1. **Read the text below and then choose the best answer (A-D) to each question connected with the text.**



A few minutes ago, walking back from lunch, I started to cross the street when I heard the sound of a coin dropping. It wasn't much, but as I turned, my eyes caught the heads of several other people turning too. A woman had dropped what appeared to be a dime.

The tinkling sound of a coin dropping on the pavement is an attention-getter. It can be nothing more than a penny. Whatever the coin is, no one ignores the sound of it. It got me thinking about sounds again. We are besieged by so many sounds that attract a lot of attention. People in New York City seldom turn to look when a fire engine, a police car or an ambulance comes screaming along the street.

When I'm in New York, I'm a New Yorker. I don't turn either. Like the natives. I hardly hear a siren there. At home, in my little town in Connecticut, it's different. The distant wail of a police car, an emergency vehicle or a fire siren brings me to my feet if I'm seated and brings me to the window if I'm in bed. It's the quietest sounds that have the most effect on us, not the loudest. In the middle of the night, I can hear a dripping tap a hundred yards away through three closed doors. I've been hearing little creaking noises and sounds which my imagination turns into footsteps in the middle of the night for twenty-five years in our house. How come I never hear those sounds in the daytime?

I'm quite clear in my mind what are good sounds and what are bad sounds.

I've turned against whistling, for instance. I used to think of it as the mark of a happy worker but lately I've been associating the whistler with a nervous person making compulsive noises.

The tapping, tapping, tapping of my typewriter as the keys hit the paper is a lovely sound to me. I often like the sound of what I write better than the looks of it.

1. **The sound of a coin dropping makes people**
2. think of money
3. look at each other
4. pay attention to it
5. stop crossing the street
6. **People in New York**
7. don't care about emergencies
8. are used to sirens
9. are attracted by sounds
10. don’t hear loud noises
11. **The writer**
12. sleeps next to the window
13. has lived in Connecticut for a long time
14. believes in ghosts
15. Is interested in fire engines
16. **How does the writer relate to sounds at night?**
17. He imagines sounds that do not exist.
18. He exaggerates quiet sounds.
19. He thinks taps should be turned off.
20. He believes it’s rather quiet at night.
21. **He dislikes whistling because**
22. he is tired of it
23. he used to be happier
24. it reminds him of tense people
25. he doesn’t like workers
26. **What kind of sounds does he find pleasant?**
27. The tinkling sound of a coin dropping.
28. The clinking sounds of keys.
29. The tapping of his typewriter.
30. Creaking sounds.
31. **How does the writer feel about sounds in general?**
32. They make him feel at home.
33. He thinks they should be ignored.
34. He believes they are part of our lives.
35. He prefers silence to loud noises.
36. **Read the text below and choose the best answer (A - D) to each question related to the text.**

The majority of students move smoothly from high school to college. College is the normal “next step” in the educational process. For some students, however, that “next step” just doesn’t seem quite right, at least not just now. It’s not that they don’t want to go to college, it is just that they may feel the need to do something before entering college. For these students, a gap year may be the answer.

A gap year, sometimes called a year out, or year off, or bridging year, is a transition year, usually between high school and college, when the student takes time to do something else. Although it is still the exception in the United States for students to take a gap year and one should assume that taking a year off is stagnating, it has seen a growing trend. Some programs which target gap year students are seeing as much as a 15-20% growth. The National Association for College Admission Counseling has suggested that the practice of taking a gap year is on the rise.

A gap year isn’t for every student. Any student who is considering a gap year should give careful thought to their reasons. A gap year is not intended as a method of putting college off just for the sake of it, but rather for using the year actively for some purpose. Some students want to take a year off to pursue a dream, to travel abroad, to volunteer or do community service, to work, to explore interests, passions, or careers, or just to pause before forging ahead. One important factor is for a student to think about their motivations and clarify their goals.

Once a college student has decided to take a gap year, and has clarified their goals, they will need to decide whether to complete the college admissions process first and ask to postpone enrollment, or to apply to colleges at the end of the year. Students may choose to apply after the year off because they may want to include their experiences as part of their application package. However, for many students, applying, getting admitted and then requesting to defer enrollment may make more sense. Close consultation with the student’s chosen college may be extremely helpful in making this decision.

Students will then need to consider what they will do with their year off. Hopefully, they will use it wisely. If costs are a factor, a student may need to spend part of the year working in order to pay for a partial year experience. They may need to consider living at home to reduce costs. They may need to explore the options for travel or service programs. There are now several gap year fairs (like college fairs) that take place, or there may be booths at college fairs regarding year out programs. There are consultants who keep up with available programs and they have lots of information about the quality of programs, as well as their availability, but the services of a consultant may be costly.

The idea of a gap year can be frightening for parents - especially for those who have carefully cultivated a cradle-to-college track for their children. Many fear that once their son or daughter veers away from a formal education, they won’t go back.

As a parent, you may worry about your student taking a year off before college. It may even be a new concept to you. You may worry about the student losing motivation. It is true that some students may take the year off and then decide not to return to college. However, the number of students who do this is relatively small. Most students return to school after their year off with renewed vigor, motivation and focus. They may gain a sense of purpose and maturity.

If your student suggests the idea of taking a break, be open to the discussion. Let them explain to you why they want or need the break. Never show a discouraging attitude. Encourage them to discuss the option with their college of choice. Encourage them to have a plan and to articulate their goals before they begin. Discuss finances, if that is an issue, and have a plan for how the year will be subsidized. This may be a wonderful opportunity, not only for your student to explore the world, but for you to get to know them, as an adult, even better.

1. **What is one option for students who do not want to move smoothly from high school to college?**
2. They may choose not to go into further education.
3. They may think college is the normal next step.
4. They may not feel they need to do something before college.
5. They may choose to take a bridging year.
6. **What has been a recent trend in taking a year off by students?**
7. Taking a year off by students is an exception in the United States.
8. Taking a year off by students has seen a rising trend.
9. Taking a year off by students has seen a stagnating trend.
10. Taking a year off by students has been on the decline.
11. **What is an important factor concerning a student’s reasons for taking a year off?**
12. Taking a gap year by students is not intended for putting college off.
13. Students should think about their motives and define their objectives.
14. Students should use the year actively for some purpose.
15. Some students simply want to take a year off.
16. **What decision should a student make once they have decided to take a year off?**
17. They should decide to complete the college admissions process first and ask to put off enrollment.
18. They should decide to apply to colleges after the year off.
19. They should decide whether to apply to colleges before or after they take the year off.
20. They should decide to include their experiences as part of their application package.
21. **Where can students find information regarding year-out programs?**
22. Students can find information regarding year-out programs at home.
23. Students can find information regarding year-out programs within service programs.
24. Students can find information regarding year-out programs to work in order to pay for a partial year experience
25. Students can find information regarding year-out programs at year out fairs.
26. **Why do parents usually worry when the idea of a gap year concerning their child is in question?**
27. They fear that once their children veer off their formal education, they won’t return to college.
28. They may worry about their student taking a year off before college.
29. The idea of a gap year may mean even going and working abroad.
30. Some students may take the year and then decide not to return to college because they want to work and make money.
31. **What are some benefits of a student’s taking a year off?**
32. Once they veer away from a formal education, they don’t go back.
33. Students may lose motivation.
34. Most students return to school after their year with renewed vigor, motivation and focus.
35. The number of students who don’t return to school is relatively small.
36. **What shouldn’t parents do if their child suggests the idea of taking a break?**
37. They should not discourage their child in their intention.
38. They should not encourage their child to discuss the option with their college of choice.
39. They should not be open for discussion and talk finance.
40. This may be an opportunity for students to explore the world.
41. **Read the text below and then choose the best answer (A-D) to each question related with the text.**

The question of whether our genes influence our personality essentially boils down to nature versus nurture. This split has dominated personality theory since Darwin noticed that survival meant passing on the most capable of our genes to the next generation.

On the one side, there's the notion that the apple doesn't fall far from the tree ("nature"). Children inherit eye color, skin pigmentation and vulnerability to specific illnesses from one or other parent, and they inherit specific personality traits in the same way. Personality is wired in, and no quirks of upbringing will change it.

In the opposing corner stands the theory of nurture. Nurture argues that the human mind is a "tabula rasa" (blank slate), and it's the sum total of your environment, learning and experiences that shape you to be the person you are today.

So, who's wrong? Who's right? Let's take a closer look.

Back in the 19th century, as an outgrowth of Darwin's theories, scientists were convinced that character and intelligence were hereditary although they could be improved through further education. A generation later, Freud changed popular thinking. He believed that character was shaped by conflicts resolved in childhood and by how an individual learned to navigate their physical environment. Throughout much of the 20th century, this behaviorist, or “nurture”, approach dominated psychology. It was commonly believed that human personality was primarily influenced by environment and could be changed through social conditioning. It was during this time that Albert Bandura conducted his famous "*Bobo doll"* experiment to show that aggression could be learned through observation and imitation. In essence, Bandura believed that learning could not be fully explained simply through reinforcement, but that the presence of others was also an influence. He noticed that the consequences of an observed behavior often determined whether or not children adopted the behavior themselves.

Related research on twins reveals that genetics have a stronger influence on the development of certain personality traits than previously thought, and may even play a larger role than child rearing. Even though the twin studies demonstrate the strong influence of nature, family influence still matters. Recent studies, for example, have shown that the personality trait of conscientiousness has a far lower genetic correlation than other personality traits. This suggests that a parent or educator might equip an inherently impetuous child with the tools needed to learn dutifulness and self-discipline, and thus influence the development of the child’s personality.

It's not just family influence that matters, either. In a recent British study researchers found that, on average, 60 percent of the variation in a child's unruly behavior in school was attributable to hereditary features. But the study also showed that in London and other global hotspots, environment played a significant role. The researchers concluded that issues such as deprivation, housing, education and even pollution levels could all influence how one’s DNA expresses itself as personality.

This brings us to another fascinating conclusion drawn by the twin studies. Researchers found that raised-apart identical twins are more similar than identical twins who are raised together. That's because raised-together twins have the opportunity to recognize their similarities and deliberately change their behavior so they might be different from their sibling - effectively turning off their genes. All of which seems to suggest that, even if we do inherit certain parts of our personalities, we're not stuck with them forever. There's a strong possibility that we can change our disposition simply by changing our environment, or possibly even through sheer force of will.

The current thinking is pretty clear - our personalities are shaped by biology and upbringing, and it is almost impossible to hold an all-or-nothing view. And, until we can map the specific gene code for each individual personality trait, we're going to have to embrace the mystery of our personalities and how our own unique character came to be.

1. **According to Darwin, what could help humans live longer?**
   1. Knowing how to survive at the most critical moments in our lives.
   2. Understanding that genes influence our personality.
   3. Inheriting the most effective genes from our ancestors.
   4. Teaching our survival skills to the next generation.
2. **Before Freud, what was the dominant belief concerning intelligence?**
   1. We cannot inherit intelligence, nor can we increase it by extended schooling.
   2. We inherit our intelligence, and it cannot be influenced by extended schooling.
   3. We cannot inherit intelligence; it can only be developed by formal schooling.
   4. We inherit our intelligence, which can then be increased by formal schooling.
3. **According to Freud, how is our personality developed?**
   1. By overcoming the challenges of early life and managing one’s environment.
   2. By ignoring childhood problems and rebelling against the demands of society.
   3. By regularly going to psychotherapy in order to talk about childhood problems.
   4. By conducting experiments in order to recognize and overcome problems.
4. **According to Albert Bandura, how do children learn to be aggressive?**
   1. By being exposed to different experiences every day.
   2. By being subjected to the aggression of their peers.
   3. By mastering the skills that are taught in school.
   4. By noting and mimicking the actions of those around them.
5. **How can teachers and parents possibly change a specific personality trait in children?**
   1. They can show children or students how to come to their own conclusions.
   2. They can reinforce their children’s or students’ inherent personality traits.
   3. They can teach their children or students responsibility and self-control.
   4. They can encourage their children or students to be spontaneous learners.
6. **According to a recent British study, what can affect a student’s disposition?**
   1. Having adequate food and shelter as well as safe, clean surroundings.
   2. Living in the countryside and being well-behaved in school.
   3. Living in London, where over half the schoolchildren are deprived.
   4. Inheriting specific DNA from one’s parents or other ancestors.
7. **According to the results of the twin studies, what is one way a person may be able to alter their own personality?**
   1. By emulating the traits of other family members.
   2. By consciously deciding to be different from others.
   3. By trying to change the behavior of one’s identical twin.
   4. By being raised apart from other family members.
8. **Which of the following is the best title for the text?**
   1. Genetic Inheritance is Destiny
   2. A Complex Interconnection of Influences
   3. Personality Traits and Your Parents
   4. The Role of Nurturing Environment
9. **Seven sentences have been extracted from the text below. Decide which sentence (A-I) best fits in each of the gaps (1-7). There are TWO answers that are not needed.**

The entire brain weighs three pounds (1.4 kg) and so is only a small percentage of an adult's total body weight, typically 2%. (1 .) Why? The perhaps oversimplified answer is that time is energy.

Neural communication is very rapid, reaching speeds of over 300 miles per hour and with neurons communicating with one another hundreds of times per second. (2 .) If you could hook up a neuron to a pair of earbuds, you could actually hear its rhythmic output as a series of clicks.

Neurochemicals that control communication between neurons are manufactured in the brain itself. (3 .) Chemicals are released in very specific locations and they act on specific synapses to change the flow of information in the brain. (4 .)

A number of studies have shown that eating or drinking glucose improves performance on mentally demanding tasks. (5 .) The ones who get the sugary treat perform better and more quickly because they are supplying the body with glucose that goes right to the brain to help feed the neural circuits that are doing the problem solving. (6 .) For another, chronic ingestion of sugars -- these experiments looked only at short-term ingestion

-- can damage other systems and lead to diabetes and sugar crash, the sudden exhaustion that many people feel later when the sugar high wears off.

But regardless of where it comes from, the brain burns glucose, as a car burns gasoline, to fuel mental operations. (7 .) In an hour of relaxing or daydreaming, it uses eleven calories or fifteen watts -- about the same as one of those new energy-efficient light-bulbs. Sitting in class uses a bit more -- sixty-five calories an hour --- which are not burned by fidgeting in your seat (that's not factored in) but from the additional mental energy of absorbing new information.

1. For example, experiment participants are asked to solve a difficult problem, and half of them are given a sugary treat first, but the other half are not.
2. Running a marathon burns about 2600 calories.
3. But it consumes 20% of all the energy the body uses.
4. These include some relatively well-known ones such as serotonin, dopamine, oxytocin, and epinephrine, as well as acetylcholine, GABA, glutamate, and endocannabinoids.
5. This doesn’t mean you should rush out and buy armloads of candy; for one thing, the brain can draw on vast reserves of glucose already held in the body for when it is needed.
6. The voltage output of a single resting neuron is 70 millivolts, about the same as the line output of an iPod.
7. Just how much energy does the brain use?
8. Test subjects enjoy being given something sweet to eat or drink when they arrive at the laboratory.
9. Manufacturing these chemicals, and dispersing them to regulate and modulate brain activity, requires energy, and neurons get that energy from glucose.
10. **Five sentences have been removed from the text below. Choose from the sentences A-G the one which best fits each gap. There are THREE extra sentences which you do not need.**

Janet Morris was looking for a flat to buy in London. When she saw a top floor flat in Hampstead, she knew this was the one she wanted. (1\_\_\_\_\_.) What she really liked was the flat roof just outside the large glass windows. She thought that she could turn it into a garden.  
             
 She bought the flat and contacted a garden designer, Terry Moore. But as soon as Terry saw the roof, he knew there was a problem. (2\_\_\_\_\_\_.) It certainly wasn’t strong enough to support the weight of soil and plants. They are really heavy, especially when they become wet.

But Terry did not give up. He contacted an engineer for advice. The engineer said that it was possible to make the roof stronger. To do this, they would need to say lay many long pieces of metal across the roof. (3\_\_\_\_\_\_.) It would not be cheap. But Janet didn’t mind paying for it. After all, the roof garden was the reason she bought the flat.

Another problem was the view from the roof. Janet hoped to enjoy the views of London from her new garden. (4\_\_\_\_\_\_\_) People like their homes to be private. They don’t want strangers looking through their windows! Janet could only get permission to build her roof garden if there were no views from it. So pots were fixed around the edge of the flat roof and tall bushes were planted inside. With these in place it was impossible to see into other people’s homes. That solution satisfied the town planners. (5\_\_\_\_\_\_.) She says that her garden is cosy, and she can’t hear the noise of the city traffic.

1. Janet doesn’t mind the lack of view.
2. It wasn’t strong enough even for one person to walk there.
3. But he was pretty sure he could solve the problem.
4. But it was possible to see into other flats from there.
5. The view from the windows of the flat was incredible.
6. The flat itself didn’t attract her attention.
7. These could then be covered with wood to make the garden more attractive.
8. Garden plants could be planted directly into them.
9. **Seven sentences have been removed from the text below. Choose from the sentences (A-H) the one which fits each gap (1-7). There is ONE extra sentence you do not need.**

I look back on the sweltering July day my father carried the Leica M3 into the house, with a spring in his step, as the beginning of the rest of our lives, our lives without my mother. (1\_\_\_\_\_\_) "Hey John, look at this little box of tricks!" he urged, on returning from the junk store, a package under his arm. I joined him in looking over what seemed to be a pretty beat up camera. "You know, now I'll be able to do something I've always wanted."

This was generally my father's way of lightly admonishing his family for holding him back from all those absorbing activities he would have otherwise enjoyed were it not for the heavy demands of being head of household. He said it when my mother finally let him get the Winnebago, parked rusting to bits outside while he surveyed his new toy with the bright eyes of a schoolboy. Frances came into the kitchen to watch us, chin resting on forearms as she leaned precariously forward in her chair, low over the table. (2\_\_\_\_\_\_). As my father’s fingers nimbly traced faded contours on the camera body and explored tiny silver handles and knobs along the top, he glanced up at me for the tiniest of instants. "You know, when I was your age, John, I wanted to be a photo-journalist. (3\_\_\_\_\_\_) This camera here, well, it was the Cadillac of its day, you know." Frances perked up at the mention of a camera. "Can we take pictures of Oscar?" Oscar, our fat and gassy spaniel, yawned knowingly in the corner. "I'm entering a photography competition, Fran," he said. And that's how we discovered that evening that my father was entering the cut and thrust world of competitive pointing and clicking. Yes, it kept him out of the harrying clutches of Amy and Anne, my mother's two sisters who had taken it upon themselves to look after my father and the rest of us, (4\_\_\_\_\_\_), but if it was, he wasn't telling.

The aunts had soon made it a habit to show up at around ten o'clock and thus my father would be out of the house by nine thirty, beloved Leica in tow. There then began a cold war of wills, with me in the middle as informant, whereby my aunts' arrival and my father's daily photographic tours of duty would get earlier and earlier. Within two weeks, Aunt Amy and Aunt Anne were at the house by eight sharp.

Eventually, a ceasefire was agreed all around and my father would spend ten minutes with my mom's sisters and be out of the house by eight fifteen. Indeed, my father was spending longer and longer outside the house. What he found to photograph around our dull part of Cleveland is anyone's guess, for he never shared the spoils of his hunts with me or Fran. He had a rudimentary darkroom fashioned under the tiny stairway from black curtains and we'd often see his lumpy movements behind there through the summer evenings that year.

One afternoon, with the aunts chatting in the yard, I stole a peek in there but felt immediately a thief and slunk away having only glimpsed a couple of shots of the imposing bank on Peacock Drive that were still hanging up over the developing trays. (5\_\_\_\_\_\_) "Why can't we go into the dark?" she would ask. "Darkroom, Fran. It's called a darkroom." "I'm going to stop dad coming into my room," she would then argue with faultless logic and I would await her next outburst.

In early September, over dinner, my father announced that he'd selected his entry for the prestigious Cuyahoga County Photographic Fair, due to be held the following weekend. (6\_\_\_\_\_\_) "That's very exciting, Richard," she began, "after that, you can get back to looking after the family. It'll be wonderful to have you around again." He said nothing, but I could see the words had left their intended mark and we finished the meal in near silence. After the episode over dinner the week before, he hadn't spoken further of his choice of entry and had resisted all my probing questions. On the Saturday morning of the competition, I found my father's room, his study, the improvised darkroom, indeed the whole house, empty. Fran had gone to Warrensville Park with our aunts for the day. I passed the day walking barefoot across the sun dappled floorboards, often with Oscar meandering lazily behind. I saw that my father had packed up his darkroom, leaving only the long, black drapes in place. Fran had made her own "dark" under where her dolls house stood, which made me smile. Just after four, my father's Chevy pulled up outside. He let the screen door bang shut, met me in the hallway, smiled a boyish grin and said, "Let's get you kids some tea, what do you say? Franks and mac? I'll do it like your mom did." It was the first time he'd mentioned my mother in six weeks. I never saw the Leica again and he uttered not a single word about the competition. (7\_\_\_\_\_\_)

"Only eight years later, in the Cleveland Public Library, did I discover my father had finished seventh in the 1991 Cuyahoga County Photographic Fair. I never saw my father's photo, or even asked him about it. Only those that finished first, second and third were shown, but none of them could have compared to the image I gained of him that summer: that of a man in the midst of his greatest triumph."

1. and that may well have been his chief incentive
2. Fran, moody and teary in those days, found the whole thing bemusing and voiced her frustration daily.
3. Aunt Anne stopped eating.
4. Aunt Amy and Aunt Anne came around less and less often as fall approached.
5. my father wouldn't let us know, as was his way
6. My little sister could watch the goings on in that house for hours on end and barely murmur a sound.
7. It was only three days after her funeral.
8. I guess I just never had the right guidance.

**7. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**1.** This job is boring and badly paid.

**BUT**

Not only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it’s also badly paid.

**2.** Don’t laugh! My parents made me wear this coat.

**TO**

Don’t laugh! I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this coat by my parents.

**3.** ‘Were you injured during the match?’ Lucy asked me.

**IF**

Lucy asked me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the match.

**4.** I’d prefer to stay at home and watch a movie.

**RATHER**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home and watch a movie.

**5.** It’s getting late, so we should leave soon.

**BETTER**

It’s getting late, so we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ soon.

**6.** I would really like my own car!

**ONLY**

If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my own car!

**7.** Someone gave me a violin for my fifth birthday.

**WAS**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for my fifth birthday.

**8.** It was necessary for her to spend three weeks in hospital.

**HAD**

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ three weeks in hospital.

**8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**1.** I’ll lend you the money if you promise to pay me back.

**PROVIDED**

I’ll lend you the money \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to pay me back.

**2.** I stayed up late last night, so now I’m tired.

**IF**

I wouldn’t be tired now \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up late last night.

**3.** It was a mistake to spend £200 on a new bike.

**SPENT**

I ought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £200 on a new bike.

**4.** She said we should leave by five o’clock.

**ADVISED**

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by five o’clock.

**5.** I’ll only help if other people are willing to help too.

**UNLESS**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ other people are willing to help too.

**6.** It wasn’t necessary for me to get there early.

**BOTHERED**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there early.

**7.** ‘Everything will be OK,’ she assured me.

**THAT**

She assured \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OK.

**9. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**1**. Jane dyed her hair orange two months ago and it has been that color ever since.  
**FOR**  
Jane's hair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ two months.

**2**. Do you have any plans for next Wednesday evening?  
**DOING**  
What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ next Wednesday evening?

**3.** Please don't smoke in this room.  
**RATHER**  
I'd \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in this room.

**4.** Everyone thinks that someone murdered Harry.  
**WAS**  
It\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ murdered.

**5.** I visited Paris with the idea of improving my French.  
**TO**  
I visited Paris \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**6.** I didn't answer the phone, even though I knew it was my husband calling.  
**DESPITE**  
I didn't answer the phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ husband.

**7.** The weather was beautiful but we never went on the picnic.  
**OF**  
We never went on the picnic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weather.

**10. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

|  |  |
| --- | --- |
| I believe that science is greatly **(1)** \_\_\_\_\_\_\_\_\_\_\_\_\_ and not taken seriously enough in our society. **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_ research is essential if we want to continue to make progress and improve people’s lives. I don’t mean trivial things like **(3)** \_\_\_\_\_\_\_\_\_\_\_\_\_computer technology, which is just a fashion item. I mean the study of subjects like **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_,which can really transform the lives of disabled people by developing machines that can help them to live their lives. I really wish that all the **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_ who oppose science would stop complaining about science and would see the benefits that it can bring to all of us. | VALUE  SCIENCE  WEAR  ROBOT  TRADITION |

**11. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

|  |  |
| --- | --- |
| If you look at all the **(1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ developments that have taken place over the last fifty years, it’s quite amazing. We now have **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ systems that allow us to talk to each other and even see each other in real time anywhere in the world. More and more people have at least one computer among their personal **(3)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the benefits of this technology are too many to mention. However, there are some downsides. As well as physical problems such as  **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ strain injury from spending too much time at a computer keyboard, there are also psychological problems like internet addiction. Many **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are also concerned that we are using up the planet’s stores of rare metals in order to feed our demand for more technology. | TECHNOLOGY  COMMUNICATE  BELONG  REPEAT  ENVIRONMENT |

**12. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

|  |  |
| --- | --- |
| The ASA (Advertising Standards Authority) was set up to promote honesty in the advertising industry in Britain. This is certainly a **(1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ task, as it so easy now to **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ improve images to make products look better than they really are. The ASA has to decide whether such changes are OK, or whether they are **(3)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because they are misleading to the public. Anyone can make a **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the ASA if they feel that an advert is unfair, and the ASA will investigate. It is certainly **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to know that someone is keeping an eye on the advertisers. | CHALLENGE  DIGITAL  ACCEPT  COMPLAIN  REASSURE |

**13. Complete the text with ONE word that best fits each gap**.

For the last thirty years, it (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ become trendy for young people (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are between secondary school and university to take (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ year off from studying. Some go on long train (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ round the USA. Others go further, backpacking or hitchhiking to countries (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Vietnam or Sri Lanka. Cheap travel isn’t always comfortable or convenient. The kind of hostels backpackers have to stay at aren’t always ideal and it may be necessary to check for spiders or rats before (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bathroom. But the travellers get to visit fantastic places, meet interesting people and (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ enormous fun. Of course, school-leavers who have a conscience want to give back to the country they visit, (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is why today’s backpackers often take part in a volunteer work. For a fee, travel companies will arrange for students to teach English in poor places. Some people see all this as a (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of time. However, anyone taking a gap year needs to think about these matters carefully before they (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out.

**14. Complete the text with ONE word that best fits each gap**.

Most young people own gadgets like smart phones or tablets. They carry them around (1) \_\_\_\_\_\_\_\_\_\_\_\_ their pockets, or attach (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to their clothes. Not for much longer though, as designers have now (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in integrating tiny bits of technology directly into their clothing. (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fact, `cyberfashion` is the latest trend! One example, the Musical Jacket, is already in the shops. It (5) \_\_\_\_\_\_\_\_\_\_\_\_\_ controlled by a keyboard, also manufactured from fabric, which is connected to a tiny device that plays music. At present, you (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to touch a shoulder pad to hear the music. But in future, you will be able to operate (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ device just by turning your wrist or walking! For athletes, scientists have (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a smart shirt which measures your heart rate, body temperature and respiration rate! However, the most romantic piece of cyberfashion must be the Heartthrob Brooch. It is a piece of jewellery, made of diamonds and rubies, with two miniature transmitters. They (9) \_\_\_\_\_\_\_\_\_\_\_\_\_ the brooch glow in time to the beating of its wearer’s heart. If you meet someone gorgeous, your heart will beat faster - and your brooch will let everyone (10) \_\_\_\_\_\_\_\_\_\_\_\_\_ how you feel!

**15. Complete the text with ONE word that best fits each gap**.

I think I’m quite a fair person. As a rule, I don’t judge people by their appearance, gender or race. What I’m saying **(1)** \_\_\_\_\_\_\_\_\_\_that these allegations against me are completely unfair. Not only **(2)** \_\_\_\_\_\_\_\_\_\_I treat everyone equally, but I actively encourage minorities to apply for higher positions in my company. I don’t like **(3)** \_\_\_\_\_\_\_\_\_\_accused of discrimination, and I really don’t understand why these allegations have been made. Yes, I did dismiss Miss Haversham last month, but that wasn’t because of sexism. She just wasn’t doing her job properly. I **(4)** \_\_\_\_\_\_\_\_\_\_someone would explain what’s going on. **(5)** \_\_\_\_\_\_\_\_\_\_I known there would be all this fuss, I would have thought twice about asking Miss Haversham to leave.