benedict Cumberbatch is a good, personable Hamlet with a strong line in self-deflating irony, but that he is trapped inside an intellectual ragbag of a production by Lyndsey Turner that is full of half-baked ideas. Denmark, Hamlet tells us, is a prison. So too is this production.

6. Funkadelic's 10th album and their commercial breakthrough, *One Nation Under a Groove* was the starting point for many British listeners. An underground delicacy stateside since 1970, the group had yet to enjoy much popularity in the UK. But by '78, the Funkadelic part of leader George Clinton's P-Funk mothership had travelled from being an acid-drenched funk-rock ensemble to something resembling Parliament, their hit-generating sister band.

**Activity 2: Read the review of a new series of television programmes. As you read, think about whether the reviewer is meeting the aims of a review. Then answer the questions below.**

When it comes to explaining the shortcomings of the fatherless family, Kerry Dunn, aged 12, carries a lot more power, conviction and dignity than any politician has yet. Her short, home-made video, 'Life Without Dad', is the startling highspot of BBC2's new series of films, As Seen on TV. Kerry is angry, hurt, persistent in her questioning of what has happened to her and - herein lies the dignity - rather than being interviewed by some soapily compassionate reporter, she has made her own pitch.

It was about time that children, the most vulnerable and absorbed of television audiences, were invited to take over the means of production. The camcorder is now ubiquitous: the youngest children are television-literate, with most seven-year-olds perfectly capable of aping a vox pop, a walking shot or a commentary.

Yet, so far, while adults make video diaries, all children have been invited to contribute to their generation's medium are silly clips for the likes of Jeremy Beadle. Eric Rowan and Chris Morris, of children's BBC, wanted to give children what Morris calls a 'chance to tell their own truth', and have quartered<sup>5</sup> the country looking for willing film-makers, lending them camcorders and waiting for the tapes to arrive in the post.

Smaller children have at times been chaperoned, particularly for street interviews, but otherwise the material is in their hands. They interview their families, talk alone in their bedrooms to tripod cameras, a blind boy demonstrates how he sees the world, some surfers put their point of view in Scotland, an orphan in Brighton talks about living with grandparents, and in one of the more violent films, later in the series, two 12-year-old girls make a no-holds-barred<sup>?</sup> documentary on the horrors of having to share a bedroom. They were, apparently, shocked to see themselves.

Chris Morris edits the tapes, sends a rough-cut for approval by the child, tidies it up, and puts it out. The results are uneven, sometimes funny, sometimes passionate or silly. But they belong to the children and for once nobody is patronising them. Watching, other children may grasp the all-important fact that television is nothing magical, just another medium for communication.

1. What, in brief, is the subject of the review? List all the facts that are given in the review about the contents of the programme as well as any practical details about its production.
2. What is the reviewer's personal opinion of the programmes? Underline all the words and expressions which serve to express this.
3. Does the reviewer recommend that viewers watch or do not watch this series? How does she express this?
4. Would (a) the children and (b) the adults involved in producing these programmes feel that they had been given some useful comments in the review? If so, what?
5. Will readers enjoy reading this review? Is it of any interest when you have little chance of seeing the programmes described? Does the writer say anything that relates to a broader subject than the programmes reviewed? If so, what?

**Activity 3:** Look at the following short extracts from a number of different reviews. 'Translate' each into straightforward English. What techniques has the writer used to make his or her work more interesting than the paraphrase?

1. Teenagers are one of the few species so far not to have been made the subject of a nature programme. This is a pity. The greater spotted variety, legendary for its long periods of indolence interspersed with frantic spells of alien activity, fascinates naturalists and anthropologists alike.

2. Society: is it a free association, a living organism or an open prison? Or does it, as the Great Leaderene wanted us to believe, not really exist, being only an accidental gathering together of free-floating and fiercely competing units, families, individuals? John Arden's *Live Like Pigs* (Theatre Upstairs) was written in 1958 but it could have been written last week ...

3. Whitney Houston is the Arnold Schwarzenegger of soul. Other vocalists may exude more character, more sexiness, more charm even but for the sheer dimension and technical range of her voice, nobody else can touch her. In so far as a singer can be said to ripple and bulge with vocal muscles, she does.

**Activity 4:** Decide what the speaker is probably talking about in the following statements. Also decide whether the speaker is expressing an opinion that is basically positive or negative.

1. I was so engrossed that I literally couldn't put it down.

2. Jack interprets the lyrics in an unusual but rather captivating way.

3. Most of the shooting was done on location and they certainly used some impressive sites.

4. Although the decor is tasteful, the choice is restricted and the service slow and rather unsmiling.

5. It is a sensitive and inspiring approach to a difficult subject and is certainly worth waiting up for.

6. For a still-life it is remarkably dynamic.

7. Although I find his work rather self-indulgent, I am still intrigued by his use of alliteration, rhythm and rhyme.

8. The costumes and props are amateurish and at times rather absurd but the lines, on the whole, are well-delivered.

**Activity 5:** Do the following task.

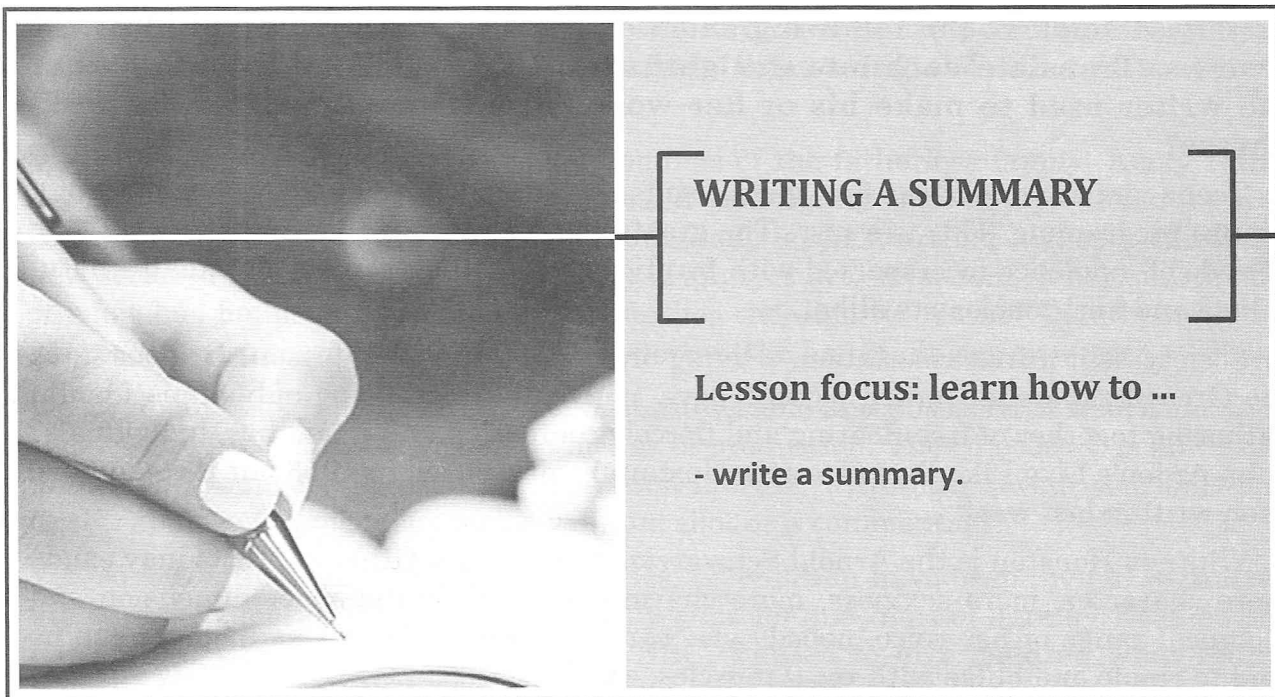
You see this announcement in an international magazine called *Cinefilia*.

***The most UPLIFTING and the biggest DOWNER.***

*It's sometimes hard to choose a film that fits your mood purely on the basis of the poster or the description on the cover of the DVD. That's why we want to publish reviews of the most uplifting and the most depressing films our readers have seen, so that others know what to watch and what to avoid.*

Send in a review which describes the most uplifting film you've ever seen and the one you found the biggest downer. Make sure you give reasons for your choices.

Write your **review** in **250** words in an appropriate style.



For Task 3 of Writing part of C1-level certification test, you will need to write a summary for the given text.

### Strategies for Summary Writing

1. Check the instructions given. Is reported speech compulsory? Is a title asked for? If the task says *In not more than 150 words*, you will be penalized for writing more. If the task says *In approximately 150 words*, you may write 140-160 words. If no word limit is mentioned it is usual to assume that reduction to one-third of the original is required.

2. Read the passage through quickly to grasp the **general** sense. Reread if necessary.

3. Separate the **main points** from the **supporting evidence** and any **speculative digressions**.

- Circle the subjects and main verbs in the sentences.

- Underline key repeated words, or put notes in the margins of the work. These tell you what the central concepts are.

- Find the thesis statement and highlight it.

- Find the topic sentences in the paragraphs. Determine how these topic sentences explain the thesis statement and how the writer has sequenced these explanations.

4. Looking only at the highlighted information or your marginal notes, write down, in your own words and sentences, the major points as you remember them.

- Be careful **not to 'lift'** words or phrases subconsciously from the original.

- Select material on the basis of **categories**: essential; relevant but not essential; irrelevant to the main theme.

- Change the order of the material if it is to your advantage to do so.

- Illustrations, examples, analogies must be omitted except where they take up a very large part of the original or are essential to the argument.

- Particularized statements should be replaced by **generalizations**, specific examples by

a statement of tendency that the example illustrates.

- Omit all **figurative** language.

- Avoid the common mistake of converting each paragraph of the original into a separate little paragraph in your shortened version. Short passages can be summarized as one paragraph and no examination is likely to produce a passage long enough to require more than three paragraphs for its summary.

- Make sure that you do not **distort** (change) the ideas from the text.

5. Put the original aside and reread your summary. Smooth out the language.

6. Check the summary against the source material to make sure that you have **captured only the main points**. (A complete summary is usually about one-third the length of the original text.)

**Activity 1: Below is a text about the decline of frogs worldwide and a summary of part of the text. Do the following:**

1. Read and reread the source material carefully.
2. Separate the main points from the supporting evidence and any speculative digressions.
3. Underline key repeated words.
4. Find the thesis statement and highlight it.
5. Find the topic sentences in the paragraphs. Determine how these topic sentences explain the thesis statement and how the writer has sequenced these explanations.
6. Read the summary and find the place in the text from which the summary begins. Is the order of the material changed in the summary? If yes, how? What key part of the source does the summary emphasize?

#### SOURCE TEXT

When was the last time you saw a frog? Chances are, if you live in a city, you have not seen one for some time. Even in wet areas once teeming with frogs and toads, it is becoming less and less easy to find those slimy, hopping and sometimes poisonous members of the animal kingdom. All over the world, even in remote jungles on the far side of the globe, frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise. Are amphibians simply over-sensitive to changes in the ecosystem? Could their rapid decline in numbers be signalling some coming environmental disaster for us all?

This frightening scenario is in part the consequence of a dramatic increase over the last quarter century in the development of once natural areas of wet marshland; home not only to frogs but to all manner of wildlife. Yet, there are no obvious reasons why certain frog species are disappearing from rainforests in the Southern Hemisphere which are barely touched by human hand. The mystery is unsettling to say the least, for it is known that amphibian species are extremely sensitive to environmental variations in temperature and moisture levels. The danger is that planet Earth might not only lose a vital link in the ecological food chain (frogs keep



populations of otherwise pestilent insects at manageable levels), but we might be increasing our output of air pollutants to levels that may have already become irreversible. Frogs could be inadvertently warning us of a catastrophe.

An example of a bizarre occurrence regarding a species of frog dates from the summer of 1995, when 'an explosion' of multi-coloured frogs of the species *Rana klepton esculenta* occurred in the Netherlands. Normally these frogs are brown and greenish-brown, but some unknown contributory factor is turning these frogs yellow and/or orange. Nonetheless, so far, the unusual bi- and even tri- coloured frogs are functioning similarly to their normal-skinned contemporaries. It is thought that frogs with lighter coloured skins might be more likely to survive in an increasingly warm climate due to global warming.

One theory put forward to explain extinct amphibian species that seems to fit the facts concerns the depletion of the ozone layer, a well-documented phenomenon which has led to a sharp increase in ultraviolet radiation levels. The ozone layer is meant to shield the Earth from UV rays, but increased radiation may be having a greater effect upon frog populations than previously believed. Another theory is that worldwide temperature 30 increases are upsetting the breeding cycles of frogs.

(429 words)

## SUMMARY

The decline in the numbers of frogs may be warning us of a coming ecological disaster. It might already be too late to reverse the trend. Frogs are becoming increasingly difficult to find partly because their natural habitat is being lost to development. Yet this does not explain why frogs are also disappearing from areas of unspoilt rainforests. Frogs are highly sensitive to temperature variations and adversely react to environmental changes long before we become aware of the threat.

(79 words)

**Activity 2: For questions 1-5, read the following texts on speaking in public. For question 1-4 answer with a word or short phrase. You do not need to write complete sentences. For question 5, write a summary according to the instructions given.**

### Text 1

Does the thought of making a presentation to a group of peers bring you out in a cold sweat? If so, you're not alone. The mere idea of having to 'stand and deliver' in front of others is enough to strike dread into the heart of the most experienced business person, let alone students. Yet effective spoken communication is an essential skill for career success in today's business and academic environments.

So what can people do to add sparkle to their speaking skills and overcome this understandable but unfounded fear of speaking in public? The bad news is that presentation nerves are quite normal and you will probably always suffer from them. The good news is that interesting speakers are made and not born. You can learn the techniques that will turn you into a calm and convincing speaker.

The first step is to persuade yourself you can do it. Just like an actor waiting in the wings, or an athlete warming up for the big race, you need to get yourself on a confidence high. Try focussing your thoughts on *moments of* particular *success* during your life to date. Remember that the physical symptoms of nerves are most obvious to you. The audience won't see your knees knocking or your hands trembling, so don't worry about it. Some of the worst presentations are those where the speaker clearly hasn't devoted enough time to it beforehand. Let's face it; a presentation that's **slung together** half an hour before it's going to be delivered isn't going to impress anyone.

## Text 2

Inexperienced public speakers generally rely too heavily on words, so that they overlook other features which give a successful speaker impact.

Research has indicated that words account for only **7%** of the speaker's impact on the audience. A massive **55%** of the speaker's impact is visual, i.e. how he or she looks, facial expression, gestures, body language, posture etc., while **38%** of impact comes from the voice; does the person sound trustworthy, is the voice varied and interesting to listen to?

This breakdown of the impact a speaker has may sound unlikely, but imagine a situation: you have returned a faulty item to a shop, and the shop assistant says, 'I'm sorry, I'll see what I can do.' If this is said in an uninteresting voice as the assistant leans on the counter about to resume a conversation with a colleague, you won't feel confident that very much will happen. But an assistant who is standing up straight and looking directly at you will create an entirely different impression with the same words.

Think of your favourite teacher from school. The person who comes to mind is probably someone who was enthusiastic and animated, someone with both vocal and visual impact. Try recalling phone calls with people you've never met. Invariably, we make judgements about people based on their voices and how they sound. They might say, 'he seemed ill at ease' or 'she looked very confident' and often these opinions are formed before the speaker has said one word.

1. In the first paragraph (Text 1), what image of public speaking does the writer create?
2. Explain in your own words why the writer has chosen to use the expression 'slung together' (in bold).
3. What exactly does the phrase 'this breakdown' describe?
4. Which two words in paragraph 4 (Text 2) echo the need for 'liveliness' mentioned in the first text?
5. In a paragraph of 50-70 words summarize in your own words as far as possible the reasons given in both texts for why people perform badly when speaking in public.

**Activity 3: In a paragraph of not more than 100 words, sum up the changes that took place in music around 1966-7, according to the passage.**

### **The new music**

The new music was built out of materials already in existence: blues, rock'n'roll, folk music. But although the forms remained, something wholly new and original was made out of these older elements - more original, perhaps, than even the new musicians themselves yet realize. The transformation took place in 1966-7. Up to that time, the blues had been an essentially black medium. Rock'n'roll, a blues derivative, was rhythmic, raunchy, teen-age dance music. Folk music, old and modern, was popular among college students. The three forms remained musically and culturally distinct, and even as late as 1965, none of them were expressing any radically new states of consciousness. Blues expressed black soul; rock, as made famous by Elvis Presley, was the beat of youthful sensuality; and folk music, with such singers as Joan Baez, expressed anti-war sentiments as well as the universal themes of love and disillusionment.

In 1966-7 there was a spontaneous transformation. In the United States, it originated with youthful rock groups playing in San Francisco. In England, it was led by the Beatles, who were already established as an extremely fine and highly individual rock group. What happened, as well as it can be put into words, was this. First, the separate musical traditions were brought together. Bob Dylan and the Jefferson Airplane played folk rock, folk ideas with a rock beat. White rock groups began experimenting with the blues. Of course, white musicians had always played the blues, but essentially as imitators of the Negro style; now it began to be the white bands' own music. And all of the groups moved towards a broader eclecticism and synthesis. They freely took over elements from Indian ragas, from jazz, from American country music, and as time went on from even more diverse sources (one group seems recently to have been trying, out Gregorian chants). What developed was a protean music, capable of almost limitless range of expression.

The second thing that happened was that all the musical groups began using the full range of electric instruments and the technology of electronic amplifiers. The twangy electric guitar was an old country-western standby, but the new electronic effects were altogether different - so different that a new listener in 1967 might well feel that there had never been any sounds like that in the world before. The high, piercing, unearthly sounds of the guitar seemed to come from other realms. Electronics did, in fact, make possible sounds that no instrument up to that time could produce. And in studio recordings, multiple tracking, feedback and other devices made possible effects that not even an electronic band could produce live. Electronic amplification also made possible a fantastic increase in volume, the music becoming as loud and penetrating as the human ear could stand, and thereby achieving a 'total' effect, so that instead of a passive audience of listeners, there were now audiences of total participants, feeling the music in all of their senses and all of their bones.

Third, the music becomes a multi-media experience; a part of a total environment. In the Bay Area ballrooms, the Fillmore, the Avalon, or Pauley Ballroom at the University of California, the walls were covered with fantastic changing patterns of light, the beginning of the new art of the light show. And the audience did not sit, it danced. With records at home, listeners imitated these lighting effects as best they could, and heightened the whole experience by using drugs. Often music was played out of doors, where nature - the sea or tall redwoods - provided the environment.

(From *The Greening of America* by Charles Reich)

## TEST PRACTICE

**Summarize the following text in no more than 150 words. Include only the essential information, leaving out insignificant details. Avoid using original wording as far as possible.**

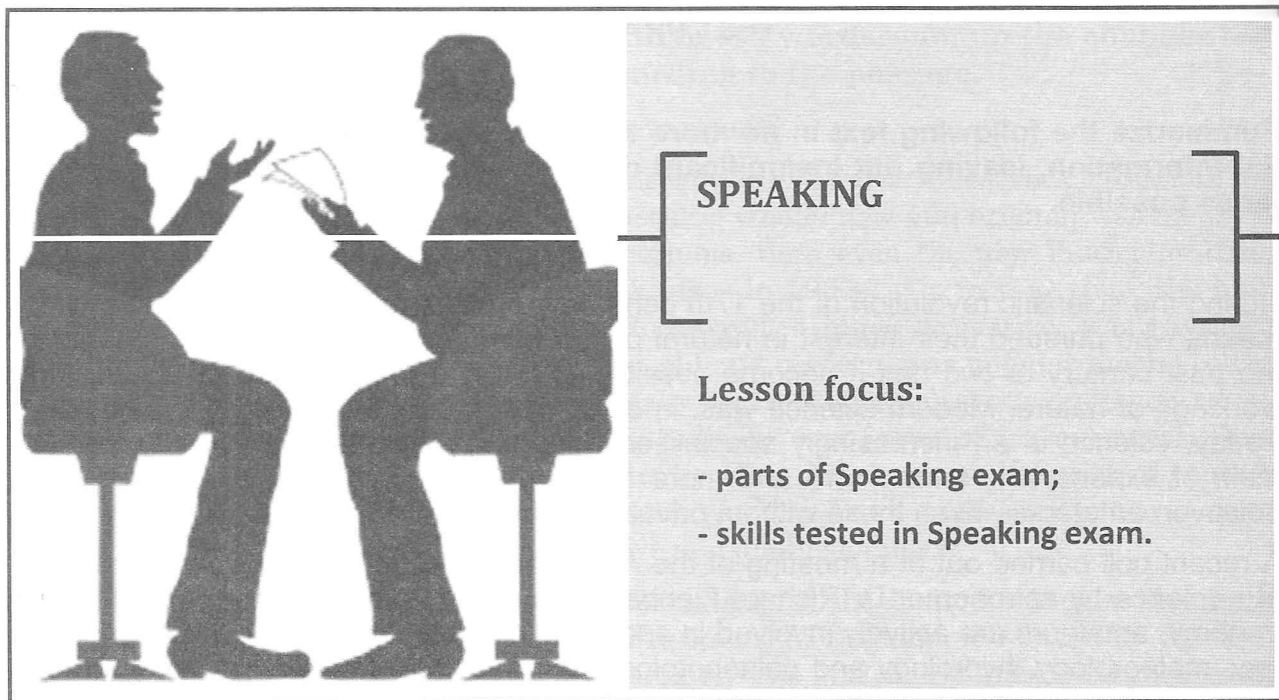
During the scientific revolution of the 17th century, scientists were largely men of private means who pursued their interest in natural philosophy for their own edification. Only in the past century or two has it become possible to make a living from investigating the workings of nature. Modern science was, in other words, built on the work of amateurs. Today, science is an increasingly specialised and compartmentalised subject, the domain of experts who know more and more about less and less. Perhaps surprisingly, however, amateurs - even those without private means - are still important.

A recent poll carried out at a meeting of the American Association for the Advancement of Science by astronomer Dr Richard Fienberg found that, in addition to his field of astronomy, amateurs are actively involved in such fields as acoustics, horticulture, ornithology, meteorology, hydrology and palaeontology. Far from being crackpots, amateur scientists are often in close touch with professionals, some of whom rely heavily on their co-operation.

Admittedly, some fields are more open to amateurs than others. Anything that requires expensive equipment is clearly a no-go area. And some kinds of research can be dangerous; most amateur chemists, jokes Dr Fienberg, are either locked up or have blown themselves to bits. But amateurs can make valuable contributions in fields from rocketry to palaeontology and the rise of the Internet has made it easier than ever before to collect data and distribute results.

Exactly which field of study has benefited most from the contributions of amateurs is a matter of some dispute. Dr Fienberg makes a strong case for astronomy. There is, he points out, a long tradition of collaboration between amateur and professional sky watchers. Numerous comets, asteroids and even the planet Uranus were discovered by amateurs. Today, in addition to comet and asteroid spotting, amateurs continue to do valuable work observing the brightness of variable stars and detecting novae - 'new' stars in the Milky Way and supernovae in other galaxies. Amateur observers are helpful, says Dr Fienberg, because there are so many of them (they far outnumber professionals) and because they are distributed all over the world. This makes special kinds of observations possible: if several observers around the world accurately record the time when a star is eclipsed by an asteroid, for example, it is possible to derive useful information about the asteroid's shape.

Another field in which amateurs have traditionally played an important role is palaeontology. Adrian Hunt, a palaeontologist at Mesa Technical College in New Mexico, insists that his is the field in which amateurs have made the biggest contribution. Despite the development of high-tech equipment, he says, the best sensors for finding fossils are human eyes - lots of them. Finding volunteers to look for fossils is not difficult, he says, because of the near-universal interest in anything to do with dinosaurs. As well as helping with this research, volunteers learn about science, a process he calls 'recreational education'.



### SPEAKING EXAM FORMAT

In tests administered by Department of Assessment of Foreign Language Proficiency of State Testing Centre, **Speaking part** is organized in the form of a **face-to-face interview** lasting 11-15 minutes (in C1-level certification, it may last up to 20 minutes). The examination is usually recorded in case there are appeals.

Speaking part consists of three stages:

For Test of eligibility for monthly salary bonuses and **B2-level certification test**:

1. Interview - answering questions on topics related to the candidate's life and on abstract topics (no preparation time is allowed);
2. Individual long-term - making a presentation on a given topic (one minute preparation time is allowed);
3. Presentation - presenting views and arguments on a given issue (one minute preparation time is allowed) - this part may be source-based: the candidate may be given a text and asked to summarize the key points from the text and then, give their opinion the problem raised in the text.

For C1-level certification test:

1. Interview - answering questions on topics related to the candidate's life and on abstract topics (no preparation time is allowed);
2. Individual long-term - making a presentation on a given topic (one minute preparation time is allowed);
3. Presentation— making a presentation on a given topic (two minute preparation time is allowed).

The candidate's speech is assessed on the following **criteria**:

- Communicative Effectiveness - to what extent is the candidate's speech relevant to the question/situation (in terms of content and style);
- Fluency and Coherence - to what extent is the candidate able to produce an extended speech repetition, self-correction or hesitation, and can the candidate use a range of connectives and discourse markers appropriately;

- **Grammar Range and Accuracy** - can the candidate use a mix of simple and complex grammar structures, and to what extent do the grammar mistakes affect communication;
- **Vocabulary Range and Accuracy** - can the candidate operate with a range of vocabulary to discuss topics at length and make meaning clear, can the candidate use paraphrasing to avoid repetition, and to what extent do the vocabulary mistakes affect communication;
- **Pronunciation** - does the candidate use a range of pronunciation features.

#### Tips and suggestions for Speaking exam:

1. This is **not a knowledge test or intelligence test**, it is a test of English - the examiner does not assess what you know or think on a particular topic, they assess **how you speak**.
2. Use **natural spoken** English - it is OK in natural speech to use contractions and correct oneself.
3. **Extend** your answer appropriately. You can use examples, reasons, further explanation or contrast to extend your answer. Be aware, however, that very long answers are not always a good idea. It is possible that you will go off topic and lose coherence.

#### Examples:

*How many languages do you speak? - I speak three languages. My first language is Uzbek and I speak English and Russian too. I've been learning English since I was 11. I started learning it when I was in secondary school.*

*Do you play any sports? - Actually, no. I'm not really interested in playing sports. I like watching sport on TV and I really enjoyed keeping up with the Olympics recently.*

4. Make your answers personal and memorable. Link your answers to your personal experience.
5. You can start by repeating/reformulating or commenting on the question. It allows you a little time to think.

*Examples: "What did I enjoy doing as a child? Let me see..."*

*"That's not something I've thought about before. It's an interesting question."*

6. You can also use **fillers** (That's a good question, Well, let me think ..., You know ..., etc.). They make your speech sound natural and allows you a little time to think.
7. If you have made a mistake and you can **correct** it immediately, do so. This will show the examiner that you have control over the language. If, however, you are unsure how to correct yourself, move on.
8. If you **don't understand** the question, ask the examiner to repeat or explain it - you should not be penalized for this.
9. In long turns and presentations, use **preparation time** wisely and make notes of the points you'd like to make. Do not try to write full sentences - write only key words.
10. **Structure** your talk. Make a clear beginning, main part and ending.

## Sample Exam Questions

### Warm-up

Good morning/afternoon. My name is and, what is your name?

Could you show me your identification document, please? Thank you.

### Stage 1

First, let's talk about your hometown.

- What is special about your hometown?
- How do you usually travel around your hometown?
- What are some problems faced by your hometown?

Now, let's move to the topic of eating habits.

- What types of food are popular in your country?
- How are the eating habits now in your country different from eating habits in the past?
- How may eating habits change in coming decades?

### Stage 2

Now we move to Stage 2.

I would like you to speak up on a topic that I'm going to give to you. You have one minute to think of what you are going to say. Here is some paper and a pen, so you can make notes if you wish. You will need to speak for about two minutes.

I'd like you to describe someone who has had an important influence on your life and explain why they have had such an influence on you.

*(one minute preparation time)*

Your preparation time is up. Could you please start talking now?

### Stage 3

Now we move to Stage 3.

I'd like you to make a presentation on a topic. You should state your opinion, develop it and provide details to support your opinion. You have one minute to think of what you are going to say. Here is some paper and a pen, so you can make notes if you wish. You will need to speak for about three minutes.

Your topic is: Do the advantages of the Internet outweigh its disadvantages?

*(one minute preparation time)*

Your preparation time is up. Could you please start talking now?

Thank you. This is the end of your interview.

**Activity 1: Work in pairs. Answer the following questions. Add extra questions where appropriate.**

1. What do you do in your spare time?
2. How long have you been interested in this?
3. Do you do this alone or with other people?
4. How much time do you spend doing this in an average week?
5. Where do you do it?
8. Do you need any special equipment to do it?
7. What is it about this particular activity that suits your personality?
8. Why is it generally beneficial for people to have hobbies?
9. How do you benefit from yours?
10. Is it an expensive hobby?
11. What are the disadvantages of your hobby?

**Activity 2: Answer the questions.**

1. Which of the following do you enjoy reading in your language?  
- novels; - plays; - newspapers; - biographies; - sports books; poetry  
- cartoons; - magazines; - popular science books
2. What kinds of things do you enjoy reading in English?
3. Are you someone who can read anywhere, or do you have a favourite place?
4. Do you need peace and quiet to be able to read, or can you concentrate even in noisy situations?

**Activity 3: Work in pairs. Choose one of the task cards below and spend one minute preparing what to say. Make a few written notes to remind yourself of points to include.**

1. Describe an object that you particularly like and explain why this object is special to you.
2. Describe a book you have enjoyed reading and explain what you liked about it.
3. Describe a newspaper or magazine you enjoy reading explain why you enjoy reading it.



**Activity 4: Read these quotes with your partner. Which do you agree or disagree with? Give reasons.**

1. Entertainment is far better and more varied than it was in the past.
2. People felt much happier and more secure when everyone lived together in big families.
3. Life's more stressful today than it's ever been before.
4. Young people - especially women - have far more opportunities than their parents' or grandparents' generations had.
5. Compared with thirty years ago, life is much more dangerous now, particularly in the cities.
6. In general, most people are in better health today than at any time in history.'

**Activity 5: Work in pairs. Take it in turns to ask questions 1-3 below.**

1. How has life changed for young people in your country since your parents' time?
2. In which other period of history would you like to have lived? Why?
3. What do you think future historians will say about the way we live now?

**Activity 6: Work in pairs. Take it in turns to ask each other the questions below, allowing time for a full answer to each question.**

#### **The importance of reading**

1. How important is it for young children to learn to read?
2. What disadvantages are there for adults who cannot read?

#### **Reading for enjoyment**

3. How can children be encouraged to read for enjoyment?
4. How is reading books different from watching television or playing computer games?

#### **The future of reading**

5. Do you think that reading will become a more or a less important ability in the future?
6. Do you think a time will come when people get all factual information from the Internet?

**Activity 7: Make presentations on the following topics.**

1. Think about jobs that offer the greatest personal satisfaction. Choose two **jobs** that **appeal** to you most, and explain why you consider these jobs most rewarding.

*Follow-up question:*

Some people think material satisfaction is nowadays more important than personal satisfaction. How far do you agree?

2. Think about the advantages and disadvantages of **various means of transport for travelling long distances** (cars, train, airplanes, etc.), and decide which two sources might be the most effective in providing information, and explain why.

*Follow-up question:*

Some people say our life is becoming too hectic. How far do you agree?

3. Think about the advantages and disadvantages of **various forms of communication** (mail, e-mail, internet, cell phone, face-to-face, etc.), and decide which two sources might be the most effective in providing information, and explain why.

*Follow-up question:*

Some people say people are becoming more and more isolated. How far do you agree?

**Activity 8: Make oral presentations on the following topics. Your presentation should be clearly structured and provided with examples, including personal experience where appropriate. You have two minutes to prepare your presentation and you should talk for about four minutes.**

1. What makes some people more successful than others?

2. What are the reasons for the decline of readership among young people?

3. What are the effects of violence on the screen on the young generation?

## ANSWER KEYS AND TRANSCRIPTS

### TEXT TYPES AND FORMS. READING STRATEGIES

#### Activity 1

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

#### Activity 2

1. persuasive (it is an advertisement)
2. instructive (it is a road sign)
3. informative (it is a notice)
4. informative (it is a contents page)
5. informative (it is a pie chart that gives statistical information<sup>^</sup>)
6. expository (it is a diagram explaining how turbines work)

#### Activity 3

1. an instructive text
2. a descriptive text
3. an informative text
4. a narrative text
5. an argumentative text
6. an instructive text
7. an argumentative text
8. an informative text
9. a descriptive text
10. a narrative text
11. an instructive text
12. a narrative text
13. an argumentative text
14. an informative text
15. an informative text
16. an expository text
17. a persuasive text

#### Activity 4 (suggested answers)

1. skimming
2. skimming / scanning / intensive reading (depending on the purpose)
3. scanning
4. skimming
5. scanning
6. intensive reading
7. skimming / scanning (depending on the purpose)
8. scanning
9. intensive reading
10. skimming / scanning / intensive reading (depending on the purpose)
11. scanning
12. scanning
13. skimming
14. skimming
15. skimming

#### Activity 5

1. environment (c)
  2. business (a)
  3. culture (b)
  4. tech €
  5. fashion (d)
  6. culture (b)
  7. tech (e)
  8. environment (c)
  9. culture (b)
  10. business (a)
- 
1. 2,226
  2. Copperbelt
  3. random number generators
  4. Since I Left You
  5. Bandit
  6. Heidi Slimane
  7. to catch spam
  8. Whitbread
  9. from 2005 to 2007
  10. National Portrait Gallery

#### Activity 6

1. A, E            2. B            3. A            4. D            5. C

1. **B** (Wardhaugh and Thanasoulas each define language in a somewhat different way, with the former explaining it for **what it does**)
2. **C** (Hudson reports that the Seminole Indians of Florida and Oklahoma recognize a 'father's brother' to also be 'father', as the Seminole recognize same sex siblings to fulfill the same role.)
3. **B** (Wardhaugh and Thanasoulas each define language in a somewhat **different** way)
4. **D** (The ultimate **goals** of language education for both learners and instructors revolve around the acquisition of competency.)
5. **E** (While there is **no definitive conclusion** to exactly how language and culture are related ...)
6. **D** (The creation and enforcement of an integrated language policy that reflects the need for learners to be educated about both target culture(s) and language(s) is needed if language learners are to be expected to achieve any degree of real competency in any language)
7. **C** (The use of the term 'father' in a conversation between a native English speaker and a Seminole Indian would logically **produce a different image** for both people, as culturally each may classify the roles and image of this person differently.)
8. **B** (The relationship between language and culture is a complex one due largely in part to the great difficulty in understanding people's cognitive processes when they communicate.)

#### Activity 7

- |              |                  |               |               |
|--------------|------------------|---------------|---------------|
| 1. Pointless | 2. 18:30         | 3. Masterchef | 4. EastEnders |
| 5. Sarah     | 6. Tracey Ullman | 7. Dorset     | 8. 3 minutes  |

#### Activity 8

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

1. True (It follows a paper, published in 2014, in which he noted that, when children are around ten, their biological wake-up time is about 6.30am ...)
2. False (... at 16, this /biological; wake-up time/ rises to 8am)
3. False (... at 18, someone you may think of as a lazy teenager actually has a natural waking hour of 9am)
4. True (Between 14 and 24, it/sleep loss/'s more than two hours.)
5. False (For people aged between 24 and about 30 or 35, it's about an hour and a half.)
6. True (The 10-year-old and 55-year-old wake and sleep naturally at the same time.)

### TEXT ORGANISATION. MATCHING HEADINGS

#### Activity 1

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

#### Activity 2

1. This passage compares and contrasts cyborgs and androids. It is organized as compare and contrast, (c)
2. This passage is about reasons for learning English. It is organized in order of importance, (d)
3. This passage is about reasons for popularity of Hong Kong movies. It is organized as cause and effect, (a), and compare and contrast, (c)
4. This passage is about a network noosphere. It is organized chronologically, (b)
5. This passage is about how wolverines rob other animals of their meals. It is organized as cause and effect. (a)
6. This passage is about how the game of basketball was invented. It is organized chronologically, (b)
7. This passage is about the unique flying abilities of the hummingbird. It is organized as compare and contrast. (c)



3. Maybe they will run out of gas, start to fight or decide to pull over and wait for the traffic to get better.

*Conversation 3:*

1. Hospital or doctor's office
2. Patient and a doctor or nurse
3. An injured leg, ankle or foot

### Activity 3

1. ideas that Carmen thought to be crazy
2. insects
3. late spring
4. in a barber's shop
5. a cat
6. They are retired.
7. the nature
8. moving house
9. she is depressed
10. She is of low opinion of her husband's financial skills.
- II. A baby was born and the baby has some serious problems with health
12. Helen is going to be operated on.

### Activity 4

*Extract 1:*

1. He was busy with another problem.
2. He was not harsh.
3. The visitor insisted on being listened to, despite Sherlock's business.
4. The visitor, Miss Smith.
5. Something troubling her (the visitor).

*Extract 2:*

1. Holmes
2. great amount of money
3. Mrs Hudson, Sherlock's landlady.

### Activity 5

1. C (*heat, hot weather*)

2. B (...an assiduous reader of feminine-hygiene advertising. As a result she had acquired a horror of being less than completely sanitary and in hot weather maintained a shuttle service between her desk and the women's toilet down the corridor.)
3. D (... hospital's long waiting list for immediate admission.)
4. A (...Within the offices six specialists were making their exclusive talents available free to those who couldn't, or wouldn't, afford the private-patient fees charged on the specialists' home ground in the Medical Arts Building downtown.)
5. B (But Rudy's eldest son had decided the old man should get his ears looked at, and here he was.)
6. D (This morning, however, his wife had carried to the breakfast table a running fight about household expenses which they had started the night before ...)
7. C (McEwan was debating whether the old man's condition might be due to senility or a small tumor. It was an intriguing case, and already his professional interest was outweighing his irritability.)

### Activity 6

1. A (... when I saw this ad in the paper for a private hair clinic, I went along.)
2. B (But more hair fell out, and I needed more grafts. Over the next three years, I had more grafts, but it couldn't keep up with the hair loss.)
3. D (A piece of skin was taken from my scalp, and the skin on either side was lifted and pulled inwards to be joined together with stitches. I had to have a week off work after each operation because I couldn't even smile.)
4. B (I was drinking heavily. Sometimes as many as nine pints of beer a night, seven nights a week. It was the only way I could relax and feel confident with girls.)
5. C (In the end I developed scars that wouldn't go away.)

6. D (They did, however, recommend an expensive hair growth lotion.)
7. A (I lost my youth living in a limbo, hopping from transplant to transplant.)
8. B (Only a few months ago, I ordered an expensive wig from another clinic, and then cancelled. I still have to use this spray-on scar camouflage and a hair thickener every morning. I cut my own hair. I mean, I just couldn't go to a hairdresser. And I always wear a hat when I'm out of doors.)

### Activity 7

1. A (I shifted uncomfortably inside my best suit and eased a finger inside the constricting white collar. It was a foolish outfit for this weather ...)
2. B (There were usually two or three situations vacant in the Record each week and an average of eighty applicants for each one.)
3. C. (I was to come to tea and if we were mutually suited I could stay on as assistant.)
4. A.
5. C (I had never been in Yorkshire before but the name had always raised a picture of a county as stodgy and unromantic as its pudding; I was prepared for solid worth, dullness and a total lack of charm.)
6. B (But as the bus groaned its way higher I began to wonder. The formless heights were resolving into high, grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey-stone farmhouses lay among islands of cultivated land which pushed bright green promontories up the hillsides into the dark tide of heather which lapped from the summits.)
7. A (But as I neared my destination the horror stories kept forcing their way into my mind; the tales brought back to college by veterans hardened and embittered by a few months of practice. Assistants were just little bits of dirt to be starved and worked into the ground by the principals who were heartless and vicious to a man.)
8. D (He was beginning to take shape; short, fat, roly-poly type with merry eyes and a bubbling laugh.)
9. D (But at the same time I had trouble with the obtruding image of a hulking, cold-eyed, bristle-skulled Teuton more in keeping with the popular idea of the practice boss.)
10. B (There was something unusual and I couldn't put my finger on it at first. Then I realised what it was—the silence. The other passengers had dispersed, the driver had switched off his engine and there was not a sound or a movement anywhere.)

### Test Practice 1

1. B (The purple velvet curtain is about to be raised. The lights are progressively dimming, till only the red signs showing EXIT remain, glowing like embers in the darkened hall. Popcorn sellers and cold-drinks vendors begin to leave.)
2. D (Salim loves Armaan. Or, more accurately, he worships Armaan.)
3. C (It is lined with posters of all kinds depicting the hero in various poses.)
4. B (The usher was in a good mood today and did us a favor. He told us to go and enjoy the balcony because the stalls were practically deserted.)
5. C (He says he can lean forward and almost touch Armaan. He can count the veins on Armaan's biceps, he can see the whites of Armaan's hazel-green eyes, the fine stubble on Armaan's cleft chin, the little black mole on Armaan's chiseled nose.)
6. A (I am not particularly fond of Armaan Ali. I think he acts the same way in every movie.)
7. B (First we have the advertisements. Four sponsored by private companies and one by the government.)
8. A (And then the censor certificate appears on the CinemaScope screen. It tells us that the film has been certified U/A, has seventeen reels and a length of 4,639.15 meters. The certificate is signed by one Mrs. M. Kane, chairman of the Censor Board. She is the one who signs all censor certificates.)
9. D (But if you were to see the concentration on his face right now, you would think he was watching the First Day First Show with black-market tickets.)
10. C ("No. Something even better than winning a lottery. I have seen Armaan Ali.")

## Test Practice 2

1. (B Anson was the eldest of six children who would some day divide a fortune of fifteen million dollars  
)
2. C (... so that the two boys grew to speak as she did—their words and sentences were all crisp and clear and not run together as ours are.)
3. D (He was a man somewhat superior to his class, which composed New York society, and to his period, which was the snobbish and formalized vulgarity of the Gilded Age, and he wanted his sons to learn habits of concentration and have sound constitutions and grow up into right-living and successful men.)
4. A (... it was much simpler in the series of small and medium-sized houses in which my own youth was spent—I was never far out of the reach of my mother's voice, of the sense of her presence, her approval or disapproval.)
5. D (He accepted this as the natural state of things, and a sort of impatience with all groups of which he was not the center—in money, in position, in authority—remained with him for the rest of his life.)
6. A (Nevertheless, his very superiority kept him from being a success in college—the independence was mistaken for egotism, and the refusal to accept Yale standards with the proper awe seemed to belittle all those who had.)
7. C (He was at home in New York—there was his own house with "the kind of servants you can't get any more"—and his own family ... )
8. A (He and I first met in the late summer of 1917 when he was just out of Yale ...)
9. D (He was always having long talks with them in his confident, logical voice—talks which ended by his getting himself, or, more frequently, another officer, out of some impending trouble.)
10. A (But Anson wasn't that sort, and I couldn't understand the attraction of her "sincerity"—that was the thing to say about her—for his keen and somewhat sardonic mind.)

## CONTEXT GUESSING. UNDERSTANDING ARTICLES

### Activity 1

1. coagulate - convert from liquid to solid or semi-solid state
2. decorum - behavior
3. skeptical - having doubts
4. discard - throw away
5. misconception - wrong belief
6. vindicate - prove to be not guilty
7. resolve - decide
8. cubbyhole - a small place
9. rudimentary - basic
10. arduous - difficult
11. devoid of - has no
12. dot - money and objects given to the bridegroom
13. dissolve - melt
14. wickerwork - making things from wood
15. grazing animals - grass-eating animals
16. eradicate - completely get rid of
17. sedentary - sitting, not active
18. beagles - small dogs with short legs
19. abhorrent - violent
20. hypothermia - a serious medical condition caused by extreme cold
21. thermal - keeping warm
22. pilates - a form of exercise (a type of exercise based on yoga and dance, done with special equipment)
23. avalanche - a natural disaster (a large mass of snow, ice, and rocks that falls down the side of a mountain)
24. scrape - a difficult situation
25. soothing - relaxing

### Activity 2

1. blowout - a sudden uncontrolled escape of oil or gas from a well, marine - related to sea
2. starring - playing the main character, assassin - killer, savior - someone who saves you from a difficult or dangerous situation
3. tumultuous - full of activity, confusion, or violence, exodus - a situation in which a lot of people leave a particular place at the same time



4. unearth - find something after searching for it, especially something that has been buried in the ground or lost for a long time
5. paleontology - the study of fossil remains, prehistoric - relating to the time in history before anything was written down
6. direct manipulation - using touch inputs that loosely correspond to real-world actions, fluid - smooth, relaxed, and graceful, haptic - quick

### Activity 3

1. B (Feature films made motion pictures respectable for the middle class by providing a format that was analogous to that of the legitimate theatre ...)
2. C (This new audience had more demanding standards than the older working-class one, and producers readily increased their budgets to provide high technical quality and elaborate productions.)
3. E (Known as “dream palaces” because of the fantastic luxuriance of their interiors ...)
4. A (Before the new studio-based monopoly could be established, however, the patents-based monopoly of the MPPC had to expire, and this it did about 1914 as a result of its own basic assumptions.)

### Activity 4

1. D (The popularity of Sir Walter Scott’s “Waverley” novels is due in part to their evocation of a romantic Scotland.)
2. C (...Thomas Hardy’s novels, whose human characters would probably not behave much differently if they were set in some other rural locality of England)
3. A (... in Émile Zola, environment is of overriding importance, since he believed it determined character.)
4. B (Gustave Flaubert’s Madame Bovary (1857) could hardly have been placed in Paris, because the tragic life and death of the heroine have a great deal to do with the circumscriptions of her provincial milieu.)

### Activity 5

1. B
2. B (It found that for every 100 people with heart disease eating the highest proportion of healthy Mediterranean foods, there were three fewer heart attacks, strokes or deaths compared with 100 people eating the least amount of healthy foods during a three-and-a-half-year period. )
3. E (The researchers also found that consumption of a so-called western diet - deep-fried foods, refined carbohydrates and sugary drinks - did not increase the risk of such events.)
4. A (The findings were consistent across all the geographical regions involved in the study.)
5. C (Other limitations included that it was based on self-reporting - with no food sample size specified - and did not examine total calorie intake nor the types of fats eaten.)
6. B (Dr Tim Chico: This may explain why a ‘western’ diet did not seem to increase risk as all participants already had established heart disease.)
7. A (Prof. Ralph Stewart: The study found no evidence of harm from modest consumption of foods such as refined carbohydrates, deep-fried foods, sugars and desserts.)
8. A (Prof. Ralph Stewart: If you eat more of these foods in preference to others, you may lower your risk.)
9. C (Tom Sanders: the average age of participants meant they were unlikely to be heavy consumers of sugary fizzy drinks.)

### Activity 6

1. D
2. D (They prefer to do only one thing at a time, to concentrate on it and do it within a fixed schedule.)
3. C (The more things they can do at the same time, the happier and the more fulfilled they feel.)

4. B (The past formulates the contextual background to the present decision, about which in any case, as Asians, they must think long term—their hands are tied in many ways.)
5. C (Asians ... people are so many days, weeks or months wiser.)
6. B (For them, completing a human transaction is the best way they can invest their time.)
7. B (...but they consider the present reality to be more important than appointments.)
8. A (They prefer to do only one thing at a time, to concentrate on it and do it within a fixed schedule.)
9. C (Cyclical time is not a scarce commodity. There seems always to be an unlimited supply of it just around the next bend. As they say in the East, when God made time, He made plenty of it.)
10. C (Asians do not see time as racing away unutilized in a linear future, but coming around again in a circle, where the same opportunities, risks and dangers will represent themselves.)
11. A (... the present you can seize, parcel and package)
12. E (The past formulates the contextual background to the present decision ...)

### Activity 7

1. D (...the government has pioneered a strategy that would be unthinkable in most developed countries. More than 40,000 women - some as young as 16 - have been recruited to carry out tasks normally only done by doctors and nurses ...)
2. E (Women make more reliable recruits than men as they are less likely to leave the village to find work.)
3. A (It is tough to treat: diagnosis takes several weeks, and drugs must be taken for six to eight months, otherwise you risk the disease coming back, or drug-resistant strains emerging.)
4. B (The women screen and test the community for TB, and ensure people take the drugs they receive from the local TB clinic correctly.)
5. E (Moreda: “Juggling childcare is difficult, but I hope I am being a good role model for my son.”)
6. B (Getahun: “There are now 11 to 13 African countries that are either working on or thinking about introducing similar programmes.”)
7. C (Raviglione: “They pay their workers, which means they get status in their community. With this you can actually reach all the people in the community who need treatment.”)
8. C (Raviglione: “Ethiopia has done a number of smart things.”)
9. A (Berkley: “Ethiopia has established an infrastructure whereby the extension workers could be sentinels for the early detection of disease.”)
10. D (Kebede: “That would be good, but I don’t think it /the training/ will happen soon.”)

### Test Practice 1

1. B
2. D (The former British prime minister Gordon Brown, now the UN special envoy for education, has described Syrian children as potentially “a lost generation” if action is not taken to ensure their continued schooling.)
3. C
4. A (The competition comes as a growing number of entrepreneurs turn their attention to developing tech solutions to meet the needs of refugees such as finding hospitals and accommodation.)
5. C (War Child (which is also working on an e-learning programme for a tablet app) has set up 15 early childhood development centres in Afghanistan, where 450 children aged between four and six can get basic pre-school education, a snack and the chance to socialise with other children.)
6. F (She believes smartphone-based learning can overcome problems such as a lack of classroom space, transport to schools and available teachers.)
7. A (With 80% of Aliim’s app designed to work offline, intermittent internet connectivity is not expected to be a significant problem.)
8. D (This summer, the organisation ... is working to formalise some of the learning and provide certification at the end of the process.)

9. E (“Different refugee populations have different technology literacy levels. The app, along with the programme, will have to be adjusted accordingly.”)
10. C (“We also know that Syrian parents are extremely concerned about their children’s learning and well-being,” he adds. “That’s why we want to develop this game-based learning tool, which can be used wherever the children are.”)

**Test Practice 2**

1. B
2. A
3. B (Devon expressed particular concern about the independent school sector where she said the “the pressure to achieve is sometimes more rigorous”)
4. D (...calls to the counselling service ChildLine about exam stress have tripled.)
5. A (“It’s fine for children to have high standards for themselves. It’s what they do when they don’t meet them that’s the critical thing.”)
6. C (Natasha Devon ... said an average of three children in a class were diagnosed with a mental illness, but many more slipped under the radar.)
7. E (She is due to deliver her report to government later this year, and some of it may be uncomfortable reading - in particular her criticism of the academic pressures on young people as a result of the testing regime.)
8. F (“At one end of the scale we’ve got four-year-olds being tested, at the other end of the scale we’ve got teenagers leaving school and facing the prospect of leaving university with record amounts of debt. Anxiety is the fastest growing illness in under 21s. These things are not a coincidence.”)
9. A (“We need to ask ourselves what is causing mental health problems in the first place. Because it’s my belief that many of these struggles could be avoided if we get our approach right.”)
10. D (As well as the fiercely competitive culture in schools, she said the challenges facing young people were exacerbated by the relentless pace of the internet with cyber bullying, advertising, pornography and airbrushed lives. “Being a young person today is harder than it’s ever been,” she said.)

**TRUE - FALSE - NO INFORMATION QUESTIONS**

**Activity 1**

- |             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 1. Opinion  | 2. Fact     | 3. Fact     | 4. Opinion  | 5. Fact     |
| 6. Fact     | 7. Fact     | 8. Fact     | 9. Fact     | 10. Fact    |
| 11. Opinion | 12. Opinion | 13. Opinion | 14. Fact    | 15. Opinion |
| 16. Opinion | 17. Opinion | 18. Fact    | 19. Opinion | 20. Opinion |
| 21. Fact    | 22. Fact    | 23. Opinion | 24. Fact    | 25. Fact    |

**Activity 2**

The article comes from “Opinion” section.

**Activity 3**

*Facts:*

Dolphins are a type of mammal, but they live in the ocean. Because they are not fish, dolphins have to come to the surface to breathe air—just like you and me. Dolphins breathe air through their blow holes.

They live in groups called pods, and they are willing to help each other. For example, if one dolphin is sick or hurt, the other dolphins will help it to float to the surface to breathe until it is well enough to do this on its own.

Dolphins also communicate with each other using clicks and whistles.

*Opinions:*

Dolphins are one of the most interesting animals that live on our planet.

Dolphins are the friendliest sea creatures.

It's amazing how much dolphins care for each other.

Even the sounds they make are friendly! I think people should be more like dolphins.

#### Activity 4

*Opinions:*

Most experts consider nicotine harmful only at extremely high doses.

Advocates fear that e-cigarettes will serve as a gateway to deadly cigarettes — or sustain smokers in public settings where lighting up is banned. “Waiting to act,” New York City’s health commissioner, Thomas A. Farley, said, “is a risk we should not take.”

But there is a price to such rigidity. Emotion should not rule out harm reduction, even if eradication of smoking is the ultimate goal. Banning vaping in public won’t help. Instead, e-cigarettes should be regulated by the Food and Drug Administration as products “sold or distributed for use to reduce harm or the risk of tobacco-related disease.” The industry can’t be trusted to provide safer products. If e-cigarettes can reduce, even slightly, the blight of six million tobacco-related deaths a year, trying to force them out of sight is counterproductive.

#### Activity 5

- |                      |                   |                   |         |          |
|----------------------|-------------------|-------------------|---------|----------|
| 1. a) True           | b) No Information | c) No Information |         |          |
| d) No Information    | e) True           |                   |         |          |
| 2. a) True           | b) No Information |                   |         |          |
| c) No Information    | d) True           |                   |         |          |
| 3. a) No Information | b) False          | c) False          | d) True |          |
| 4. a) True           | b) False          | c) True           |         |          |
| 5. a) True           | b) False          | c) No Information |         |          |
| 6. a) True           | b) False          | c) False          | d) True | e) False |

#### Activity 6

1. B - False (And these responses were surprisingly consistent across individuals, according to the team’s study, published recently in Nature.)
2. B - False (“What is unclear,” he continued, “is whether any new organizational principles emerge from these data, [and] how do we validate these findings?”)
3. A - True (Traditionally, these studies have focused on a single, narrow question or hypothesis about how the brain represents word or sentence meanings.)
4. C - No Information
5. B - False (... were able to accurately predict brain activity in a variety of brain areas, including the temporal cortex, parietal cortex, and parts of the prefrontal cortex.)
6. C - No Information
7. A - True (... which appears to contradict decades of research on brain-injury patients suggesting a left-hemisphere bias in language processing.)
8. B - False (The work adds fuel to a growing debate in the cognitive neuroscience community about the value of data-driven studies versus more-conventional, hypothesis-driven experiments.)
9. B - False (“But based on results such as these, it’s pretty unlikely that we would change our conceptualizations of semantics or the neural basis of language processing.”)
10. C - No Information
11. C (Chatterjee: “The fundamental issue with data-driven approaches ... is they can ferret out patterns,

but that tells you nothing at all about the meaning of those patterns.”)

12. B (Gallant: “We wanted to do the mapping when the brain was in as natural a state as possible.”)

13. E (Hasson: “There is no one recipe to do science.”)

14. A (Martin: “This paper nicely illustrates both the potential power and limitations of purely data-driven methods for evaluating functional brain-imaging data.”)

15. B (Gallant: “One of the more surprising findings was the functional symmetry between both brain hemispheres of the people studied.”)

### Activity 7

1.A- True (The ‘college girl narrative’ became a publishing phenomenon in both Britain and America, coinciding with a growth in higher education and with an increase in the numbers of women students.)

2. B - False (The figures for American women students had risen steadily since the 1950s.)

3. B - False (Just as for the ‘scholarship boys’ in the post-war generation of the 1950s, women who were the first of their family to attend college could find that the experience caused tensions between generations and led to a distancing from parents and home.)

4. C - No Information

5. B - False (The question of how to finance a degree was not on the agenda for the British heroines of the college narrative in the 1970s.)

6. C - No Information

7. A - True (Turner noted, ‘as a general rule, women needed to be better qualified than men to get a university place’)

8. A - True (As John Sutherland points out, the growing numbers of educated young women alerted publishers to the fact that women were the greatest consumers of fiction.)

9. C - No Information

10. B - False (The narratives and heroines may not, however, necessarily be feminist, and the world of university is not always experienced as hostile and patriarchal, but can be a liberating space.)

### Test Practice 1

1.A- True (These merciless killers lure insects to the top of their traps with sweet nectar, where many lose their grip on the ultra-slippery rim and fall into the fluid-filled trap.)

2. B - False (In the century-and-a-half since its discovery, there have been sporadic reports of it catching rats.)

3. B - False (*N. lowii* is odd in other ways too: the rim is unusually narrow and the mouth unusually broad, while the leafy lid that normally keeps out rain is angled up and away from the opening.)

4. C - No Information

5. A - True (The clinching evidence came from an analysis of the source of the nitrogen in the plants. It showed that between 60 and 100 per cent of it came from shrew droppings.)

6. (Moran: “With tree shrews weighing around 150 grams, this also explains why the pitchers are more robust than those of insect catchers. If they weren’t reinforced they’d probably snap off.”)

7. B (Moran: “Growing pitchers is costly for a plant, so if the pitcher is much bigger than required you have to ask why.”)

8. C (Intrigued, Ulrike Bauer, a member of the team from the University of Cambridge, set up cameras.)

9. A (One of the first to suspect that some pitcher plants do things differently was Charles Clarke of Monash University Malaysia.)

10. A (Clarke had noted on his earlier expedition that the pitchers contained few insects but a lot of droppings.)

## Test Practice 2

1. A - True (Hebrew is, of course, the most spectacular success story with zero native speakers a century and a half ago and over five million today.)
2. B - False (If the language is relatively healthy but not used in schools, communities can develop two-way dual-language immersion programs to promote bilingualism.)
3. A - True (Harrison (2010) cautions that some preservation efforts, such as writing dictionaries, grammars, and recordings, have the value of museum artifacts rather than of living language.)
4. B - False (A notable exception are the Amish, who have been successful at maintaining Pennsylvania Dutch by opting out of globalization altogether and maintaining the historical conditions in which their language is supported.)
5. A - True (While these technologies cannot by themselves reverse the attrition of indigenous languages, they can increase community access to endangered languages while at the same time making the languages seem relevant in the digital age.)
6. C - No Information
7. A - True (Speakers of languages with scripts not included in Unicode are left out of these technological advances or must participate using another language or script.)
8. C - No Information
9. B - False (Originally used to write only Maninka, the script became so valuable that it was recruited for use in other languages in the region.)
10. A - True (A lack of access to global technology is a factor that facilitates language attrition, while a sign of linguistic vitality in the twenty-first century is whether or not a language can be typed in its own script.)

### UNDERSTANDING COHESION IN A TEXT. GAPPED TEXTS

#### Activity 1

1. a      2. a      3. b      4. b      5. b      6. b      7. a      8. a      9. b

#### Activity 2

- 1.G      2. J      3. E      4.1      5. H  
6. B      7. D      8. A      9. K      10. F      11.C

#### Activity 3

After sentence number 3.

#### Activity 4

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

#### Activity 5

- 1.C      2. C      3. D      4. D      5. A  
6. B      7. B      8. C      9. B      10. D      11. A

#### Activity 6

- 1.E      2. G      3. A      4. B      5. F      6. D      1.C

**Activity 7**

1. G            2. B            3. A            4. C            5. D            6. H            7. E  
2.

**Activity 8**

- 1.C            2.1            3. K            4. D            5. G  
6. B            7. F            8. H            9. J            10. E

**Test Practice 1**

- 1.E            2. D            3.1            4. F            5. H  
6. A            1.C            8. G            9. B            10. K

**Test Practice 2**

- 1.L            2. D            3. E            4. A            5. B  
6. J            7. G            8. F            9. C            10. H

**LISTENING FOR GIST****Activity 1**

*Suggested answers:*

<i>Situation</i>	<i>Listening skill(s)</i>	<i>Situation</i>
1. You are at the airport, listening for information about your flight.	For specific information, then in detail	You're only interested in your own flight. Then, when your flight is mentioned, you listen carefully for information about the boarding gate, possible delays, etc.
2. You are in a city that you do not know. You have asked someone for directions to your hotel.	In detail	It's important that you understand all the directions. If you miss a detail, the directions will be difficult or impossible to follow.
3. You are listening to a song on the radio.	For gist (or in detail?)	The answer here depends on the listener and the song! You might be happy with a general impression of what a song is about, or you might want to understand all the lyrics.
4. You're chatting to an old friend and exchanging news.	For gist and / or in detail	It depends how interested you are in your friend's news and perhaps how it relates to you. Maybe you listen to some parts for gist and other parts in more detail.
5. You're paying for your shopping at the supermarket.	For specific information	You're waiting to hear how much you have to pay.

**Activity 2**

- 1b            2. f            3. a            4. h            5. g            6. c

**Script:**

**Conversation 1**

STUDENT: Excuse me. I'm looking for the Medical School. Do you know if I'm going in the right direction?

WOMAN: Sure, um ... Go along this road, here, past the library and past the Great Hall. The Faculty of Medicine is on your left. It's about three minutes' walk from here.

STUDENT: Thanks very much.

**Conversation 2**

MAN 1: I've got this really cool new computer game - it's called Soccer Superstars.

MAN 2: How does it work? Can I have a look at it .on screen?

MAN 1: Sure. Well, first you choose your own club -you know, Inter Milan, Manchester United ... You click here to do that.

MAN 2: Right!

MAN 1: And then you actually manage the team as if you were the club manager. It's all about tactics.

MAN 2: Cool!

**Conversation 3**

NEWSREADER: An express from Newcastle has been derailed outside the station, causing a number of injuries. The Presidential elections have caused a riot in Florida. And gale force storms continue to batter Queensland's north coast causing millions of dollars' worth of damage. This is the five o'clock news - and I'm Sally Broadmoore. Good evening!

**Conversation 4**

STUDENT: Oh, hi! I'd really like to be able to one of the university football teams. How do you ... like ... become a member of the club?

COACH: You just have to demonstrate that you're a good player.

STUDENT: Right!

COACH: We're having trials down here on the oval next Tuesday at six o'clock. So if you come along, we'll see how good you are then.

STUDENT: OK-I'll do that.

**Conversation 5**

STUDENT: I'd like to apply for a parking permit for the campus. Have I come to the right place?

ADMINISTRATOR: Yes, you have ... er ... but you have to be a postgraduate student.

STUDENT: I'm sorry. I don't quite understand.

ADMINISTRATOR: I'm afraid you can only get a parking permit if you're enrolled for a postgraduate degree: a Master's or a PhD program.

STUDENT: Oh! That seems rather unfair.

**Conversation 6**

COMMENTATOR: I'm standing down here on the famous Chelsea football ground, and the atmosphere this afternoon is absolutely electric. There isn't a single ticket to be had and the crowds are pouring into the stands. It's going to be an extremely exciting match!

**Activity 3**

1. i            2. d            3. h            4. b            5. g

**Script**

1. For passengers on Platform 4 awaiting the arrival of the 10.24 to Exeter, we regret to inform you that this train is currently running fifteen, that's one-five, minutes late. The delay is due to signalling problems in the Reading area. We apologise for any inconvenience this may cause.



2. Police are continuing to hunt for prisoners who escaped from Longmead Gaol last night. One man has given himself up and police say they are confident of recapturing the rest in the next couple of days. There has been an earthquake measuring 5.5 on the Richter Scale in Japan . . .

3. Things are fairly quiet at the moment in the city. But for those of you heading onto the motorway the news is not so good, I'm afraid. We're getting reports of a lorry shedding its load on the southbound carriageway near Junction 8. So be prepared for delays.

4. (SM = Sally Meakin; I = Interviewer; BT= Bill Turnbull)

SM: Right, well, first of all, thanks for coming in. My name's Sally Meakin and this is my colleague, Bill Turnbull...

I: Hello.

BT Hi, how's it going?

SM: And what we'd like to do today is find out a bit about you, discover what makes you tick. OK?

I: OK.

SM: So let's begin. Now you say on your application form that you enjoy a challenge, and I wonder ...

5. OK, now the first thing we have to do is to make sure you all know how to get on correctly. So watch me first. You face the back of the horse, take the reins in your left hand like this, right? Put your left foot in the stirrup, grasp the back of the saddle with your right hand like this, and up you go!

#### Activity 4

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

#### Script:

(M= Man, W = Woman)

1. M: How can I help you?

W: I wonder if you could tell me how much membership costs?

M: That depends which facilities you're likely to use. And also whether you want to use them in the evenings or in the daytime when we're less busy.

W: Well, my main interest is swimming, but I'd like to use the gym occasionally and if you've got...

2. M: Excuse me madam ... I wonder if you could spare a few minutes to answer some questions?

W: Er, yes, I suppose so. As long as it doesn't take too long ...

M: It's just a few minutes. Thank you. I work for a sportswear company, and we're trying to find out what sort of...

3. W: Good morning, Mr Fletcher. What's the problem?

M: Well, I'm finding it difficult to walk - my ankle's quite painful.

W: Did you twist it or have an accident?

M: Well, not as far as I know. I was just walking along and suddenly it started hurting ...

W: OK. If you'd just take your shoe off... Let's have a look at...

4. M: Hi. I'm calling about the advert you put in the Portsmouth Herald.

W: For the bicycle, you mean?

M: Yes. Have you sold it yet?

W: No, not yet. Are you interested in it?

M: I think so. Is it in reasonably good condition?

W: Oh yes. Do you want to come and look at it? I think you'll be ...

5. M: Pearsons.

W: Oh hello. I've got a problem with my car - I've broken down actually. Could you come out and look at it?

M: Right. I'll just take some details first if that's OK. Where are you?

W: I'm in Central Avenue, just opposite the football ground.

M: And what actually happened? Did it stop suddenly, or was there ...

### Activity 5

1. Weather forecast
2. Real estate talking to a client
3. Financial news
4. News
5. Lecture on Literature

#### Script:

1. We'll start off in the south east. Here there's quite a bit of cloud around and I think we'll see some bands of rain during the afternoon. As a result, temperatures are unlikely to rise above 15 degrees. Next I'll take the whole of the north and west. ..

2. Now here's something that might interest you. It's a studio apartment, so OK it's tiny, but it's right in the central business district. And that's 800 dollars a month. It's a pretty good price for the location - what do you think?

3. And now for the financial news. According to a report published in Home Buyer magazine, property prices in certain areas have risen 12 per cent in the last year. This means that it's becoming even harder for young people to get a foot on the property ladder.

4. A major power failure left almost all of Italy without electricity yesterday. The blackout extended from the Alps in the north to Sicily in the south, cutting power supplies to around 57 million people. Transport was disrupted as traffic Lights broke down and trains and trams stopped running.

5. In my lecture today, I want to look at the work of the Irish writer, Frank O'Connor, who is best known for his short stories. O'Connor was bom in Cork, Ireland in 1903. He was an only child and most of his childhood was spent in considerable poverty ...

### Activity 6

<i>Activity</i>	<i>Conversation</i>	<i>Adjectives</i>
A. Stamp collecting		
B. Running	6	tired
C. Chess	2	never bored
D. Tennis	1	exhausted
E. Football		
F. Water polo	3	tough, exhausting
G. Gardening	5	satisfying
H. Fishing	4	relaxing
I. Surfing		
J. Reading	7	exciting

#### Script:

##### Conversation 1

Man: You look exhausted.

Woman.: Yes, I've just come off the court.

Man: Did you win?

Woman: Yes, finally, but my opponent was very strong. The match went to three sets!

Man: Well done!

### **Conversation 2**

Woman: When did you learn to play?

Man: When I was a child. My grandfather taught me the moves when I was only six years old. I never get bored - every game is a new challenge.

Woman: Really?

Man: Yes, we used to play every Sunday afternoon. He loved it. It must have helped to keep his mind active.

### **Conversation 3**

Woman 1: It looks like a really tough sport. I don't know how you do it.

Woman 2: Oh. I love it. But you've got to be a good swimmer.

Woman 1: I wouldn't want to be the goal keeper!

Woman 2: Yes, that's hard. We usually put our very best player in goal.

Woman 1: It looks exhausting!

### **Conversation 4**

Woman: Don't you ever get bored?

Man: No, never. I just love sitting here by the river, doing nothing. It's so relaxing.

Woman: Do you ever catch anything?

Man: No, not often. But that doesn't matter.

Woman: It's not for me, I'm afraid. I need something a bit more interesting!

### **Conversation 5**

Woman: People often think it's a hobby for old people. But I love it. It's very satisfying seeing things grow.

Man: Yes, but we live in an apartment.

Woman: You can grow things in pots and window boxes, you know. You don't need a lot of space.

Man: Perhaps I should give it a try.

Woman: Yes. you might find you have green fingers after all!

### **Conversation 6**

Woman: Would you like to join us for dinner on Saturday?

Man: Thanks, but I can't. I need to be ready for the marathon on Sunday.

Woman: Oh, OK. What distance do you have to cover?

Man: 26 miles, so I'll need to be in bed early.

Woman: 26 miles! That makes me feel tired just thinking about it!

### **Conversation 7**

Woman: Are you enjoying the latest Harry Potter novel?

Man: Oh, it's great! It's really exciting. I can't put it down.

Woman: I thought the film was better, myself.

Man: I haven't seen the film yet.

Woman: Actually, I usually find I prefer the book to the film, but not this time.

### **Activity 7**

A. 7      B. 3      C. 1      D. 5      E. 2      F. 6

**Script:**

**Speaker A**

I prefer magazines to books because I'm not looking for anything serious. I have to make a long journey to and from work so I would often buy a magazine in the station. You can read it on the train while travelling if you have nothing else to do. You can read it in the car if you have to wait in a traffic jam. It's much nicer. Time passes by quickly and pleasantly.

**Speaker B**

Do I prefer books or magazines? I'll say magazines because I don't like to read for too long. I actually don't read long novels and prefer articles one or two pages long, or stories of no more than ten pages, or something interesting ... entertaining that would finish quickly. I know that's a bad habit. I gotta work on it but I prefer magazines.

**Speaker C**

I read a lot of books. Give me a good book, and I can read it for hours and hours. Magazines ... uh are very pretty and they look nice on the shelf. They have beautiful women, nice houses and fine things on the covers but I almost never look through them or read them. I'm not interested in advertising, but I often keep two or three magazines on my coffee table at home.

**Speaker D**

I love reading. At present I read mostly books from my professional area, and- as for magazines, most of the time I don't read them. I just take them and scan while looking through the pictures and checking what the major topic is. I think they are a bit shallow ... I mean a bit too primitive. I enjoy reading novels, stories and poems, and my favourite books are the ones that discuss original ideas and have an exciting and entertaining plot.

**Speaker E**

Actually, I like both, but then if I were to choose, I would choose magazines because they have ... they're easier to read and have nice pictures and colours. And books are ... honestly, they're boring. I fall asleep all the time. They say that magazines are not good for your imagination, and it's really good to read books more when you're a child. But I don't think that's quite true because magazines do provide valuable information, good pictures and colors and I think they are even better for the imagination than books.

**Speaker F**

What do I prefer - books or magazines? I'm more into magazines cause they're interesting and easy to follow. But reading books, you know, demands your full attention and you have to go ... you have to go to a deeper level to understand what the author means and put a lot of intellectual effort into reading books. It sometimes makes me feel annoyed and bored.

**Activity 8**

*Suggested answers:*

	<i>Speaker</i>	<i>Sound</i>	<i>Place</i>	<i>Situation</i>
1	reporter	aircraft taking off or landing	airport	possibly a strike or disruption of services
2	motorist	traffic	possibly a motorway	car broken down
3	car owner	car alarm	possibly a car park	apprehending someone who has broken into his car
4	employee at a large store	crackle and a tone of public address system	supermarket or department store	another employee is being called, possibly to help exchange goods
5	sports correspondent	football crowd	large football ground	important football match
6	dog owner	children playing	park	owner throwing a stick for the dog to run after, near a children's playground

**Script:**

1. I'm speaking to you from the main runway where a few flights are still operating.
2. Actually we are in an emergency phone box on the motorway.
3. Hey! What do you think you are doing to my car?
4. This is a staff announcement. Could Andrew Sinclair please come to the customer service desk at the front of the store?
5. And the crowd are going wild here - with only two minutes left to go.
6. Go on, go on! Go and fetch it, Rover!

**Activity 9**

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

Speaker 1:B Speaker 2:C Speaker 3:A Speaker 4: B Speaker 5:C

**Script:**

**Speaker 1**

Well, if you're a film buff like I am, there's really no alternative. I mean, of course watching films at home is more convenient sometimes, but you lose so much of the atmosphere on the small screen. And little local cinemas do have a certain charm, and they may well be cheaper, in fact, but, you know, the sound quality and picture quality usually just aren't good enough. No, you've got to have a choice of movie, a comfortable environment, a big screen and top quality projection if you're really going to get the best out of the whole viewing experience.

**Speaker 2**

When you're quite a large family, like we are, you really have to think about the expense. And taking the kids to the pictures is just too costly these days. So we generally just pop down to Darcy's on Saturday morning and let the kids choose a couple of tapes. They actually have a lot more choice that way, and, as I said, it's a lot cheaper. And they're quite happy just sitting in front of the TV for a couple of hours, anyway.

**Speaker 3**

The thing is, for me, I'll watch anything, see. You know, classic Oscar-winning movie or complete rubbish. I just don't care. So it's easy just to turn on the box and watch whatever's on. I'm actually not very good at making decisions, so I let the programme schedulers do it for me. If I had to choose a video, or see what's on at the local cinema, well, then I'd have to make a decision, wouldn't I?!

**Speaker 4**

If it's a choice between watching a movie on video or at the cinema then there's no contest - the cinema wins every time. But, to tell you the truth, Barry and I don't really go to the movies anymore. The telly's digital, and Barry's connected it up to the PC, so we've got a kind of home entertainment system. It's fab! The quality's great, as you'd expect, but what I really like is the control you have. You know, 'cause it's all on disk, it's all interactive. And some of the most recent releases even let you choose the ending! No, I could never go back to video now.

**Speaker 5**

Well, a film's a film if you ask me, and, if it's any good, it doesn't really matter where you see it. But I have to admit, there's something special about watching a film under the stars on a summer's evening. Reminds me of that movie 'Cinema Paradiso'. And you've got a table, so you can have something to eat and drink if you get peckish during the film. Lovely!

**Activity 10**

1. country music                      2. dance music                      3. (punk) rock                      4. hip-hop

A: Speaker 3

B: Speaker 1

C: Speaker 1

D: Speaker 4

E: Speaker 2

F: Speaker 2

**Script:**

**Speaker 1**

You see, there are some places that have a strong tradition of a particular kind of music that, if you were born there, you just can't disassociate yourself from, wherever else in the world you may go. I was born in Mississippi and brought up on country music. Country music tells stories about real life: about love, pain, family, fortune and misfortune. Those are things that everyday folk can relate to and I think it's one of the last genres of music that's in touch with human feelings in that way. It's not just about money and having a good time (though of course that comes into it sometimes), or about politics. It's not insulting or angry in the way that rap music can be. It's about home.

**Speaker 2**

I think music often plays a more significant role in the culture of poorer communities. When you live in an area which is poor and deprived, you have to get your fun cheap. Music and dance can do that. That's why in Brazil dance music is such an important part of our culture. It's also to do with our history. There are so many different ethnic groups in Brazil that we have a big range of musical influences to draw on: local Indian instruments which are still used today, African rhythms, the melancholy songs of the Portuguese settlers. They've come together to create unique styles of music like samba, carimbo, bossa nova, maracatu. That mixture also brings people together. That's the power music has. You can see that so clearly at Carnaval.

**Speaker 3**

You don't have to be able to sing or play music to express your feelings through it. Millions of teenagers have been able to express their feelings of frustration at not being understood, or of boredom or anger, or of wanting to break free from the pressures of school and home, by listening to rock music. They hear the very same sentiments they're feeling expressed in lyrics that are supported by a compelling tune or beat. I was brought up with punk rock, which was a kind of do-it-yourself, non-commercial, fast rock music. The music was saying, 'We reject all this commercial packaged stuff you're trying to sell us. Let's just keep the music simple and honest.' And it hit a chord with us, for sure.

**Speaker 4**

I love hip-hop. I love that it came from just ordinary, average people who wanted to make a better life for themselves from music. I love the innovative side of it too: that people figured out how to make new sounds using old technology - and some new technology too - but they took limited resources and came up with something totally new. No one ever demanded that hip-hop was played on radio or at clubs; there were no restrictions on what it could do or say. Forget the commercial version of hip-hop you hear today - 'cos it doesn't count for anything - the original hip-hop meant living free in an urban environment.

**Activity 11**

1. A protest about people being threatened with eviction from their homes because of a proposed new road
2. An advert for a trip in a hot air balloon.
3. An advert for a vacuum cleaner which can do many different jobs.
4. A financial report about a company about to go bankrupt,
5. An announcement saying that a short holiday in Holland will include an excursion to see the bulb (tulip) fields where the flowers are grown.

**Script:**

*Possible key words are in bold*

1.1 mean to say people are being **turfed out** of their **homes** - and all because the government has decided to **build** this new link **road**.

2. Imagine taking to the **skies** and **floating** gently across the open **countyside** in a **wicker basket** - you can see for **miles** and miles.

3. The **Bisell Magic broom** must be one of the most **versatile upright vacuum cleaners** on the- market to-

day . It can clean in **seconds** what it might take you **hours** to do by hand.

4. The society has been **in the red** for six months now, and **auditors** say that its **financial future** looks **insecure**.

5. During our three-day **trip** to **Holland**, you will be taken on a **full-day excursion** to the **Dutch bulb fields** to visit the **world-famous nurseries**.

### Activity 12

1.B            2. A            3. C            4. B            5. A            6. C            7. A            8. B

*Script:*

#### *Conversation 1*

Boy: Have you seen that new disaster movie? I can't remember the name.

Girl: With Tom Cruise? I don't think it's out yet. That sci-fi one with Angelina Jolie is still showing though.

Boy: Oh, I can't stand science fiction. I've been waiting for the other one to come out for ages.

Girl: Never mind. There's often a nice romantic comedy on. We could see that.

Boy: Um, I'm not very keen on those kinds of movies, but OK, let's go.

*Question 1: Which movie do they agree to see?*

#### *Conversation 2*

Girl: Don't sit there - I'm trying to watch Big Brother.

Boy: Oh, real people doing nothing - very interesting! I want to watch that chat show at 9.30.

Girl: Well, you can't! This goes on till 10 o'clock and I was here first. You know I love watching this!

Boy: But it's been on since 8 p.m. - that's ridiculous! It's on every night, all the time! I missed that quiz show I wanted to watch last night as well.

*Question 2: What time did Big Brother start?*

#### *Conversation 3*

Boy: Oh, don't you just love The Band of Brothers'!

Girl: No, actually - they're too loud! I prefer something I can hear, like someone singing on their own.

Boy: Yeah, I really like listening to music like that at home, but not live. I suppose you'd like a girl band to be up there?

Girl: Um, yes, like The Angels, they're all brilliant and they look good!

*Question 3: Which band would the girl prefer to watch?*

#### *Conversation 4*

Girl 1: Hey, have you read the latest news about that soap opera star? She's always got her photo in magazines. She's just filmed her last episode - she won't be in it any more.

Girl 2: Who's replacing her? Another teenager?

Girl 1: It says here they've introduced a new character who's someone's grandmother.

Girl 2: I think that's a really bad idea. There will only be old people in the show now.

Girl 1: Well, the twins are still in it. They're great!

*Question 4: Who has left the soap opera?*

#### *Conversation 5*

Boy: I've just bought the DVD of that new cartoon that's on TV

Girl: Oh, the Polish one? That's really funny. Can I borrow it?

Boy: Yeah, when I've watched it! But can I have yours of that Planet Earth documentary? It'd be useful for something I'm doing at school.

Girl: Yes, of course. I've also got one of that new American TV series... It's really good.

Boy: Oh. I've got too much studying to watch that - another time maybe...

*Question 5: Which DVD will the boy borrow?*

**Conversation 6**

Girl: Do you fancy going out tonight? I'm feeling good today because I've done so much work.

Boy: Well I'm not keen on the idea -I feel really tired. Can't we rent a DVD instead? Or there's a goon drama on TV.

Girl: Oh, you're so boring. Come on, Let's go out! Boy: OK, OK. Don't start getting cross! Give me five minutes to get ready.

*Question 6: How does the girl feel?*

**Conversation 7**

Boy: Honestly, these celebrities that are famous for doing nothing are a waste of space!

Girl: That's not fair - look at Mark Young. I know he's famous for winning Big Brother but he also does charity work with children He's just made a documentary about it.

Boy: Yes, but it's only so he gets his name in the papers so he can launch his pop career.

Girl: I think you're being unfair.

*Question 7: What has the celebrity been doing?*

**Conversation 8**

Man: Do you feel like going to the theatre sometime to see a show?

Woman: Oh yes - there's that good one on now, Starlight Express, where they're all on roller blades.

Man: I'd rather see Stomp with the music and drums.

Woman: Yes, that's had good reviews, too. But Starlight Express is supposed to be amazing. I saw an Irish dancing show at the same theatre last year., .what I love is it's got such a huge stage, so it'll be really good.

Man: OK, let's go to that. then.

*Question 8: Which show do they decide to go and see?*

**Activity 13**

1.B      2. C      3. A      4. C      5. B      6. A      7. A      8. B

**Script:**

1. Well, they'd asked me to come along and just be one of the people waiting in the queue, but then suddenly, out of the blue, the casting director looks me up and down and says I'd be perfect for Sarah. Well, I jumped at the chance, I can tell you. I had two lines to say: 'Yes, Sir, Can I help you?' and 'You're very welcome.' I felt like a star. I can't wait till it comes out at the cinema!

2. No, no. You don't understand. I know you have 'Titanic' on DVD and video, but it's on TV tonight, and there's no point me getting it out on video when I can tape it for free, is there? All I want is a tape that's long enough. I'm a bit worried about missing the end, you see. I think a three-hour one should be long enough, shouldn't it?

3. Man: Okay, Cheryl. Now, stay calm. I'm going to tell you exactly what to do and we're going to land this plane in one piece, all right?

Cheryl: O... O... Okay.

Man: Right. Can you see that lever by your right knee? There's a red button right above it. Can you see it? It's next to that dial you turned a few minutes ago.

Cheryl: Yes...

Man: I want you to press that when I tell you. Okay? That's going to stop the automatic pilot.

4. How we laughed! You see, with a title like 'The Wild Two', we'd thought it was one of those spaghetti westerns from the 60s. Turned out to be a ridiculous thing about a couple of struggling art students in New York. You know the kind of thing: a 'sensitive' look at their relationship. Not my cup of tea at all, but Julie quite enjoyed it, I think.



5. Well, I was on the film set for most of the filming. You know; in case they needed rewrites or, on a couple of occasions, the actors needed some advice, but, to be honest, most of my work was completed long before the director had even been chosen. I finished the screenplay almost two years ago, you see. Sent it off, didn't hear anything for a while and then, you know, wow I They want to make my movie! [Repeated]

6. Man 1: Did you see that Mel Gibson movie on TV last night? Quite good it was.

Man 2: Didn't get a chance, mate. Too busy working on math report for Bob. You finished yours?

Man 1: Yeah. Handed it in yesterday.

Man 2: Shame, though. He's good, that Mel Gibson. My Mary says I look a bit like him. Says I could be his twin, in fact.

Man 1: Get out of here! You must be kidding!

7. And now I'd like you to welcome someone who, for almost a quarter of a century, told us which films to watch, which to miss, brought all the Hollywood news and gossip straight to our living rooms. We all knew him by his first name, Barry, and loved every minute of his weekly show. And I personally am extremely excited about meeting him for the first time tonight. Ladies and gentlemen, Mr Barry Gorman!

8. Simon, darling, that was marvellous. Absolutely marvellous! We're going to go for a take now and there's just one thing I'd like you to try. You know when you open the door and see Janice for the first time? Well, as you slowly come in, I want the 'hero' just a little bit more quietly. Then, move forward, quite fast, just as you did before, and pour yourself a drink. Okay? Positions everyone!

### Test Practice 1

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. D | 3. H | 4. E | 5. I  |
| 6. J | 7. G | 8. A | 9. L | 10. C |

### Test Practice 2

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. B | 2. A | 3. C | 4. A | 5. B | 6. A |
|------|------|------|------|------|------|

## LISTENING FOR SPECIFIC INFORMATION

### Activity 1

B

#### Script:

Interviewer: And was this the career that you'd always wanted to do?

Woman: Well, it wasn't what I'd planned to do. In fact, I was never particularly interested in kids. When I was little, I quite liked the idea of being a doctor - you know, walking around in a white coat looking important - and of course my parents were keen for me to go into the bank, like them. But then after school I did a year of voluntary work abroad, and I discovered I actually enjoyed working with little ones and helping them to learn. So I trained, and here I am.

### Activity 2

#### Extract 1

- |         |         |
|---------|---------|
| 1. 7.30 | 2. 7.25 |
|---------|---------|

#### Script:

Sarah: Hi, Mark. Here I am! Five minutes early. How long have you been here?

Mark: Since 7.00, actually.

Sarah: I thought we said 7.30.

Mark: No, we can't have. The film starts at half past.

Sarah: I'm sure we said 7.30. Don't you remember, I said I was meeting Jane after work and I couldn't get here earlier?

Mark: That's news to me! Anyway, do you want to go to this film, or not? We've probably only missed the

first few minutes.

Sarah: OK.

**Extract 2**

1. to tell his wife he's going to be late
2. pick him up at the station
3. ring her again
4. a suit

**Script:**

Yes, I know, I'm sorry, darling, but it's not my fault. Anyway, I'm on the way now. I'll be there in another hour or so ... What time are they expecting us? ... Well, it'd be quicker if you could pick me up at the station ... I'll ring you again when we're about ten minutes away ... No, I don't need to, do I? A suit isn't too formal for John and Penny, is it? ... OK, speak to you soon.

**Extract 3**

1. (new?) receptionist/staff
2. one of the porters
3. entertainment officer

**Script:**

Now remember, when guests arrive late at night, their first priority is to get to their rooms and get to bed, so they don't want a lot of fuss from us. They're tired - they've probably been travelling all day. So keep all the paperwork short. Just get them to register, give them their room number, and get one of the porters to take them up. Don't start giving them details of when the swimming pool is open or how to use the fitness room. That's the entertainment officer's job anyway. OK?

**Extract 4**

1. by the phone
- 2) in the fridge
- 3) in the right-hand cupboard

**Script:**

Mrs B: Now, you know where everything is, don't you, Lisa? And I've left the number of the restaurant we're going to by the phone in case you need to get hold of us urgently and you can't get through on my mobile.

Lisa: That's fine, Mrs Bentham. You go and enjoy yourself.

Mrs B: If he wakes up, he might just need a drink. His special juice is in the fridge. But if he doesn't go back to sleep after that, you may have to read him a story. His favourite at the moment is 'Animal Wood'. It's on top of the bookcase somewhere.

Lisa: Don't worry, I'll find it.

Mrs B: And help yourself to coffee or whatever. It's on the worktop in the kitchen. Oh, I've just remembered, you'd rather have tea, wouldn't you? That's in the right-hand cupboard.

**Extract 5**

1. by getting rid of some people
2. on the basis of assessment tests
3. not very optimistic

**Script:**

Man: What did you think about last night's meeting? I really feel we're in for a rough time.

Woman: Yes, the sales forecast for the next 18 months isn't good, is it? They didn't actually say it, but it obviously means they're going to have to make cutbacks and get rid of some people.

Man: Yes, and you know how they're going to do it, don't you?

Woman: No, how?

Man: They'll use the results of those personnel assessment tests we all had to do in February. I remember at the time wondering why they were suddenly introducing new American-style management techniques.

Woman: Well, now we know.

### Activity 3

1.8677532148

2. C

3.575-3174 4. B

5.XY538

#### *Script:*

##### **Question 1**

W: Now, Mr. Wilcox, you can send us a check or, if you pay now by credit card, I can process your order right away.

M: I'll pay by credit card.

W: Great. May I have your credit card number then?

M: It's 8 6 double 7 5 3 2 1 4 8.

W: 2 1 4 8. All right then, you should have your order within four business' days.

##### **Question 2**

M: The university is very proud of its new theater, which is equipped with a state-of-the-art light and sound system and has a much greater seating capacity than the old one. The old theater had seats for just 250 people while the new one can seat an audience of 500.

##### **Question 3**

W: I'm updating my phone list. Do you know Sherry's phone number by any chance?

M: I know it by heart. It's 575-3174.

W: Great. Thanks.

##### **Question 4**

M: That room is only three hundred and fifteen dollars a night if you stay for three nights.

W: Wow! Do you have anything more, uh, economical?

M: Let me see ... for next week .... Yes, I have another room that is just two hundred and sixty five dollars a night. For a minimum three-night stay of course.

W: That's still a lot of money, but I'll take it.

##### **Question 5**

M: Is this the lost luggage office?

W: Yes. How may I help you?

M: How can you help me? By finding my luggage that your airline lost.

W: All right, sir. Calm down. May I have your name and your flight number, please?

M: My name is Richard Lyons and my flight number is XY 5 3 8.

### Activity 4

1.B

2. A

3. C

4. C

5.12:15

6.4:00

#### *Script:*

##### **Questions 1 and 2**

M: Good afternoon class. There have been a number of questions about the time for our final exam. As you know, this class regularly meets from two thirty until four Wednesday and Friday. Some of you have realized that during exam week there is a different schedule, thence the questions. Our final exam will be on Wednesday of exam week. It is scheduled to start atone forty-five and should last about an hour and a half, so you'll be out of here at around three fifteen or so.

##### **Questions 3 and 4**

W: Could you tell me what time the train to Chicago leaves?

M: The next train is at five fifteen.

W: Hm. That's a long wait. It's only three now. What time does it arrive in Chicago'?

MI: The trip is a little over six hours. It arrives at 11:30.

**Questions 5 and 6**

W: Hi Cindy. I wanted to see if you could meet me for lunch tomorrow.

W: Let's see, tomorrow's Monday . ... I have a Spanish class in the morning . ... Yes, I think that's a good idea.

W: OK. Let's meet at twelve.

W: Well, I have a haircut at 11:30. Better make it quarter past.

W: Quarter past twelve, great.

W: I'm so glad we're getting together. I'll be really nervous because I have a job interview in the afternoon. You can help me get ready for it.

W: You know what's good for nerves? Exercise.

W: I have my exercise class tomorrow at four. That should help.

**Activity 5**

- |                    |                     |                 |
|--------------------|---------------------|-----------------|
| 1. August 15, 1898 | 2. December 1, 1898 | 3. September 22 |
| 4. July 7          | 5. C                | 6. A            |

**Script:**

**Questions 1 and 2**

The City Museum of Art was established in the year 1898. It first opened its doors to the public on August fifteenth of that year. There was a spectacular opening celebration, but it wasn't held until later in the year, on December first, to be exact. Now the reasons for the delayed celebration are very interesting ...

**Questions 3 and 4**

M: All right, Mrs. Katz. I need just a bit more information to complete your application. May I have your date of birth'?

W: It's twenty-second September.

M: Your husband's name is George, correct?

W: Yes, and he was bom on seventh July.

**Questions 5 and 6**

W: We're thinking about going to Silver Lake this year. When do you think is a good time to go?

M: Well, most people don't like to go in July or August because it's so hot then. September is too. I think the most popular time to go is October.

W: Is that when you plan to go?

M: Actually, no. We can't get away till November this year. We've made our reservations for then, and we're leaving on the seventh.

**Activity 6**

- |                         |             |             |
|-------------------------|-------------|-------------|
| 1. Monday and Wednesday | 2. Thursday | 3. Thursday |
| 4. Friday               | 5. B        | 6. B        |

**Script:**

**Questions 1 and 2**

WI: Hey, Jim. Are you going to history class?

MI: No, I don't have history today. I have English.

W1: It's Monday. Are you sure you don't have history today?

M1: Yeah. I have English today and Wednesday. My history class is on Thursday.

W1: Just one day a week for history, huh? Not bad.

#### **Questions 3 and 4**

M1: We're very glad that you are, considering becoming members of the Urban Exercise Club. I'm sure you'll want to sign up for membership after you've enjoyed this afternoon here. Since today's Thursday, you could have a tennis lesson. The tennis instructor is here twice a week, Saturday as well as Thursday. You're lucky it's not Friday. You'll be able to enjoy the steam room. It'll be closed for its weekly cleaning tomorrow.

#### **Questions 5 and 6**

W1: Let me remind you of your assignments for next week. Don't forget that the final exam has been rescheduled, so it'll be on Friday instead of Thursday. And you have an essay due on Tuesday. You should have a lot to study over Saturday and Sunday. Don't forget that I have office hours on Monday afternoon, in case you have any questions.

#### **Activity 7**

1.1803                    2.1851                    3. B                    4.C                    5.1985                    6.1988

#### **Script:**

#### **Questions 1 and 2**

M: John James Audubon, the famous naturalist and painter of birds, was born on the island of Haiti in 1785. In 1803, he went to live in the United States. He was a self-taught painter and supported himself for a while by painting portraits. His famous work, *Birds of America*, was first published in England. Later, in 1842, Audubon published a version of this work in the United States. He died in 1851.

#### **Questions 3 and 4**

W: That was a really interesting lecture on Maria Mahoney. I really admire her for being the first woman governor of our state.

M: Yes, she was an admirable person. Let's go over our notes. I put down that she was born in 1808.

W: Not eighteen. Nineteen. She was born in 1908.

M: Whoops! OK, then, but I have this right. She became governor in 1967.

W: Are you sure? Wasn't it 1957?

M: No, 1957 is when she first decided to run for office, but she didn't win an election until 1967.

#### **Questions 5 and 6**

M: The university began construction of the library in 1985. It was expected to take just two years, but by the end of 1987, the library was only three-quarters completed. Finally, by the summer of 1988, construction was finished and the new library opened in August of that year.

#### **Activity 8**

1. winter                    2. summer                    3. C                    4. B                    5. fall                    6. Winter

#### **Script:**

#### **Questions 1 and 2**

W: Tourists visit the region only during certain times of the year. The winters are not harsh, but it rains a lot then and the temperatures are quite cool. Spring is quite a bit less rainy than winter, and the temperatures are warmer, so many tourists like to visit then. Summers are hot and dry, so hot that most tourists stay away. They return in the autumn when the weather is still dry but not as hot.

#### **Questions 3 and 4**

W: Wow, Josh, I can't believe you hiked the whole mountain range. When did you start your trip?

M: Well, you can't leave too early in the spring, because it's still late winter in the mountains then. Most hik-

ers start in the late spring, and that's what I did too.

W: And then you hiked all summer. What's summer like in the mountains?

M: It's not too hot and you can see a lot of wild life, especially later in the summer when the birds start to migrate.

W: It must have been winter by the time you finished the trip.

M: Not quite. It was late in the autumn, which is almost as cold as winter in the mountains.

### **Questions 5 and 6**

M: I'd like to sign up for the beginning Japanese class.

W: I'm sorry, all our Japanese classes are full. Fall is the busiest time of year here at the language school.

M: Hm. Well, then, maybe I'll wait until next summer to take a class.

W: That would be fine, but I recommend enrolling early. Summer is almost as busy as fall.

M: Really? Well, when is your least busy time of year?

W: Spring is a quieter time, but we have our lowest enrollment in the winter.

### **Activity 9**

1. party 2. checks (check) 3. rate 4. vegetation 5. available 6. occupation

#### **Script:**

##### **Question 1**

M: How many tickets will you need?

W: There will be three adults and two children in our party.

##### **Question 2**

W: How's your French class? Do you like the instructor?

M: Yes, she's great, but she gives us a lot of work to do in class.

W: Then you have to wait weeks before you get your papers back, right'?

M: No, she always checks our assignments on the same day we do them.

##### **Question 3**

M: I've heard that this area of the country is really growing.

W: Yes, the population is increasing at a rate of about 10,000 people a year.

##### **Question 4**

W: I understand that this area has suffered harsh weather conditions in recent years.

M: Yes, for example, last year a severe drought killed much of the vegetation in the region.

W: That must have had a devastating effect on agriculture.

##### **Question 5**

M: If I give you a check for the first month's rent right now, can I move in tomorrow?

W: I'm sorry, but the apartment won't be available until next week.

##### **Question 6**

M: Let's see ... I got your address and phone number. Oh, I need to know your occupation.

W: Put computer programmer.

### **Activity 10**

1. C 2. A 3. B 4. C 5. A 6. C

**Script:**

**Question 1**

W: We'll begin the tour of Roselands Park with a bit about the history of the park. Local residents were thrilled when millionaire Samuel Waters announced that he would donate land for the park, including his collection of prized rose bushes. Some of his heirs, quite naturally, were a bit angry when they learned that he had given away so much family property.

**Question 2**

W: What's the matter with you? Yesterday you seemed really excited about your science experiment.

M: That was yesterday. Today I just can't seem to get it to work right.

W: Oh, don't worry about it. I'm sure it will be fine.

M: I don't know. I keep trying and trying, but it isn't working the way I planned.

**Question 3**

M: Our language lab is equipped with state-of-the-art equipment guaranteed to greatly improve your foreign language skills. Students are often confused when they first use our facilities because it seems complicated at first glance, but it's actually quite simple once you get used to it. Today I'll give you an orientation to the lab, and you'll see how easy it is to use this equipment to complete your class assignments and study for tests.

**Question 4**

W: You didn't win the essay contest? Aren't you upset?

M: Not really.

W: I'd be really disappointed if I'd worked so hard and didn't even win second or third place.

M: It's just a contest. It doesn't really matter.

**Question 5**

W: In local news, children and teachers at Burnside Elementary School received an unexpected visit yesterday from Mayor Sharon Smith as part of her campaign to focus attention on the plight of city schools. Several school board members accompanied the Mayor. "We had no idea she was planning to visit us," said school principal Roger Simmons. "But naturally we felt quite honored."

**Question 6**

M: How is your research project going?

W: Great. It's almost-done.

M: I'm impressed. I always get nervous when I have a big project like that to do.

W: It's not so bad really. And I'm quite pleased with the results that I'm getting.

**Activity 11**

- |      |      |      |       |       |       |
|------|------|------|-------|-------|-------|
| 1. A | 2. A | 3. B | 4. A  | 5. A' | 6. B  |
| 7. B | 8. A | 9. C | 10. A | 11. C | 12. A |

**Script:**

**Question 7**

M: The flora and fauna of this region are adapted to the special climate. It hardly ever rains here, even in the winter. Most of the year, there is barely a cloud to be seen in the sky.

**Question 8**

W: Your essay writing exam is coming up tomorrow, so I'd like to review some of the testing rules with you now. The good news is that you'll have an unlimited amount of time to write your essay. You won't, however, be permitted to consult a dictionary while I writing the exam. Neither can you take anything else into the testing room with you except a pen.

**Question 9**

M: I'm in a bit of a hurry. Do you think you can fix the problem with my car today?

WI: I'm sorry, but I'm behind schedule. I won't be able to get to it until the weekend.

MI: Then I'll have to take a bus to work tomorrow.

**Question 10**

W: What a restaurant! Never in my life have I tasted such delicious food.

M: You really think so? But don't you think the service was too slow?

W: Not a bit. I can't wait to go back there.

**Question 11**

M: Botanists and other flower lovers enjoy visiting this area in the spring and summer to see the abundant variety of wildflowers. In the early spring it isn't uncommon to find violets and, later in the season, there is a profusion of wild roses as well. Many also come here seeking the wild iris, although that is more rarely seen in these parts.

**Question 12**

M: I have so much homework this week. Not only do I have to write two papers, I have to read four books, too.

W: Wow. That's a lot.

M: Yeah, well, at least I don't have any exams to study for.

**Activity 12**

1. B

2. B

3. A

4. A

5. A

6. B

**Script:**

1. Extract A:

Woman: No, no, of course not. It's only for four days, and men for the other five you can have Edward's room.

Extract B:

Woman: No, no, of course not. It's only for four days and, anyway, it'll be fun to have you here.

2. Extract A:

Man: I must say you've got a lovely place here. It's much bigger than the one you were in when I visited you last year. You've got a lot more room here.

Extract B:

Man: I love what you've done to the place. It seems much bigger than the last time I was here.

3. Extract A:

Woman: I'd love to. It's been ages since I went round town centre. Fortunately, tomorrow's a day off, so let's plan our route.

Extract B:

Woman: I'd love to. It's been ages since I went round the town centre. Unfortunately, I'm working, so you'll have to entertain yourself, I'm afraid.

4. Extract A:

Woman: Since you're at the museum, you could just pop into the theatre and see what's on. It's just on the opposite side of the road.

Extract B:

Woman: After the museum, why not hop on a bus to the theatre and see what's on? It's just that it's on the opposite side of town.

5. Extract A:

Woman: The only bookshop is Waterbridge's. They've got a great selection, and no need to take a taxi out of town. It's right there.

Extract B:



Woman: The only bookshop is Waterbridge's. They've got a great selection, but you'll have to take a taxi. It's a couple of miles out of town.

6. Extract A:

Woman: Get him to drop you off next to the railway station. There's a café there called the Railway Cafe. Walk past that and you'll see a fountain. I'll meet you there there at... say ... twenty past five.

Extract B:

Woman: Get him to drop you off next to the railway station. There's a cafe there called the Railway Cafe. Turn the corner and the cafe entrance is just in that side street. Go in and I'll meet you there at five thirty.

### Activity 13

1.A      2. B      3. B      4. A      5. B      6. B

#### *Script:*

Man: It's very kind of you and James to let me stay, I hope it's not a problem.

Woman: No, no, of course not. It's only for four days and, anyway, it'll be fun to have you here.

Man: I must say you've got a lovely place here. It's much bigger than the one you were in when I visited you last year. You've got a lot more room here.

Woman: That's right, Here, you don't have to sleep on the sofa. We've got a guest room, which makes a big difference. So, have you thought about what you might like to do tomorrow?

Man: Not really. I thought I might go into town, you know<sup>T</sup>, look around a bit, see the sights. Would you like to come?

Woman: I'd love to. It's been ages since I went round the town centre. Unfortunately, I'm working, so you'll have to entertain yourself I'm afraid. There's lots to do, though.

Man: Have you got any suggestions?

Woman: Well, there's the shopping centre, or the harbour, or the museum, or the ....

Man: A walk round the harbour sounds nice, and then maybe a trip to the museum.

Woman: Good idea. There's a great exhibition about local history on at the museum at the moment. I keep meaning to go and see it, but I never seem to have time.

Man: Well, it sounds like my morning is arranged. What about the afternoon?

Woman: Since you 're at the museum, you could just pop into the theatre and see what's on. It's just on the opposite side of the road. Maybe James and I could come and meet you in the evening and see a play.

Man: Yes, okay. I'll do that. And then I think I'd like to do a bit of shopping, I don't have a book to read while I'm here. Any ideas?

Woman: The only bookshop is Waterbridge's. They've got a great selection, but you'll have to take a taxi. It's a couple of miles out of town.

Man: I don't mind. And then we'll meet in town after that. You tell me what time and where.

Woman: I'll finish work about five and come straight into town. You'll have to get a taxi back into town, won't you? Get him to drop you off next to the railway station. There's a cafe there called the Railway cafe. Walk past that and you'll see a fountain. I'll meet you there at... Say ... Twenty past five?

Man: Great.

### Activity 14

Statements you are likely to hear: 2, 3, 4, 5, 6, 8

The woman calling the theatre might make statements: 2, 6.

The theatre booking assistant might make statements: 3, 4, 5, 8.

1.B, 2. B      3. A      4. A      5. A      6. A

**Script:**

Assistant: Hello. The lighthouse theatre. Tracy speaking. How may I help you?

Woman: Oh, hello. Yes. I'd like to book some tickets, please.

Assistant: Certainly, madam. Which performance were you interested in?

Woman: I'd like to see One Night in Mexico, please.

Assistant: Right. Would you like seats near the stage or would you prefer to be further back?

Woman: I'm not sure, really.

Assistant: Have you been to the lighthouse before?

Woman: I think I've been to almost all the theatres in the area, but not the Lighthouse, no.

Assistant: Well, it's quite a large theatre, so I'll put you towards the front, if that's okay with you.

Woman: That sounds fine.

Assistant: Now, how many tickets was it?

Woman: Oh, just two, please. I don't think the kids will be interested in it, so i just want two tickets, for myself and my husband.

Assistant: Two tickets. And for which date? One night in Mexico is on until Sunday the 23rd.

Woman: This Saturday, if possible, or next Saturday or Sunday if there aren't any tickets available this week.

Assistant: No, this Saturday is fine. Now, would you like to be in the centre or on the right or left?

Woman: I'm not sure. What's the difference?

Assistant: The seats on the sides are slightly cheaper at £7.50, while the ones in the middle are £8.50. You get a slightly better view from there.

Woman: Okay, I'll take the seats in the middle, please.

Assistant: Could i just take your name, madam?

Woman: It's Forster. F-o-r-s-t-e-r.

Assistant: Okay, Mrs Forster. I've booked three tickets for you this Saturday at the from in the middle.

Woman: Sorry, did you say 'three tickets'?

Assistant: Oh, you 're right. Sorry. Yes, I'll change that there. Two tickets for Saturday. You can pay for them when you arrive at the theatre. We recommend that you get here an hour before the performance. The total price will be £13 50.

Woman: are you sure? Two tickets at £8.50 that's... Erm ..

Assistant: There is a small telephone booking fee of £1.50.

Woman: Oh, right. Okay. Thank you very much.

Assistant: Thank you, and enjoy the performance.

**Activity 15**

1.A          2. B          3. B          4. B          5. A          6. B

**Script:**

Bob: Hi Angela!

Angela: Hi Bob! I'm glad I ran into you, actually. I was wondering if you'd sponsor me.

Bob: What do you mean exactly?

Angela: Well, I'm a member of the friends of st. Mark's. Have you heard of it?

Bob: No. What is it?

Angela: It's a charity. We raise money to help the local hospital. You know, st mark's hospital, in the town

centre.

Bob: Oh yes, I know. Good hospital. I had some tests done there a couple of years ago. The doctor was very polite and helpful nice nurses, too!

Angela: Bob, anyway, we're doing a sponsored walk next Sunday and I'm trying to get as many people to sponsor me as possible.

Bob: Yeah, all right. I'll give you £15 towards it.

Angela: Wow! Thanks! Bui it doesn't actually work like that. You see, we're not asking for donations. We're asking people to sponsor us per mile.

Bob: Per mile?

Angela: Yes. If you want to sponsor me - and I hope you do! - you have to say a certain amount of money. You'll give me for each mile I walk.

Bob: So, if I say ten pence, for example, then I give you ten pence per mile.

Angela: That's right.

Bob: And how many miles are you planning to walk?

Angela: Well, that's the thing. We won't know until we do it. We start at ten in the morning, and stop at six in the evening. We're just walking round and round the town centre. How many miles do you think I'll do?

Bob: Well, most people walk about three miles an hour, I think. If you're walking for - what is it? - eight hours, that's about 24 miles, but you'll get tired, so let's say 20 miles. You're not going to cheat and run, are you?

Bob: No, no. I'm going to walk normally!

Bob: Okay. So, if my calculations are right, I can give you 75p a mile. That'll be £15 if you walk the distance I think you're going to walk.

Angela: 75 pence a mile? That's fantastic! But if I do walk more than you think I will, you'll have to pay me a bit more. You realise that, don't you?

Bob: No problem, I hope you do'. It's for a good cause.

Angela: Thanks, Bob can you just sign your name here on this form?

Bob: So, this is happening in the town centre on Sunday, is it? I might come along and give you some support.

Angela: It'd be great to see you there! Thanks again bye!

### Test Practice 1

11.B 12. B 13.B 14. A 15.A 16.A

### Test Practice 2

1.C            8. B            9. C            10. A 11. B 12. A 13. A 14. B

### Script:

Cindy: Hello, Brindall's Estate Agents here. How may I help you?

Martin: Oh, good morning. I'm ringing to see what flats you have for rent at the moment.

Cindy: Right. Can I start by just taking your name Mr em ...

Martin: Hill, Martin Hill.

Cindy: Right, and are you looking for a flat for yourself or .. em ... a family perhaps?

Martin: Well it's for three of us: myself and two friends - we're going to share together.

Cindy: I see . . erm. .. what about employment - are you all students?

Martin: Oh no, we've all got full-time jobs - two of us work in the Central Bank, that's Chris and me, and Phil, that's the other one, is working for Hallam cars, you know, at the factory about two miles out of town?

Cindy: I'll put you down as young professionals, then - and I suppose you'll be looking for somewhere with three bedrooms?

Martin: Yeah - at least three. But actually, we'd rather have a fourth room as well if we can afford it - for friends staying over and stuff.

Cindy: Is that with a living room to share? Plus kitchen and bathroom?

Martin: Yeah, that sounds good. But we must have a bathroom with a shower. We don't mind about having a bath, but the shower's crucial.

Cindy: OK. I'll just key that in. And, are you interested in any particular area?

Martin: Well the city centre would be good for me and Chris, so that's our first preference ... but we'd consider anything in the west suburbs as well really - actually for Phil that'd be better, but he knows he's out-numbered. But we aren't interested in the north or the east of the city.

Cindy: OK, I'm just getting up all the flats on our books.

Cindy: Just looking at this list here, I'm afraid there are only two that might interest you ... do you want the details?.

Martin: OK. let me just grab a pen and some paper . Fire away!

Cindy: This first one I'm looking at is in Bridge Street - and very close to the bus station. It's not often that flats in that area come up for rent. This one's got three bedrooms, a bathroom and kitchen, of course ... and a very big living room. That sounds a good size for you.

Martin: Mmmm . So, what about the rent? How much is it a month?

Cindy: The good news is that it's only four hundred and fifty pounds a month. Rents in that area usually reach up to six fifty a month, but the landlord obviously wants to get a tenant quickly.

Martin: Yeah, it sounds like a bit of a bargain. What about transport for Phil?

Cindy: Well, there'll be plenty of buses so no problem for him to use public transport... er. . but unfortunately there isn't a shower in the flat, and that location is likely to be noisy, of course ...

Martin: OK - what about the other place?

Cindy: Let's see ... oh yes, well this one is in a really nice location - on Hills Avenue. I'm sure you know it. This looks like something a bit special .It's got four big bedrooms and erm, there's a big living room and ... oh... this will be good for you a dining room. It sounds enormous, doesn't it?

Martin: Yeah, it sounds great!

Cindy: That whole area's being developed, and the flat's very modern, which I'm sure you'll like. It's got good facilities, including your shower. And of course it's going to be quiet, especially compared with the other place.

Martin: Better and better, but I'll bet it's expensive, especially if it's in that trendy area beside the park.

Cindy: Hmm, I'm afraid so. They're asking 800 pounds a month for it.

Martin: Wow! It sounds a lot more than we can afford.

Cindy: Well, maybe you could get somebody else to move in too? I'll tell you what, give me your address and I can send you all the details and photos and you can see whether these two are worth a visit.

Martin: Thanks, that would be really helpful. My address is...

## LISTENING TO AN EXTENDED TALK

### Activity 1

1.C            2. A            3. B            4. C            5. A            6. A            1.C

### Script:

*Interviewer = I*

*Tim = T*

I: In today's edition of "Working Lunch" we're talking to Tim Whitmore, advertising executive for one of London's top agencies: Bradley and Finch. Was it always your ambition to work in an advertising agency, Tim, or did you have other plans when you finished university?

T: Actually, I started writing poetry when I was a little boy and I even had some of my work published when I was a student. So poetry was my first love, but you can't expect to survive as a poet - I needed some money! - so I started looking around for something else to do. One of my cousins was working for an agency and he suggested I apply for a job there.

I: It must be very different from the life of a poet.

T: Yes and no. I mean a lot of the writing is actually very like writing poetry but the work environment is completely different. When you are trying to come up with a catchy slogan, everyone shouts out ideas. It's absolute chaos. Some people like working in a group like that but I'm much better off on my own. The best slogans I've written are all things I've thought of after work when I'm by myself.

I: What makes a good slogan?

T: It's hard to say. They need to be short and to have rhythm. Humor is sometimes important too though that depends a lot on the product. But the most important thing is that they need to sound natural. That's why they sometimes go out of date quite quickly. People change the way they speak and then the slogan sounds old-fashioned.

I: What do you like and dislike most about your work?

T: As I said, writing slogans is similar to writing poetry and that's the best thing for me. I really like using words in an original way. Unfortunately, it's a very competitive environment and sometimes there's quite a lot of jealousy and resentment, especially if you're successful.

I: Do you compare your work with the advertisements that come out of other agencies?

T: I try not to. In fact while I'm working on a campaign I rarely turn on TV in my house just in case I see a commercial and start to think it's better than mine. When I go on holiday though I really like to see TV advertising in the country I'm visiting. I find it really fascinating.

I: So do you see yourself working in the advertising industry for the foreseeable future?

T: I'm getting a bit tired of working for someone else so I'd like to have more independence. I'm thinking of getting together with someone at work and setting up our own business. We would probably still do campaigns but we'd also like to get into other things like helping companies prepare all their publications.

I: Don't you want to get away from the pressure of the advertising industry?

T: A lot of people say that it's a very stressful job and that you need to get out of it before you turn thirty-five. I disagree. I think being interested in what you do keeps you young even if you do sometimes feel tired or hurt by other people's criticism. I keep fit by going to a gym two days...

## Activity 2

1.B      2. B      3. A      4. B      5. C      6. B      7.C      8. C      9. A

### *Script:*

Woman: Well, now it's time for the results of last month's competition, which was called 'People and Places', and the winner was Carol Sutton, who answered all but one of the ten questions correctly. Well done, Carol!

Man: Yes, great stuff. Now you may remember that the competition was sponsored by the local shopkeepers' federation, so as her prize Carol gets gift vouchers to the value of £100, which she can spend at any of about 30 local shops. Happy shopping, Carol.

Woman: We'll just run through a few of the trickier questions, shall we? Of course, the full list of answers is printed in this week's Evening Chronicle - though you won't find them in the usual place on the back page. For some reason this week they've been moved to the front, so you can't miss them. Well, pretty well everyone got the first two questions right, about the most famous person associated with the town and where her father worked, but question three confused a lot of you, who thought she had been a scientist before she became well known.

Man: Yes, waitress was an unlikely answer, wasn't it, but that's what she was, and I'm sure she was very good at it.

Woman: Moving on, number four was straightforward, but the one after it about when the cathedral was built, caused lots of problems - quite a few incorrect answers there. And then number six, well, a lot of people seem to have misheard this one and thought we were asking about the worst hotel in the town, when

in fact we wanted to know the first hotel built here. So although the poor old late-lamented King's Hotel was the most popular choice, what we were after was the Queen's Arms. Man: Yes, and talking of tricky questions, I myself would have expected number seven to be the most difficult one, but actually that honour went to number ten, which not even our winner, Carol, got. You'll kick yourselves when you see the answer in tonight's Evening Chronicle! And just to keep you in suspense a bit longer, we're not going to tell you until the end of the programme.

Woman: Bit unfair that, but anyway it's time to think about this month's competition, so get your pencils ready. We had lots of suggestions for names, including 'Plays and Players' and 'Heroes and Villains', which we particularly liked, but in the end we settled for 'Past and Present', and the questions will be coming up in a minute. Remember, entries must be in, actually here in the studio, by the 30th of June. The 1st or the 2nd of July won't do - we've got to be firm about that because the results come out on the 15th.

### Activity 3

1.B                      2. C

### Activity 4

#### 1. D

*Now just remember where we're going. We've already been talking about what we are looking at, the sources of uncertainty...*

Linking between what the lecturer has already said and what he's going to say

A lecturer may refer to points they have already made in a lecture and also to what they are going to say. This kind of signposting language can help students to follow the direction of the lecture and understand how points fit together.

2. C

*Now to begin with, let's be clear what we mean by infrastructure...*

Introducing and defining the main topic

Lecturers will often start their lecture by briefly introducing the topic and they may also define any key concepts. For this reason, the beginning of the lecture can contain important information and explanation that can be useful to you.

3. A

*So we're talking assets now, aren't we? And we're working our way through a list of assets...*

Emphasising the topic to guide students' understanding

Lecturers want to lead their audiences to an understanding of some of the more complex arguments they are making. At times, they will use techniques such as repeating and summarising points in order to check that the audience is still following the argument. Listening for these markers can help you recognise the structure and main points of a lecture.

4. E

*Moving on a bit...what else do you know about admissions?*

Signalling a change of direction in the lecture

Sometimes you may find it difficult to distinguish what the main points are when making notes during a lecture or understand what the structure of a lecture is. Listening for signposting language which 'signals' a change in what the lecturer is going to talk about can help you get a sense of the structure of a lecture and identify some of the sub topics that the lecturer is addressing.

5. F

*In other words, a whole bunch of descriptions...*

Using informal language to communicate and create a relaxed atmosphere

In this lecture, the lecturer uses a mixture of formal, academic, subject-specific language, and also informal or 'colloquial' language. How much informal language lecturers use when lecturing depends on the individual, but it is highly likely that you will hear colloquial language used from time to time in lectures in the UK. Some of it may not always be easy to understand but you do not need to worry too much about this.

Informal language is more often used by lecturers from time to time to convey information that is less important. In many cases, you should also be able to guess the meaning of colloquial language from the context.

#### 6. B

*With for example UCAS, the method of working is well standardised, isn't it?*

Giving an example to help explain the main point

Examples are widely used by lecturers to help their audiences understand some of the more abstract concepts they are talking about. Examples help the lecturer to explain a concept in practical terms, which can be useful if it is a complex idea. They are also used to support and provide evidence for ideas, theories or issues that the lecturer refers to.

#### 7. G

*Now what I find extraordinary is that so often the notion of Risk Management infrastructure and Risk Management process are not properly separated...*

Using voice stress to highlight an important point

Voice stress is a useful way for a speaker to mark or highlight an important point that they are making. Stressed language is often slower, more clearly pronounced (often slightly louder), and different in pitch from surrounding language.

#### **Script:**

Lecturer: Before that, I want to finish off, (umm...with) today's session talking about, a very, well a very basic topic really, of risk infrastructure, but one that is extremely important and is often (er), not addressed enough.

Lecturer: **Now just remember where we're going. We've...we've already been talking about what are we looking at, the sources of uncertainty;** we've been looking at how organisations could address uncertainty without using formal processes, and then we've said 'okay, if you had formal processes, who would be involved?' And we've looked at the roles of the different (erm) levels of manager and we've looked at the role of the risk manager. Now I want to complete that by talking about infrastructure.

Lecturer: **Now to begin with, let's be clear what we mean by infrastructure.** If you think about the university...let's cut it down...if you think about the School of Management, what would you include in infrastructure?

Student 1: Buildings

Lecturer: Buildings, yes. (Is) that it?

Student 2: Staff

Lecturer: Staff, yeah...**so we're talking assets now, aren't we? And we're working our way through a list of assets.** Okay, but what else have we got besides assets? We've got processes, haven't we? So what kinds of processes?

Student 3: Admissions process

Lecturer: Admissions process. And how does the admissions process manage to take effect? What do we need in order to operate the admissions process?

Student 4: Information systems

Lecturer: We need information systems, absolutely...and we need the staff of course. Alright, **moving on a bit...**well okay, take admissions. **What else do you know about admissions?** It's not that long ago.

Lecturer: What else supported the admissions process? Very important...UCAS, yeah? So you've got this whole organisation with information systems, with computer technology and methods of working, a detailed handbook on how to apply and what to do if you're late, and what to do if you're early, and what to do if you want to delay and apply the next year and what to do if you go into clearing - **in other words, a whole bunch of descriptions** of different contingent situations. **And when we're talking about Risk Management, it's the same thing,** we're talking about an activity which involves lots of decision making and thinking on the part of the individuals. But it's supported by that infrastructure, by obviously physical assets, but also information systems, and by methods of working.

Lecturer: **With for example UCAS, the method of working is well standardized isn't it?** For obvious reasons we want the system to be fair, we want it to work the same for all organisations. That kind of infrastructure

does not exist for postgraduate applications, so when people apply for a masters programme, there is no UCAS, and you can apply for as many programmes as you want and you may get replies and you may make decisions to any timescale that you like.

Lecturer: So you might question whether that is desirable; whether it would be better if it was a more efficient and uniform process. And we could go on; we could go right through the whole of your experience here, and we could look at assessment as another activity, and say, 'well what the infrastructure that supports assessment?' And, of course, we can do this for any activity in an organisation, so risk management is no exception.

Lecturer: **Now what I find extraordinary, is that so often, the notion of Risk Management infrastructure and Risk Management process are not properly separated;** they are treated, very often, as one and the same thing, so when we say, 'right, we need to operate enterprise-wide risk management,' which is something we've talked about (er...) Then in so many people's mindset there is not a clear distinction made between the infrastructure and what the activity is, so they lump the two things together.

### Activity 5

1. C            2. B            3. C

#### *Script:*

Today I'm going to be talking to you about the International Space Station - the ISS, which is a joint venture between 20 countries: the five nations of the United States of America, Russia, Japan, Canada, Brazil and the 15 nations of the European Space Agency. It is the largest and most complex international scientific project in the history of mankind, and as you can imagine, something of this size doesn't come cheap! So how much is it actually going to cost? Well, despite the fact that it was estimated to cost 120 billion dollars, it has already gone 8 billion over budget, so now we're looking at 128 billion. People always want to know the same kind of information about the ISS, so I'll run through the most common questions. First of all, they always ask me how we manage with so little water on board the station. Well, I can assure you that nothing goes to waste. Because of the impracticality of transporting large amounts of liquid into space, we have come up with some ingenious solutions. For instance, everyone on board, including the laboratory rats, loses water when they exhale or sweat. This humidity goes through a condensation process before being returned to the water supply. Because, of course, if we don't re-use the water, the station would need about 20,000 kg of water transported from Earth each year, which just couldn't be done.

### Activity 6

1. B            2. C            3. C            4. D            5. B  
6. D            1. C            8. C            9. A            10. D

#### *Script:*

Today we're gonna look at the life and some of the works of one of America's finest modern female poets, Sylvia Plath.

At the time of her death in 1963 Sylvia Plath was on the verge of the critical success and recognition that she had sought for most of her life. Her first novel 'The Bell Jar' had just been published and the publication of her collection of poems 'Ariel' had just been agreed.

These poems, which were mostly written during the last year of her life, chronicle the traumatic developments taking place in her personal life and were to make for her a reputation as a first rate poet. But it wasn't until 1982, almost twenty years after her death, that her posthumously published 'Collected poems' won the Pulitzer Prize for literature. Since this time the fascination and intrigue with her work has continued to grow. Very few modern poets have captured the popular imagination as much as Plath, even to the extent that in 2003 a movie was made about her life and her intense relationship with husband and fellow poet Ted Hughes.

To understand the continued growth in interest in her work, we have to look at the issues which her life and work address. As Susan Bassnett writes in her book on women writers.

'Dying as she did in 1963, Sylvia Plath never knew that so soon afterwards the problems of what and how women write was to become such a crucial matter and was to be debated by so many other women'



So, Sylvia Plath was a woman writing about women's issues before they were recognised as being of any importance.

Sylvia Plath was born at Robinson Memorial Hospital in Boston on 27th October 1932. She was the first born child of Otto and Aurelia Plath, both highly educated academic people. Her father Otto was a professor of biology at Boston University, but her mother had been subjugated into a domestic role as housewife despite her level of education. Her father was not too pleased with the birth of his daughter and demanded that his wife have a son within the next two years. Amazingly enough his wife obliged by giving birth to a son almost exactly two years later.

This domineering father figure became a common theme that recurred throughout Plath's writing. With the birth of her brother, Sylvia had to work much harder to win her father's attention and approval. When in 1936 Plath's father became ill, access to him became even more restricted, and Plath's main means of getting attention from her father was by achieving academic success. This meant that from an early age she began to equate love with success.

In 1940 Plath's father died and this left the family in a very difficult financial situation. They were forced to move away from the seaside home that Plath had enjoyed so much and into a suburb of Boston and her mother had to take a part time job to support the family.

In 1950 Plath graduated from Bradford High school and won a scholarship to Smith College. In the same year she published a short story entitled 'And summer will not come again' and a poem called 'Bitter strawberries'.

Plath's time at Smith was difficult as she had very high expectations of herself. She wanted to achieve immaculate grades, but she also wanted to be accepted by her peers and an important part of being accepted was being popular and dating lots of boys. This was difficult because as a scholarship girl she had only a very small allowance to spend on clothes and going out, and each year's continued scholarship was dependent on the level of her grades.

In 1953 Plath won a fiction contest sponsored by Madamouse magazine and was offered the opportunity to go to New York as a guest editor. She relished this opportunity to spend a month working in a professional publishing environment, but Plath returned from New York feeling exhausted and after hearing news that her application to a creative writing course had been rejected, she fell into what was to become one of many depressions.

### Activity 7

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. A | 3. C | 4. A | 5. B  |
| 6. C | 7. A | 8. A | 9. C | 10. A |

### Activity 8

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. A | 3. C | 4. A | 5. A  |
| 6. A | 7. B | 8. A | 9. C | 10. A |

### Test Practice 1

#### Questions 15-22

15. C 16. C 17. A 18. A 19. B 20. B 21. A 22. B

#### Script:

Hugh: It's a long way from cooking dinner every day for the family to preparing half a million meals a week in a purpose-built £5 million factory of your own design; but Anita Lee has made the jump in just 4 years. The Chinese meals she used to make for her husband David and two young daughters, are now enjoyed in millions of family homes. It's not something that is easily done, otherwise we'd all be doing it, so where did she start and why?

Anita: I started making my own Chinese food because I didn't like what I could buy. The Chinese meals I bought in the supermarket didn't taste like Chinese food to me, and were nothing like my mother's cooking back home in Hong Kong. Even meals from the local Chinese restaurant seemed to have been adapted to suit English tastes. So I looked around for proper Chinese ingredients and cooked for myself. And when I

cooked for my family and friends they all said how much better things tasted and how much they enjoyed them.

Hugh: But many of us are good cooks at home and that doesn't make you Business Woman of the Year overnight. So what was so special about her cooking that made it so enormously successful?

Anita: One of our friends owned the local Chinese restaurant and whenever he visited our house he liked the home-made noodles so much that he wanted to use them in the restaurant. They were a big success and he encouraged me to try out other things for him like sweet and sour sauce and crackers. He'd always had trouble getting and keeping good cooks, so he liked to buy in the sauces ready-made. He liked the arrangement and so did I. I started taking people on to help and then took a unit on an enterprise estate in Cowbridge to cope with the demand. It all grew from that really.

Hugh: As easy as boiling an egg. But in fact it wasn't always plain sailing.

Anita: We had trouble when the company became so successful that we attracted a buyer. "The Gourmet Magazine" had given us its top prize for ethnic cuisine and contracts were coming in from all the big supermarket chains. We needed to expand but didn't really have the capital to do it. I was reluctant to go to the bank for a loan and Lania Foods came along and offered us the funds we needed. It seemed too good to be true.

In fact it was too good to be true. The Lania offer was deficit financing which was just what Anita had been trying to avoid. Things got difficult and, in no time, Anita's company was pouring money into Lania instead of the other way around.

I was still managing director and tried for some time to organise a management buy-out. In retrospect, we had a wasted year, but I'm glad it was only one year. When Lania finally went into receivership we were able to buy our independence.

### **Questions 23-30**

23. C 24. B 25. A 26. C

27. B 28. B 29. A 30. C

### **Script:**

Professor:

Now, many people consider John Watson to be the founder of behaviorism. And like other behaviorists, he believed that psychologists should study only the behaviors they can observe and measure. They're not interested in mental processes. While a person could describe his thoughts, no one else can see or hear them to verify the accuracy of his report. But one thing you can observe is muscular habits. What Watson did was to observe muscular habits because he viewed them as a manifestation of thinking. One kind of habit that he studied are laryngeal habits.

Watson thought laryngeal habits ... you know, from larynx, in other words, related to the voice box ... he thought those habits were an expression of thinking. He argued that for very young children, thinking is really talking out loud to oneself because they talk out loud even if they're not trying to communicate with someone in particular. As the individual matures, that overt talking to oneself becomes covert talking to oneself, but thinking still shows up as a laryngeal habit. One of the bits of evidence that supports this is that when people are trying to solve a problem, they, um, typically have increased muscular activity in the throat region. That is, if you put electrodes on the throat and measure muscle potential—muscle activity—you discover that when people are thinking, like if they're diligently trying to solve a problem, that there is muscular activity in the throat region.

So, Watson made the argument that problem solving, or thinking, can be defined as a set of behaviors—a set of responses—and in this case the response he observed was the throat activity.

That's what he means when he calls it a laryngeal habit. Now, as I am thinking about what I am going to be saying, my muscles in my throat are responding. So, thinking can be measured as muscle activity. Now, the motor theory ... yes?

Student:

Professor Blake, um, did he happen to look at people who sign? I mean deaf people?

Professor:

Uh, he did indeed, um, and to jump ahead, what one finds in deaf individuals who use sign language when they're given problems of various kinds, they have muscular changes in their hands when they are trying to solve a problem ... muscle changes in the hand, just like the muscular changes going on in the throat re-

gion for speaking individuals.

So, for Watson, thinking is identical with the activity of muscles. A related concept of thinking was developed by William James. It's called ideomotor action.

Ideomotor action is an activity that occurs without our noticing it, without our being aware of it. I'll give you one simple example. If you think of locations, there tends to be eye movement that occurs with your thinking about that location. In particular, from where we're sitting, imagine that you're asked to think of our university library. Well, if you close your eyes and think of the library, and if you're sitting directly facing me, then according to this notion, your eyeballs will move slightly to the left, to your left, 'cause the library's in that general direction.

James and others said that this is an idea leading to a motor action, and that's why it's called "ideomotor action"—an idea leads to motor activity. If you wish to impress your friends and relatives, you can change this simple process into a magic trick. Ask people to do something such as I've just described: think of something on their left; think of something on their right. You get them to think about two things on either side with their eyes closed, and you watch their eyes very carefully. And if you do that, you'll discover that you can see rather clearly the eye movement—that is, you can see the movement of the eyeballs. Now, then you say, think of either one and I'll tell which you're thinking of.

OK. Well, Watson makes the assumption that muscular activity is equivalent to thinking. But given everything we've been talking about here, one has to ask: are there alternatives to this motor theory—this claim that muscular activities are equivalent to thinking? Is there anything else that might account for this change in muscular activity, other than saying that it is thinking? And the answer is clearly yes. Is there any way to answer the question definitively? I think the answer is no.

### Test Practice 2

1. A      2. C      3. A      4. C      5. A  
6. B      7. A      8. B      9. A      10. B

## UNDERSTANDING GRAMMAR TERMINOLOGY

### Activity 1

- I) f — ii      2)d-xii      3)c-ix      4)b-vii      5)k-v  
6) i - xi 7) l - vi 8) j - viii 9) e - ix 10) h - iv  
II) a — iii      12)g-x

### Activity 2

1. Clare - subject, knew - predicate, the results - direct object
2. Clare, subject, knew - predicate, what mattered - direct object (expressed by an object clause, in which: what - subject, mattered - predicate)
3. Results - subject, were what mattered - predicate, in which: were - linking verb, what mattered - predicative (expressed by a predicative clause)
- 4.1 - subject, have never forgotten - predicate, your story of the snakes - direct object, of the snakes - attribute
- 5.1- subject, have never forgotten - predicate, how you cheated me - direct object (expressed by an object clause, in which: how - adverbial modifier of manner, you - subject, cheated - predicate, me - direct object)
6. Enormous flies and mosquitoes - subject, enormous - attribute  
buzzed - predicate  
about our heads - adverbial modifier of place
7. Juggling school, work, and homework - adverbial modifier of reason  
Paul - subject  
had - predicate

little time for a social life - direct object, for a social life - attribute

8. The mother - subject

had given - predicate

the boy - indirect object

a balloon - direct object

for his birthday - adverbial modifier of reason

9. Last week - adverbial modifier of time

Michael - subject

showed - predicate

us - indirect object

how to prepare a 'fruit leather' - direct object

10. Whales - subject

cannot breathe - predicate

under water - adverbial modifier of place

11. Cherrapunji, India - subject

is the wettest place on earth - predicate, is linking verb, the wettest place on earth - predicative

12. He - subject

was a Hindu, a puny wisp of a man, with a shaven head and vague liquid eyes - predicative, is linking verb, a Hindu - predicate, a puny wisp of a man - appositive, with a shaven head and vague liquid eyes - attribute

### Activity 3

1 - adverbial modifier of place

2 - attribute

3 - direct object

4 - predicate

5 - adverbial modifier of time

6 - subject

7 - attribute

8 - predicate

9 - direct object

10 - predicative

11 - attribute

12 - attribute

### Activity 4

1 - attribute

2 - predicative

3 - attribute

4 - direct object

5 - subject

6 - predicative

7 - predicative

8 - predicate

9 - adverbial modifier of time

10 - appositive

11 - complex object

12 - attribute

### Activity 5

1. compound-complex sentence (independent clause + complex sentence /main clause + subject clause/)

2. complex sentence /main clause + object clause + adverbial clause of reason + adverbial clause of reason/

3. compound complex sentence (independent clause + complex sentence /adverbial clause of condition + main clause + object clause/)

4. simple sentence

5. compound complex sentence (complex sentence /main clause + adverbial clause of reason/ + independent clause)

6. compound complex sentence (complex sentence /main clause + predicative clause/ + complex sentence /adverbial clause of condition + main clause/)

7. compound complex sentence (independent clause + complex sentence /adverbial clause of reason + main clause + relative clause/)

8. simple sentence

9. simple sentence

10. compound complex sentence (complex sentence /main clause + adverbial clause of result/ + independent clause)
11. simple sentence
12. compound complex sentence (complex sentence /main clause + relative clause/ + independent clause)
13. complex sentence /main clause + adverbial clause of purpose/

### Activity 6

1. You can discuss your report with whichever teacher is available, (object clause)
2. A little praise from time to time is what most children need, (subject clause, predicative clause)
3. The mayor will give whoever passes the finish line first a key to the city, (object clause)
4. The teacher said that this little chunk of granite is over four billion years old, (object clause)
5. What happened to the fabled city of Atlantis remains a mystery, (subject clause)
6. We will donate whatever we do not need to the Salvation Army, (object clause)
7. The committee's decision was that solar power cells should be installed, (predicative clause)
8. Deke expounded his weird theories to whoever would listen to them, (object clause)
9. Marie Curie discovered that radium is an element, (object clause)
10. How whales hunt by means of echolocation will be our subject for today, (subject clause)

### Activity 7

1. Call out the numbers that you draw from the basket, (defining)
2. The students are busily decorating the room in which the school dance is to be held, (defining)
3. Mrs. Tate, whom I admire, always offers constructive criticism, (non-defining)
4. The house where we will meet has a blue car in the driveway, (defining)
5. One speaker, who seemed rather nervous, provided thorough information about the task of seeking scholarships, (non-defining)
6. Fifteen repetitions with each arm is the number that my coach recommends, (defining)
7. She's a clever girl who can figure out solutions to many problems, (non-defining)
8. I'm allergic to Bermuda grass, which is planted all around my neighborhood, (non-defining)
9. I live in London, which has some fantastic parks, (non-defining)
10. Susan B. Anthony, who was born in N.Y., is famous for her work in getting women the right to vote, (non-defining)

### Activity 8

1. You won't pass the test if you don't study, (adverbial clause of condition)
2. After I eat lunch, I will clean my room, (adverbial clause of time)
3. When you get home, please clean your room, (adverbial clause of time)
4. George Bernard Shaw did not write a play until he was thirty-five years old, (adverbial clause of time)
5. Karen makes friends wherever she goes, (adverbial clause of place)
6. If you like the music of Mozart, you will love Beethoven's first symphony, (adverbial clause of condition)
7. Don't open that present early unless you want to ruin the surprise, (adverbial clause of condition)
8. Because Keith was born in Tokyo, his parents gave him a Japanese middle name, (adverbial clause of reason)
9. Provided that you complete the training, you can start work next week, (adverbial clause of condition)
10. Although many teens work during high school, they usually earn only a modest amount of money.

(adverbial clause of concession)

11. In 1873, the federal income tax ceased, until President Grover Cleveland reinstated it in 1894.  
(adverbial clause of time)
12. Since we have to work to pay for food, rent, clothing, and school, we will all end up paying taxes at some point!  
(adverbial clause of reason)
13. Everything happened just as my mother had predicted, (adverbial clause of manner)
14. It would be wise to save some of the money, for there may be unexpected expenses later, (adverbial clause of reason)
15. I'm going early so I don't have to stand in a queue, (adverbial clause of purpose)
16. It was such nice weather that we ate lunch outside, (adverbial clause of result)
17. Though the test was difficult, we all passed, (adverbial clause of concession)
18. The rice paddies were dry because the rains had not come, (adverbial clause of reason)
19. Before you leave Japan, take a picture of the family with whom you are staying, (adverbial clause of time)
20. Because the Supreme Court declared the personal income tax unconstitutional, those who supported the tax had to alter the Constitution, (adverbial clause of reason)

### Activity 9

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1.D  | 2. A | 3. H | 4. B | 5.1   |
| 6. F | 7. E | 8. C | 9. G | 10. J |

### Activity 10

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1.J  | 2. C | 3. D | 4.1  | 5. E  |
| 6. G | 7. A | 8. H | 9. B | 10. K |

### Test Practice 1

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1.K  | 2. C | 3. H | 4.1  | 5. F  |
| 6. G | 7. B | 8. A | 9. J | 10. D |

### Test Practice 2

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.B  | 2. C | 3. K | 4. D | 5. J |
| 6. F | 7. G | 8. L | 9. E | 10.1 |

## MULTIPLE-CHOICE CLOZE AND MULTIPLE MATCHING

### Activity 1

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1.A(1)    | 2. B (2)  | 3- D (1)  | 4. A (2)  | 5. C. (1) |
| 6- C (1)  | 7. B (4)  | 8. C (4)  | 9. A (4)  | 10C (4)   |
| 11 A (4)  | 12. A (3) | 13. A (2) | 14. C (2) | 15. B (2) |
| 16. D (4) | 17. A (2) | 18. C (3) | 19. B (5) | 20. C (5) |
| 21. A (3) | 22. A (2) | 23. B (2) | 24. C (5) | 25. B (2) |
| 26. B (5) | 27. D (2) | 28. B (2) | 29. A (2) | 30. A (4) |

**Activity 2**

- |             |             |          |         |            |
|-------------|-------------|----------|---------|------------|
| 1. among    | 2. raising  | 3. by    | 4. but  | 5. between |
| 6. contains | 7. interest | 8. bonus | 9. runs | 10. reach  |

**Activity 3**

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1.L  | 2. D  | 3. F  | 4. 0  | 5. N  |
| 6.1  | 7. H  | 8. B  | 9. A  | 10. G |
| 11.E | 12. C | 13. M | 14. J | 15.K  |

**Activity 4**

- |         |            |           |           |
|---------|------------|-----------|-----------|
| 1. who  | 2. drawing | 3. forget | 4. had    |
| 5. take | 6. from    | 7. used   | 8. joined |
| 9. make | 10. too    | 11. on    | 12.be     |

**Activity 5**

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

**Activity 6**

- |      |      |      |      |           |      |      |
|------|------|------|------|-----------|------|------|
| 1. B | 2. D | 3. A | 4. A | 5. C 6. D | 7. C | 8. B |
|------|------|------|------|-----------|------|------|

**Activity 7**

- |           |         |            |              |
|-----------|---------|------------|--------------|
| 1. allows | 2. such | 3. or      | 4. available |
| 5. hope   | 6. but  | 7. divided | 8. wth       |

**Activity 8**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. L | 2. J | 3. C | 4. G | 5. F  |
| 6. D | 7. K | 8. H | 9. E | 10. B |

**Test Practice 1**

- |           |      |      |      |       |
|-----------|------|------|------|-------|
| 1. A 2. C | 3. B | 4. C | 5. B |       |
| 6. D      | 7. A | 8. B | 9. A | 10. A |

**Test Practice 2**

- |          |       |       |       |       |
|----------|-------|-------|-------|-------|
| 1.C 2. A | 3. D  | 4. D  | 5. B  |       |
| 6. C     | 7. A  | 8. B  | 9. A  | 10. C |
| 11.B     | 12. D | 13. C | 14. A | 15. D |

**GRAMMAR: ERROR IDENTIFICATION****Activity 1**

- |                     |                  |                         |
|---------------------|------------------|-------------------------|
| 1. B (tallest)      | 2. C (acts)      | 3. B (to map)           |
| 4. A (frail)        | 5. B (while)     | 6. C (found)            |
| 7. A (can be based) | 8. A (architect) | 9. B (women)            |
| 10. B (bee)         | 11. B (develop)  | 12. C (has transcended) |

- |                      |                    |                     |
|----------------------|--------------------|---------------------|
| 13. C (of)           | 14. D (prestige)   | 15. C (to identify) |
| 16. A (computation)  | 17. B (out of)     | 18. A (discovery)   |
| 19. C (those)        | 20. C (in)         | 21. B (national)    |
| 22. A (Further)      | 23. B (humorously) | 24. D (hundred)     |
| 25. C (reproduction) |                    |                     |

## Activity 2

1. **To make** its nest, the yellow-headed blackbird weaves a small cup and fastens it to reeds above water.
2. Native American beaded designs are often characterized by geometric **shapes** and bright colors.
3. The codfish lays **millions** of eggs each year, only a small percentage of which actually hatch.
4. When the body becomes extremely overheated, it fails to cool itself again, and sunstroke can occur.
5. The **preference** of many Western cultures for maintaining a physical distance of at least three feet during social interaction is well documented in anthropological studies.
6. In chronicling her months as a captive of the Wampanoag Indians, Mary Rowlandson demonstrated **her** narrative skill.
7. The nests of most bird species are **strategically** placed to camouflage them against predators.
8. Few synthetic vitamins and minerals in pill supplements are absorbed as efficiently by the body **as** are those occurring naturally in foods.
9. On the one hand, most Americans believe that space exploration is a legitimate and important national undertaking; on the other hand, they worry about the amount it costs.
10. Vitamin K provides the necessary impetus for the synthesis of at least two proteins involved in blood clotting.
11. If no fossil record were available, the next strongest evidence of the kinship among organisms **would be** similarities in the embryonic development of organisms today.
12. The black cherry tree, from which fine cabinets and furniture are made, is found all across North America, from Nova Scotia to Texas.
13. Research and **recommendations** concerning the dangers of smoking are beginning to have an impact on the tobacco industry in the United States.
14. Antarctic blue whales can be 100 feet long and weigh more than any dinosaur that ever lived.
15. Oil-base house paint is neither easy to work with **nor** quick to clean up, but it is often preferred to latex paint because of its high sheen and durability.
16. The colonists who first settled in New England did so because they felt there was **no** social justice in their homeland of England.
17. Architect Louis Sullivan commanded the respect of his contemporaries for his work on the **design** of the first American skyscrapers.
18. During the 1850s, the Spanish colony of Cuba was of interest to Southerners, who felt they needed it for its increasing political and economic power.
19. Glucose is different from fructose in its structural formula, but the molecular formula for these two sugars is the **same**.
20. A sealer should be applied to wood surfaces before they are varnished; otherwise, uneven absorption of the varnish may occur.
21. The high temperatures created by fire are necessary to split up the seed-bearing cones of lodge pole pines.
22. Mormon leader Brigham Young was so brilliant and strong-willed that he was able to organize the most remarkable religious migration in the annals of American history.
23. Due to her untimely death, the talented writer Sylvia Plath was never to know how well her work would be received by the American public.
24. From the Mexican War to the Civil War, the major theme of American political history was a growing sectionalism interacting with a vigorous nationalism.



25. In Western culture, much attention **has been given** to the subject of social class conflict, which may cause revolution

### Activity 3

The 21st century's leading energy source may very well depend **on** the development of a technology that **was first discovered** in 1839. Indeed, many experts believe that the future of electricity generation will not come from **further** refinement of solar, wind, coal or nuclear energy, but from fuel cells. **Among** the various types of fuel cells, the ceramic or solid oxide fuel cell **promises** to achieve the greatest efficiency of conversion of fossil fuels such as gas and coal to electricity while **producing** only very low levels of pollutants. To this end, a consortium **comprising** five leading organisations has established Ceramic Fuels Ltd, initially to expand fuel cell research and development and secondly, to bring the technology to commercial application. Ceramic fuel cells are **electrochemical** devices that directly convert fuels such as gasified coal or natural gas into electricity without the limitation of the Carnot cycle (an ideal thermodynamic cycle in which heat **is taken** onto a working fluid at a constant upper temperature and rejected at a constant lower temperature). In many respects, fuel cells work **like** batteries. As long as they are constantly supplied with fuel and oxidant, fuel cells can continuously produce power, removing the need for recharging.

*No mistakes: D, F, K, L*

### Activity 4

Gifford Pinchot was the first **professionally** trained forester in the United States. After he graduated from Yale University in 1889, he studied forestry in Europe. In the 1890s he managed **a** forest on the Biltmore estate in North Carolina and became the first person **to practice** scientific forestry. Perhaps his most important contribution **to** conservation was persuading **President** Roosevelt to set aside millions of acres in the West as forest reserves. These lands now make up much of the **national** forests of the United States. Pinchot became the Chief Forester of the U.S. Forest Service in 1905. Although he held that post for only five years, he **established** guidelines that set forest policy for decades to come.

### Activity 5

1.D          2. B          3. A          4. C          5. B  
6. B          7. A          8. D          9. A          10. B

### Activity 6

1.A          2.B          3. A          4. B          5. B  
6. B          1.A          8. A          9. A          10. B  
11.B          12. A          13.B          14. B          15. A

### Test Practice 1

1. B          2. D          3. A          4. C          5. A  
6. C          1.A          8. A          9. D          10. D

### Test Practice 2

1.A          1.A          3. B          4. A          5. A  
6. B          1.A          8. B          9. B          10. A  
11.B          12. A          13. A          14. B          15. A

## WRITING A LETTER

### Activity 1

The letter is to the local Council. Its purpose is to ask the Council to have an old car removed from the street.

Beginning: Dear Sirs, ...

Ending: Yours faithfully.

### Activity 2

- |                      |                     |                               |
|----------------------|---------------------|-------------------------------|
| 1. introduction (f)  | 2. introduction (i) | 3. introduction (f)           |
| 4. introduction (i)  | 5. introduction (f) | 6. introduction (i)           |
| 7. introduction (i)  | 8. introduction (f) | 9. introduction (i)           |
| 10. introduction (f) | 11. ending (i)      | 12. ending (i)                |
| 13. ending (f)       | 14. ending (i)      | 15. ending (f)                |
| 16. ending (i)       | 17. ending (i)      | 18. ending (i) 19. ending (f) |

### Activity 3

- |             |             |       |
|-------------|-------------|-------|
| Li 2. a     | 3. c 4. d   | S.b   |
| 6. c 7. f   | 8. a 9. e   | 10. a |
| 11. f 12. c | 13. g 14. g | 15. e |
| 16. d 17. e | 18. f 19. d | 20. i |

### Activity 4

- A) I cannot understand why (complaint, dissatisfaction)      B) I feel confident (application)
- C) We greatly appreciate (thanking)      D) We wonder whether it would be possible to (request)
- E) Although ... I did not feel sure that (complaint)
- F) Despite the fact that... I still find ... (complaint)
- G) we were very impressed by (thanking)

### Activity 5 (Suggested answers)

A. Dear Mrs. Reynolds,

I am writing this letter to explain why I have been unable to return the three books I have out on three-day loan, which are now overdue.

B. Dear Mr. Abbott,

I am writing to ask for your assistance in obtaining copies of my reports and assignments for the course I attended at your language school. I attended a 3-week English course at your college from 6 November, 2000. My full name is Syarif Mustafa and my student number was CZ 352Z. The course I attended was English for travel and tourism at intermediate level. My class instructors were Robin Tyson and Alice Mad-dax.

C. Dear Sir/Madam,

I am writing to report the theft of my passport. I am currently studying economics at Leeds University, and I came to Britain in September last year. My course here ends in September next year.

D. Dear Sir/Madam,

I am Matthew Patt, a 1<sup>st</sup> year Mathematics student currently residing at Block C of University Residence Hall. I am writing you to express my dissatisfaction with my roommate and request for another accommodation next term.

### Activity 6

A too formal B too formal C too informal

D too informal, inappropriate ending

- A) I'd love to keep in touch more often and I forgot to ask you for your cell phone number. Can you let me have your address so that I can send you the photos?
- B) I hope you are well and are still working at Kingston High because I would like to ask a favour of you. I wonder whether you would mind being a referee for me?
- C) I think there must have been a mistake, as this account has been paid in full.
- D) Many thanks for organizing everything so well. Best wishes,

### Activity 7

A. This paragraph is almost completely lifted from the task. It also contains too many ideas in one sentence.

B. This paragraph lays out the problem clearly and unemotionally. It sets the tone for the rest of the letter and is more likely to get a positive response.

C. This paragraph is muddled. It is trying to express too many ideas at once. Also, the word 'disgust' is too strong for the situation.

### Activity 8

1. formal (You do not know the person and it is a business letter.)
2. no (You should use the information in the question.)
3. no (You should not write any address.)

### Activity 10

D is not relevant to the situation.

A 4      B 5      C 4      E 6      F 2

Parts 3 and 7 still need ideas.

### Activity 11

The writer has copied several words and phrases from the question.

### Activity 12

1) renting / living in has (got)      2 afford      3 repairs

The paragraph fits into part 3 of the plan.

The writer has used their imagination and filled in some extra details (e.g. the rent was increased recently; the house suits them perfectly.)

### Exercise 13

Idea B

### Activity 14

C) Yours sincerely

### Activity 15

Dear Sir or Madam,

I am writing to confirm the loss of my credit card. I telephoned your office earlier today.

I lost my card yesterday at about 10:30 in the evening. The only time I used the card yesterday was to buy three bottles of wine at the Sharp Price Liquor Store in Oxford Street. By accident I left the card in the shop. When I realized I had done this, I called the shop, but shop assistant there could not find the card.

The details of my card are as follows. It is an Apex Silver Card in the name Jorge Luis Banderas. The credit card number is 45.....13.1 have had an Apex Card since 2001.

Could you please cancel my card immediately and make the necessary arrangements to issue me a replacement card?

I can be contacted at the above address.

Thank you for your assistance.

Yours faithfully,...

## WRITING AN ARGUMENTATIVE ESSAY

### Activity 1

1. topic - the Internet, focus - revolutionary (c)
2. topic - the Internet, focus - revolutionized, new problems and inequalities (a)
3. topic - the Internet, focus - could revolutionize if easy access (b)

### Activity 2

a-c, b-d, e-f

### Activity 3

1 - E, 2 - C, 3 - A, 4 - F

### Activity 4

Topic word - zoo, focus word - cruel

### Activity 5

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

### Activity 6

b-g

### Activity 7

#### *Sample introductions:*

Some secondary educational institutions establish rules according to which all students have to wear particular type of clothing, while other institutions operate a less strict policy allowing for students' own decision about what to wear to school. Deriving from the author's own knowledge and experience, this essay examines some arguments for and against wearing school uniform.

There has been a lot of debate about wearing school uniform of late. While some high schools establish rules providing that all students have to wear particular type of clothing, other schools adopt a less strict policy allowing for students' own decision about what to wear to school. Deriving from the author's own knowledge and experience, this essay examines some arguments for and against wearing school uniform.

### Activity 9

A: 5, 7

B: 1, 2, 3

C: 4, 6, 8

### Activity 10

Another way children become obese is through their families. What may have been okay to eat many years ago around the table might be killing us now, since foods have been processed more and more since the 1940's. For example, it is nearly impossible to go to your average supermarket and be able to find unprocessed fruits or vegetables. You would have to ask for organic; if it isn't, that means "it" was probably grown in a field full of pesticides and insecticides. Also, the fruits are pumped with color if they don't look pretty enough. All in all, it can be very difficult for families to provide children with the right nutrition and knowledge they need to not become obese.

### Activity 11

#### *Sample answer:*

Students who learn how to write well will earn better grades in most classes. This is true because most instructors assign a variety of written assignments, and depending on the class, these written assignments often encompass a large percentage of a student's final grade. For instance, all college students seeking a degree will be required to take a composition class. In this class alone, students will write five different essays. Furthermore, other classes, such as history, psychology, nursing, etc., also require students to write multiple essays. According to John Doe, a Professor of English at Aims Community College, the average undergraduate student will write twenty-five different essays while seeking a bachelor's degree. This number increases dramatically for students who go on to seek a graduate degree(s). Because all students, regardless of major, will be required to compose a large number of essays, it is important that they learn how to write well.

### Activity 12

#### *Sample answer:*

It is clear that the internet has provided students with access to more information than ever before. Moreover, learners have the ability to research and learn about any subject at the touch of a button. It is therefore agreed that technology is a very worthwhile tool for education. Wikipedia is a prime example, where students can simply type in any keyword and gain access to in-depth knowledge quickly and easily.

However, many disagree and feel that technology deprives people of real human interaction. Human interaction teaches people valuable skills such as discourse, debate and empathy. Despite this, human interaction is still possible through the internet and this essay disagrees technology should be dismissed for this reason. For instance, Skype and Facebook make it possible for people to interact in ways that were never before possible.

### Activity 13

#### *Sample answer:*

Learners are becoming ever more dependent on technology, such as the internet and mobile devices. This essay will discuss one of the main problems associated with dependence on computers and suggest a viable solution, before coming to a reasoned conclusion.

The principal problem with over reliance on technology, such as tablets and computers, is plagiarism. Students often use search engines to answer a question and simply copy the text from a website, rather than thinking about the question. This practice is not only prohibited in schools and universities, but also stunts a student's intellectual development. For example, many teachers complain that students copy web pages straight from Wikipedia word for word rather than giving a reasoned answer to their questions.

A solution to this worrying problem is asking students to email their answers to teachers and teachers using anti-plagiarism software to detect copying. Moreover, students would be made aware of this practice and this would inspire them to answer questions using their own words, rather than someone else's. For instance, many universities already use this kind software to scan course work for plagiarism and it could be extended to include all homework, by learners in both secondary and tertiary education.

### Activity 14

1. In conclusion, I completely disagree with this view.
2. As far as I am concerned, this is a problem without any real solution.

3. To sum up, even (though) there is a clear downside to our dependence on technology, I honestly feel we have to find a way to cope with it because the internet is definitely here to stay.
4. In conclusion, there are both negative and positives to this system, but the negatives seem to far outweigh the positives.
5. From my point of view, education is a vital part of every child's life.

### Activity 15

Conclusion 1: This is a weak conclusion for two reasons. Firstly, the writer is discussing a topic different to that given in the title. As a result, the writer fails to draw a logical conclusion which summarises the main idea of the essay. Whilst it is likely that the whole essay has been written with a focus on international students as opposed to all students, the conclusion would still be considered as weak due to its lack of focus on the question. Secondly, the writer fails to comment on the main idea as stated in the title, that plagiarism is a result of ignorance of academic convention. Rather they comment on several other reasons, such as linguistics problems and cultural differences.

Conclusion 2: This is a strong conclusion because the writer addresses the main idea from the title, that of students being ignorant of acceptable academic practice. They also manage to summarise the supporting arguments they used to verify such a claim. In addition, the writer manages to address the second part of the questions and make final suggestions as to a solution.

Conclusion 3: This is a weak conclusion because it is vague, lacks detail and lacks an obvious link to the original question and/or thesis statement. Additionally, the writer introduces new ideas, such as that of harsh punishment being the answer to the problem.

### Activity 16

#### *Suggested conclusion for Activity 12:*

While the benefits of technology, particularly the internet, allow students to tap in to limitless sources of information, some still feel that people should be wary of this new phenomena and not allow it to curb face to face interaction. However, as long as we are careful to keep in mind the importance of human interaction in education, the educational benefits are clearly positive.

#### *Suggested conclusion for Activity 13:*

In summary, one of the main problems with over-use of technology in education is plagiarism and this can be solved through the use of plagiarism detection software. It is predicted that more and more students' will email their work to their teacher and this work will be scrutinised for plagiarism.

### Activity 18

- |                 |             |                |                |
|-----------------|-------------|----------------|----------------|
| 1. However      | 2. Firstly  | 3. Furthermore | 4. therefore   |
| 5. Thirdly      | 6. Although | 7. In addition | 8. as a result |
| 9. Nevertheless |             |                |                |

### Activity 20

When they finish school, teenagers face the dilemma of whether to get a job or continue their education. While there are some benefits to getting a job straight after school, I would argue that going to college or university is better.

The option to start work straight after school is attractive for several reasons. Many young people want to start to earn money as soon as possible. In this way, young people can become independent, and they will be able to afford to have their own house or start a family. In terms of their career, young people who decide to find work, rather than continue their studies, may progress more quickly. They will have the chance to gain real experience and learn practical skills related to their chosen profession. This may lead to promotions and a successful career.

On the other hand, I believe that it is more beneficial for students to continue their studies. Firstly, academic qualifications are required in many professions. For example, it is impossible to become a doctor, teacher or lawyer without having the relevant degree. As a result, university graduates have access to more and better job opportunities, and they tend to earn higher salaries than graduates with fewer qualifications. Secondly, the job market is becoming increasingly competitive, and sometimes there are hundreds of applicants for

one position in a company. Young people who do not have qualifications from a university or college will not be able to compete.

For the reasons mentioned above, it seems to me that students are more likely to be successful in their careers if they continue their studies beyond school level.

## Activity 22

### Sample answer:

Holidays are important because they provide a break from our normal daily routine and from the world of work. Traditionally, holidays have been seen as a time for relaxation and as an opportunity to visit another country in order to find out about its geography and customs. Nowadays, however, it seems that other types of holiday are becoming popular.

Some people want their holiday to be a kind of adventure, and find this more exciting than going to the beach or visiting museums. On an adventure holiday, you may stay in quite basic accommodation, rather than a luxurious hotel. Activities may involve things such as bush walking or cycling, or may form part of an aid project designed to help communities in remote areas. Holidays such as these are popular with people of all ages and can often help to promote tourism in rural environments.

The increasing popularity of dangerous sports has also boosted the number of adventure holidays; for example, water sports, mountain climbing or paragliding. These holidays are more popular with the younger generation, as they can be both physically and mentally demanding. Participants are often seeking the sort of thrills that they cannot get in ordinary life.

There is now greater awareness of the damaging effects of mass tourism and this may be one reason for the changing nature of holidays. This can only be a good thing. But perhaps people are also discovering that it is just as refreshing to take an active holiday, as it is to lie on a beach - though that is still a question of personal preference.

## WRITING A REVIEW

### Activity 2

1. The subject of the review is a new series of TV programmes based on videos produced by children.

The following facts are given in the review.

- Kerry Dunn, aged 12, made a short, home-made video called 'Life Without Dad' which is part of BBC2's new series of films, As Seen on TV.

- This is the first time such programmes have been made.

- Eric Rowan and Chris Morris, of children's BBC, wanted to give children what Morris calls a 'chance to tell their own truth'.

- They looked for children interested in making videos and lent them camcorders.

- The smaller children were occasionally chaperoned but basically the videos were made totally by the children themselves without adult intervention. They interview their families, talk alone in their bedrooms to tripod cameras.

- One of the films is about a blind boy and how he sees the world. In another some surfers put their point of view in Scotland, an orphan in Brighton talks about living with grandparents, and in one of the more violent films, which is later in the series, Taro 12-year-old girls made a documentary on the horrors of having to share a bedroom.

-The tapes were edited by Chris Morris who sent a rough-cut for approval by the child, tidied it up, and prepared it for showing.

2. The author's opinion is very positive although she/he does admit that the content is uneven, occasionally even silly. The main way she/he conveys her/his positive feelings is through the enthusiasm with which she describes the programmes and their contents. The following phrases convey her/his opinion:

*carries a lot more power, conviction and dignity than any politician has yet... startling highspot... herein lies the dignity ...It was about time... one of the more violent films ... The results are uneven, sometimes funny, sometimes passionate or silly. ...for once nobody is patronising them.*

3. She/He recommends that viewers do watch the programmes. She/He captures readers' interest in the series, telling them enough about it to arouse interest - but not too much so that they already know everything.
4. They would probably feel pleased by the publicity their series is given in this article. The reviewer is most specific about the positive parts of the series which would probably please those involved in its production.
5. This is a matter of opinion but it is certainly true to say that the writer makes a general point at the end of the review which does have a wider relevance than just the subject of the review, i.e. the point that television is just a 'medium for communication' which is potentially available to everyone and so should not hold any special mystique. She is also perhaps making a point about society's attitudes to children and how they have very little control over their lives.

### Activity 3

#### *Suggested answers:*

1. Teenagers are a potentially interesting subject for a TV programme.

The writer has used humour - describing teenagers as if they were animals being observed in a nature programme.

2. *Live Like Pigs* is still relevant today in the questions it poses about society.

Interest is aroused by the use of questions.

3. Whitney Houston is a powerful singer.

The writer has compared her to Schwarzenegger and used the metaphor of relating her voice to macho muscles.

### Activity 4

#### *Suggested answer:*

In this review I am going to compare two contrasting tales about overcoming adversity. Whereas *The Blind Side* (2009) left me with a huge grin on my face, sadly, *Doctor Zhivago* (1965) left me feeling the weight of the world on my shoulders.

*Doctor Zhivago*, directed by live-time Oscar winner David Lean, is set in the Bolshevik revolution and follows the title character, who must adapt to the new order while pining for Lara, the beautiful wife of a political campaigner. The director succeeded in creating a film that is thoroughly engaging but full of gritty realism, cruelty and tragic irony. Take the tissues!

*The Blind Side*, which is based on a true story, is also a bit of a tearjerker, in a completely different way. Starring Sandra Bullock, who won an Academy Award for her portrayal of a rich white mother in Tennessee who takes a homeless black teenager under her roof. Understandably, the gentle giant thinks he isn't good at anything but his new mother sees his potential to become a football star and part of the family. The plot is based on a true story, making it all the more touching.

I would strongly recommend *The Blind Side*. It will appeal to a range of people and is a great choice for a movie night. Although *Doctor Zhivago* is a classic, I think it has more of a niche audience and is best saved for when you want a dose of gloom!

## WRITING A SUMMARY

### Activity 2

1. image of fear/daunting/frightening/terrifying (image)
2. to give an idea of insufficient and last minute preparation
3. how the research was divided/split into categories, the analysis of the research
4. enthusiastic, animated
5. One mark is awarded for each of the following points:
  - (i) lack of preparation
  - (ii) lack of confidence/nerves



- (iii) lack of attention to visual input
- (iv) lack of attention to tone of voice

### Activity 3

#### **Suggested answer:**

In the period 1966-7, three separate kinds of music - folk, rock and blues - were brought together, and influences from other traditions, for example, Indian, were added, to make a much more complex sort of music expressing new attitudes. Electronic devices were used to give music a new sound: it became much louder, and was associated with lighting effects. This, and the use of drugs, made the audience feel that they were not just listening passively, but participating in a 'total experience'.

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#### About the author

**Komil Djalilov (Komil Jalilov)** holds a Bachelor's Degree with Honours in English Philology and Teaching the English and German Languages from Samarkand State Institute of Foreign Languages, a Master's Degree in International Relations from University of World Economy and Diplomacy, and a Post-Graduate Certificate of Special Study in Teaching and Learning from University of Westminster. As a Fulbright scholar, he studied Educational Psychology and Language Pedagogy in Columbia University (New York, USA). As a teacher and consultant, he has worked in a number of local and international educational institutions and projects, including Academic Lyceum under University of World Economy and Diplomacy, PEAKS (Participation, Education and Knowledge Strengthening) Project (Ministry of Public Education of the Republic of Uzbekistan and Academy for Educational Development, Columbia University (New York, USA), Academic Lyceum under Westminster International University in Tashkent, Tashkent branch of Moscow State University named under M.V.Lomonosov and State Testing Centre (DTM) under the Cabinet of Ministers of the Republic of Uzbekistan.

Komil Djalilov

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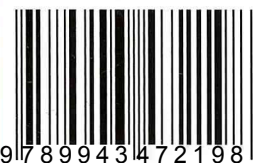
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