

Use of English

Time: 45 minutes

Task 1

For questions 1-10, read the text below and think of the word which best fits each space. Use only ONE WORD in each space. In the first sentence (0) is done for you as an example.

Models for you

If you are a student, unemployed or retired (0) with time on your hands and fancy doing something you have always wanted to do but never had the confidence, a bit of modelling, perhaps, or appearing in your favourite soap opera, this could be the right time. (1)..... glamour nor good looks are necessary to (2)..... a go of it. Modelling agencies aren't just looking for beauty; they also need normal models to appear (3)..... TV aids, while similar candidates (4)..... wanted by casting agencies as extras for film and TV. (5)..... you are exceptionally lucky, you won't earn a huge amount, but it can provide the extra you need to get (6)..... on. Nor, as some may hope, (7)..... it likely to lead to a new career as an actor. But most people, though, do find it enjoyable and appreciate the chance to meet people.

Since you don't need experience or training, anyone has the potential to become an extra as (8)..... as you are reliable, available (9)..... short notice and are prepared to do any work that comes your way. If you think modelling is more your style, then your best bet is to approach one of the big model agencies that have real-looking people in their books. You'll be surprised at how much demand there is (10)..... "the average person" from the advertising world.

Task 2

For questions 11 – 15 fill in the gaps by finding one verb which FITS IN THREE SENTENCES. (0) is done for you as an example.

<p>0. Why does the teacher always _____ on me? I'm not the only one who comes late. She decided to _____ out a red scarf to go with her dress. Could you _____ them up from school tonight?</p>	<p><i>pick</i></p>
<p>11. In the afternoon the rain really _____ in and we had to cancel our trip. I took my bike to the shop because I've got no idea how to _____ about repairing a puncture.</p>	

<p>I have a small trust fund, which was _____ up by my grandfather.</p>	
<p>12. I think our plan to build an extension on the house is going to _____ off. It was too hot in the shops, I fainted and it took me a minute or two to _____ round. Don't let one little quarrel _____ between you.</p>	
<p>13. He stole thousands of pounds from the company and managed to _____ away with it. The idea is good, but now you should try to _____ it across to the boss. Persuade him to talk to investors. The new machine has not arrived yet. So we'll have to _____ by without it.</p>	
<p>14. The fire brigade couldn't _____ out the fire for five hours. Don't tell him all the unpleasant aspects of the work – you'll _____ him off. It's a good idea to _____ aside a sum of money to cover unexpected expenditure.</p>	
<p>15. Look at the photo. She really seems to _____ after her mother. He watched the plane _____ off and disappear in the sky. I won't _____ up any more of your valuable time.</p>	

Task 3

For questions 16-20 combine the beginnings of the idioms (A-F) with their endings (a-h) from the box below. There are two endings that you do not need. Then match the meaning of the phrases (16-20) to corresponding idioms. (0) is done for you as an example.

Example: 0. To cost a fortune – Bh

	a one's head round something
A to stay on	b hand to mouth
B to cost	c the back
C to get	d your own two legs
D to stab someone in	e one's toes
E to get out of	f the back of your hand
F to live from	g hand
	h an arm and a leg

16. To understand the reasons - _____

17. To become difficult to control - _____

18. To be on the alert - _____

19. To earn only just enough money for food - _____

20. To betray someone - _____

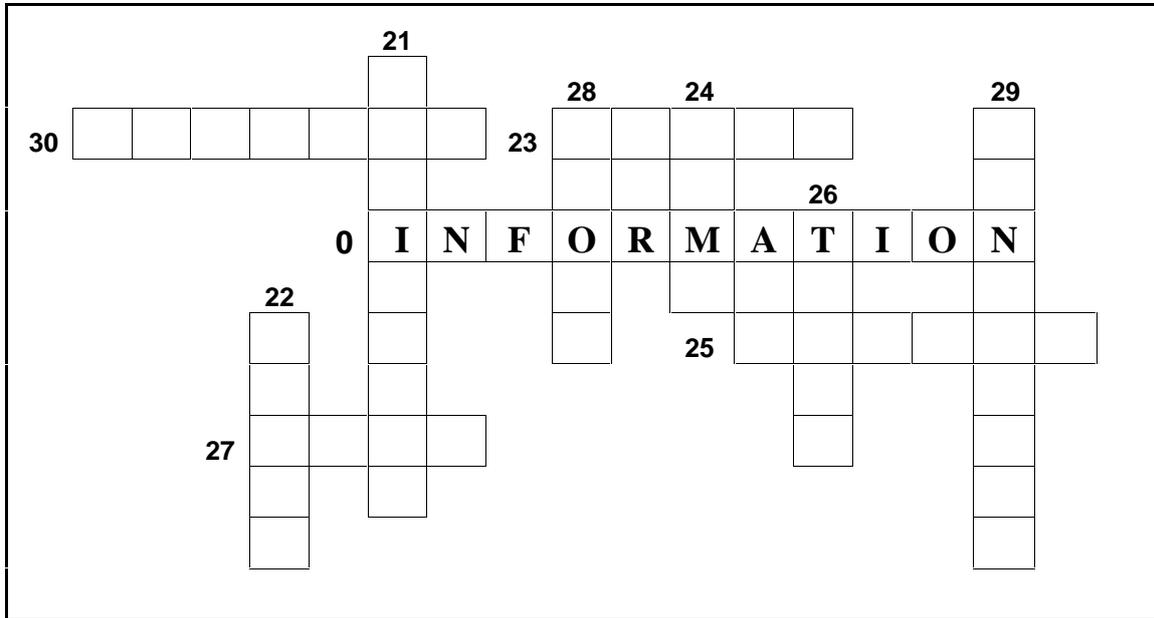
Task 4

For questions 21 – 29 read the text about computers and solve the puzzle by putting the missing words into the crossword below. The first word (0) is done for you as an example.

The main advantage of computers is that it's easy to find out **0 (across)** like how to travel somewhere. This means that people don't need to look in books or newspapers. However, there is too much information **21 (down)**. The further disadvantage is that people **22 (down)** their computers away after a few years. This results in a lot of **23 (across)**.

At the **24 (down)** time there are a **25 (across)** of advantages for children such as being able to play games. In addition computers make learning more fun. But this leads to children spending too much time on the computer. It is easier to stay in **26 (down)** with friends by emails. Another advantage is that you can send photos. It leads to people sending emails rather than talking to each other. I sometimes think people **27 (across)** on computers too much and if a computer goes **28 (down)**, for instance in a hospital, it might be **29 (down)**.

In conclusion, I think computers **30 (across)** our lives in lots of ways and the advantages are more important than the disadvantages.



Task 5

For questions 31 – 35 match the utterances (31-35) on the left to their actual meaning (A-L) on the right. The first utterance (0) is done for you as an example. There are **SIX EXTRA VARIANTS IN THE RIGHT-HAND COLUMN**, which should not be used.

Example: 0. L.

Utterances	Meanings
0. "Don't forget you have to do it".	A. She reassured to do it. B. She encouraged to do it. C. She warned not to do it. D. She asked to do it E. She announced not to do it. F. She promised to do it. G. She persuaded to do it. H. She advised to do it. I. She urged to do it. J. She suggested doing it. K. She decided to do it. L. She reminded to do it.
31. "You really must do at least four hours' training a day".	
32. "Please do it. It will help us to improve the atmosphere in the office".	
33. "Come on – you can do this. You are just as good as we are".	
34. "I'd do it if I were you."	
35. "Could you do it, please?"	

Task 6

For questions 36-40, complete a CHAT OF BRITISH TEENAGE FRIENDS with the phrases from the box below. There are SIX EXTRA VARIANTS in the box, which should not be used. (0) is done for you as an example.

A	Are you alright?
B	do me a favour
C	falling on my face
D	identify
E	How is your night treating you?
F	netflixed it
G	not doing well
H	What's up?
I	save me a lot of grief
J	had a unique opportunity to rent it online
K	What are you doing today?
L	easily spot

A: Hi, Mike! You look tired. (0) H?

B: Hey Matt. Completely worn out after my History exam. (36)_____ ?

A: The same old story. I have an exam tomorrow in my Literature course and I need a final cram session so as to avoid (37)_____ in the test.

B: What book do you have there?

A: Oh, it's the Da Vinci Code.

B: The Da Vinci Code? I just (38)_____ last week.

A: Really? So you can (39)_____ by letting me watch it instead of reading it!

B: You'd better read it. Your professor will (40)_____ which students took the easy way out by renting the film.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Speaking

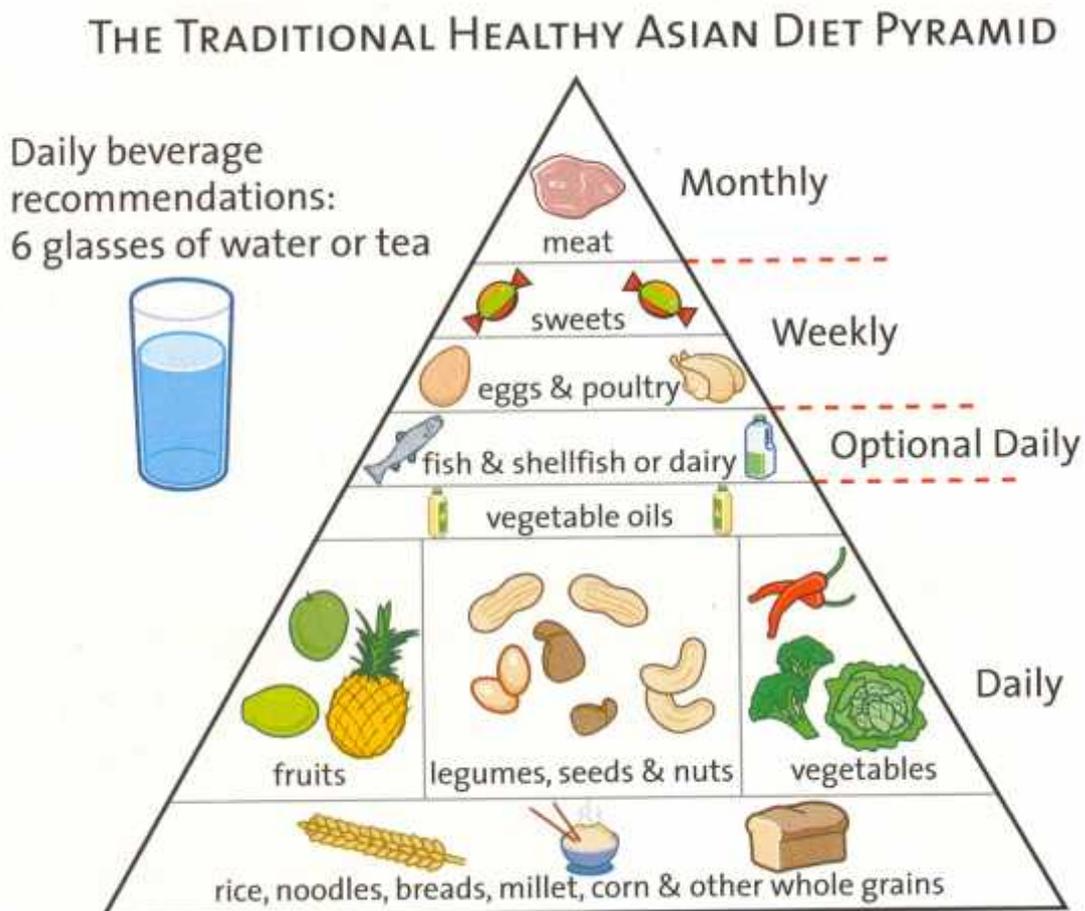
Set 1

Student 1

Task 1

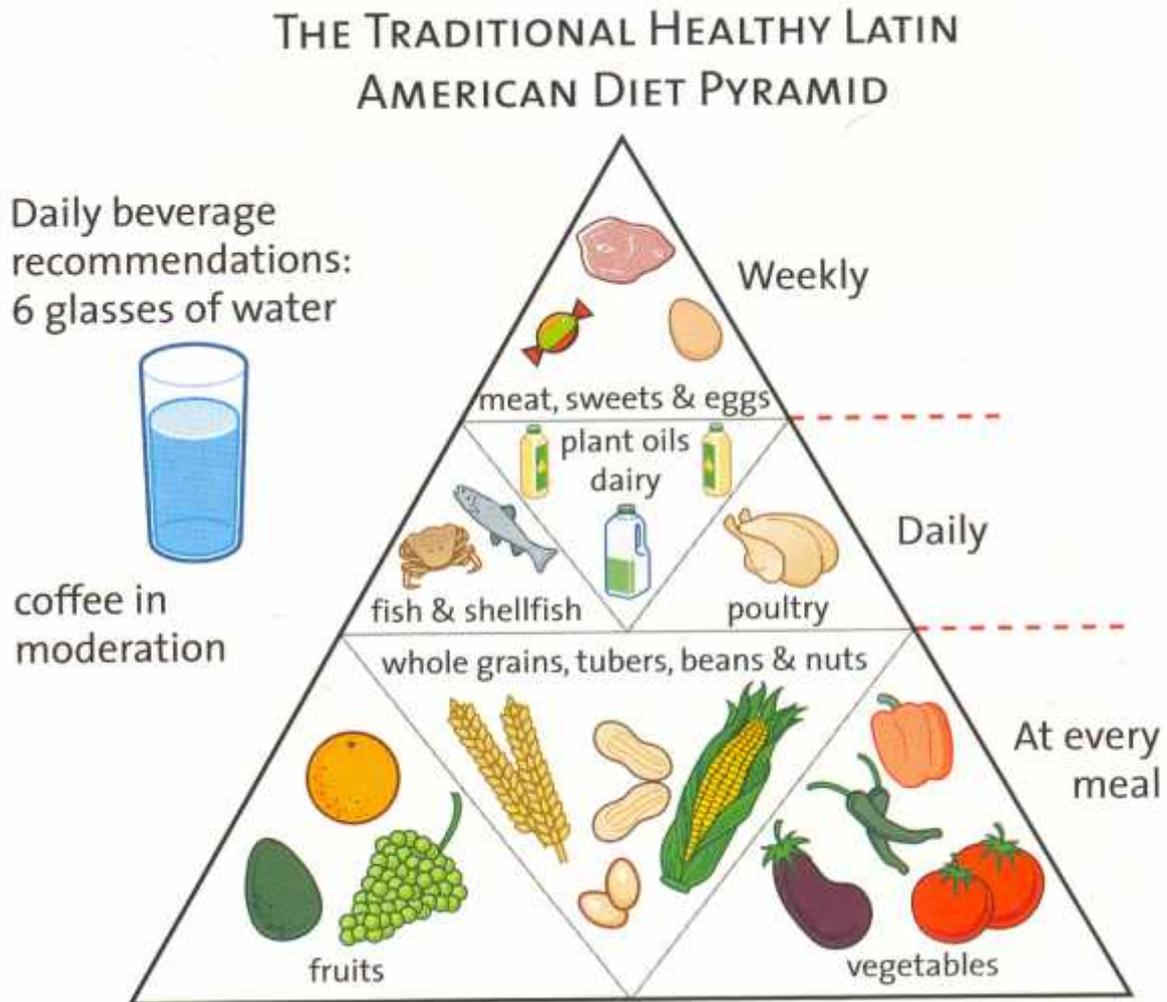
Deliver a mini report, using the information from CHART 1 (Monologue; Time: 1,5 - 2 minutes).

Then answer 3 questions of your partner, using the information from CHART 1 (Dialogue; Time: 2 minutes). Your answers will be recorded.



Task 2

Listen to the report of your partner, based on CHART 2, and ask 3 questions about the information presented in CHART 2 (Dialogue; Time: 2 minutes). Your answers will be recorded.



Speaking

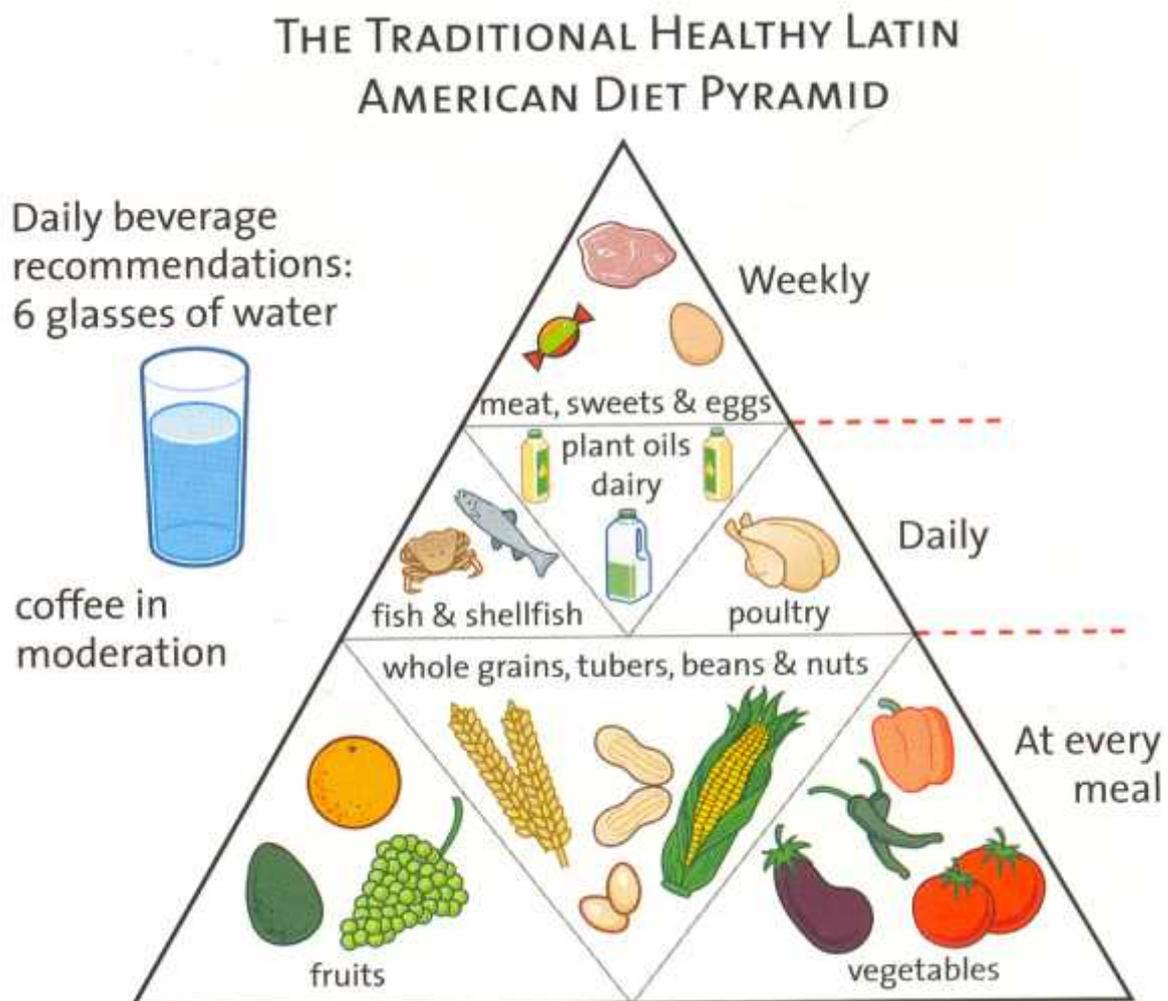
Set 1

Student 2

Task 1

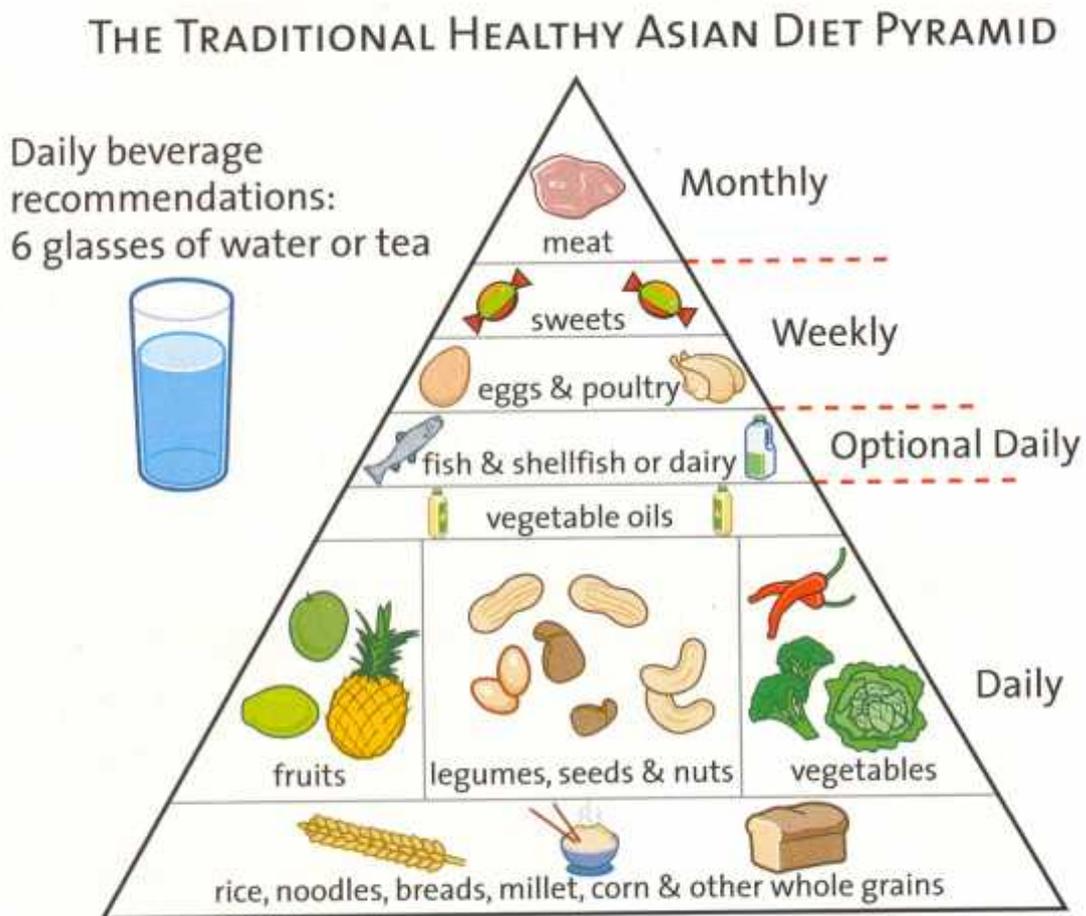
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Task 2

Listen to the report of your partner, based on CHART 2, and ask 3 questions about the information presented in CHART 2 (Dialogue; Time: 2 minutes). Your answers will be recorded.



Listening Comprehension

Task 1

Listen to the interview and decide who – Ann (A), Jim (B) or both of them (C) the following statements refer to. You will hear the interview twice.

		Ann	Jim	Both
1	First got married in 1967	A	B	C
2	Was senior in high school when met the future spouse	A	B	C
3	Lived in a small town when met the future spouse	A	B	C
4	Had a sister who was three years older	A	B	C
5	Studied in a medical school	A	B	C
6	Was thinking about a job in Philadelphia	A	B	C
7	Was encouraged to do something about the marriage by an old lady from a church	A	B	C
8	Had to travel to New York to see the future spouse	A	B	C
9	Lost father a few years before marriage	A	B	C
10	Is/Are happy in marriage	A	B	C

Task 2

Listen to a part of a lecture and decide whether the following statements are True (A) or False (B). You will hear the text twice.

	According to the lecturer...	True	False
11	... immune system cannot be controlled by person's mind.	A	B
12	... stress compromises immune systems.	A	B
13	... thought of exam may signal for depression of a student's immune system.	A	B
14	... medical professionals ignore mind's effects on the body.	A	B
15	... elderly people should be kept in nursing homes.	A	B
16	... study in the nursing home proved that self-confident people tend to be healthier.	A	B
17	... headaches and sleeplessness are caused by person's mind	A	B
18	... relaxation techniques may help to reduce high blood pressure	A	B
19	... mind could be more efficient than medication	A	B
20	... we'll never understand how mind influences the body	A	B

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

Listening Comprehension

LISTENING COMPREHENSION SCRIPT

Time:16.25

Task1

Listen to the interview and decide who – Ann (A), Jim (B) or both of them (C) the following statements refer to. You will hear the interview twice.

Interviewer: Ann, how long have you and Jim... how long have you been married?

Ann: Thirty-one years, Thirty-one years, right? We got married in 1967. December 1967.

Interviewer: Hmm. And that's a long time!

Ann: It is a long time.

Interviewer: Um, so I wanted to ask you, how did you initially get interested in each other?

Jim: We met when, uh, I was a senior in college and Ann, uh, was a senior in high school. And she lived in a small town about seven miles from where I was studying, and I was attending the same little country church where she and her family went, and that's how we met.

Ann: uh-huh.

Interviewer: So, Ann, you were a high school senior.

Ann: That's right – I was sixteen.

Interviewer: Here was this older man!

Ann: I was sixteen years old and I just thought he was the best person I'd ever met in my life. I just fell head over heels in love with him immediately at age sixteen. But at age sixteen you usually fall head over heels in love with a lot of people. But this one stuck, and I had to wait eleven years before he actually proposed and we got married, which is kind of a long time.

Interviewer: Yeah!

Ann: But at age sixteen, I certainly wasn't ready to get married anyway. My, one of my greatest fears after I met him and decided pretty much then and there that he was the man I wanted to marry – but my greatest fear was that he would marry my sister, who was three years older than I am and therefore more his age, and I was so relieved when my sister married someone else.

Interviewer: Now, did Jim give you any encouragement? I mean, eleven years, that's a lot time to wait.

Ann: Verrrry little.

Interviewer: Well, Jim, uh, were you as interested in Ann from the beginning as she was in you?

Jim: Yes, I was, but I wasn't very good at showing it, I think, sometimes. And I really, I really realized after I finished medical school and I was doing my internship out in Seattle-

Ann: Now this was ten years after we met.

Jim: That I, there was a big hole in my life, and I realized what that hole was – that I didn't have, didn't have Ann with me, and so I came to New York while Ann was getting her master's degree in Columbia. She'd just come back from two years in the Peace Corps in Ethiopia. And, uh, I brought many pictures of Seattle to show her cuz I understood she was considering a job in Philadelphia – teaching – when she finished. So, I brought all these pictures of Seattle –what a beautiful place it is – and, to encourage her that this was where she should come and, uh-

Interviewer: A rather oblique proposal!

Jim: Kind of oblique. But then the next spring I was visiting back in New York and I got a call from this wonderful older lady in our church – Aunt Amy was her name – and Aunt Amy called up and she said, “If you’re really interested in that Ann, you’d better get yourself down here cuz she might go off and marry one of the Peace Corps people she worked with.”

Ann: That’s true.

Jim: Well, I got right in the car and I drove sixty-seven miles down to her home and I asked her mother – her father had died some years before – and I asked her mother for permission to-

Ann: This is true.

Jim: To have Ann’s hand and, uh, she was very-

Ann: She was very happy!

Jim: Very pleased. And then I proposed to Anna!

Interviewer: And Ann was very happy!

Ann: Ann was very happy!

Jim: And I was very happy!

Interviewer: Yeah!

Ann: It was a long time coming, but it was very much worth to wait. But I realize that there were several times when I came very close to marrying someone else, and I, I feel very fortunate that I, that I-

Interviewer: Yeah! That you waited

Ann: Yeah!

<Pause 20 seconds>

Listen to the text again.

<Text repeated>

<Pause 30 seconds>

Task 2

Listen to a part of a lecture and decide whether the statements 11-20 in your booklet are True (A) or False (B). You will hear the text twice.

And some of the, um, studies on humans also support this idea that the mind can control the immune system. We know that, uh, we know that people under great stress – when we analyze some of the immune functioning – we know that right before they experience a stressor, uh, their immune systems become compromised – for example, accountants before tax time and students before final exams. So if you think in terms of classical conditioning, you know, uh, like Pavlov and his experiments with dogs, uh, in our case the mental stress of just thinking about the exam or just thinking about being very busy at work is acting like Pavlov’s bell – acting as a conditioned stimulus to depress the immune system.

We’re finding that today in the medical field more and more health care professionals are responding to this research and agreeing that the mind can have a powerful effect on the body, that this effect is especially negative when a patient feels helpless, feels he has no control. Um, elderly people in nursing homes. We know that, uh, there was one study done on nursing home residents: one group of elderly people who felt that they were in control of their lives and made the choice to be there; another group that was, uh, that felt that they were placed there by their family members, and who really didn’t want to be there and felt out of control were much more likely to get sick and to die, to lead unhealthy lives, while the ones who felt in control tended to be healthier.

And, uh, another way in which the mind can exert a positive influence on the body is in the case of problems like headaches, sleeplessness, uh, even high blood pressure. Um, more and more health care providers are teaching patients to control these by simple relaxation techniques, which can be very effective – more effective than medication. So, there's, um, real exciting implications with this work that, uh, we're getting closer to understanding how powerful the mind is in controlling the body.

<Pause 20 seconds>

Listen to the text again.

<Text repeated>

<Pause 30 seconds>

Listening comprehension part is over. Transfer your answers to the Answer Sheet!

Reading Comprehension

Time: 45 minutes

Text 1

You are going to read an article about the life of John Paul Stapp. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

JOHN PAUL STAPP: THE FASTEST MAN ON EARTH

Captain John Paul Stapp, already a medical doctor, began his scientific career in the 1940s studying the negative effects of high altitude flight, issues absolutely critical to the future of aviation. How could men survive these conditions? The problem of the bends, the deadly formation of bubbles in the bloodstream, proved the toughest, but after 65 hours in the air, Stapp found an answer. If a pilot breathed pure oxygen for thirty minutes prior to take-off, symptoms could be avoided entirely. This was an enormous breakthrough. The sky now truly was the limit. The discovery pushed Stapp to the forefront of the Aero Med Lab and he abandoned his plans to become a pediatrician, instead deciding to dedicate his life to research. The Lab's mandate, to study medical and safety issues in aviation, was a perfect match for his talents. It was the premiere facility in the world for the new science of biomechanics.

Stapp was assigned the Lab's most important research project: human deceleration. This was the study of the human body's ability to withstand G forces, the force of gravity, when bailing out of an aircraft. In April 1947, Stapp traveled to Los Angeles to view the 'human decelerator', a rocket sled designed to run along a special track and then come to a halt with the aid of 45 sets of normal hydraulic brakes, which slowed it from 150 miles per hour to half of that speed in one fifth of a second. When it did, G forces would be produced equivalent to those experienced in an airplane crash. The sled was called the 'Gee Whiz'. Built out of welded tubes, it was designed to withstand 100 Gs of force, was beyond the 18 Gs that accepted theory of the time thought survivable. Early tests were conducted using a dummy called Oscar Eightball, but Stapp soon insisted that conditions were right to use himself as a human guinea pig.

Exercising a modicum of caution on the first ride in December 1947, Stapp used only one rocket. The Gee Whiz barely reached 90 miles an hour, and the deceleration was only about 10 Gs. So Stapp began to increase the number of rockets, and by August 1948, he had completed sixteen runs, surviving not just 18 Gs but a bone-jarring 35 Gs. Beaten, bruised and battered though he was by the tests, Stapp was reluctant to allow anyone else to ride the Gee Whiz. He feared that if certain people, especially test pilots, were used, their hot-headedness might produce a disaster. Volunteers made some runs, but whenever a new approach was developed, Stapp was his own one and only choice as test subject. There was one obvious benefit: Stapp could write extremely accurate physiological and psychological reports concerning the effects of his experiments.

Yet while the Gee Whiz allowed Stapp to answer the existing deceleration questions, new ones emerged. What could be done to help pilots ejecting from supersonic aircraft to survive? Stapp set out to find the answer on a new sled called Sonic Wind No. 1, which could travel at upwards of 750 miles per hour, and withstand an astonishing 150 Gs. In January 1954, Stapp embarked

on a series of runs leading to his 29th and final ride, which took him to above the speed of sound, protected only by a helmet and visor. And when the sled stopped, which it did in a mere 1.4 seconds, Stapp was subjected to more Gs than anyone had ever willingly endured. He wasn't just out to prove that people could survive a high speed ejection, he was trying to find the actual limit of human survivability to G force. As Stapp's friend, pilot Joe Kittinger put it: 'It was a point of departure – a new biological limit he was going to be establishing on that return'.

Stapp's life was never the same after that successful run on 10 December 1954. Dubbed 'The Fastest Man on Earth' by the media, his celebrity rose to dazzling heights. Stapp graced the pages of magazines, and became the subject of a Hollywood movie. If the attention was a bit much for the soft spoken Lt. Colonel Stapp, it nevertheless provided him with an opportunity he had longed for – to promote the cause of automobile safety.

For even in the earliest days of the Gee Whiz tests, Stapp had realized that his research was just as applicable to cars as it was to airplanes. At every opportunity, Stapp urged the car industry to examine his crash data, and design their cars with safety in mind. He lobbied hard for the installation of seat belts and improvements such as soft dashboards, collapsing steering wheels, and shock absorbing bumpers. 'I'm leading a crusade for the prevention of needless deaths,' he told Time magazine in 1955.

Stapp's work in aeronautics and automobiles continued right up until his death in 1999 at age 89. He had received numerous awards and honors. But the best was the knowledge that his work had helped to save many lives, not just in aviation, but on highways around the world.

1. What does the writer mean when he says 'The sky now truly was the limit'?
- A Stapp had set an unassailable scientific record.
 - B All previous restrictions on flight had been removed.
 - C Pilots could now be trained to fly at greater altitude.
 - D A new design was needed for high-altitude planes.
2. What assessment of Stapp's skills does the writer make in the first paragraph?
- A His scientific skills were superior to those of his contemporaries.
 - B He was able to solve scientific problems at great speed.
 - C He was able to prove a theory set out by others.
 - D He was ideally qualified for employment at Aero Mad Lab.
3. What was surprising about the construction of Gee Whiz?
- A It incorporated a revolutionary new kind of brakes.
 - B It was initially designed to function without a passenger.
 - C It could withstand exceptionally high G forces.
 - D It was not built of conventional materials.
4. Why did Stapp usually insist on doing test runs on Gee Whiz himself?
- A He felt his powers of observation were superior to those of other people.
 - B He was aware that some people were psychologically unsuited to the tests.
 - C He had little faith in the overall safety of the equipment.
 - D He thought it was unethical to recruit people for a dangerous task.
5. What was the significance of the experiments on SonicWind No. 1?
- A They broke all previous speed records.
 - B They gradually improved deceleration times.

- C They set new limits to human potential.
 D They proved that people could survive high speeds.
6. How did Stapp respond to becoming a celebrity?
 A He avoided appearing in public if he could.
 B He was embarrassed by the extent of his fame.
 C He responded gracefully to the demands of fame.
 D He made use of his fame to achieve a goal.
7. In this text, the writer implies that Stapp's main motivation was
 A a desire to minimise loss of life.
 B a spirit of adventure.
 C a quest for knowledge.
 D a wish to be remembered after his death.

Text 2

You are going to read an essay about travel writing. For questions 8-20, choose from the sections A-E. The sections may be chosen more than once.

Which section mentions the following?

How concrete detail may inspire creativity?

8

an experience so overwhelming that it left people speechless

9

the compelling nature of youthful impressions

10

travel writing being a useful tool for a writer to express his ideas with

11

the way in which human beings attempt to understand the world around them

12

the writer's attempts to emulate his respected peers

13

the elusive quality of human talent

14

something that is unlikely to be missed when it does not exist

15

by its nature travel writing cannot be impersonal

16

an ability to ignore the harsh realities of a place

17	
----	--

the dual motivation behind the writer's exploration of what he sees

18	
----	--

a contrast between two responses to the world

19	
----	--

a misinterpretation of the significance of an experience

20	
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TRAVEL WRITING

John Biggin is an American who has been inspired to travel and to write about travel since he was a child. This is an extract from one of his essays.

- A** Great travel writing is infused with a sense of wonder. A phenomenon that cannot be conclusively defined, it remains best comprehended by its effects. A great narrative of travel is the product of a writer for whom the given subject is but a convenient focus - a chance to draw upon a personal vision that exists before and after any number of its expressions. Unfortunately, a sense of wonder cannot be taught or learnt. Rather it is something like a musical sense - if not quite a matter of absolute pitch, then a disposition, something in the genes as different from judgment as the incidence of brown eyes or blue. When it's there, its presence is indisputable; when it's absent, it's not likely to be grieved over.
- B** Some years ago, I spent a few days in Beirut - one of them on an excursion to Baalbek to see the great temple of the sun associated with its ancient name, Heliopolis. The trip was made in a minibus full of strangers with a Lebanese driver. When our visit to the gigantic ruins was over, we squeezed back into our seats in a stunned silence that seemed the only appropriate response to such awesome magnificence. This spell lasted for many miles, broken, finally, by the muffled syllables with which each of us tried to describe the indescribable. The last to open her mouth was an American who finally uttered the immortal words: "What I want to know," she said, "is how our tour company finds these places."
- C** In order for the sense of wonder to express itself, it must, professionally speaking, call upon the spirit of investigation. Whereas wonder is a receptive state which simply widens or contracts in response to stimuli, the spirit of investigation is active, charged with curiosity, avid to know how and why things come to be, how they work, to what they may be compared, how they fit into any scheme that may render them comprehensible. It is a spirit concerned with something that can be translated, first for love and then for as much cold cash as may be extracted from the editors of glossy journals. Functioning at its best, the spirit of investigation relates the observer to the observed and makes the exotic familiar.
- D** By description, measurement, and statistics, the spirit of investigation allows the writer's sense of wonder to go to work. The writer is thus able to unite subjective thoughts with objective evidence, to connect the poetry with the prose and so nudge travel writing away from its current status as a consumer report into a literary genre. And since all

travel writing is, inescapably, a form of autobiography, I'd like to cite a few instances, a few fortunate moments when, indulging my own sense of wonder and driven by the spirit of investigation, I tried to find a balance that would justify my pretensions to a place somewhere in the vicinity of those writers whose chronicles of travel experience I most admire.

- E** Of all the images that passed before my eyes in mid-childhood, two affected me like summonses. One was a colored illustration on the cover of a geography book of the young Christopher Columbus, the man who discovered the Americas, richly dressed in velvet, gazing westward from a deepwater dock in Genoa. There, I thought, was a boy no older than me who, just like me, had the whole world in his head and still looked forward to another. The second was a painting of what seemed to me a celestial city. Situated at the conjunction of a river and an ocean, it was the scene of dazzling energy as flotillas of ships steamed in and out, railroad trains snaked across lacework bridges, and airplanes with open cockpits soared above steeples and tall smokestacks. I knew at first glance I had seen the city of my dreams. The fact that it would turn out to be New London, Connecticut - industrial New London! - did nothing to diminish that first impression. Whenever I'm in New London, and that is often, I simply paste my old fantasy over its reality and go on my way.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET