

**Сборник тестов  
по английскому языку  
формата *Cambridge Tests***

**Учебно-методические материалы  
для студентов IV курса ФГБОУ ВПО «НГЛУ»,  
обучающихся по направлениям подготовки 45.03.02 – *Лингвистика*,  
44.03.01 – *Педагогическое образование*, 45.03.01 - *Филология***

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## Предисловие

Настоящие учебно-методические материалы предназначены для аудиторной и внеаудиторной работы по практике английского языка студентов IV курса ФГБОУ ВПО «НГЛУ», обучающихся по направлениям подготовки 45.03.02 – *Лингвистика*, 44.03.01 – *Педагогическое образование*, 45.03.01 - *Филология*. Пособие направлено на формирование и тестирование необходимых навыков и умений студентов по чтению и использованию английского языка.

В УММ использованы оригинальные материалы по подготовке к *FCE* и *CAE* издательств *Cambridge* и *Oxford*.

## Practice test I

### Reading Comprehension Part I (Multiple Matching)

#### **Working mothers: what children say**

*In the texts four children give their opinions about having a working mother*

*Which of the four (A, B, C or D):*

found their sister a problem at first?

gets more pocket money for helping in the house?

was a very young child when their mother started working?

plans to be a different kind of parent?

wouldn't mind giving up foreign holidays if their mother stopped working?

sometimes helps to look after smaller children?

didn't feel very close to their mother as a child?

finds it interesting to listen to their mother's experiences?

would like their mother to visit their school more often?

learned to enjoy being independent after a while?

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#### **A Debbie Hollobon**

Debbie Hollobon, aged 21, comes from Northamptonshire. Her mother has worked full time since Debbie was aged 13 and her sister, Sarah, was ten.

'I didn't like it a bit when she took a full-time job and, as the elder sister, I had to look after Sarah. Everything seemed to come at once: we'd just moved to Daventry and I was in my second year at comprehensive school and meeting new people and making new friends. I felt I had enough on my plate without having Sarah tagging along every time I went out. I went through a stage where I couldn't stand her; she seemed to get in the way of everything I wanted to do.'

'I never told my mum how I felt. I knew she'd have been miserable sitting at home alone in a town where she didn't know anyone, so the job was very good for her. Once the initial shock wore off, I got to like it, being trusted with my own key and feeling grown up and independent.'

'However much she had to do, coming home to the cooking and cleaning after a day's work, she always had time for us when we wanted to talk. There was never a time when she shrugged us off because she was too tired or too busy.'

'I probably helped around the house more than I would have done with a stay-at-home mother, but she never told me to do any chores before she got

home. I did what I felt like when I felt like it and I knew she wouldn't nag if it wasn't done.

## **B Peter Swift**



Peter Swift, aged 15, lives near Leeds. His mother has worked as a graphic designer for the last three years.

'I hate it; I've always hated it. Mum disappears at 7.30 a.m. and doesn't get home until about 7.30 p.m., so we come home to an empty house. It doesn't worry my sister Elizabeth. She's a year older than me and has loads of homework, so she sits upstairs working and I'm left on my own.'

'Elizabeth and I both have our own chores. I load the dishwasher and I sometimes wash the car or mow the grass. Elizabeth does the ironing - well, she says she does, but she never seems to get round to ironing my shirts. We get extra pocket money because we help out, so I suppose it's fair, but all my friends do absolutely nothing around the house.'

'There is a good side to it. Mum has lots of interesting things to tell us and I like to hear her talk about the people she meets. We probably get more freedom, too - I can make my models on the table without getting told off. We wouldn't have as much money for trips to France or hobbies like photography if she didn't work, but I'd swap all that if it meant she'd be at home like she used to be.'



## **C Michael Hunt**

Michael Hunt's mother went back to full-time work when he was 18 months old. Now, at eight, he spends the school holidays with a childminder near his Hertfordshire home. In term-time, he goes home with a classmate and waits for his mother to collect him.

'Mum takes me to Andrew's house before she goes to work and I go to school with him, then I go home with him in the afternoon. I don't like that much because he's not really one of my friends. He's much taller than me and he's rough; he's always sitting on me.'

'I go to a better place in the holidays; Aunty Jane takes us swimming and we go walking down to the river. The other children there are younger than me so I help out and make sure the little ones don't fall in the water.'

'It would be much nicer if my Mum wasn't out working. Then she'd be able to take me to the park and come to school for things like the May Day festival and the Christmas assembly, when we sing carols. She can't often manage that now. Some of the mothers come to school on ordinary days to help

with things like taking us for walks and it would be good if my Mum could come as well.'



## D Penny Goldstone

Penny Goldstone is 17. Her mother has worked since she started school. 'I'm glad, now, that I haven't been mollycoddled, but when I was younger I used to think of an ideal mother as someone who'd be sitting at home waiting for us with tea all ready. I regret not being closer to Mum when I was younger. Because she was out all day, she seemed a bit distant and when I needed support or reassurance I'd turn to Nan or my friends. I think that's why I'm not very good at displaying affection.'

'Now that I'm older I value her more as a friend and I can appreciate what a good job she does keeping this massive house clean. I wouldn't like to have to do it'.

'Nowadays I can always talk to her if I have a problem. There are times when she switches off, and says she has problems of her own, but as long as you give her a chance to get settled when she gets in, instead of trying to pour everything out the minute she comes through the door, it's all right. It's not a bad thing for us to have to consider her feelings as well as our own.'

'All the same, I think I'll probably be the opposite of my mother when I have a family. I'd like to get established in my career and wait until later to start a family. Then, once I had children, I'd like to be thoroughly maternal and enjoy them growing up before I thought about working again.'

## Part II (Multiple Choice)

*Read the text and choose the answer A, B, C or D.*

### SCRUFF JUSTICE

#### *Police are called in as teenager refuses to tidy his bedroom*

THE NEXT time teenager Simon Richards is told to tidy his room he won't argue ... or he might get arrested.

That is what happened when the 18-year-old ignored his mother's requests for him to clear up his mess. First he locked himself in the garden shed as a protest. Then, after he refused to **budge**, Mrs Richards summoned two police officers.

When Simon popped his head out of the shed an hour later he felt a firm hand on his shoulder. The following day he admitted **disorderly behaviour** in the local magistrate's court and was bound over for three months.

The result would win applause in homes throughout the country. It is a tale of the **gulf** between parents who want a tidy bedroom and a teenage rebel who needs his own space.

## ORDER

The small room at the back of the Richards' large semi-detached house has always been a source of disagreement between Simon and his mother.

Mrs Richards, a mother of two boys and four girls, and her husband, Desmond, are very strict. Simon must be home at 10.30 **sharp** every night. The children - four still live at home - are expected to help out with household **chores**. Being late for the family evening meal is unforgivable. But above all, everything should be in its place.

Much of it goes back to when Mrs Richards was a girl 'I was always taught to look after my own property. Simon can have his room as he wants it to a certain extent, but if it gets too untidy, then I get annoyed'

Once a week, she grabs a bin bag and **puts on a brave face** before she enters Simon's room.

There, among scattered clothes and foot-high piles of newspapers, she sometimes has to empty eight overflowing ashtrays and carry several mugs back to their place on the rack. 'It usually takes me quite a while to **get it straight,**' she complained.

But Simon said: 'I thought it was my own space, and that I could keep it as I wanted. Generally, I think it is tidy, but I know my idea of that is different from my mum's idea. I've always felt very comfortable in it and so I thought it didn't matter.' But last week it did matter.

Mrs Richards said: 'I told him to tidy his room and when he refused I said he might as well sleep in the shed. So he said he would.'

## SORRY

**Worn down** by the battle between them, Carol decided there was only one thing to do - call the police. 'I wanted to give him a sharp shock to make him see my point of view. I didn't want them to arrest him, but they decided they had no choice. I do not regret doing it, although I am sorry for hurting him because I love him very much. Most of the time you could not wish for a better son.'

*But has the treatment worked?*

Since the incident, Simon has redecorated his room and managed to keep it tidier. He said:

'Going to court was not nice but I know Mum did it to make a point. I'll be keeping the room tidy from now on - at least, as tidy as I know how.'

11 *Simon was in the garden shed because*

- A his mother had sent him there as a punishment.
- B he didn't want to be arrested by the police.
- C he wanted to show that he was angry with his mother.
- D he had locked the door by accident and couldn't get out.

- 12 *He was arrested*  
 A when the police broke into the shed.  
 B as soon as he looked out of the shed.  
 C after he tried to fight with the police.  
 D the next day when he admitted that he had behaved badly.
- 13 *How does the writer think that other parents would feel about the incident?*  
 A They would be shocked by what Mrs Richards did.  
 B They would worry about the effect on Simon.  
 C They would approve of Mrs Richards' action.  
 D They would criticise the police for arresting Simon.
- 14 *Mrs Richards is very concerned about tidiness*  
 A because of the way she was brought up.  
 B because it's important in a house with six children.  
 C because otherwise she can never find anything.  
 D because she wants to impress the neighbours.
- 15 *How does Simon feel about being arrested?*  
 A He's ashamed of himself.  
 B He's very upset about appearing in court.  
 C He thinks it was an exciting experience.  
 D He doesn't blame his mother.

## Use of English

### Part III (Error Correction)

*Read the text. If a line is correct, put a tick (/). If a line has an unnecessary word, underline it. There are two examples at the beginning (0) and (00).*

- 0 As he sat in his room, Mark looked at the photograph ✓
- 00 of Sally, and his eyes began to fill of with tears. He of
- 16 remembered meeting her for the first time outside of
- 17 the library, and thought of their walks through the park
- 18 and their first kiss. It had been love at the first sight
- 19 for both of them,- neither of them had ever expected
- 20 that it would be end, but somehow it had all gone
- 21 to wrong and she had left.
- 22 Now, three years later, he still bitterly regretted letting
- 23 her to go. At first he had thought he would soon get
- 24 used to living without her. But weeks passed, then
- 25 months and years and if anything else, the pain got

- 26 worse rather than more better.  
 27 He decided himself to go for a walk and went towards the  
 28 bridge by the river where he had proposed to her there.  
 29 Then suddenly, as he turned the corner round, he  
 30 froze, and for a moment short, he could not breathe.  
 There was a woman sitting alone on the riverbank by the  
 bridge. It was her.

#### Part IV (Word Formation)

- 31 The entire audience took ...at his racist remarks.  
 32 Try to be ..... when you tell her the bad news.  
 33 I think that with a little .....I could persuade him to change his  
 mind.  
 34 What a....., telling him that he's the best teacher she's ever had!  
 35 What lovely, ..... children.  
 36 I find that advertisement.. to women.  
 37 That was a rather .....: remark. You've obviously upset him.  
 38 He's the most unpleasant,.. person I've ever met!

31. **OFFEND** 32. **TACT** 33. **FLATTER** 34. **CRAWL** 35. **MANNER** 36.  
**OFFEND** 37. **TACT** 38. **MANNER**

39. I lost my temper because he was being so.....and was refusing to  
 accept that he was wrong, despite all the evidence.  
 40 I was very impressed by his .. .....  
 41. Her .....was finally rewarded when they agreed they had sent her the wrong  
 bill.  
 42. His success is due to hard work and.....  
 43 .She's so.....that she won't let anything stand in the way of her  
 ambition.

39. **HEAD** 40. **DETERMINE** 41. **PERSIST** 42. **PERSEVERE** 43. **MIND**

44. I'd been standing in the queue for half an hour and was beginning to get  
 rather.....  
 45. Religious .....forced them to leave the country.  
 46 .They're very ..... people, so the bad language in that film is  
 unlikely to offend them.  
 47 .Hurry up! I'm starting to lose.....with you.  
 48. They hardly ever argue -I think they're both very.....of each  
 other's faults.

44.**PATIENT** 45. **TOLERATE** 46. **MIND** 47. **PATIENT** 48. **TOLERATE**



### Part V (Multiple Choice)

49. The .....agent was afraid that his identity would be revealed.  
A undercover B underwear C undercover D underclothed
50. He was so absorbed in the task that he completely lost ..... of the time  
A count B touch C sight D track
51. 'I can play the piano as .as you can,' she said.  
A good B fair C well D all right
52. As Christmas approached, the children got ... in the general excitement.  
A taken up B set up C tied up D caught up
53. At the interview for the job, he gave ... of himself.  
A a good opinion B a good account C a good idea D a good appearance
54. Gavin was a very lively child, always full of  
A excellent spirits B good spirits C high spirits D bright spirits
55. .... he connected the plug up properly, he still got an electric shock.  
A Because B However C Since D Although
56. On January 1st many people make a New Year ... .  
A intention B determination C dedication D resolution
57. He had many regrets when he ... his life.  
A looked down on B looked back on C looked up to D looked out for
58. There's .....in trying to contact him as he's touring Europe.  
A no way B nowhere C no point D no quarter
59. She made no attempt to ... the problem.  
A tackle B try C undertake D achieve
60. The government was forced to ... the wishes of the people.  
A stoop to B bow to C bend to D kneel to
61. ....allowing for his age, he still acts very immaturely.  
A But B Yet C Although D Even
62. The child began to cry and tears ... slowly down her face.  
A trickled B oozed C dribbled D leaked
63. I have just.....an account with the Great Eastern Bank.  
A made B opened C entered D registered

### Part VI (Gap-filling)

Read the text below and think of the word which best fits each space. Use only **one word** in each space. There is an example at the beginning (0).

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### VILLAGE LIFE

The land around their village is rocky and the soil is poor. Julia and her husband worked hard in the fields but they could not produce (0) ...enough food to feed their family or buy the things they (64) ..... Julia's husband was forced to look

(65) ..... work in South Africa. There was no work in Lesotho because there were so (66) ..... factories and businesses. Many families in Lesotho are (67) ..... the same situation. (68) ..... a man has a lot of land or animals, he has no choice (69) ..... to leave his wife and children and get a job (70) ..... from home.

Julia's husband (71) ..... to get home and see his family about once a year but the children are growing up fast and they (72) ..... to recognise their father. Their mother has to (73) ..... all the family decisions. She is the one who keeps them (74) ..... order, makes sure they do not go hungry and comforts them when they are sick or unhappy. Julia's parents help (75) ..... looking after the youngest children and (76) ..... some of the housework but they are (77) ..... weak to work in the fields now. Julia has to plough, sow, weed and harvest the land (78) ..... herself, while she waits anxiously for the next envelope containing money from her husband.

## Practice test II

### Reading Comprehension Part I (Multiple Matching)

Answer questions 1-14 by referring to the newspaper article about taking children on long-distance flights.

For questions 1-14, answer by choosing from the list (A-H) on the right below. Some of the choices may be required more than once.

**Note:** When more than one answer is required, these may be given in any order.

#### Which section mentions

children's clothes?

a road accident?

features of airline seats?

airline food?

sleeping arrangements?

other passengers?

examples of children being  
difficult?

a delayed flight?

the high cost of business class?

extra equipment to take with  
you?

things for children to play  
with?

1 ..

2...

3..

4..

5..

6...7..

8...9...

10..

11..

12..

13...14.

A Book your seats in advance

B Fly economy class

C Stop worrying, relax

D Make friends

E Be flexible

F Use the flight attendant

G Make yourself comfortable

H For heaven's sake, go

## **Look, daddy, I can fly**

*Long-haul journeys with children can be made bearable if you are well-prepared, David Thomas writes.*

*The following tips are the fruits of my recent experience of travelling with children who had never flown before, and the experts' advice.*

### **A Book your seats in advance**

The key to successful family flying is to ensure that you have a row of seats entirely to yourselves, so that you can spread out and scatter toys without fear of inconveniencing other passengers. Most airlines are fairly co-operative when it comes to dealing with children, but you must arrange things well in advance.

While you are reserving your seats, arrange for special meals for the children. Given any relevant information about allergies or dietary needs, most airlines will supply basic food that stands more chance of being consumed by choosy children than the normal meals served. They may also serve children before the main meal is handed out.

### **B Fly economy class**

For anyone used to the comforts of Club Class, holiday offers that allow business class travel for a small extra payment may seem tempting. There are, however, two arguments against them.

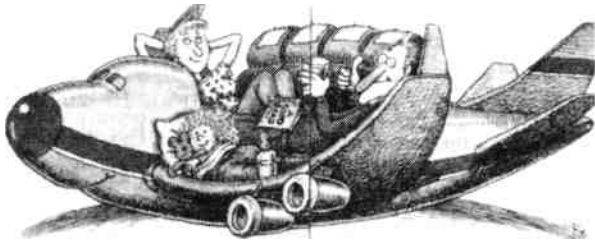
The first is that while the seats in business class are incomparably more comfortable than those in economy, they tend to have fixed armrests. In economy, armrests can be raised, which comes in handy.

Secondly, your fellow passengers are likely to feel far less well-disposed to disruptive young kids if they have just paid a fortune for a little comfort. In economy, the whole place is already half-way to being a cattle truck, so youthful disruption is far less noticeable.

### **C Stop worrying, relax**

No matter how well-behaved a child may be, and no matter how generously supplied with toys, no little boy or girl can sit still and silent through a transatlantic flight. As the children charge up and down the aisle, parents usually follow, apologising as they go, like neurotic cowboys, riding off to round up their runaway calves. The children become resentful, stubborn and, most crucial of all, loud. The row that ensues causes far more disturbance than the children alone could ever have done.

The moral is, let your children have a bit of a runaround. With any luck they will not do anything too drastic. But just in case they do ...



### **D Make friends**

As early as possible in the flight, introduce yourself and your children to the occupants of neighbouring rows. Assure everyone that if they feel disturbed by the children, they only have to mention it to you and action will be taken immediately. This will put you on the side of the angels and will also ensure that nobody dares to say anything.

### **E Be flexible**

The aim, remember is for the children to be as happy as possible for the duration of the flight. So be ruthless in pursuit of this aim. If your son believes that his Batman costume is the ultimate in travel-wear, do not object. You may feel embarrassed being accompanied by a tiny version of the Dark Knight of Gotham City, but he will be happy.

### **F Use the flight attendant**

No matter how perfect your preparations, there will be moments in a long flight when danger threatens. In our case this happened when our two-year old adamantly refused to be seat-belted when required. Luckily, the attendant was able to exert her authority where ours had failed. Something about her uniform, her manner and her air of power seemed to do the trick. So, if in doubt, press the panic button and leave it to the experts.

### **G Make yourself comfortable**

This is the key to everything. The four-seat row in the middle of a 747 is wide enough to allow two small children to sleep on the floor (except at take-off and landing, or when seat belts should be worn), but the floor, naturally enough, is hard. Airline pillows are insufficient to cope with the problem, but if you take an extra small pillow for each child, it should do the trick. This will allow parents to stretch out across the whole row of seats, giving them more room than they would have had in Club Class.

### **H For heaven's sake, go**

No matter how hellish your journey may be - and ours was not helped by a three-hour delay on the tarmac at Gatwick airport, followed by a taxi ride at the far end during which the driver ran over a cow - it is amazing how soon all is forgotten once you get to your destination. This is truly a case in which the end justifies the means. So if you are thinking of taking the family long distance, do not hesitate. Just go.

## Part 2 (Multiple Choice)

*Read the following newspaper article and then answer questions 15-20. Indicate the letter A, B, C or D against the number of each question 15-20. Give only one answer to each question.*

*Remember to look through the questions to see which parts of the text you need to read more carefully. Don't waste time on unimportant parts.*

### **How to help parents cope with homework**

THE parents from hell may be the ones who make all the headlines, but research for a BBC series starting tonight showed that government ministers may be pushing on an open door in their quest for more parental involvement, in primary schools at least. Four out of five parents accepted that they should be more involved in their children's learning, even though two thirds claimed to be giving at least two hours a week.

More surprising, perhaps, was teachers' apparent enthusiasm for parental involvement. Not long ago, schools seemed to associate parents with intrusion into their territory: spying in the classroom and misdirecting children at home, especially where early reading skills were concerned.

Now the government's spotlight on performance has left teachers with little choice but to embrace all the help they can get. Nine out of ten told the BBC that parents should spend more time helping their children to learn at home, and three quarters (bought that more than an hour a week was needed.

Teachers said they would like parents to spend more time reading, practising tables and taking their children on educational visits. One in five thought that simply having conversations with their children would be beneficial.

A new study of primary school literacy by Professor Ted Wragg and three colleagues at Exeter University, to be published next week, confirms teachers' acceptance of parental help with reading, although it acknowledges that "sceptics" remain. Some saw a partnership in literacy as the key to the good home/school relationship that most experts see as essential to smooth progress.

But the authors add: "Some teachers were concerned that parental effort would be inhibited by insufficient knowledge and experience to tackle the complicated task of teaching a child to read, particularly in terms of being up to date, or sharing beliefs with teachers." One interviewee cautioned that many parents did not realise that "things had moved on" since their time at school.

Yet there is still uncertainty about how-to use time most productively. The parents among the BBC's 2,800 interviewees played word games with their children, read to them, watched educational programmes, helped with counting and played computer games. Any assistance with homework came on top.

Of those who said they would like to do more, a shortage of time was the most common explanation for not doing so, but one in ten admitted that they did not

know how to help. Some felt that they would be treading on the teacher's toes to do more than the minimum, others were afraid of being considered pushy.

The *DynaMo* series, which is part of the BBC's Learning Zone, 'the overnight service designed for videotaping, should help to overcome such anxieties. The eight programmes, backed up by activity books and two websites concentrate on literacy and numeracy, the government's overriding priorities for primary education. Complete with obligatory cartoon characters to stimulate children's interest, the programmes have been developed in line with the government's strategies. As well as a free parents' guide, there are separate books for the under-sevens and

those up to nine. Since the children taking part in the research voted the cartoon character Homer Simpson their ideal teacher, the cartoon presenters may have been a good idea. But the presence of their own parents (as well as teachers) in the top five shows that most children welcome some help at home.

One question begged by the BBC's laudable initiative, however, is what happens beyond the age of nine? Parents are even more anxious about the possibility of showing themselves up when the work gets harder. The scope for a follow-up is obvious.

#### From *The Times*

- 15** *According to research, how do most parents react to the government's attempt to involve them in their children's education?*
- A They believe they already help their children enough.
  - B They will need persuasion to help their children more.
  - C They agree that the initiative is right in principle.
  - D They resent any government interference in their lives.
- 16** *The same research suggested that most teachers*
- A think that parents may give their children the wrong kind of help.
  - B are afraid that parents will interfere in their work at school.
  - C are more prepared to accept parental help than in the past.
  - D believe that parents should talk to their children more.
- 17** *One concern expressed by a teacher in the Exeter University study was that parents*
- A might be unaware of developments in primary education.
  - B might be unable to read and write themselves.
  - C would be unwilling to keep up the hard work for long enough.
  - D would be unlikely to co-operate with teachers.
- 18** *What was the main reason parents gave for not helping their children more?*
- A They thought it was the teacher's job, not theirs.
  - B They weren't sure of the best way to help.
  - C They didn't want their children to work too hard.
  - D They had too many other things to do.

- 19 *The new television series has been designed to*
- A give parents training in modern teaching techniques.
  - B help children with reading, writing and arithmetic.
  - C provide information about government educational policies.
  - D entertain children with popular cartoon characters.
- 20 *What seems to be the writer's opinion of the series?*
- A It's a good idea which should also be developed for older children.
  - B Although it's a good idea, it's designed for the wrong age group.
  - C It's likely to make parents more worried about helping their children.
  - D It's not challenging enough to keep children interested.

### Part III Use of English (Error Correction)

*In **most** lines of the following text there is either a spelling or a punctuation error. For each numbered line 21-36, write the correctly spelled word(s) or show the correct punctuation in the space provided. Some lines are correct. Indicate these lines with a tick (/). The exercise begins with three examples (0).*

Examples:

0	days. It	
0	expenses	
0	/	

### HOMework

- 0 More and more people are working from home these days It  
 0 reduces expences and overheads to a minimum. Less time is  
 0 wasted on travel and there is no extra rent. Accountants need  
 21 little more than a desk, a calculator, some specialy ruled  
 22 accountancy paper and a few referrence books. Others, like  
 23 freelance journalists cannot manage without at least one  
 24 electronic or electric typewriter, fax facillities and a couple of  
 25 phones, plus an answering machine. Some find they cannot keep  
 26 up with the workload without a home computer. It needs only  
 27 a little imagination to convert a room into a workplace and  
 28 establish instant electronic links with clients or a head office  
 29 hundreds' of miles away. Streamlining has become an art form  
 30 as manufacturers realising the need for compactness, have  
 31 produced space-saving equipment. Secretaries may not be  
 32 redundant but men and woman working from home quickly  
 33 realise that machines can be as efficient, if not so pleasant. Home  
 34 filing systems no longer need to be a bulky, four drawer cabinet.  
 35 An entire world of information can be stored - and retrieved -  
 36 in a matter of moments from a single disk hardy the size of a saucer.



#### Part IV (Word Formation)

- 37 It's..... not being able to speak a foreign language.  
38. Most people tend to be rather.....when they're tired.  
39 It's..... having to wait so long for an answer.  
40 There's nothing worse than the.....of being stuck in a traffic jam when you're in a hurry to get somewhere.  
41 He's got some very.....habits.  
42 It's..... when people won't believe things that are obviously true.

37. **FRUSTRATE** 38. **IRRITATE** 38. **ANNOY** 40. **FRUSTRATE**  
41. **IRRITATE** 42. **FURIOUS**

- 43 Thank you for a very.....evening.  
44 If your work is ....., you will get a longer contract.  
45 He showed great .....to compromise.  
46 It was a.....experience which I shall never forget.  
47 She gets a lot of.... .....from reading.  
48 What a.....place!  
49 Seeing her play performed for the first time gave her a great sense of .....
- 50 It's quite an.....film because you don't know what's going to happen until the end.  
51 Are you going to Germany on business or for.....?  
52 I'm bored. I need some .....in my life.  
53 Money does not always bring .....

43. **ENJOY** 44. **SATISFY** 45. **WILLING** 46. **THRILL** 47. **ENJOY**  
4 8. **DELIGHT** 49. **SATISFY** 50. **EXCITE** 51. **PLEASE** 52. **EXCITE** 53. **HAPPY**

#### Part V (Multiple Choice)

54. Although Lucy was slimming, she found cream cakes quite.....  
A imperative B inevitable C irresistible D irrepressible  
55. He had worked with wood all his life and was a skilled .....  
A potter B carpenter C thatcher D plumber  
56. Hot meals available here. Drop in for a ..... to eat.  
A bite B sip C bit D nip  
57. Thomas.....with the other students at the bridge.  
A outdistanced B gained C caught up D overtook  
58....., the ship's crew consisted of forty-one men.  
A Entirely B Completely C Wholly D Altogether  
59. The members look forward to you to the committee.  
A joining B welcoming C entering D meeting  
60. On a sudden ....., she bought a ticket back home.

- A keenness B feeling C resolve D impulse
61. The heavy traffic..over the bridge.  
A droned B boomed C rumbled D drummed
62. I stared hard and just about see the airport in the distance.  
A was able B should C can D could
63. Try our delicious three-course meal, offering you superb ..... for money.  
A value B worth C cost D price
64. I won't go to the party.....you come too.  
A except B although C until D unless
65. The general . .....orders to shoot the prisoners.  
A commanded B issued C notified D declared
66. I'm not making any real progress and it's beginning to ..... me down  
A carry B get C pull D take
67. The soldier had 1:0 for disobeying orders.  
A stand trial B serve notice C hear sentence D prove innocent
68. The snow has been.....steadily for several hours and the ground is completely covered.  
A flowing B dropping C drifting D falling
69. She realised she had.....her handbag in the library.  
A forgotten B left C mistaken D remembered
70. Before the end of the course you'll be given a ..... exam to prepare you for the real one  
A fake B mock C false D trial

### Part VI (Gap Filling)

*For questions 71-76, read through the following text and then choose from the list A-J the best phrase given below it to fill each of the spaces. Write one letter (A-J) in each space provided. **Some of the suggested answers do not fit at all.** The exercise begins with an example (0).*

## Book reading a lost art at Harvard

Hardly a day goes by without a fresh demonstration of the ignorance of America's first video generation. Illiteracy is growing, and a new poll shows that a quarter of university students have no idea when Columbus reached America.

Some institutions, at least, have until now been presumed to be above the decay. It was imagined, for example, that they were still reading books at Harvard. But that illusion, too, has been shattered by Professor Sven Birkerts, who teaches Creative Writing to undergraduates there. "(0) J," he says in a powerful lament which has just been published by *Harvard Magazine*. Every year, he says, he conducts a survey among his students, and "(71) ...."

The Harvard undergraduates studying under Professor Birkerts are, to put it no higher, reluctant readers. "The printed page taxes and wearies them. (72) ...."

I read through their first papers, so neatly word-processed, and my heart sinks," he writes, adding: "(73) ... ". Professor Birkerts said yesterday that the trend away from reading seemed to have reached a critical stage. "(74) ... It's merely that they are no longer receiving the world through the medium of print," he said. "They find it difficult to sit in front of a stationary page."

Professor Birkerts wonders how his students imagine they can learn to write without bothering to read. He says that they give all kinds of explanations for their failure to read. "Too busy." "(75)... ." "I've always had a hard time with books that are supposed to be good for me." And then, proudly: "If I have time, I like to relax with Stephen King (the popular novelist)." Professor Birkerts adds: "(76) ... Very likely it will once again be flat."

A The writing is almost always flat, monotonous prose

B Most students have video recorders

C It's not lack of interest

D Their handwriting is poor

E Will the world be different if people stop reading?

F the responses are heartbreaking

G I wish I had the time

H They find little pleasure there

I He doesn't think it's a serious problem

J Almost none of my students reads independently

## Practice Test III

### **Reading Comprehension Part I (Multiple Matching)**

*Answer questions 1-17 by referring to the article on children's competitions.*

*For questions 1-17 answer by choosing from the sections of the article (A-J).*

*Some of the choices may be required more than once.*

**Note:** *When more than one answer is required, these may be given in any order.*

#### **For which competition or competitions do you have to**

- |                                  |         |        |
|----------------------------------|---------|--------|
| buy some food?                   | 1 ..... |        |
| open a building society account? | 2 ..... | 3 .... |
| phone for information?           | 4 ..... |        |
| watch television?                | 5 ..... |        |
| go to a post office?             | 6 ..... |        |

#### **In which competition or competitions could you win**

- |                           |          |        |
|---------------------------|----------|--------|
| a holiday abroad?         | 7.....   | 8 .... |
| a book?                   | 9.....   |        |
| sweets?                   | 10.....  |        |
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#### **Which competition or competitions would be suitable for**

- |                    |          |                 |
|--------------------|----------|-----------------|
| animal lovers?     | 14 ..... |                 |
| artistic children? | 15.....  | 16..... 17..... |

### **How to win prizes for keeping quiet**

*Finding it difficult to keep the children amused during the long, dark evenings? The answer, **Jane Bidder** says, is to get them hooked on competitions.*

The chance of winning something for nothing, apart from a little know-how, is always attractive, and provides an opportunity for children to prove their artistic or verbal skills. Below (with the help of my three children), I have tracked down the most exciting competitions for tinies through to teenagers.

**A Good writers** can show off their calligraphic skills with the Osmiroid Spirit of the Letter Competition, run by Berol. There are four entry classes, from designing a small poster to producing a notice for a nature trail. Prizes include a calligraphic weekend and equipment. Closing date May 31 1993. Age ten upwards. Entry forms from Berol, Oldmeadow Road, Kings Lynn, Norfolk PE30 4JR.

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### **Part 2 (Multiple Choice)**

*Read the following newspaper article and then answer questions 18-23. Indicate the letter A, B, C or D against the number of each question 18-23. Give only one answer to each question.*

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There can be no such excuses at Bebington High School on the Wirral. When children misbehave at Bebington, the teacher immediately writes their names on the classroom blackboard. They know they are in trouble and they know what the penalty is likely to be. Their classmates know too that the choice to break the rules was their own.

The effect, claim the proponents of this American system of discipline, has been to improve behaviour, allowing more time to be spent on teaching. "Assertive discipline" was introduced into Bebington last September and Margaret Hodson, a science teacher, says the results are "little short of a miracle".

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Assertive discipline allows the staff to deal quickly with disruptive pupils: children can see the consequence of their action on the wall. As a result, the time spent on teaching in the classroom is up substantially, says John Adamson, a modern languages teacher at the school.

In adapting the scheme for British use, the Bebington staff, who all agreed that it was the right move for their school, had to revise the rewards system, which in American schools tends to be material. Offers of sweets or gifts for good behaviour were deemed inappropriate.

Paul Shryane, the deputy head at Bebington, says: "Much assertive discipline is based on sound traditional educational practice. What is new is the formalised consistency of a whole school approach, and the consistent rewarding of those who achieve the standards asked of them."

Put rather more controversially, society has moved on, it seems, from the time where the teacher could expect good behaviour from the majority of pupils as a matter of course. Now they have to reward it.

DAVID TYTLER

18 *What are the results of the new system at Bebington High School?*

- A It's too early to say.
- B Disappointing so far.
- C Fairly promising.
- D Very encouraging.

19 *How many schools have adopted the new scheme?*

- A Most primary schools.
- B More primary schools than secondary schools.
- C A few experimental schools.
- D Only schools nominated by the government.

20 *What is the key feature of the new system?*

- A Children learn to take responsibility for their actions.
- B Children have to be punctual for all their lessons.
- C Badly-behaved children are made to feel ashamed.
- D Well-behaved children are awarded with medals.

21 *What happens to children who continue to behave badly?*

- A They are sent home.
- B Their parents are asked to discipline them.
- C They are kept away from other pupils for a time.
- D They have to miss lunch.

22 *How does the scheme in Britain compare with the American one?*

- A The rules are stricter.
- B The punishments are less severe.
- C The rewards are different.
- D It's exactly the same.

23 *What seems to be the writer's view of the subject?*

- A The system is more suitable for America than Britain.
- B It's a pity good behaviour can't be taken for granted any more.
- C Children who behave badly should be helped, not punished.
- D It's a controversial idea and only time will tell if it's successful.

### **Use of English Part III (Error Correction)**

*In **most** lines of the following text there is **one** unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line **24-39**, write the **unnecessary** word in the spaces next to the*



question number. Some lines are correct. Indicate these lines with a tick (/).  
The exercise begins with two examples (0).

**Examples:**

	<b>to</b>	
	<b>y</b>	

**HOW TO HAVE A BABY AND SAVE YOUR CAREER**

0 Britain's businesswomen have been told they must to nurse  
0 their careers along with their babies if they want to get to the top.  
24 The advice which came from a panel of top women executives  
25 at a London seminar on the women at work. Businesswomen were  
26 advised to keep a high profile while on maternity leave if they  
27 wanted to hold on to their jobs. They should be keep in regular  
28 touch with their bosses while looking after their babies. Eve  
29 Newbold, one of the speakers, said: "One woman on a maternity  
30 leave phones me up every week and tells me if she wants her  
31 job back. That makes it much harder for anyone not to forget her."  
32 The seminar, had entitled "Danger! Women at Work" and  
33 attended by more than 300 businesswomen, was told that women  
34 must have a major change in attitude if they were able to stand  
35 a chance of winning for the battle of the sexes at work. The panel  
36 was called for the responsibility of raising children to be shared  
37 more equally between the sexes. Catherine James, a director at  
38 Grand Metropolitan, said: "Why is the child care such a female  
39 issue? We will not solve the problem until men are start to ask  
the same questions as we do."

**Part IV (Word Formation)**

**My real parents**

People tell me I take after my mother. We have (0) *exactly* the same blue eyes. Actually, I don't know whether there is any (40).....between my birth mother and me. I have no (41) ..... of her because I was adopted as a baby. The fact that I am adopted is of no (42)..... to me. I don't want to look for (43).....about my birth parents. Your real parents are the ones who love and look after you - that's what I (44)....My mother is a (45).....; she works very hard and often comes home late. She sometimes worries (46).....that this makes her a bad mother. She says her children (47).....her life and she would like to spend more time with us. My father is a (48) .....artist and works at home. They are the best parents in the world. It was the (49).....day of my life

when they adopted me.

0. EXACT 40. SIMILAR 41. KNOW 42. IMPORTANT 43. INFORM  
44. BELIEF 45. LAW 46. NECESSARY 47. BRIGHT 48. PROFESSION 49.  
LUCK

### Part V (Multiple Choice)

50. People who are generally too concerned with their own thoughts to notice what is happening round them can be described as ...

A abstracted B absent-minded C distracted

51. A person whom other people admire has .....

A great fame B an excellent reputation C good rumour D character

52. A person who works seriously and with care .....

A is conscious B is conscientious C has conscience D has consciousness

53. A person who is well-known and has a good reputation is .....

A notorious B famous C infamous

54. People who think only of themselves are .....

A egoist B selfish C egotist

55. A person who is not distinguished in any way is .....

A vulgar B common C ordinary

56. A person who reads and thinks a lot is .....

A intellectual B spiritual C witty

57. A person who is easily annoyed or often in a bad mood is .....

A nervous B tense C irritable

58. People who apply themselves seriously to their work are .....

A hardworking B laborious

59. People who are 'full of life' have a lot of .....

A liveliness B temperament

60. People who have had a lot of practice at doing something are .....

A practical B practicable C practised

61. A person who is not very nice or friendly is..... ..

A disagreeable B unsympathetic

62. A person who has good sense and judgement is .....

A sensible B sensitive C conscious

63. We can describe someone who is fond of sport as.....

A sporting B sportive C sporty

64. Beethoven was .....

A a genie B a genius C genial

65. You like chocolate,.....

A and me too B and I too C and so do I D and also I

66. .... a doctor, I must advise you to give up smoking.

A Like B Else C As

67. .... a lot of other people, we managed to survive the recession.

A Contrary to B In contrast to C On the contrary with

68. The two models are exactly the same.....

A in all cases B in all respects C in any event

69. You're not the only one who didn't hear the news. I didn't.....

A neither B also C too D either

## Part VI (Gap Filling)

*Read the article in which a mother talks about her daughter and the effects of anorexia: a medical condition in which someone has no desire to eat anything at all. Eight sentences have been removed from the article. Choose from sentences A-I the one which fits each gap (70-76). There is one extra sentence which you do not need. There is an example at the beginning (0).*

### DON'T LET IT HAPPEN TO YOUR DAUGHTER

'The change in our daughter Jo was so gradual we didn't really take it too seriously to begin with,' admits Wendy, 42. 'Being on a diet seemed quite normal for a teenager. /0 / I

She changed from a well-built, happy athletic girl of 16 into a pale, irritable walking skeleton. And the more we tried to get her to eat, the more she rebelled.' 'No one was allowed near her when she was eating. [70]\_She also insisted on cooking for the rest of us. But we eventually gave up trying to get her to accept food from us. [71] She always seemed to be on the go - cooking, clearing the table - often before the rest of us had even finished - and washing up. For a long time she refused to even believe she had a problem. | 72 |

'Eventually she was so weak I got her admitted into hospital with the doctor's help. My husband and I had to literally drag her screaming into the car. [73] | Jo was gripped with fear and panic and I felt so guilty. But we were desperate. We thought that in hospital she might discover that she actually did not want to break free of her condition.' [74] The doctor told us that the best thing we could do was to leave. At this point Jo started to sob uncontrollably. 'Don't leave me, Mummy,' she begged. 'Please don't leave me.'

[75] They got her strength up by feeding her and then arranged for her to see the hospital psychiatrist, who recommended her for specialist help.' 'Jo's recovery has been slow. Living with her is like living on a knife edge where the slightest word can trigger sobbing and screaming and wild accusations. At first I just felt this terrible guilt. [76] I don't think Jo will ever be free of her anorexia but she is learning to keep it under control.'

**A** That dreadful moment will stay in my mind for ever.

**B** Turning my back on her cries and leaving her there was the hardest thing I'd ever had to do.

- C** But afterwards I felt this terrible frustration at not being to help her.
- D** Teenagers, in my opinion, usually have huge appetites.
- E** When we got there she'd calmed down into an angry silence.
- F** Any attempt was met with screaming and hysterical fits.
- G** She'd shut herself in the kitchen and then sneak up to her bedroom which always remained locked, and strictly out of bounds.
- H** During this time all we could do was watch while our daughter slowly starved herself to death.
- I** But her slimming got out of control.

## **Practice Test III**

### **Reading Comprehension Part I (Multiple Matching)**

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- buy some food? 1 .....
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#### **In which competition or competitions could you win**

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The sanctions open to teachers for pupils who break the rules are: detention of five minutes, 15 minutes or 30 minutes at lunchtime with the parents informed. The ultimate sanction before being excluded is being sent to the academic remove, where children are isolated from the rest of the school for periods ranging from one lesson to a whole day. They are continually supervised by a member of the staff and their parents are invited to the school to discuss their child's behaviour.

Assertive discipline allows the staff to deal quickly with disruptive pupils: children can see the consequence of their action on the wall. As a result, the time spent on teaching in the classroom is up substantially, says John Adamson, a modern languages teacher at the school.

In adapting the scheme for British use, the Bebington staff, who all agreed that it was the right move for their school, had to revise the rewards system, which in American schools tends to be material. Offers of sweets or gifts for good behaviour were deemed inappropriate.

Paul Shryane, the deputy head at Bebington, says: "Much assertive discipline is based on sound traditional educational practice. What is new is the formalised consistency of a whole school approach, and the consistent rewarding of those who achieve the standards asked of them."

Put rather more controversially, society has moved on, it seems, from the time where the teacher could expect good behaviour from the majority of pupils as a matter of course. Now they have to reward it.

DAVID TYTLER

18 *What are the results of the new system at Bebington High School?*

- A It's too early to say.
- B Disappointing so far.
- C Fairly promising.
- D Very encouraging.

19 *How many schools have adopted the new scheme?*

- A Most primary schools.
- B More primary schools than secondary schools.
- C A few experimental schools.
- D Only schools nominated by the government.

20 *What is the key feature of the new system?*

- A Children learn to take responsibility for their actions.
- B Children have to be punctual for all their lessons.
- C Badly-behaved children are made to feel ashamed.
- D Well-behaved children are awarded with medals.

21 *What happens to children who continue to behave badly?*

- A They are sent home.
- B Their parents are asked to discipline them.
- C They are kept away from other pupils for a time.

D They have to miss lunch.

22 How does the scheme in Britain compare with the American one?

- A The rules are stricter.
- B The punishments are less severe.
- C The rewards are different.
- D It's exactly the same.

23 What seems to be the writer's view of the subject?

- A The system is more suitable for America than Britain.
- B It's a pity good behaviour can't be taken for granted any more.
- C Children who behave badly should be helped, not punished.
- D It's a controversial idea and only time will tell if it's successful.

### Use of English Part III (Error Correction)

In **most** lines of the following text there is **one** unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 24-39, write the **unnecessary** word in the spaces next to the question number. Some lines are correct. Indicate these lines with a tick (/). The exercise begins with two examples (0).

Examples:

	to	
	y	

### HOW TO HAVE A BABY AND SAVE YOUR CAREER

0 Britain's businesswomen have been told they must to nurse  
0 their careers along with their babies if they want to get to the top.  
40 The advice which came from a panel of top women executives  
41 at a London seminar on the women at work. Businesswomen were  
42 advised to keep a high profile while on maternity leave if they  
43 wanted to hold on to their jobs. They should be keep in regular  
44 touch with their bosses while looking after their babies. Eve  
45 Newbold, one of the speakers, said: "One woman on a maternity  
46 leave phones me up every week and tells me if she wants her  
47 job back. That makes it much harder for anyone not to forget her."  
48 The seminar, had entitled "Danger! Women at Work" and  
49 attended by more than 300 businesswomen, was told that women  
50 must have a major change in attitude if they were able to stand  
51 a chance of winning for the battle of the sexes at work. The panel  
52 was called for the responsibility of raising children to be shared  
53 more equally between the sexes. Catherine James, a director at  
54 Grand Metropolitan, said: "Why is the child care such a female

55 issue? We will not solve the problem until men are start to ask the same questions as we do."

#### Part IV (Word Formation)

##### My real parents

People tell me I take after my mother. We have (0) *exactly* the same blue eyes. Actually, I don't know whether there is any (40).....between my birth mother and me. I have no (41) ..... of her because I was adopted as a baby. The fact that I am adopted is of no (42)..... to me. I don't want to look for (43).....about my birth parents. Your real parents are the ones who love and look after you - that's what I (44)....My mother is a (45)..... ; she works very hard and often comes home late. She sometimes worries (46).....that this makes her a bad mother. She says her children (47).....her life and she would like to spend more time with us. My father is a (48) .....artist and works at home. They are the best parents in the world. It was the (49).....day of my life when they adopted me.

0. EXACT 40. SIMILAR 41. KNOW 42. IMPORTANT 43. INFORM  
44. BELIEF 45. LAW 46. NECESSARY 47. BRIGHT 48. PROFESSION  
49. LUCK

#### Part V (Multiple Choice)

50. People who are generally too concerned with their own thoughts to notice what is happening round them can be described as ...

A abstracted B absent-minded C distracted

51. A person whom other people admire has .....

A a great fame B an excellent reputation C good rumour D character

52. A person who works seriously and with care .....

A is conscious B is conscientious C has conscience D has consciousness

53. A person who is well-known and has a good reputation is .....

A notorious B famous C infamous

54. People who think only of themselves are .....

A egoist B selfish C egotist

55. A person who is not distinguished in any way is .....

A vulgar B common C ordinary

56. A person who reads and thinks a lot is .....

A intellectual B spiritual C witty

57. A person who is easily annoyed or often in a bad mood is .....

A nervous B tense C irritable

58. People who apply themselves seriously to their work are .....

A hardworking B laborious

59. People who are 'full of life' have a lot of .....

- A liveliness B temperament  
 60. People who have had a lot of practice at doing something are .....  
 A practical B practicable C practised
61. A person who is not very nice or friendly is.....  
 A disagreeable B unsympathetic
62. A person who has good sense and judgement is .....  
 A sensible B sensitive C conscious
63. We can describe someone who is fond of sport as.....  
 A sporting B sportive C sporty
64. Beethoven was .....  
 A a genie B a genius C genial
65. You like chocolate,.....  
 A and me too B and I too C and so do I D and also I
66. .... a doctor, I must advise you to give up smoking.  
 A Like B Else C As
67. .... a lot of other people, we managed to survive the recession.  
 A Contrary to B In contrast to C On the contrary with
68. The two models are exactly the same.....  
 A in all cases B in all respects C in any event
69. You're not the only one who didn't hear the news. I didn't.....  
 A neither B also C too D either

### Part VI (Gap Filling)

*Read the article in which a mother talks about her daughter and the effects of anorexia: a medical condition in which someone has no desire to eat anything at all. Eight sentences have been removed from the article. Choose from sentences A-I the one which fits each gap (70-76). There is one extra sentence which you do not need. There is an example at the beginning (0).*

## DON'T LET IT HAPPEN TO YOUR DAUGHTER

'The change in our daughter Jo was so gradual we didn't really take it too seriously to begin with,' admits Wendy, 42. 'Being on a diet seemed quite normal for a teenager. /0 / I

She changed from a well-built, happy athletic girl of 16 into a pale, irritable walking skeleton. And the more we tried to get her to eat, the more she rebelled.' 'No one was allowed near her when she was eating. [70]\_She also insisted on cooking for the rest of us. But we eventually gave up trying to get her to accept food from us. [71] She always seemed to be on the go - cooking, clearing the table - often before the rest of us had even finished - and washing up. For a long time she refused to even believe she had a problem. | 72 |

'Eventually she was so weak I got her admitted into hospital with the doctor's help. My husband and I had to literally drag her screaming into the car. [73] | Jo was gripped with fear and panic and I felt so guilty. But we were desperate. We thought that in hospital she might discover that she actually did not want to break

free of her condition.' [74] The doctor told us that the best thing we could do was to leave. At this point Jo started to sob uncontrollably. 'Don't leave me, Mummy,' she begged. 'Please don't leave me.'

[75] They got her strength up by feeding her and then arranged for her to see the hospital psychiatrist, who recommended her for specialist help.' 'Jo's recovery has been slow. Living with her is like living on a knife edge where the slightest word can trigger sobbing and screaming and wild accusations. At first I just felt this terrible guilt. [76] I don't think Jo will ever be free of her anorexia but she is learning to keep it under control.'

- A That dreadful moment will stay in my mind for ever.
- B Turning my back on her cries and leaving her there was the hardest thing I'd ever had to do.
- C But afterwards I felt this terrible frustration at not being to help her.
- D Teenagers, in my opinion, usually have huge appetites.
- E When we got there she'd calmed down into an angry silence.
- F Any attempt was met with screaming and hysterical fits.
- G She'd shut herself in the kitchen and then sneak up to her bedroom which always remained locked, and strictly out of bounds.
- H During this time all we could do was watch while our daughter slowly starved herself to death.
- I But her slimming got out of control.

## Practice Text V

### Reading Comprehension

#### Part I (MULTIPLE MATCHING)

*Text 1 is a magazine article about five women who married in different decades. Read the five sections quickly to see how far their experiences correspond with your ideas.*

*For questions 1-18 answer by choosing from the list of women (A-E) on the right below. Some of the choices may be required **more than once**.*

*Note: When more than one answer is required, these may be given **in any order**.*

<p><b>According to the article, which woman ...</b></p> <p>thinks it's important to avoid arguments?</p> <p>feels her marriage has improved with time?</p> <p>received a formal proposal of marriage from her fiance?</p> <p>is more extrovert than her husband?</p> <p>had a restricted social life at the start of married life?</p> <p>let her parents influence arrangements for the wedding?</p> <p>began married life with a large financial commitment?</p> <p>emphasises that she saw marriage as a lifetime commitment?</p> <p>had a wedding which departed from tradition in some way?</p> <p>has a husband who no longer does much housework?</p> <p>disapproves of lavish weddings?</p> <p>was able to economise on wedding expenses?</p> <p>says she had no illusions about marriage from the start?</p> <p>had arguments with her husband about housework?</p>	1.....	<p><b>A</b> Ivy Gould</p> <p><b>B</b> Sally Graham</p> <p><b>C</b> Lady Vincent</p> <p><b>D</b> Amanda Russell</p> <p><b>E</b> Stephanie Walter</p>
	2..... 3.....	
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	16.....	
	17.....	
	18.....	

### State of the Union

#### **A Ivy GOULD (The 40s)**

*Ivy married John Gould in 1947, when she was 23 and 1 he was 26. He is now 73, and a retired engineer and she is 70, a former secretary. They have a daughter, Jayne, 41.*

We lived in the same road, so we knew each other very well. Then when John came out of the airforce we met at a dance. John proposed at the same ballroom a few months later. He took me out on to the balcony and showed me a diamond ring. It was quite romantic.

I didn't want a big wedding, but my parents did, and in those days you did what they wanted. I'd done a tailoring apprenticeship, so I made my gown, all the bridesmaids' dresses and my going-away outfit. My parents had a big house, so we moved in with them and my grandmother. We had our own room but we shared the kitchen with Mum. It wasn't difficult. I stopped work when I got married; you did then. The man was supposed to be the breadwinner and it was his job that mattered. Because it was such a large house, I had plenty to do. John didn't do any housework, but he's changed since he retired.

When you first get married you think it's going to be brilliant. I'm not sure it lived up to all my expectations at first but it has since. I do think young couples who split up in the early years must regret it later. John and I have given each other a lot of security.

## **B Sally GRAHAM (The 50s)**

*Sally married Gordon Graham on February 19, 1955, when she was 26 and he was 30. He is a retired insurance worker, 71, and she is 67, a former secretary. They have two children and two grandchildren.*

We helped out with the cost of the wedding. We didn't have grand weddings then, and it horrifies me how much people spend today. Then marriage was a step you took for better, for worse, for ever. I didn't know anyone who was divorced. We spent time getting to know each other and becoming friends before we married. I was always busy. Babies didn't have disposable nappies, so I had washing every day. There were no women's rights, but we didn't moan or groan - we just got on with it. Of course, I gave up work; I didn't know anybody who worked when their children were small. My husband paid the bills - he was very much in charge - and gave me money each week to cover food and any make-up or stockings I wanted. We had friends in to play cards but we only went out on birthdays and anniversaries because there wasn't the money.

I think the 1950s were the best years to get married. It was before the explosion of everybody wanting to do their own thing. You can't do that without somebody suffering. We had to fit in and show consideration. And I think we did, by and large. Certainly in my circle, our homes and families were everything.

## **C Lady VINCENT (The 70s)**

*Christine married Sir William Vincent in 1976, when she was 24 and he was 25. He is now 44 and an investment consultant and Christine, 43, is a novelist. They have three sons, Eddie, 17, Charlie, 16, and John, 14.*

The house we wanted to buy was way beyond our means, so we decided that when we were married we would put off having children for three years. In the

event I got pregnant a bit sooner than we'd planned but I was absolutely thrilled. I meant to go back to work after Eddie was born, but I couldn't face it.

I had three children in three years, and luckily with each baby William seemed to get promotion. But I was careful not to become too obsessed with the babies. You have to take care your husband isn't an accessory instead of a companion. We both hate rows. I could row with a stranger but never with the family; you say such hurtful things that can't be unsaid. William is so diplomatic; he's just ace at quietly getting his own way and I don't even realise until a week later. The only thing we really disagree about is driving. I'm more aggressive than William, who is so well-mannered he gives way too often. We balance each other pretty well. I'm ebullient, William's reticent; he's a pessimist, I'm a dreamer.

**D Amanda RUSSELL (the 80s)**

*Amanda Russell, a part-time designer, 115 married Chris Gower, a market researcher, in 1982, when they were both 24. Now 37, they have two children, Imogen, 8, and Oscar, 5.*

My parents wanted us to have a big party when we got married and I'm very glad we did. It was important to me, making the commitment with all our friends and family there. I kept my own name. I always wanted to get married and have children, but I didn't really see myself as an appendage. I don't want to be just Mrs Something. But the children have Chris's name; it just seemed to be the way to do it.

I wasn't particularly interested in housework, but fortunately Chris didn't expect an instant housewife. We shared most of the chores, though I do most of them now because I'm the one at home. I worked until Imogen was 18 months old, then gave up completely when I was expecting Oscar. We decided bringing up children was an important job in itself. I don't suppose anybody else would read our marriage as perfect. But after 13 years we're still in love and we have a lot of mutual respect. I don't feel smug. I expected marriage to be quite hard work and it has been. It's almost like a job.

**E Stephanie WALTER (The 90s)**

*Stephanie married Richard Walter in 1994, when she was 22 and he was 27, He is an insurance broker and she is a recruitment consultant.*

I was the one who proposed to Richard, but when I said 'Let's get married', he told me to wait until I was asked. Six weeks later he proposed on one knee.

We dropped the promise in the marriage vows that I had to obey Richard; it's only a word but it's not a modern word and it's just not us. However, it never crossed my mind not to change my name; if you're not prepared to do that, why bother to get married?

We opened a joint account and now we each pay in half our wages, while the other half's our own, to do with as we wish. Housework was a novelty to start with, so I did everything - and Richard let me. It was my own fault but it really annoyed me in the end. We had a few barneys and now he does his fair share of



most things. They say it's the first year of marriage that is the hardest and I'd go along with that; it's difficult just learning to live together. But we argue a great deal less now; we've both mellowed. Eventually we'd like to have children, but not yet. Richard said he wanted them by the time he was 30, but now he's upped that to 35. It will depend on how my career is going. That's fairly important to me.

## **Part II (MULTIPLE CHOICE)**

*Read the following newspaper article and then answer questions 19-22. Indicate the letter A, B, C or D against the number of each question 19-22. Give only one answer to each question.*

Despite severe illness and painful poverty, and despite jobs that always discriminated against me as a woman - never paying me equal money for equal work, always threatening or replacing me with a man or men who were neither as well educated nor experienced but just men - despite all these examples of discrimination I have managed to work toward being a self-fulfilling, re-creating, reproducing woman, raising a family, writing poetry, cooking food, doing all the creative things I know how to do and enjoy. But my problems have not been simple; they have been manifold. Being female, black, and poor in America means I was born with three strikes against me. I am considered at the bottom of the social class-caste system in these United States, born low on the totem pole. If 'a black man has no rights that a white man is bound to respect,' what about a black woman?

Racism is so extreme and so pervasive in our American society that no black individual lives in an atmosphere of freedom. The world of physical phenomena is dominated by fear and greed. It consists of pitting the vicious and the avaricious against the naive, the hunted, the innocent, and the victimized. Power belongs to the strong, and the strong are BIG in more ways than one. No one is more victimized in this white male American society than the black female.

There are additional barriers for the black woman in publishing, in literary criticism, and in promotion of her literary wares. It is an insidious fact of racism that the most highly intellectualized, sensitized white person is not always perceptive about the average black mind and feeling, much less the creativity of a black genius. Racism forces white humanity to underestimate the intelligence, emotion, and creativity of black humanity. Very few white Americans are conscious of the myth about race that includes the racial stigmas of inferiority and superiority. They do not understand its true economic and political meaning and therefore fail to understand its social purpose. A black, female person's life as a writer is fraught with conflict, competitive drives, professional rivalries, even danger, and deep frustrations. Only when she escapes to a spiritual world

can she find peace, quiet, and hope of freedom. To choose the life of a writer, a black female must arm herself with a fool's courage, foolhardiness, and serious purpose and dedication to the art of writing, strength of will and integrity, because the odds are always against her. The cards are stacked. Once the die is cast, however, there is no turning back.

19. *What obstacles were there to the writer becoming a creative person?*
- A threats against her by men
  - B lack of education
  - C difficulties because of being a mother
  - D attitudes towards her
20. *What is the writer saying in the last sentence of the first paragraph?*
- A Black men are inferior to white.
  - B Black men have no rights.
  - C Black women should be respected.
  - D Black women are seen as inferior to black men.
21. *What is the biggest problem a black woman may come up against in her literary career?*
- A criticism by publishers
  - B insensitivity on the part of intellectuals
  - C preconceptions about her abilities
  - D economic and political competition
22. *Which sentence best summarises the passage?*
- A A black female can never succeed in literature.
  - B Everybody is the enemy of a black female writer.
  - C Writing is a life and death business for a black female writer.
  - D A black female writer's situation is not a fair one.

### **Use of English Part 3 (Error Correction)**

*There are **mistakes** in **some** of the following sentences. Make the necessary corrections.*

- 23. Haven't you heard? She got married with Tony last April.
- 24. I'm going to make a proposal to Linda tonight. Wish me luck!
- 25. They're honeymooning in Scotland until next weekend.
- 26. The stupid studio managed to ruin all our marriage photos.
- 27. We can't afford to have an extravagant wedding reception.
- 28. You'll need to keep your marriage certificate in a safe place.
- 29. I wonder why you have to fill in your marital status on this form.
- 30. She's going out with a 27-year-old divorced, who works in the same office.
- 31. They're upset because we didn't invite them to the marriage.
- 32. We got separated for a few months but we're back together again now.

## Part 4. Word Formation

*For questions 33-47, read the two texts below. Use the words in the boxes to form one word that fits in the same numbered space in the text. The exercise begins with an example (0).*

### LONELY HEARTS COLUMNS

Researchers have recently studied lonely-hearts advertisements in 20 local and two (0) **NATIONAL** newspapers and the (33).... of the study could provide useful tips on how to get the most replies. (34) .... of the advertisements showed that men tended to offer wealth, professional status and property, and to seek attractive women with (35).... and (36)..... Women tended to emphasise their (37).... but, above all, what they wanted in a man was (38) ..... Many men also claimed to be warm and caring - and did so more than the women. It is possible men are becoming 'new men' who are less (39).... about advertising these (40).....Or it may be that they know this is what women want to hear.

(0) **NATION** (33) **FIND** (34) **ANALYSE** (35) **WARM** (36) **SENSITIVE**  
(37) **ATTRACTIVE** (38) **SOLVENT** (39) **HESITATE** (40) **CHARACTER**

### A PERSONAL EXPERIENCE

I found it difficult to phrase the advertisement. How can you say you're good-looking without being accused of (41) .... ? In any case, it's all very (42) .... , and it's for someone else to judge. (43).... isn't that important for me -I find (44) .... a more attractive quality in a person.

Of course, I had to put up with some (45) .... from my friends when they found out what I'd done, but I don't see the problem. When you work (46).... long hours, as I do, the chances of meeting people are limited. This is just a way of helping the situation. I've had three (47) .... so far, and two of them look quite promising.

(41) **VAIN** (42) **SUBJECT** (43) **APPEAR** (44) **MODEST** (45) **MOCK**  
(46) **BELIEVE** (47) **RESPOND**

## Part V (MULTIPLE CHOICE)

### Ann Johnson-A Confidential Report

Ann Johnson has worked at this college for three years. She is a (48).... employee, and (49)..... on well with the other members of the department. We have all found her to be an excellent (50)..... . She has always been (51)..... for her lessons, and is an extremely (52)..... member of staff who is able to work independently. I can always (53)..... on her to organise the end of term play, and she has put on some extremely (54)..... productions. Her students often tell me how (55)..... she is, always ready with a smile, and she has been very (56)..... to many of them. In (57)..... she is not very talkative and seems rather (58)..... at

first, and might not show her true (59)..... in an interview. Her work is excellent, and she is (60)..... to succeed. She is also quite (61)..... and has applied for two other positions as Director of Studies. I think that you can count (62)..... Ann to make your school a success, and I recommend her for the post of Director.

- |     |                  |                 |                  |              |
|-----|------------------|-----------------|------------------|--------------|
| 48) | A) conscientious | B) conscience   | C) consciousness | D) conscious |
| 49) | A) goes          | B) carries      | C) gets          | D) likes     |
| 50) | A) colleague     | B) adult        | C) employer      | D) fellow    |
| 51) | A) timed         | B) late         | C) hourly        | D) punctual  |
| 52) | A) greedy        | B) reliable     | C) stubborn      | D) lazy      |
| 53) | A) request       | B) concentrate  | C) take          | D) rely      |
| 54) | A) imaginary     | B) imagination  | C) imaginative   | D) imagined  |
| 55) | A) tempered      | B) cheerful     | C) frank         | D) proud     |
| 56) | A) kind          | B) aggressive   | C) polite        | D) mean      |
| 57) | A) first         | B) times        | C) usual         | D) private   |
| 58) | A) but           | B) shy          | C) however       | D) alone     |
| 59) | A) person        | B) behaviour    | C) character     | D) part      |
| 60) | A) used          | B) determined   | C) had           | D) supposed  |
| 61) | A) obedient      | B) disappointed | C) grateful      | D) ambitious |
| 62) | A) on            | B) for          | C) with          | D) to        |

### Part VI (Gap Filling)

*For questions 63—77 complete the following extract from a newspaper article by writing each missing word in the space. Use only **one word** for each space. The exercise begins with an example (0).*

### WHAT IS THIS THING CALLED LOVE?

If you put a group of people who don't know (0) <sup>each</sup> other in a room together and ask them to pair up, they (63) .... naturally gravitate towards others of similar family background, social class and upbringing. We are all looking for something familiar, (64) .... we may not be aware of exactly (65) .... it is. Facial attractiveness is a big influence (66) .... our choice of partners, too. People tend to seek out and (67) .... long-lasting relationships with others of a similar level of attractiveness. Several studies have confirmed (68)...Researchers took a selection of wedding photos and cut them (69) .... to separate the bride and groom. They then asked people to rate how attractive each person's face was. When the researchers put the photos back into their original pairs they found that most of the couples had (70) .... rated at similar levels. Not only (71)... we rate others, but each of us carries a rough estimate in our heads of how facially attractive we (72)... be. We realise subconsciously that if we approach

someone who is significantly higher up the scale (73)... we are, we run the risk of (74)... rejected.

But (75) ... the explanation for how and why we fall in love, one thing is clear. Nature has made the whole process (76) ... blissful and addictive as possible (77)... the purpose of bringing and keeping couples together.

## Practice Test VI

### Reading Comprehension Part I (Multiple Matching)

- ① *You are going to read a text about some opportunities to get married abroad. To answer the questions below, choose from the countries or states (A-G). You may need to choose some of the countries or states **more than once**.*

A Australia                      E Bali  
B Barbados                      F Florida  
C Italy                              G Grenada  
D St Lucia

- ② **In which country or state are the following statements true?**

It is forbidden to get married in the evening.  
You have to stay there for more than a month before your wedding.  
You have to apply several weeks before the wedding.  
You can have an unusual wedding but you have to learn to dive first.  
You have to stay there for one week before the wedding.  
You can get married on the day you arrive.  
A special church has been built for some visitors' weddings.  
It is forbidden to get married on the sand.  
You can get married just before going up in the air.  
You can get a free information sheet about weddings.

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## Love in a strange climate

The bride and groom have just got married on a Mauritian beach. The congregation was a group of complete strangers - hotel guests in their swimsuits who laid their detective novels on their sunbeds and strolled over to listen to the pastor brief the couple on their new responsibilities.

Each year about 12,000 Britons go abroad to get married, as well as to honeymoon. This has as much to do with economics as romance and sunshine. With the average wedding at home costing about £8,000, a ceremony in paradise will bring significant savings.

Fly to the Dominican Republic, for example, and a couple can have a two-week honeymoon at a luxury hotel for £1,799 for two, including all wedding arrangements, while a three-day package to Gibraltar costs just £600.

An important consideration is the legal requirement concerning residency - the time you have to stay in the country before you can get married. EC countries are among the most difficult. In **Italy**, for example, you have to be there for six weeks. In the Caribbean, the most popular place for overseas weddings, the rules vary from island to island. In **Barbados**, you can marry the

day you arrive; in Jamaica, weddings usually take a minimum of three days; in **Grenada**, a week.

**Bali** is the most popular destination in the Far East, despite the additional complication of a seven-day stay and the need to spend a day in Jakarta to deal with the paperwork.

**Australia** is another possibility. On the island of Hamilton they have even built a church, not for westerners but for Japanese who like to follow up their traditional wedding with a white church wedding. You need to apply at least six weeks ahead of your trip. The Australian Tourist Commission publishes a useful free fact sheet.

America leads the way in terms of speed. In Las Vegas a wedding licence is easier to acquire than a television. All you need is your passport and US\$45. Then you find a chapel, such as the Elvis Experience, one of several open 24 hours a day, or one in the hotel where you are staying. In **Florida** you can also arrive, obtain the licence and marry, all on the same day.

There are several slightly crazy wedding possibilities available in **Florida**. You can get married aboard the Riverside Romance while cruising on the St John's River, for example, or in the basket of a hot-air balloon, with the pilot performing the ceremony just before lift-off, followed by breakfast. Underwater marriages are also conducted in Key Largo, Florida, where the engaged couple are taken on a one-day diving course before undertaking the ceremony.

Many travel companies employ wedding co-ordinators who are well informed about the legal requirements in different countries. There is a rule in **Barbados**, for example, that forbids marriages after 6 p.m., and in the Seychelles marriages have to take place in a permanent building, never a temporary building or tent in the hotel grounds. On **St Lucia**, you cannot marry on the beach but the hotel grass is perfectly fine.

## **Part II (Multiple Choice)**

*Read the following newspaper article and then answer questions 13-19. Indicate the letter A, B, C or D against the number of each question 13-19. Give only one answer to each question.*

# **Secrets of talking your way to the TOP**

*By Philippa Davies*

You could be one of those lucky people who seem to be naturally good at public speaking. It is unlikely that you were born with this ability. Great speakers are instinctive and inspired. They also prepare well, learn performance technique and draw heavily on experience to develop their skills.

What passes for a natural ease and rapport with an audience is often down to technique - the speaker using learned skills so well that we can't see the 'seams'.

## **Body language**

You can learn to speak effectively in public by going on courses and reading manuals. But there is no substitute for getting out and doing it. If you dislike speaking in public, then take every opportunity to do so - even if you only start off by asking questions at the PTA meeting.

When you speak in public, almost all the aspects that make up your total image come under scrutiny. Your posture, body language, facial expression, use of voice and appearance all matter.

The situation is often stressful, because the speaker is being observed and judged by others. Small quirks, like speaking too quietly or wriggling, which are not particularly noticeable in everyday communication, become intrusive and exaggerated in front of an audience.

## **Stereotypes**

It is hardly surprising, then, that some of us feel it is easier to pretend to be somebody else when we are speaking in public. We assume a 'public speaking image' that has nothing to do with our real selves.

We sense that speaking in public is connected to acting and so we portray stereotypical roles like 'the super-smooth sales person', 'the successful superwoman'. Unfortunately, if we don't really feel like these types, then we will look as though we are striving for effect.

For instance, you could decide that you want to play the life and soul of the party when you speak, although, in actuality, you are a rather quiet person who rarely uses humour. You read that humour works well in public speaking so you decide to tell a few jokes.

You look ill at ease when you do so and your timing leaves a lot to be desired. Your talk misfires badly. You will not have been true to yourself and your audience will have been reluctant to trust you. You need to find your own style.

The most skilled actors use their own feelings and experiences to help them inhabit character. As a public speaker, you have more scope than most actors

- you have your own script, direction and interpretation to follow. You can even rearrange the set and choose the costume if you like.

The most successful speakers are obviously projecting an image but one that rings true. They project the best aspects of themselves - 'edited highlight'. The serious quiet person will project serenity and consideration for others. The outrageous extrovert will use humour and shock tactics. Speaking in public is a performance and one in which you present a heightened version of your personality.

To speak well, there needs to be a balance of impact between speaker, message and audience. If one of these elements overpowers the other two, say if the speaker is over-concerned to project personality, or the message is rammed



home without due regard for the type of audience, or the speaker allows him or herself to be thrown by a noisy crowd - then the performance will suffer.

### **Image**

Your image helps maintain this balance. If you get up to speak dressed like a Christmas tree, then your appearance will be overpowering. Delivering your message in an over-stressed and, therefore, over-significant tone of voice, will encourage your audience to switch off. When you start to speak, if your body language and facial expression remind the audience of a frightened rabbit, then you won't gain its confidence.

The biggest block to effective public speaking is attitude. If you think you can't and you never will be able to, you won't. Speaking in public is something anyone can learn to do. Be positive and accept setbacks as part of the learning process.

- 13 *The author says that the best public speakers*  
A are professional actors.  
B go on learning from the talks they give.  
C feel naturally at ease with people.  
D don't need to plan their talks in advance.
- 14 *Her main advice to beginners is to*  
A attend a course on public speaking.  
B ask good speakers for advice.  
C get as much practice as possible.  
D study other speakers' performances.
- 15 *Some speakers pretend to be someone else because*  
A they feel less self-conscious.  
B they don't want to be recognised. C they've been advised to. D they enjoy acting.
- 16 *This approach is not recommended because*  
A it will make the audience laugh.  
B it is likely to look false.  
C it can make the talk last too long.  
D the audience will complain.
- 17 *The best speakers*  
A use visual aids.  
B tell stories and jokes.  
C learn the scripts of their talks by heart.  
D present their most positive characteristics.
- 18 *The author warns against*  
A being too emphatic in what you say.

- B getting into arguments with the audience.
- C making the audience feel nervous.
- D wearing coloured clothing.

19 Overall, the author's message is that public speaking

- A something few people can do.
- B the most frightening thing you can do.
- C a talent many people have naturally.
- D a skill that can be developed.

### Use Of English Part III (Error Correction)

*For Questions 20-34, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) at the end of the line. If a line has a word which should not be there, write the word at the end of the line. There are two examples at the beginning (0 and 00).*

---

## TEENAGERS AND SPORT

**the 0**It's quite rare to meet teenagers who don't like the sports.  
**✓00** When you are young, you know how important it is to do  
**20**physical exercise if only you want to be healthy and strong,  
**21**and for that reason you often concentrate on just one sport  
**22**with so much of enthusiasm that in the end you can't live  
**23**without it. The problem is, even though, that as you grow  
**24**up you have less and less spare time. At our age when you  
**25**have to study harder if you want to get good marks for to  
**26**go to university, with perhaps only one afternoon a week  
**27**to do any sport. This happens just when you are being at  
**28**the best age for many sports, such as gymnastics and  
**29**swimming. By the time you will finish ail your studies you  
**30**will probably be too much old to be really good at sports like  
**31**those, but if you have spend enough time on training while  
**32**you are young, then one day you will find it that you are  
**33**very good at your sport but too old to study, and what you  
**34**will find it impossible to get a good job. Somehow, it  
doesn't seem fair.

### Part IV (Word Formation)

*Use the word in capitals at the end of each line to form a word that fits in the space in the same line.*

## Film review

'Battle for your heart' is the new film starring Hugh Grace. I'm afraid that my first (35).....was not very favourable. The scenes of violence are (36)..... and the main character, Tony, is simply (37).....The audience is supposed to feel great (38).....for Tony, an army officer, who is accused of (39)..... because he fails to attack the village where the (40)..... Miranda lives with her old father. Tony saves their lives, and although the idea of marrying him has little (41).....for her, Miranda agrees to it out of (42)..... However, she is still in love with Alex, one of the enemy army, and wants to remain (43).....to him. The dialogue and the acting are just as bad as the plot. At the end, I breathed a sigh of (44).....This is definitely one to miss!

35. IMPRESS 36. OFFEND 37. IRRITATE 38. ADMIRE 39. COWARD  
40. ADORE 41. ATTRACT 42. GRATEFUL 43. FAITH 44. RELIEVE

## Compromise is no cure for conflict

The capacity to communicate openly and honestly in a relationship does not guarantee (0) *vulnerability* to distress. At times, one person may (45) the other, causing frustration and conflict. A compromise is normally reached, but this amounts to an (46) strategy. Perhaps people should abandon the (47) to smooth things over, in favour of an (48) process, where more fundamental questions are asked. Though this may be very (49) at the time, the airing of basic (50) often leads each person to view the other more (51) in the long run.

0 VULNERABLE 45 VALUE 46 AVOID 47 TEND 48 EXPLORE  
49 PLEASE 50 GRIEF 51 SYMPATHY

## Part V (Multiple Choice)

52. I've sent the children outside to play. They were getting in my .... all the time.  
A. place B. hands C. nerves D. way
53. My husband hates washing up so he usually tries to .... doing it.  
A. get out of B. get away with C. get by D. get over
54. A large number of couples have divorced .... recent years.  
A. in B. for C. since D. from
55. I'd rather you ... anything about their engagement to anyone, please.  
A. don't say B. won't say C. hadn't said D. didn't say
56. He doesn't know anyone in London, apart ... his sister.  
A. from B. for C. than D. of
57. Experts recommend a .... diet with plenty of fresh vegetables.  
A. various B. varied C. Wide D. changeable

58. This information pack is designed to make children more ... of the things they can devote their free time to.  
A. interested    B. aware    C. curious    D. awake
59. Unfortunately, he is ... as a rather lazy man.  
A. thought    B. supposed    C. believed    D. regarded
60. Due to his inattentiveness he made a(n) ... lot of mistakes in the test.  
A. horrible    B. awful    C. bad    D. serious
61. He soon realized that his girlfriend's only interest was ... his money.  
A. for    B. about    C. with    D. in
62. Demy phoned to congratulate us ... our engagement.  
A. on    B. for    C. with    D. in
63. Marrying into such a rich family had always been ... his wildest dreams.  
A. under    B. above    C. over    D. beyond
64. The little boy was left in ... his grandmother during his parents' absence.  
A. charge    B. care of    C. care    D. the charge of
65. Children who are praised for their work are always ... on to do better.  
A. encouraged    B. approved    C. inspired    D. spurred
66. At school he had a good academic record, and also ... at sports.  
A. prevailed    B. achieved    C. surpassed    D. excelled.

### **Part VI (Gap Filling)**

*The article below is about some research into how men and women communicate, carried out by an American professor of linguistics.*

*For questions 67-73 you must choose which of the paragraphs A-H on the next page fit into the numbered gaps in the following text. There is one extra paragraph which does not fit in any of the gaps.*

*Remember to look for **grammatical or logical links** between paragraphs.*

### **DIFFERENT WAVELENGTHS**

**Men:** they cringe at the prospect of discussing anything personal, grumble they're being nagged when asked to take out the rubbish and, if they lose their way while driving, rage at the suggestion they ask for directions.

**Women:** they read things into the most innocuous comment, get upset when their man says "I" rather than 'we' and demand impossibly detailed reports of every conversation they miss - who said what and how they looked when they said it.

And, says Deborah Tannen, it will all go on like this, each sex bristling at the other's peculiar ways, until we wake up to the simple truth - men and women don't speak the same language.

**67....**

Since our lives are lived as a series of conversations, it's her belief that the sooner we start to appreciate and understand these differences - and the reasons behind them - the better.

**68.....**

For more than 20 years she has studied how people talk - what they mean by what they say and how it can be interpreted and often misunderstood. Eavesdropping in restaurants, collecting friends' anecdotes, watching hundreds of hours of taped conversations ... all in the name of research.

**69.....**

Men are concerned primarily with status, and prefer discussion of facts to dissection of feelings. Since feelings suggest vulnerability and thus inferiority, men see conversation as another way of scoring points.

**70.....**

So who's right? Neither, says Deborah Tannen. This sort of disagreement typifies the different approaches men and women have to asking for information. Since women are so used to asking for help, refusing to ask directions makes no sense to the wife. To her, asking for and receiving directions reinforces the bond between people.

**71.....**

This may sound a long-winded explanation but in the world of socio-linguistics, it is only scratching the surface of the male-female conversational anomalies in this particular situation. Mention any aspect of everyday chat and Deborah can give examples of the ways men and women's attitudes to it differ.

**72.....**

Apparently the main difference in the way we communicate is in the crucial matter of the metamessage- the unspoken attitudes, thoughts and intentions behind what is actually said. And while fact-oriented men tend to listen to the message, feeling-oriented women tend to listen for the subtler metamessage.

For instance:

*She:* Why didn't you ask me how my day was?

*He:* If you've got something to tell me, tell me. Why do you have to be invited?

**73....**

Deborah maintains: 'Without understanding the gender differences in ways of speaking, we're doomed to blame other people, or ourselves, or the relationship. The biggest mistake is believing there is one right way to listen, talk and have a conversation.'

**A** The thrust of this study is that women use language to enhance intimacy, men to assert independence. Women, concerned primarily with making connections with people, regard conversation as a way to share feelings, create bonds and explore possible solutions to common problems.

**B** But in her husband's hierarchical world, driving round until he finds the way himself is a reasonable thing to do. Men are comfortable with giving help and information, but not with receiving it. So asking for directions would make the husband feel he was dropping in status by revealing his lack of knowledge.

**C** Their simplest exchange sparked off misunderstandings and irritation. Just before they separated, she attended a course in linguistics at the University of Michigan. Suddenly the light dawned. The problem wasn't what they'd been saying, but, of course, how. The divorce went through - but Deborah was hooked.

**D** It's not so much that the vocabulary and grammar we use are different, she explains. The differences lie in the way men and women talk.

**E** The lost-in-the-car scenario is an illustration of this. You know the scene -it's universal. Invited to a party, a couple have been driving round in circles for half an hour searching for the address which he is sure is nearby. She is fuming because he insists on trying to find the address himself instead of stopping to ask directions.

**F** She's fed up because she wants to hear evidence that he cares how her day went, regardless of what actually

happened. And he, concerned principally with the fact-exchanging aspect of conversation, can't understand what she's complaining about.

**G** Take politeness. Men consider it subservient, women sensitive. Boasting. Men boast as a matter of course, battling to gain or maintain that all-important status. Women, who tend to gain acceptance with each other by appearing the same as, not better than, everyone else, take care never to boast.

**H** Tall, gentle, immediately likeable and mercifully spouting little of the jargon you'd expect of one of the world's leading lights in her field, Deborah Tannen is Professor of Linguistics at the University of Georgetown, Washington DC.

## Practice Test VII

### Reading Comprehension Part I (Multiple Matching)

Answer questions 1-20 by referring to the newspaper article about natural remedies

<p>For questions 1- 20 choose your answers from the list of natural remedies (A-G).          Some choices may be required more than once.          Note: When more than one answer is required, these may be given <b>in any order</b>.</p>		
<p><b>Which natural remedy or remedies</b></p> <p>seems to help people recover from colds more quickly?                      1...2 .....</p> <p>is believed by some doctors to help allergy sufferers?                      3 ..... 4</p> <p>has been tested in the USA?                      .5 ..... 6</p> <p>shouldn't be taken without medical supervision?                      7...</p> <p>can be found in cabbages and cauliflowers?                      8        .....</p> <p>is completely safe to take if you aren't allergic to it?                      9.....</p> <p>reduces the risk of heart disease?                      10...</p> <p>is recommended for treating depression?                      11...</p> <p>seems to boost the immune system?                      12..13 .....</p> <p>may be helpful for cigarette smokers?                      14...</p> <p>has been used for many hundreds of years?                      15.16 .....</p> <p>can be found in prawns, lobsters and also beef?                      17        18</p> <p>is more popular now than it was in the past?                      19        20 ...</p> <p>may have harmful side-effects if taken in large doses?</p>	<p><b>A</b> St John's Wort</p> <p><b>B</b> Pycnogenol</p> <p><b>C</b> Grape-Seed Extracts</p> <p><b>D</b> Garlic</p> <p><b>E</b> Echinacea</p> <p><b>F</b> Zinc</p> <p><b>G</b> Omega-3 Fatty Acids</p>	

### Feel Better Naturally

To keep yourself fighting fit delve into nature's medicine chest

Britons are downing a record number of nutritional supplements, spending more than £1 billion a year. Researchers maintain that you should get most



of your nutrients from a well-balanced diet. But they also say that there may be real benefits to some natural remedies. Here are some of the most promising:

### **A St John's Wort**

**What it is:** The wild variety of this herb, which is available in most health-food shops, has been used for centuries to calm the mind and heal the body. **What it does:** St John's Wort is an antidepressant, effective for about two-thirds of those who try it. It has been prescribed by doctors in Germany for many years. Last year the British Medical Journal published an analysis of 23 clinical trials of the herb. It found that St John's Wort was effective for patients with mild to moderate depression. In addition, fewer patients using the herbal remedy reported minor side-effects than those taking prescription medicine. **Who should take it?** If you have been feeling 'down' for a while, you might consider St John's Wort. Though the herb is sold without a prescription, experts agree that it should be taken under a doctor's supervision - especially if you have been taking an antidepressant or any other prescription drug. High doses of the drug may also cause sun sensitivity.

### **B Pycnogenol and C Grape-Seed Extracts**

**What they are:** While these two herbal products come from different plants - Pycnogenol [pik-NAH-jeh-nal] is a registered brand name made from French Maritime pine bark; the other comes from grapes - each is a rich source of flavonoids, antioxidants protecting against free radicals that damage cells and tissue. **What they do:** Flavonoids, which occur naturally in fruit and vegetables, work to keep cells healthy. Some doctors say that Pycnogenol and grape-seed extracts seem to ease the symptoms of inflammatory diseases and relieve allergies. And in a yet-to-be published study of the effects of Pycnogenol on young smokers, it reduced blood platelet clumping, a dangerous artery-clogging effect of smoking.

**Who should take them?** If you don't always eat the recommended five servings a day of fruit and vegetables, you might consider taking one of these extracts.

### **D Garlic**

**What it is:** A member of the onion family, it has been used as a medicinal herb since the time of the ancient Egyptians. **What it does:** European studies show that in cultures where people eat lots of garlic, there are fewer incidences of gastric cancer, high blood pressure and high cholesterol. Dr George Lewith, Director of the Centre for the Study of Complementary Medicine, adds that garlic appears to 'boost the immune system and help fight infection by increasing the activity of immune cells'. It also has antibacterial properties from a sulphur-containing compound called allicin, formed when garlic is crushed or sliced. Cooking or processing eliminates allicin, but experts say that standardized garlic powders can form allicin when consumed. Garlic has many beneficial compounds. That's why deodorized garlic tablets and extracts seem to work as well as the raw herb in reducing cholesterol.

**Who should take it?** Unless you're allergic, you really can't go wrong by adding this herb to your diet. If you dislike the taste, garlic tablets will provide most of the health benefits without the flavour or odour.

### **E Echinacea**

**What it is:** This flowering herb was, in great grandmother's day, found in many medicine cabinets. Echinacea [EK-in-EH-shia] fell out of favour with the introduction of antibiotics, but now it's making a comeback. **What it does:** The herb has a mild protective effect against colds and flu, and in those who do fall ill it seems to limit the duration and severity of the symptoms. One study found that those with the lowest levels of white blood cells got the most benefit, which supports the theory that echinacea boosts the immune system by coaxing the body to produce more of these cells.

**Who should take it?** Although it doesn't work for everyone, echinacea is safe to try when you feel a cold or flu coming on. However, unless directed by a doctor, people with autoimmune disorders should avoid it. Look out for tincture or capsules, and follow label instructions. And if you are allergic to flowers in the daisy family, you should be cautious.

### **F Zinc**

**What it is:** An essential trace mineral. Some of the richest natural sources are shellfish and red meat.

**What it does:** A study at the Cleveland Clinic in America showed that after sucking on zinc lozenges, cold sufferers got better faster than those given a sugar pill. The zinc group suffered coughing, headaches and nasal congestion for four days; those who got a sugar pill stayed stuffed up for more than a week.

**Who should take it?** Most adults can safely take zinc lozenges to limit a cold's duration -one lozenge every four hours. Make sure the label says zinc gluconate - it is released readily into the mouth - not zinc aspartate or zinc citrate. But be cautious: too much will depress your immune system, and zinc should be avoided at daily doses above 30 milligrams.

### **G Omega-3 Fatty Acids**

**What they are:** These are fats and oils essential to cardiovascular health and brain development. Sources include fish oil, flaxseed oil and green leafy vegetables. **What they do:** Omega-3 fatty acids reduce the risk of cardiovascular disease by lowering triglyceride levels and blood pressure, by reducing platelet clumping that can lead to blockages and, in some cases, by lowering cholesterol. A US National Heart, Lung and Blood Institute study suggests that men who get a half gramme of these fatty acids per day can cut their risk of dying of heart disease by up to 40 per cent. **Who should take them?** Everyone should include Omega-3 fatty acids in their diet, especially people with a family history of heart disease or high blood pressure. The best source is fresh fish. Ask your doctor before taking fish-oil supplements.

*From Reader's Digest*

## Part 2 (Multiple Choice)

*Read the following article from a magazine and then answer questions 21-25. Indicate the letter A, B, C or D against the number of each question 21-25. Give only one answer to each question.*

### Ordinary people, ordinary lives

Most of us have photographs of our grandparents, but how many of us know what their lives were like, the sort of people they were in their youth? The glimpses rare diaries give us are frustratingly incomplete, family anecdotes only half remembered. And what will our grandchildren know about us? We often intend to write things down, but never get round to it. We may leave videos rather than photographs, but the images will remain two-dimensional.

Hannah Renier has come up with an answer: she writes other people's autobiographies, producing a hardback book of at least 20,000 words - with illustrations, if required - a chronicle not of the famous, but of the ordinary.

The idea came to her when she talked to members of her family and realised how much of the past that was part of her own life was disappearing.

«When I started I didn't take it nearly so seriously as I do now, having met people who genuinely will talk and have led interesting lives», she says. «They would say they are doing it for their children or for posterity, but they are getting quite a lot out of it themselves. They enjoy doing it».

The assurance of confidentiality encourages her subjects to overcome any instinct of self-censorship.

«I had the confidence to be honest», -- says a 62-year-old man who made and lost one fortune before making another. «I was surprised at what came out. There were things that hurt, like my divorce, and the pain was still there».

«I did it for my family, so that perhaps they could learn something but I have not yet let my children - who are in their thirties - read it. They were hurt by things in my life and there are a lot of details which I don't feel I want them to know at the moment. If they insist, I'll let them. But I think I'd rather they read it after I was dead».

He also recognised patterns laid down in childhood, which showed themselves in repeatedly making the same mistakes. It is something Ms Renier has detected in other people. «It's amazing how many people really have been conditioned by their parents», she says. «The injunctions and encouragements that were laid down in childhood have effects for the rest of their lives. They become caught in repeating patterns of behaviour. They marry the sort of people of whom their parents approved - or go in the opposite direction as a sort of rebellion».

«A lot of disappointments come out. Sixty years later they still are regretting or resenting things that were never resolved with their parents. There is no age

of reason. If people had hang-ups in their youth, they still have them in middle age. They live their lives in an attempt to impress a parent who wasn't impressed and if that fails some of them seem to be seeking permission to say «I can't stand my mother'».

Recorder rather than inquisitor, Ms Renier keeps her distance. «It's not for public consumption and I'm not there as a very nosy person. People have got carried away and told me something, then said, 'I'm not sure if that ought to go in'. I put it in anyway - they can remove things when they see the draft. But generally people want to be honest, warts and all».

«It's not vanity publishing, it's not people saying 'Gosh, I've had such an interesting life the world's got to know about it.' Things are moving much faster than at any time in history and we are losing sight of what happened in the past. It's a way of giving roots. We need some sort of link to our ancestors because people don't sit around in an extended family any more. People want a little immortality».

Each book involves up to 30 hours of taped interviews which Ms Renier uses as the basis to write the life story, rearranging the chronology and interpreting. Modern technology allows her to produce everything except the binding with its gold lettering: choose your own colour of library buckram, pick your own title.

Fascinating to the private audience at which each book is aimed, the results are obviously not of the dirt-at-any-cost school of life story. Ms Renier organises her material logically and writes well; the final content is as good as its subject. The book that emerges does not look like a cheap product - and carries a price tag of nearly £3,000, with extra copies at £25 each. She receives about 10 inquiries a week, but the cost - inevitable with the time involved - clearly deters many people.

«I thought it would be a more downmarket product than it is», she says. «But the people I've done have all been county types, readers of Harpers & Queen, which is one of the magazines where I advertise. They're the sort of people who at one time would have had their portraits painted to leave to their descendants».

**21** *According to the writer, most people*

- A** have no interest in leaving records for their grandchildren.
- B** are unable to find out much about their grandparents.
- C** find stories about their grandparents' families boring.
- D** want their grandchildren to know only good things about them.

**22** *Hannah Renier decided to write other people's autobiographies because*

- A** she had already done so for relatives.
- B** she had met so many interesting people.
- C** she wanted to preserve the past.
- D** she had often been asked to do so.

- 23 *The 62-year-old man asked her to write his autobiography*  
 A so that he could reveal his true feelings.  
 B because his family wanted to read it.  
 C so that his children would understand him.  
 D because he thought he was close to death.
- 24 *Hannah is surprised that many of her subjects*  
 A regret the marriages they made.  
 B remain influenced by their parents.  
 C refuse to discuss their childhoods.  
 D want to be like their parents.
- 25 *The autobiographies that Hannah produces*  
 A follow exactly what she was told by her subjects.  
 B are intended to be interesting to anyone.  
 C look less expensive than they really are.  
 D present the facts in a way that is easy to follow.

## English in Use

### Part III Multiple Choice

*For questions 26-40, read the following text and then decide which word below best fits each space. The exercise begins with an example (0).*

## A CHANGE OF MOOD

Most of us (0) .... our moods as being rather like the weather - it is something that colours the whole day, comes from somewhere else and over which we have little (26)..... Not that there isn't a range of folk (27) .... for dealing with a bad one: 'Just snap out of it. Talk to a friend - a problem (28).... is a problem halved. Pamper yourself.' The problem is, as the latest American research (29) .... , all these favourite mood-swinging ploys are very ineffective. In his new book, Robert Thayer, professor of psychology at California State University, (30) .... forward a new theory about what to do to change our moods and why. There are a few surprises. For instance men, (31) .... to popular opinion, are actually better at dealing with their moods than women. Not only that, but the time-honoured female techniques of (32) .... it all out to a friend or (33) .... a good cry are often a waste of time.

His approach makes it possible to forecast moods and be much more precise about controlling them. For instance, we all have a daily energy rhythm - on (34)...., we start low, build up to a (35).... around midday, dip down, (36).... up a bit in the later afternoon and then tail off towards the evening. So, because of the (37) .... between energy levels and mood, we can predict that an (38) .... in tension will

produce a more gloomy (39)... at those times of the day when our energy regularly takes a dip. Knowing that, you can take it into (40)...

- |                  |               |               |               |
|------------------|---------------|---------------|---------------|
| 0(A) regard      | B take        | C think       | D assume      |
| 26 A selection   | B ability     | C decision    | D control     |
| 27 A remedies    | B medicines   | C solutions   | D treatments  |
| 28 A distributed | B spread      | C divided     | D shared      |
| 29 A informs     | B reveals     | C exposes     | D discovers   |
| 30 A brings      | B gives       | C puts        | D calls       |
| 31 A opposite    | B contrary    | C against     | D different   |
| 32 A pouring     | B draining    | C dropping    | D spilling    |
| 33 A giving      | B doing       | C having      | D making      |
| 34 A general     | B ordinary    | C normal      | D average     |
| 35 A point       | B height      | C peak        | D limit       |
| 36 A pick        | B get         | C rise        | D lift        |
| 37 A tie         | B link        | C line        | D combination |
| 38 A addition    | B improvement | C enlargement | D increase    |
| 39 A vision      | B outlook     | C aspect      | D review      |
| 40 A attention   | B mind        | C account     | D notice      |

## Part IV Word Formation

For questions 41-55, read the two texts below. Use the words in the boxes to form one word that fits in the same numbered space in the text. The exercise begins with an example (0).

### Headaches and migraine

Headaches and migraine can vary in (0) **SEVERITY** from a dull thudding in the temples to a (41)... intense pain. Most people suffer from headaches (42)... but they can usually get (43)... from the symptoms by taking a couple of pain-killers. Headaches usually create (44)... in the shoulder and neck muscles and are most often caused by stress or (45)...., though other triggers include eye strain and lack of sleep or food. Migraines are far more (46)... than headaches, and attacks may last from four

(0)	SEVERE
(41)	FRIGHT
(42)	PERIOD
(43)	RELIEVE
(44)	TENSE
(45)	ANXIOUS
(46)	ABLE
(47)	COMPANY
(48)	DISTURB

hours to three days. They are often confined to one side of the head and may be (47)....by visual (48)...., light intolerance, nausea and other symptoms.

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**Self help for sufferers**

There is a (49) .... of measures you can take to help prevent headache and migraine attacks. Keep a diary and note down the date and (50) .... of each attack, the symptoms and any possible trigger factors such as a (51).... food or drink. Try to cut out these factors, one by one, and you should be able to identify the ones which trigger an attack. If you have a (52) .... drug from your doctor, it is important to take the (53) .... as soon as possible after the (54) .... of an attack. Finally, herbs such as feverfew have proved effective, but they should only be used under (55)... since they are still drugs.

(49)	VARIOUS
(50)	LONG
(51)	SPECIFY
(52)	PRESCRIBE
(53)	TREAT
(54)	SET
(55)	GUIDE

**Part V (Error Correction)  
Spelling and punctuation**

*In most lines of the following text, there is either a **spelling or a punctuation error**. For each numbered line 56-71, write the correctly spelled word or show the correct punctuation in the space on the right. Some lines are correct. Indicate these lines with a tick (✓) in the space. The exercise begins with three examples (0).*

**BANISH EXAM NERVES**

If your heart starts <u>biting</u> rapidly, your mouth goes dry and you feel	<b>0</b>	<b>beating</b>	unable
to don't cope don't panic. This thirty-second relaxation	<b>0</b>	<b>cope</b> ,	
exercise will get rid of anxiety and help keep exam nerves under	..	<b>0V</b>	
control. First, calm the body. Sit or lie down in a quite place.	<b>56</b>		....
Remove your shoes and losen any tight clothing. Tense your	<b>57</b>		....
muscles like this clench your fists; try touching the front of	<b>58</b>		....

your wrists to your shoulders; hunch your shoulders; frown hard;	59	....
clench your jaws; press the tip of your tongue to the roof of	60	....
your mouth; take a deep breath; flatten your stomach; stretch	61	....
your legs and paint your toes. Notice the tension and hold	62	....
the position as you count slowly to five. Now just let yourself	63	....
go. Flop out like a puppet whose strings have been cut. Feel	64	....
tension following freely away from your body. Next relax your	65	....
mind. With your eyes closed, breathe slowly and deeply.	66	....
Imagine being on a tropical island with a blue sky warm sun and	67	....
a golden, sandy beach. See yourself lying there very peacefully.	68	....
Hold this image for 20 seconds - or longer if you like. Now open	69	....
your eyes and go calmly about your work. Do this relaxation	70	....
exercise last thing at night to ensure a good night's rest.	71	....

## Part VI (Gap Filling)

*Sections between commas give extra information. They may tell us more about the **subject** of the sentence in a relative clause starting with **who**, **which** or **that**, or in a phrase. They may also add a comment. Make sure you choose an answer which fits grammatically and logically.*

*Sections following a phrase in commas are likely to be part of the main sentence. Check that this makes sense.*

*Missing sections not following a comma may complete a sentence. They may also be separate clauses - look for link words such as **and**, **but**, **when**.*

## In remote spot Chinese guard the secret of youth

In Bama, in the Guianxi province of China, the concentration of centenarians, people more than 100 years old, is one of the highest in the world, (0) .I. . People in their 80s and 90s are also common, (72) .... , and still working in the fields.

Lan Boping, still going strong at 111, has some good news for those reluctant to forgo life's pleasures in the quest for long life. He has smoked heavily for decades, (73) .... , eats heartily and drinks a glass of fiery amber wine twice a day. Local businessmen are promoting this rice wine, which they call 'the spirit of longevity wine', (74) ... . But it is unlikely to catch on outside Bama since its ingredients include lizards and snakes as well as a secret blend of herbs and grasses.

Although Chinese researchers give a grudging nod of approval to the longevity wine, they also stress other factors that, (75).... , are less exportable. The first is environment. The mountain air and streams are unpolluted (76) ....Heredity may also play a role. But the Bamans also offered a simpler



explanation: plenty of exercise. Huang Masheng was born just 10 years after the invention of the telephone, (77)..... She has always been active, still potters round in the garden and 'eats everything and anything'. She also makes sure her son, a mere 78, still does a full day's work in the fields. Huang now has a new job: helping look after her latest great-great-grandchild.

As for the 'spirit of longevity' wine, she says: 'I've never touched a drop of it in my life.'

**A** and the people of Bama face none of the stresses of modern life

**B** unfortunately for the enterprising wine producers

**C** unlike the beautiful scenery

**D** which has not yet reached her village

**E** as the key to long life

**F** most in robust health

**G** like other Bama centenarians

**H** which is one of the poorest regions in China

**I** according to official statistics











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