

# EXAM SKILLS FOR TEACHERS AND LEARNERS OF ENGLISH **PRACTICE TESTS**

A Comprehensive Test  
Preparation For:

- Teachers
- Students

**KOMIL DJALILOV**

with Answer Keys and Writing Samples

Audio Disc included



Komil Djalilov

**EXAM SKILLS FOR TEACHERS AND  
LEARNERS OF ENGLISH:  
PRACTICE TESTS**

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**Editor:**           **Nargiza Kuchkarova**  
MA TESOL, University of St Mark and St John, Plymouth, UK

**Reviewers:**   **M. T. Iriskulov, Ph.D.**  
Head of Department of Standards and Educational Programs  
Uzbekistan Scientific-Practical Center for Developing  
Innovative Methods of Teaching Foreign Languages

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

**Jothy Narayanasami**  
Director, School of English and Education  
PSB Academy Singapore

“Exam Skills for Teachers and Learners of English: Practice Tests” is intended to provide additional support for teachers and learners of English in preparing for National Tests of Foreign Language Proficiency administered by State Testing Centre (DTM). It contains practice tests for all sections of examinations: reading and listening comprehension, vocabulary and grammar, writing and speaking, and can be used as a workbook for “Exam Skills for Teachers and Learners of English”, or as a separate resource book. It can also be useful for candidates taking international language proficiency exams.

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Barcha huquqlar himoya qilingan. Ushbu nashr yoki uning biron-bir qismini muallifning yozma roziligisiz qayta chop qilish, nusxa ko'chirish, har qanday shaklda (bosma, elektron va hokazo) hamda har qanday vositalar yordamida tarqatish taqiqlanadi.

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The book contains 19 tests on Reading, 23 tests on Listening, and 16 tests on Lexical and Grammar Competences (all with the answer keys) as well as sample tasks for writing letters, argumentative essays, reviews and summaries (with sample answers). You can also find sample questions for speaking. The sections in this book follow the sections of the book "Exam Skills for Teachers and Learners of English" and can be used as a work-book for additional practice when using "Exam Skills for Teachers and Learners of English" as a course-book to prepare for National Tests of Foreign Language Proficiency administered by State Testing Centre (DTM). At the end of each set of tests, there is a table to record and check your answers, and note your progress. The table at the end of the book provides information on how tests in the book map with different sections of National Tests of DTM.



## READING PRACTICE TESTS

- matching headings;
- multiple-choice questions;
- matching;
- "True - False - No Information";
- gapped texts.

### MATCHING HEADINGS QUESTIONS: TEST 1

#### Questions 1-10

Match the following headings (A-L) to the texts (Q1-Q10).

Note: *There are two extra headings which you do not need to use.*

#### List of Headings:

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| A) Changing Habits                   | B) Choose Proper Nutrition       |
| C) Diet Dangers                      | D) Don't Ignore Warning Signs    |
| E) Eating Out                        | F) Fat People Are at Risk        |
| G) Food Safety                       | H) Plan Your Diet Carefully      |
| I) Popular but Useless               | J) Staying in Shape is Important |
| K) Turn a Bad Habit into a Good Idea | L) Use Alternative Medicine      |

**Q1.** A quick look at junk food facts tells us junk food and diets do not go hand in hand. Junk foods are also called 'empty calorie' foods and have no nutritional value. Nevertheless, they are enjoyed by lots of people because of their simplicity to manufacture, consume and, of course, their taste. Chocolates, burgers, pizzas, potato wafers and fries will surely find their way into everyone's heart.

**Q2.** Do you mainly exercise for a few weeks in January before you forget your New Year's resolution, and then again when you realise your summer holiday is around the corner? You'd not be alone, but keeping fit is something you should do all year round. You might not be particularly bothered about your appearance or your weight, but keeping fit is as much about what's on the inside as it is what's on the outside.

**Q3.** Families are cooking more meals at home, cutting back on take away in the face of the economic downturn. In addition to cutting back on take away and eating out, families have begun cooking more vegetarian meals and were adding vegetables, lentils and baked beans to allow them to cut back on meat quantity. Consumers also indicate that they are likely to prepare meals that can be spread across more than one mealtime.

**Q4.** Hey, couch potato! Don't feel guilty indulging in serials or reality shows — use the commercials as an excuse to burn calories. There is probably an average of 15 minutes of commercials in an hour-long program. If you exercised through each commercial break during just two hours of TV, you'd already have met the recommended amount of daily exercise necessary to reduce health risks.

**Q5.** In recent years it has become common practice for celebrities and stars to publicize food products. Businesses take advantage of consumers' mentality of 'following the stars' and invite celebrities and stars to perform 'false advertising' so as to mislead or even deceive consumers. The law stipulates that those who publicize 'faulty food products' will share responsibility with food producers and sellers.

**Q6.** It's actually easy to make good choices at a fast-food restaurant or the cafeteria. Most cafeterias and fast-food places offer healthy choices that are also tasty, like grilled chicken or salads. Be mindful of portion sizes and high fat add-ons, like dressings, sauces or cheese. Most restaurant portions are larger than the average serving of food at home. Ask for half portions or take half of your dish home.

**Q7.** Pain is our body's means to indicate that something is wrong and requires immediate attention. Pain for a short time can be taken care of by a painkiller but if the soreness is lingering for too long, then it requires proper medical expertise. Sometimes life menacing problems have back pain and joint pain as symptoms and can, if neglected, do permanent damage.

**Q8.** There are numerous problems associated with obesity. It is not just a cosmetic problem but also a health hazard. Doctors generally agree that the more obese a person is, the more likely he or she is to have health problems. This is because obesity has been linked to several serious medical conditions. People who are overweight can gain significant health benefits from losing weight.

**Q9.** Think about your car — the higher the grade of the fuel you put in it, the better it runs. Your body works the same way. If you eat healthy foods, you'll be healthier and feel better. Eating well is easy if you're aware of what foods are best for you. But don't worry! Eating healthy food doesn't mean eliminating every single thing you love from your diet.

**Q10.** Vegetarian diets can be very healthy, but eating a balanced diet when you are vegetarian usually requires a little extra attention. Because vegetarians eliminate certain foods from their diets, they often need to work to add foods into their diet that will provide the nutrients found in meat products. If properly planned, vegetarian diets can provide all the nutrients you need.

## MATCHING HEADINGS: TEST 2

### Questions 1-10

Match the following headings (A-L) to the texts (Q1-Q10).

Note: There are two extra headings which you do not need to use.

#### List of Headings:

- |                           |                         |
|---------------------------|-------------------------|
| A) Chemistry in tennis    | B) Stress or relaxation |
| C) Footballer's diets     | D) Ideal football shape |
| E) Length matters         | F) Losing control       |
| G) Puree instead of pasta | H) Quick reaction       |
| I) Referee's perspective  | J) Too fast             |
| K) Training the mind      | L) Welsh roots          |

**Q1.** Good footballers must have something in their genes. Scientists have discovered a link between the length of a footballer's ring finger and their ability as a player. They compared the ring and index fingers of top players. Players whose ring fingers were longer compared to their index fingers were more likely to be elite players. Some of the players found to have long ring fingers are Bryan Robson, Ossie Ardiles, Glenn Hoddle, Sir Stanley Matthews and Gazza.

**Q2.** In the past, footballers used to have a big fried breakfast –or even a roast dinner-before a football match. In the new era of professional football, the menu of modern players has been radically reformed. Arsenal manager, Arsene Wenger, is known for his scientific method of feeding his team. When he first came to the club in 1996, he at once changed the players' dinner menus. Sugar, red meat, chips, fried foods and dairy products were out. Vegetables, fish, chicken and plenty of water were in.

**Q3.** French diet specialists heavily criticized the pre-match diet of the England players in Euro '96. Their menu of tomato soup and spaghetti was said to be more likely to produce wind than a win. Potatoes, according to French scientists, make the best meal on the day of a game. They have glucides, which give the player a lot of energy. They also include useful vitamins. According to one piece of research, a player should eat 200-300 grams of mashed potatoes, boiled for 20 minutes, exactly three hours before going to the game.

**Q4.** These days, footballs are made in a design based on the 'Buckminster Ball'. The American architect Richard Buckminster Fuller came up with the design when he was trying to find a way for constructing buildings using a minimum of materials. The ball is a series of geometrical figures, which can be fitted together to make a round body. The modern football is in fact a Buckminster Ball consisting of 32 pieces. When they are joined together and filled with air they make a perfect sphere.

**Q5.** Research has shown that watching the World Cup is good for our health- even if your team goes out on penalties. The scientists suggest that a common interest and a nationalistic pride are very important. The competition makes people less concentrated on their own problems. They are also more patient and can cope with crises much easier. Watching football can, however, also be disappointing, especially when it comes to the decisions of referee and officials. Besides, watching penalties can be very nervous.

**Q6.** By now Wimbledon has become a popular national festival, together with Ascot and the Cup Final. Many people in Britain don't know that tennis was first played in Wales. It was there, in 1873, that Major Walter Wingfield played a game with the recently invented rubber balls and enjoyed it so much, that he decided to develop the standards of the game. He published the first book of tennis rules later that year. The first Wimbledon championship was held a few years later in 1877 and the British Lawn Tennis Association formed in 1888.

**Q7.** Good mental preparation is necessary for professional tennis players. In a long match they can be on the court for several hours with nobody to talk to. There can be hundreds of stops from the crowd, their opponent and, especially at Wimbledon, the rain. Players need to practice methods for improving their concentration and for motivating themselves when the game is going against them. They are often taught to imagine some situations, such as a tense tie-break. Then they imagine what to do with it.

**Q8.** Many players find it impossible to stay calm in the stressful situation of a long tennis match and let their temper out. John McEnroe was famous for his quarrels with referees. Several players have been given warnings for throwing the racket or swearing. Some players lose matches they could easily win because their mind lets them down. Pat Rafter said that he couldn't breathe in his 2000 Wimbledon final. The stress of being near the victory can be too much for a person.

**Q9.** The power of today's tennis game is only partly created by the athletes themselves. Much of it comes from their rackets. New designs mean players can hit the ball with more speed and accuracy than ever before. It started in the 1970s when the traditional wooden racket was replaced with metal. Since then different materials have been used. Graphite has made the biggest influence. Now the graphite can be mixed with materials such as boron and titanium to produce even stronger, and lighter, rackets.

**Q10.** Speed isn't always a good thing. Many fans are complaining that the speed of the game is making tennis boring to watch. After two years of testing, a new ball has now been invented which could slow down tennis and make it more exciting to watch. The ball is put together in exactly the same way as the one used now, but is 6% larger in diameter. The bigger ball gives the receiver 10% more reaction time in which to return the serve. So the number of aces – serves in a match that the receiver fails to return – will be far fewer.



### MATCHING HEADINGS: TEST 3

#### Questions 1-10

Match the following headings (A-L) to the texts (Q1-Q10).

Note: There are two extra headings which you do not need to use.

#### List of Headings:

- |  |   |
|--|---|
| A) Be aware of health and safety rules at work | B) Be helpful                           |
| C) Be reliable                                 | D) Be tactful                           |
| E) Do establish good communication             | F) Don't spend long on simple tasks     |
| G) Give the call your full attention           | H) Have confidence - know your business |
| I) Keep money secure                           | J) Plan what you are going to say       |
| K) Respect confidentiality                     | L) Use your initiative and common sense |

**Q1.** At the start, everything will be new and you will probably be nervous about answering the telephone and dealing with customers. You will become more assured as you develop knowledge and experience - set about gaining that knowledge about your company as soon as possible.

**Q2.** Good timekeeping and regular attendance are vital qualities for every office worker. If there is no one available to answer the telephone or type up invoices, the system will soon grind to a halt. If you are genuinely ill, phone your employer as early as possible so they can arrange for someone to cover for you. If you think you are going to be off sick for more than one day, let them know.

**Q3.** Assess a situation and try to assist in any way you can. First impressions of a company are often gained from someone answering the telephone or sitting at a reception desk. If that person is you, then your company's reputation can hinge on how you deal with customers.

**Q4.** Even if you know a customer is wrong, never be rude in return. If necessary, refer them to a senior staff member or to your employer to deal with.

**Q5.** You should be able to work on your own and find solutions for simple problems which happen throughout the day. If you have finished your current task, don't sit and gaze around an untidy office. The time you have spare could be used in clearing up or sorting through old files. Management decisions should still be passed through your employer. If a salesman has arrived with brochures for new office equipment, it is not up to you to order yourself a new office chair - this is a decision you leave to your employer.

**Q6.** It is important not to gossip about your employer or the people you work with. If someone shares a confidence with you, do not spread it around the rest of the office. People will soon learn whether they can trust you or not.

**Q7.** If you deal with petty cash, make sure the cash tin is not left around for anyone to help themselves. Regularly double-check that the amount in the tin ties in with the amount in your petty cash book. Don't 'borrow' from the petty cash. This is a bad habit and one you should not get into.

**Q8.** Be aware of potential dangers and follow safe practices strictly. Avoid having trailing leads from typewriters or kettles, which people could trip over. Check fire extinguishers regularly. Ensure fire exits are not blocked by boxes or filing cabinets.

**Q9.** Conversation is a two-way process, so make sure you give your caller a chance to have their say and try not to interrupt while they're speaking. Remember to ask questions as well as answering them, and try to show real interest in what your caller says.

**Q10.** Ignore those papers lying on your desk and don't be tempted to flick through the newspaper, however intriguing the headlines. Your caller will be able to tell if you're distracted and you will be considered rude. Just concentrate on one thing at a time.

## CHECK YOUR ANSWERS FOR MATCHING HEADINGS

### TEST 1

- Q1. I** popular = enjoyed by lots people, find their way into everyone' heart  
useless = junk, empty, no nutritional value,
- Q2. J** staying in shape = exercise, keeping fit, appearance, weight
- Q3. A** changing = are cooking more, cutting back, have begun cooking more
- Q4. K** a bad habit = indulging in serials or reality shows  
a good idea = burn calories
- Q5. G** safety = false advertising, mislead, deceive
- Q6. E** eating out = restaurant, cafeteria
- Q7. D** warning sign = indicate something is wrong, symptoms
- Q8. F** fat = obesity, obese, overweight  
at risk = problems, hazard, health problems, severe conditions
- Q9. B** nutrition = healthy food, eating well
- Q10. H** plan = properly planned

### TEST 2

- Q1. E** a link between the length of a footballer's ring finger and their ability as a player, whose ring fingers were longer, long fingers
- Q2. C** diet = breakfast, dinner, menu, feeding
- Q3. G** potatoes = puree; pasta = spaghetti
- Q4. D** shape = design, geometrical figures, sphere
- Q5. B** stress = disappointing, nervous  
relaxation = less concentrated on problems
- Q6. L** Welsh = Wales
- Q7. K** mind = mental, concentration
- Q8. F** losing control = impossible to stay calm, let their temper out
- Q9. A** chemistry = materials, graphite, boron, titanium
- Q10. J** fast = speed

### TEST 3

- Q1. H** confidence = assured; know your business = knowledge about your company
- Q2. C** reliable = phone your employer, let them know
- Q3. B** helpful = assist
- Q4. D** tactful = never be rude
- Q5. L** initiative = work on your work
- Q6. K** confidentiality = confidence, trust
- Q7. I** money = cash
- Q8. A** safety = dangers, safe
- Q9. E** communication = conversation
- Q10. G** full attention = distracted, concentrate

## RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

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pp.12-31: "Text Types and Forms. Reading Strategies".

pp.32-65: "Text Organization. Matching Headings."

## MULTIPLE-CHOICE QUESTIONS: TEST 1

### Questions 1-10

Read the text and the following questions.

For each question, mark the correct letter, A, B, C or D, on your answer sheet.

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

He told Mamma: 'Now that we're living out here, you can't be jerking your head and swallowing your gum over what's plain natural, Ellen.' But she was a city girl through and through and had no ears when it came to defending vermin. She said a cricket was just a noisy cockroach, just a dumb horny bug that wouldn't shut up. No way could she sleep with all that chirping going on! Then to prove her point she wouldn't go to bed. She drank coffee and smoked my father's cigarettes and she paced between the couch and the TV. Next morning she threatened to pack up and leave, so Dad drove to the hardware store and hurried back. He squirted poison from a jug with a spray nozzle. He sprayed the basement and all around the foundation of the house. When he had finished, he told us that was the end of it.

But what he should have said was: 'This is the beginning'. For the next fourteen days Mamma kept finding dead crickets in the clean laundry. She'd shake out a towel or a sheet and a dead black cricket would roll across the linoleum. Sometimes the cat would corner one, and swat it around like he was playing hockey, then carry it away in his mouth. Dad said swallowing a few dead crickets wouldn't hurt as long as the cat didn't eat too many.

Soon live crickets started showing up in the kitchen and bathroom. Mamma freaked because she thought they were the dead crickets come back to haunt, but Dad said they were definitely a new **batch**, probably coming up on the pipes. He fetched his jug of poison and sprayed beneath the sink and behind the toilet and all along the baseboard until the whole house smelled of poison, and then he sprayed the cellar again, and then he went outside and sprayed all around the foundation leaving a foot-wide moat of poison.

For a couple of weeks we went back to finding dead crickets in the laundry. Dad told us to keep a sharp look out. He suggested that we'd all be better off to hide as many as we could from Mamma. I fed a few dozen to the cat who I didn't like because he scratched and bit for no reason. I hoped the poison might kill him so we could get a puppy. Once in a while we found a dead cricket in the bathroom or beneath the kitchen sink. A couple of weeks later, when both live and dead crickets kept turning up, Dad emptied the cellar of junk. He borrowed Uncle Burt's pickup and hauled a load to the dump. Then he burned a lot of bundled newspapers and magazines which he said the crickets had turned into nests.

He stood over that fire with a rake in one hand and a garden hose in the other. He wouldn't leave it even when Mamma sent me out to fetch him for supper. He wouldn't leave the fire, and she wouldn't put supper on the table. Both my brothers were crying. Finally she went out and got him herself. And while we ate, the wind lifted some embers onto the wood pile. The only gasoline was in the lawn mower fuel tank but that was enough to create an explosion big enough to reach the house. Once the roof caught, there wasn't much anyone could do.

After the fire trucks left, I made the mistake of volunteering to stay behind while Mamma took the others to Aunt Gail's. I helped Dad and Uncle Burt and two men I'd never seen before carry things out of the house and stack **them** by the road. In the morning we'd come back in Burt's truck and haul everything away. We worked into the night and we didn't talk much, hardly a word about anything that mattered, and Dad didn't offer any plan that he might have for us now. Uncle Burt passed a bottle around, but I shook my head when it came to me. I kicked and picked through the mess, dumb struck at how little there was to salvage, while all around the roar of crickets magnified our silence.

**Q1. The word "cricket" is used in the text to mean ...**

- A) a small animal.      B) a spider.      C) an insect.      D) a game.

**Q2. What was Dad's attitude towards small creatures living in the house?**

- A) He took it easy.      B) He couldn't bear it.  
C) He wanted it.      D) He loved it.

**Q3. Mamma threatened to pack up and leave because ...**

- A) she had smoked all cigarettes.      B) she had not got used to rustic living.  
C) she could not put up with crickets.      D) she wanted to be a city girl through.

**Q4. After Dad had sprayed the basement and all around the foundation of the house, ...**

- A) the family were constantly coming across dead crickets.  
B) the family kept seeing live crickets everywhere.  
C) the dead crickets came back to haunt.  
D) all crickets disappeared.

**Q5. The word "batch" (Paragraph 4, in bold) is closest in meaning to ...**

- A) a battle.      B) a group.      C) a party.      D) a type.

**Q6. The narrator fed the cat with crickets because ...**

- A) the cat was hungry.      B) he would like to have another pet.  
C) he wanted to hide crickets from Mamma.      D) Dad told him to do it.

**Q7. Dad borrowed Uncle Burt's pickup ...**

- A) to fight with crickets.      B) to bring new furniture to the cellar.  
C) to throw away newspapers and magazines.      D) to get rid of rubbish.

**Q8. The house caught fire because ...**

- A) Dad left a garden hose near the fire.  
B) the wind lifted some papers onto the wood pile.  
C) the fuel tank had gone off.  
D) there wasn't much anyone could do.

**Q9. The word "them" (Paragraph 7, in bold) is used to refer to ...**

- A) Dad and Uncle Bert.      B) the two men.      C) those who left with Mom.      D) possessions.

**Q10. The narrator was surprised ...**

- A) that Dad didn't offer any plan.      B) when the bottle came to him.  
C) that crickets were all around.      D) that there was not much to save from the fire.

## MULTIPLE-CHOICE QUESTIONS: TEST 2

### Questions 1-10

Read the text and the following questions.

For each question, mark the correct letter, A, B, C or D, on your answer sheet.

As Andrea turned off the motorway onto the road to Brockbourne, the small village in which she lived, it was four o'clock in the afternoon, but already the sun was falling behind the hills. At this time in December, it would be completely dark by five o'clock. Andrea shivered. The interior of the car was not cold, but the trees bending in the harsh wind and the patches of yesterday's snow still heaped in the fields made her feel chilly inside. It was another ten miles to the cottage where she lived with her husband Michael, and the dim light and wintry weather made her feel a little lonely.

She was just coming out of the little village of Mickley when she saw an old lady, standing by the road, with a crude hand-written sign saying 'Brockbourne' in her hand. Andrea was surprised. She had never seen an old lady hitchhiking before. However, the weather and the coming darkness made her feel sorry for the lady, waiting hopefully on a country road like this with little traffic. Normally, Andrea would never pick up a hitchhiker when she was alone, thinking it was too dangerous, but what was the harm in doing a favor for a little old lady like this? Andrea pulled up a little way down the road, and the lady, holding a big shopping bag, hurried over to climb in the door which Andrea had opened for her.

When she did get in, Andrea could see that she was not, in fact, so little. Broad and fat, the old lady had some difficulty climbing in through the car door, with her big bag, and when she had got in, she more than filled the seat next to Andrea. She wore a long, shabby old dress, and she had a yellow hat pulled down low over her eyes. Panting noisily from her effort, she pushed her big brown canvas shopping bag down onto the floor under her feet, and said in a voice which was almost a whisper, 'Thank you dearie. I'm just going to Brockbourne.'

'Do you live there?' asked Andrea, thinking that she had never seen the old lady in the village in the four years she had lived there herself. 'No, dearie,' answered the passenger, in her soft voice, 'I'm just going to visit a friend. He was supposed to meet me back there at Mickley, but his car won't start, so I decided to hitchhike. I knew some kind soul would give me a lift.'

Something in the way the lady spoke, and the way she never turned her head, but stared continuously into the darkness ahead from under her old yellow hat, made Andrea uneasy about this strange hitchhiker. She didn't know why, but she felt instinctively that there was something wrong, something odd, something ... dangerous. But how could an old lady be dangerous? It was absurd. Careful not to turn her head, Andrea looked sideways at her passenger. She studied the hat, the dirty collar of the dress, the shapeless body, the arms with their thick black hairs... Thick black hairs? Hairy arms? Andrea's blood froze. This wasn't a woman. It was a man.

At first, she didn't know what to do. Then suddenly, an idea came into her terrified brain. Swinging the wheel suddenly, she threw the car into a **skid**, and brought it to a halt. 'My God!' she shouted, 'A child! Did you see the child? I think I hit her!' The 'old lady' was clearly shaken by the sudden **skid**. 'I didn't see anything dearie,' she said. 'I don't think you hit anything.' 'I'm sure it was a child!' insisted Andrea. 'Could you just get out and have a look? Just see if there's anything on the road?' She held her breath. Would her plan work?

It did. The passenger slowly opened the car door, leaving her bag inside, and climbed out to investigate. As soon as she was out of the vehicle, Andrea gunned the engine and soon she had put a good three miles between herself and the awful hitchhiker.

It was only then that she thought about the bag lying on the floor in front of her. Maybe the bag would provide some information about the real identity of the old woman who was actually not an old woman. Pulling into the side of the road, Andrea lifted the heavy bag onto her lap and opened it curiously. It contained only one item — a small hand axe, with a razor-sharp blade. The axe, and the inside of the bag, were covered with the dark red stains of dried blood. Andrea began to scream.

**Q1. Andrea shivered because ...**

- A) the sun was falling behind the hills.                      B) it was chilly inside the car.  
C) it was snowing outside.    D) the weather was wintry.

**Q2. Andrea decided to give the old woman a lift because ...**

- A) she normally picked up hitchhikers.                      B) she didn't think it was dangerous.  
C) had never seen an old lady hitchhiking before. D) she was alone.

**Q3. The old lady is described as ...**

- A) obese.    B) senile.  
C) delicate.    D) ailing.

**Q4. The old lady said that she was hitchhiking as ...**

- A) she liked being given a lift.                                      B) she wanted to get home earlier.  
C) her friend failed to pick her up.                              D) she couldn't start her car.

**Q5. The old lady seemed strange to Andrea since ...**

- A) she wore old shabby clothes.                                      B) her behaviour was unnatural.  
C) she didn't take off her yellow hat.                              D) she had a big shopping bag.

**Q6. The word "skid" (Paragraph 6, in bold) is closest in meaning to ...**

- A) a noise.    B) a crash.  
C) a movement.    D) a race.

**Q7. Andrea suddenly stopped her car because ...**

- A) she thought she had hit a child.  
B) the car skidded as there was ice on the road.  
C) she wanted to make the passenger get out of the car.  
D) she intended to frighten her passenger.

**Q8. Andrea opened the bag because ...**

- A) she was going to find the address of 'the old lady'.  
B) she would like to use her things.  
C) she intended to throw her things away.  
D) she wanted to find out who the passenger was.

**Q9. Andrea felt terrified because the hitchhiker turned out to be ...**

- A) a thief.                      B) a smuggler.                      C) a murderer.                      D) a woodcutter.

**Q10. It can be inferred from the text that Andrea was ...**

- A) resourceful.                      B) careless.                      C) cold-hearted.                      D) persistent.



## MULTIPLE-CHOICE QUESTIONS: TEST 3

### Questions 1-10

Read the text and the following questions.

For each question, mark the correct letter, A, B, C or D, on your answer sheet.

Tito and his dog Bimbo lived (if you could call it living) under the wall where it joined the inner gate. They really didn't live there; they just slept there. They lived anywhere. Pompeii was one of the gayest of the old Latin towns, but although Tito was never an unhappy boy, he was not exactly a merry one.

The streets were always lively with shining chariots and bright red trappings; the open-air theaters rocked with laughing crowds; sham-battles and athletic sports were free for the asking in the great stadium. Once a year the Caesar visited the pleasure-city and the fire-works lasted for days; the sacrifices in the Forum were better than a show. But Tito saw none of these things. He was blind - had been blind from birth. He was known to every one in the poorer quarters. But no one could say how old he was, no one remembered his parents, no one could tell where he came from. Bimbo was another mystery. As long as people could remember seeing Tito - about twelve or thirteen years - they had seen Bimbo. Bimbo had never left his side. He was not only dog, but nurse, pillow, playmate, mother and father to Tito.

Did I say Bimbo never left his master? (Perhaps I had better say comrade, for if any one was the master, it was Bimbo.) I was wrong. Bimbo did trust Tito alone exactly three times a day. It was a fixed routine, a custom understood between boy and dog since the beginning of their friendship, and the way it worked was this: Early in the morning, shortly after dawn, while Tito was still dreaming, Bimbo would disappear. When Tito awoke, Bimbo would be sitting quietly at his side, his ears cocked, his stump of a tail tapping the ground, and a fresh-baked bread—more like a large round roll—at his feet. Tito would stretch himself; Bimbo would yawn; then they would breakfast. At noon, no matter where they happened to be, Bimbo would put his paw on Tito's knee and the two of them would return to the inner gate. Tito would curl up in the corner (almost like a dog) and go to sleep, while Bimbo, looking quite important (almost like a boy) would disappear again. In half an hour he'd be back with their lunch. Sometimes it would be a piece of fruit or a scrap of meat, often it was nothing but a dry crust. But sometimes there would be one of those flat rich cakes, sprinkled with raisins and sugar, that Tito liked so much. At supper-time the same thing happened, although there was a little less of everything, for things were hard to snatch in the evening with the streets full of people. Besides, Bimbo didn't approve of too much food before going to sleep. A heavy supper made boys too restless and dogs too **stodgy** - and it was the business of a dog to sleep lightly with one ear open and muscles ready for action.

As I said before, Tito was not the merriest boy in Pompeii. He could not romp with the other youngsters and play Hare-and-Hounds and I-spy and Follow-your-Master and Ball-against-the-Building and Jack-stones and Kings-and-Robbers with them. But that did not make him sorry for himself. If he could not see the sights that delighted the lads of Pompeii he could hear and smell things they never noticed. He could really see more with his ears and nose than they could with their eyes. When he and Bimbo went out walking he knew just where they were going and exactly what was happening.

They often visited the Forum, the most popular place in Pompeii. The Forum was the part of the town to which everybody came at least once during each day. It was the Central Square and everything happened here. There were no private houses; all was public - the chief temples, the gold and red bazaars, the silk-shops, the town-hall, the booths belonging to the weavers and jewel-merchants, the wealthy woolen market, the shrine of the household gods. Everything glittered here. The buildings looked as if they were new—which, in a sense, they were. The earthquake of twelve years ago had brought down all the old structures and, since the citizens of Pompeii were ambitious to rival Naples and even Rome, they had seized the opportunity to rebuild the whole town. And they had done it all within a dozen years. There was scarcely a building that was older than Tito.

Tito had heard a great deal about the earthquake, though being about a year old at the time, he could scarcely remember it. This particular quake had been a light one—as earthquakes go. The weaker houses had been shaken down, parts of the out-worn wall had been wrecked; but there was little loss of life, and the brilliant new Pompeii had taken the place of the old. No one knew what caused these earthquakes. Records showed they had happened in the neighborhood since the beginning of time. Sailors said that it was to teach the lazy city-folk a lesson and make them appreciate those who risked the dangers of the sea to bring them luxuries and protect their town from invaders. The priests said that the gods took this way of showing their anger to those who refused to worship properly and who failed to bring enough sacrifices to the altars and (though they didn't say it in so many words) presents to the priests. The tradesmen said that the foreign merchants had corrupted the ground and it was no longer safe to traffic in imported goods that came from strange places and carried a curse with them. Every one had a different explanation—and every one's explanation was louder and sillier than his neighbor's.

**Q1. It can be inferred from the first paragraph that Tito ...**

- A) lived out of Pompeii.
- B) was content with his life.
- C) was a homeless boy.
- D) despised the gaiety of Pompeii.

**Q2. Pompeii was described as ...**

- A) a placid town.
- B) a bustling place.
- C) a site of pilgrimage.
- D) home to warriors.

**Q3. It can be understood from the second paragraph that ...**

- A) Tito's pedigree was a mystery.
- B) Tito's father left him Bimbo as a gift.
- C) Tito hated the noise of street shows.
- D) Tito knew everyone in poor neighborhoods.

**Q4. When Bimbo left Tito to himself, the boy would ...**

- A) go to the inner gate to wait for the dog.
- B) sleep in his regular place.
- C) entertain himself playing with other boys.
- D) wander the streets of Pompeii.

**Q5. It can be understood from the third paragraph that Bimbo ...**

- A) found a different lodging for the night every time.
- B) led the boy to the bakery in the afternoons.
- C) spent nights sleeplessly guarding the boy.
- D) supplied the boy with food three times a day.

**Q6. The word "stodgy" in Paragraph 4 is closest in meaning to ...**

- A) savage.
- B) rabid.
- C) full.
- D) tense.

**Q7. Because of his blindness, Tito ...**

- A) had sharpened senses.
- B) could not locate himself in the city.
- C) avoided walking around.
- D) did not notice a single thing.

**Q8. The Forum ...**

- A) had the houses of the nobility.
- B) was the focal point of the city.
- C) was occupied by shops only.
- D) had buildings with gilded roofs.

**Q9. Twelve years ago, Pompeii was rebuilt because ...**

- A) the earthquake had totally destroyed the city.
- B) it was unable to accommodate all the citizens.
- C) the enemies had seized the city and set it to fire.
- D) the citizens wanted to compete with other chief towns.

**Q10. It can be understood from the last paragraph that the latest earthquake ...**

- A) took a heavy toll, killing many citizens.
- B) was thoroughly studied and documented.
- C) brought about disagreement on its causes.
- D) was regarded as a divine punishment by everyone.

## MULTIPLE-CHOICE QUESTIONS: TEST 4

### Questions 1-10

Read the text and the following questions.

For each question, mark the correct letter, A, B, C or D, on your answer sheet.

The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and the winner's name was written in gold letters on the pocket.

My oldest sister Rosie had won the jacket a few years back and I fully expected to win also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade, and the last year I had looked forward to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports at school because there were registration fees, uniform costs, and trips out of town; so even though we were quite agile and athletic, there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever struck, and no one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere, I was called "Beanpole" and "String Bean" and I knew that's what I looked like.

A flat chest, no hips, and a brain, that's what I had. That really isn't much for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class to the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if anyone wasn't dressed for P.E. She had said I was a good forward and once she even tried to talk Grandma into letting me join the team. Grandma, of course, said no.

I was almost back at my classroom's door when I heard angry voices and arguing. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

"I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A plus average and you know it." That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

"Look, Joann's father is not only on the Board, he owns the only store in town; we could say it was a close tie and—"

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through.

" . . . Martha is Mexican. . . . resign. . . . won't do it. . . ."

Mr. Schmidt came rushing out, and luckily for me went down the opposite way toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room.

Mr. Boone looked up when I came in but didn't say anything. To this day I don't remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so grandmother wouldn't hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day when the principal called me into his office, I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him so I looked him straight in the eye. He looked away and **fidgeted** with the papers on his desk. "Martha," he said, "there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free." He cleared his throat and continued.

"This year the Board decided to charge fifteen dollars — which still won't cover the complete cost of the jacket." I stared at him in shock and a small sound of dismay escaped my throat. I hadn't expected this. He still avoided looking in my eyes. "So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line."

**Q1. The school had a tradition of ...**

- A) recognising the brightest student.                      B) choosing school colors.  
C) appointing a valedictorian.                              D) discussing new school jacket design.

**Q2. Martha believed that she would be given the scholarship jacket because ...**

- A) her sister was helping her to get it.                      B) she was top of the class.  
C) she was a promising athlete.                              D) the school wanted to support her family.

**Q3. Martha got her nickname due to her ...**

- A) hobbies.                      B) character.                      C) taste.                      D) build.

**Q4. Which of the following best describes Martha's attitude towards herself?**

- A) She was critical of herself.                              B) She was pleased with her life.  
C) She thought she was too forgetful.                      D) She was sure of her physical abilities.

**Q5. What does Martha mean when she says "Coach Thompson was a real bear"?**

- A) Coach Thompson was bulky and strong.                      B) Coach Thompson was bad-tempered.  
C) Coach Thompson wore a fur coat.                              D) Coach Thompson was a clumsy person.

**Q6. Why did Martha feel stunned when she overheard the conversation?**

- A) It was her teachers who were arguing.                      B) The teachers' voices sounded angry.  
C) She herself was the topic of the argument.                      D) The teachers were discussing her father.

**Q7. What did Mr Boone want to do?**

- A) To promote another student for scholarship.  
B) To assist Martha in getting straight As.  
C) To become a member of the Board.  
D) To purchase the only store in town.

**Q8. What type of man was Mr. Schmidt?**

- A) flattering                      B) virtuous                      C) cowardly                      D) unemotional

**Q9. What does the word 'fidget' (in bold) mean?**

- A) put away                      B) fill in                      C) keep moving                      D) tear up

**Q10. Why did Martha NOT stand a chance of getting the jacket?**

- A) The principal didn't favour her.  
B) The Board demanded covering the complete cost of the jacket.  
C) The administration changed the policy regarding straight A's.  
D) The administration found her sore spot.

## MULTIPLE-CHOICE QUESTIONS: TEST 5

### Questions 1-10

Read the text and the following questions.

For each question, mark the correct letter, A, B, C or D, on your answer sheet.

If he had had his way, Peter McDermott thought, he would have fired the chief house detective long ago. But he had not had his way and now, once more, the obese ex-policeman was missing when he was needed most. McDermott leaned down from his husky six-and-a-half feet and jiggled the desk telephone impatiently. "Fifteen things break loose at once," he told the girl by the window of the wide, broadloomed office, "and nobody can find him."

Christine Francis glanced at her wrist watch. It showed a few minutes before eleven p.m. "There's a bar on Baronne Street you might try." Peter McDermott nodded. "The switchboard's checking Ogilvie's hangouts." He opened a desk drawer, took out cigarettes and offered them to Christine. Coming forward, she accepted a cigarette and McDermott lit it, then did the same for himself. He watched as she inhaled. Christine Francis had left her own smaller office in the St. Gregory Hotel executive suite a few minutes earlier. She had been working late and was on the point of going home when the light under the assistant general manager's door had drawn her in.

"Our Mr. Ogilvie makes his own rules," Christine said. "It's always been that way. On W.T.'s orders."

McDermott spoke briefly into the telephone, then waited again. "You're right," he acknowledged. "I tried to reorganize our tame detective force once, and my ears were properly pinned back."

She said quietly, "I didn't know that."

He looked at her quizzically. "I thought you knew everything."

And usually she did. As personal assistant to Warren Trent, the unpredictable and irascible owner of New Orleans' largest hotel, Christine was privy to the hotel's inner secrets as well as its day-to-day affairs. She knew, for example, that Peter, who had been promoted to assistant general manager a month or two ago, was virtually running the big, bustling St. Gregory, though at an ungenerous salary and with limited authority. She knew the reasons behind that, too, which were in a file marked "Confidential" and involved Peter McDermott's personal life.

Christine asked, "What is breaking loose?"

McDermott gave a cheerful grin which contorted his rugged, almost ugly features. "We've a complaint from the eleventh floor about some noise during the night; on the ninth the Duchess of Croydon claims her Duke has been insulted by a room-service waiter; there's a report of somebody moaning horribly in 1439; and I've the night manager off sick, with the other two house officers otherwise engaged."

He spoke into the telephone again and Christine returned to the office window which was on the main mezzanine floor. Head tilted back to keep the cigarette smoke from her eyes, she looked casually across the city. Directly ahead, through an avenue of space between adjoining buildings, she could see into the tight, crowded rectangle of the French Quarter. With midnight an hour away, it was early yet for the Quarter, and lights in front of late night bars, bistros, jazz halls, and strip joints-as well as behind darkened shutters-would bum well into tomorrow morning. Somewhere to the north, over Lake Pontchartrain probably, a summer storm was brewing in the darkness. The beginnings of it could be sensed in muted rumblings and an occasional flash of light. With luck, if the storm moved south toward the Gulf of Mexico, there might be rain in New Orleans by morning.

The rain would be welcome, Christine thought. For three weeks the city had sweltered in heat and humidity, producing tensions all around. There would be relief in the hotel too. This afternoon the chief engineer had complained again, "If I canna' shut down part of the air conditioning soon, I willna' be responsible for my bearings."

Peter McDermott put down the telephone and she asked, "Do you have a name for the room where the moaning is?"

He shook his head and lifted the phone again. "I'll find out. Probably someone having a nightmare, but we'd better make sure."

As she dropped into an upholstered leather chair facing the big mahogany desk, Christine realized suddenly how very tired she was. In the ordinary way she would have been home at her Gentilly apartment hours ago. But today had been exceptionally fall, with two conventions moving in and a heavy influx of other guests, creating problems, many of which had found their way to her desk.

"All right, thanks." McDermott scribbled a name and hung up. "Albert Wells, Montreal."

"I know him," Christine said. "A nice little man who stays here every year. If you like, I'll check that one out."

He hesitated, eyeing Christine's slight, trim figure.

The telephone shrilled and he answered it. "I'm sorry, sir," the operator said, "we can't locate Mr. Ogilvie."

"Never mind. Give me the bell captain." Even if he couldn't fire the chief house detective, McDermott thought, he would do some hell raising in the morning. Meanwhile he would send someone else to look after the disturbance on the eleventh and handle the Duke and Duchess incident himself.

"Bell captain," the phone said, and he recognized the flat nasal voice of Herbie Chandler. Chandler, like Ogilvie, was another of the St. Gregory's old-timers and reputedly controlled more sideline rackets than anyone else on staff.

McDermott explained the problem and asked Chandler to investigate the complaint about the noise during the night. As he had half expected, there was an immediate protest. "That ain't my job, Mr. Mac, and we're still busy down here." The tone was typical Chandler-half fawning, half insolent.

McDermott instructed, "Never mind the argument, I want that complaint attended to." Making another decision: "And something else: send a boy with a pass key to meet Miss Francis on the main mezzanine." He replaced the phone before there could be any more discussion.

"Let's go." His hand touched Christine's shoulders lightly. "Take the bellboy with you, and tell your friend to have his nightmares under the covers."

**Q1. It can be inferred from Paragraph 1 that the chief detective ...**

- A) had worked with Peter in his previous job.
- B) did not take his responsibilities seriously.
- C) had been away from work for a long time.
- D) was sent to investigate the fire by the police.

**Q2. Christine had come to Peter's office ...**

- A) to invite him to have a drink out.
- B) to help him in his search for Ogilvie.
- C) to borrow a cigarette from him.
- D) to know what he was doing so late.

**Q3. From the conversation between Peter and Christine it can be understood that ...**

- A) Christine had a false impression of Peter.
- B) Peter disliked the way of hotel management.
- C) Ogilvie disobeyed orders coming from W.T.
- D) W.T. passed most of his power to Christine.

**Q4. Christine knew that ...**

- A) St. Gregory's finances were tight at the moment.
- B) Peter had something to conceal about his past.
- C) Trent was going to promote Peter to assistant manager.
- D) there were plans to reorganize the hotel's services.

**Q5. It can be understood from the text that the French Quarter ...**

- A) was a lively place.
- B) kept early hours.
- C) had a lot of hotels.
- D) attracted mostly foreigners.

**Q6. Christine thought that the rain would ...**

- A) wash away the dirt from the city streets.
- B) lighten the load on the hotel equipment.
- C) allow her to have some rest from the hotel.
- D) ease the tension she had been feeling for weeks.

**Q7. Today, Christine was delayed at work because she had to ...**

- A) leave her apartment later than usual.
- B) clean up her desk from old papers.
- C) meet two large groups of visitors.
- D) sort out many unexpected issues.

**Q8. While talking to the operator, Peter decided to ...**

- A) persuade the hotel owner to replace the detective.
- B) wreak his anger on Ogilvie as soon as he appeared.
- C) send the bell captain to talk to the Duke and Duchess.
- D) deal himself with all the complaints from the guests.

**Q9. Herbie Chandler was believed to ...**

- A) be an old friend of Ogilvie's.
- B) enjoy the goodwill of the hotel owner.
- C) have worked at the hotel from the very beginning.
- D) be involved in some illegal ways of making money.

**Q10. Peter cut the conversation with Chandler short as he ...**

- A) did not want to listen to his excuses.
- B) knew Christine was waiting for him.
- C) was hurrying to the hotel mezzanine.
- D) noticed the bell boy approaching him.



## CHECK YOUR ANSWERS FOR MULTIPLE CHOICE QUESTIONS

### TEST 1

- Q1. C** a cricket = a small brown jumping insect that makes a loud high sound by rubbing its wings together
- Q2. A** Dad didn't care for bugs much more than Mamma, but he could **tolerate** a few spiders and assorted creepy crawlers living in the basement. ... and something you needed to **put up with** if you wanted the simple life.
- Q3. C** No way **could she sleep** with all that chirping going on! ... Next morning she threatened to pack up and leave ...
- Q4. A** For the next fourteen days Mamma **kept finding dead crickets** in the clean laundry. Shed shake out a towel or a sheet and **a dead black cricket** would roll across the linoleum. Sometimes the cat would **corner** one ...
- Q5. B** a batch = a number of people or things that are dealt with as a group
- Q6. B** I fed a few dozen to the cat who I didn't like because he scratched and bit for no reason. I hoped the poison might **kill him** so we could **get a puppy**.
- Q7. D** He borrowed Uncle Burt's pickup and **hauled a load to the dump**.
- Q8. C** The only gasoline was in the lawn mower fuel tank but that was enough to create an **explosion big enough to reach the house**.
- Q9. D** I helped Dad and Uncle Burt and two men I'd never seen before carry **things** out of the house and stack **them** by the road.
- Q10. D** I kicked and picked through the mess, dumb **struck at how little there was to salvage** ...

### TEST 2

- Q1. D** Andrea shivered. The interior of the car was not cold, but the trees bending **in the harsh wind** and the patches of yesterday's snow still heaped in the fields made her feel chilly inside
- Q2. B** Andrea would never pick up a hitchhiker when she was alone, thinking it was too dangerous, **but what was the harm in doing a favor for a little old lady like this?**
- Q3. A** When she did get in, Andrea could see that she was **not, in fact, so little. Broad and fat,** ...
- Q4. C** He was supposed to meet me back there at Mickley, **but his car won't start,** so I decided to hitchhike.
- Q5. B** Something in **the way the lady spoke,** and **the way she never turned her head,** but stared continuously into the darkness ahead from under her old yellow hat, made Andrea uneasy about this strange hitchhiker.
- Q6. C** skid = a sliding movement that cannot be controlled
- Q7. C** At first, she didn't know what to do. Then suddenly, **an idea** came into her terrified brain. ... She held her breath. Would her **plan** work? It did. The passenger slowly opened the car door, leaving her bag inside, and **climbed out** to investigate.
- Q8. D** Maybe the bag **would provide some information about the real identity** of the old woman who was actually not an old woman.
- Q9. C** It contained only one item — a small hand axe, with a razor-sharp blade. The axe, and the inside of the bag, were covered with the **dark red stains of dried blood**.
- Q10. A** resourceful = skilled at solving problems and making decisions on your own (she was able to find out how to get rid of her passenger)

### TEST 3

- Q1. C** Tito and his dog Bimbo lived (if you could call it living) under the wall where it joined the inner gate. They really didn't live there; they just slept there. They **lived anywhere**.
- Q2. B** The streets were always **lively** with shining chariots and bright red trappings; the open-air theaters rocked with laughing crowds; sham-battles and athletic sports were free for the asking in the great stadium. (bustling = full of people moving about in a busy way, lively)
- Q3. A** He was known to every one in the poorer quarters. But no one could say how old he was, **no one remembered his parents, no one could tell where he came from**. (pedigree = a person's family history or the background)
- Q4. B** Early in the morning, shortly after dawn, while **Tito was still dreaming**, Bimbo would disappear. **When Tito awoke**, Bimbo would be sitting quietly at his side, his ears cocked, his stump of a tail tapping the ground, and a fresh-baked bread—more like a large round roll—at his feet.
- Q5. D** When Tito awoke, Bimbo would be sitting quietly at his side, ... and **a fresh-baked bread**—more like a large round roll—at his feet. ... At noon, ... Bimbo... would disappear again. In half an hour he'd be back with **their lunch**. ... At **supper-time** the same thing happened ...
- Q6. C** stodgy = heavy, full
- Q7. A** If he could not see the sights that delighted the lads of Pompeii he could **hear and smell things they never noticed**. He could really **see more with his ears and nose** than they could with their eyes.
- Q8. B** The Forum was the part of the town to which everybody came at least once during each day. It was the Central Square and everything happened here. (focal = central, important)
- Q9. D** The earthquake of twelve years ago had brought down all the old structures and, since the citizens of Pompeii were **ambitious to rival Naples and even Rome**, they had seized the opportunity to rebuild the whole town.
- Q10. C** Every one had a **different** explanation—and every one's explanation was **louder and sillier** than his neighbor's.

### TEST 4

- Q1. A** The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who **had maintained the highest grades for eight years**.
- Q2. B** I had been **a straight A student since the first grade**, and the last year I had looked forward to owning that jacket.
- Q3. D** Pencil thin, not a curve anywhere, I was called "Beanpole" and "String Bean" and I knew **that's what I looked like**.
- Q4. A** A flat chest, no hips, and a brain, that's what I had. That really **isn't much for** a fourteen-year-old to work with, I thought ...
- Q5. B** Coach Thompson was a real bear if anyone **wasn't dressed** for P.E.
- Q6. C** They seemed to be **arguing about me**. I couldn't believe it. I still remember the shock that rooted me flat against the wall ...
- Q7. A** "Look, **Joann's** father is not only on the Board, he owns the only store in town; we could say it was a close tie and—"
- Q8. B** "... Martha is Mexican. ... **resign. ... won't do it. ...**"
- Q9. C** fidget = make continuous, small movements that annoy other people
- Q10. D** This year the Board decided to **charge fifteen dollars** — which still won't cover the complete cost of the jacket.

## TEST 5

- Q1. **B** But he had not had his way and now, once more, the obese ex-policeman **was missing when he was needed most.**
- Q2. **D** She had been working late and was on the point of going home when the light under the assistant general manager's door **had drawn her in.**
- Q3. **B** "You're right," he acknowledged. "I tried **to reorganize our tame detective force** once, and my ears were properly pinned back."
- Q4. **B** She knew, for example, that Peter, who had been promoted to assistant general manager a month or two ago, was virtually running the big, bustling St. Gregory, though at an ungenerous salary and with limited authority. She knew the reasons behind that, too, which were in **a file marked "Confidential" and involved Peter McDermott's personal life.**
- Q5. **A** With midnight an hour away, it was early yet for the Quarter, and lights in front of late night bars, bistros, jazz halls, and strip joints-as well as behind darkened shutters-would **bum well into tomorrow morning.**
- Q6. **B** There would be **relief in the hotel** too. This afternoon the chief engineer had complained again, "If I canna' shut down part of the air conditioning soon, I willna' be responsible for my bearings."
- Q7. **D** But today had been exceptionally fall, with two conventions moving in and a heavy influx of other guests, **creating problems**, many of which had found their way to her desk.
- Q8. **B** \ Even if he couldn't fire the chief house detective, McDermott thought, he would do **some hell raising** in the morning.
- Q9. **D** Chandler, like Ogilvie, was another of the St.Gregory's old-timers and reputedly controlled more **sideline rackets** than anyone else on staff.
- Q10 **A** He replaced the phone before **there could be any more discussion.**

## RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

Test 4	Your answer	Correct / Incorrect	Test 5	Your answer	Correct / Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Q7			Q7					
Q8			Q8					
Q9			Q9					
Q10			Q10					
<b>Total correct:</b>			<b>Total correct:</b>					

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018. pp.66-101: "Inference. Understanding Narrative Texts".

## MULTIPLE-CHOICE QUESTIONS AND MATCHING: TEST 1

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

Want your child to be good at sport, make the school team and maybe one day even compete on the world stage? Well, try to ensure that your would-be Olympian or World Cup winner is born in November or, failing that, in October. A study led by one of the country's leading experts on children's physical activity has found that school pupils born in those months were fitter than everyone else in their class.

November- and October-born children emerged as fitter, stronger and more powerful than their peers born in the other 10 months of the year, especially those whose birthdays fell in April or June. Dr Gavin Sandercock, from the Centre for Sports and Exercise Science at Essex University, and colleagues found that autumn-born children enjoyed "a clear physical advantage" over their classmates.

The research involved 8,550 boys and girls aged between 10 and 16 from 26 state schools in Essex. All were tested between 2007 and 2010 on three different measures of fitness: stamina, handgrip strength and lower body power. The results revealed that a child's month of birth could make "significant" differences to their levels of cardiovascular fitness, muscle strength and ability to accelerate, all of which predict how good someone is at sport, in which such attributes are vital. Performances at school sports days in the weeks ahead may bear out the findings.

November-born children were the fittest overall as they had the most stamina and power and were the second strongest. Those born in October were almost as fit, scoring highest for strength and coming third for power, with December children close behind.

The gap in physical prowess between children in the same class but born in different months was sometimes very wide. "For example, we found that a boy born in November can run at least 10% faster, jump 12% higher and is 15% more powerful than a child of the same age born in April. This is, potentially, a huge physical advantage," said Sandercock. Such gaps could ultimately decide who became a top-level athlete because, as the paper says, "selection into elite sports may often depend on very small margins or differences in an individual's physical performance".

The study, which has been published in the *International Journal of Sports Medicine*, found that when scores for the three kinds of fitness were combined, those born in April were the least fit, then those in June. That could see those children excluded from school teams and becoming sporting underachievers, he said.

The findings seem to show that children born in the early months of the school year enjoy a double "autumn advantage" – they are already known to have an academic advantage and now they also appear to be better-equipped for sport too. The results show that something other than "the relative age effect" – the greater maturity of those born early in the school year – is at work, especially as the fittest children were not the tallest or heaviest, he added.

The authors believe that autumn-born children's greater exposure over the summer months, towards the end of pregnancy, to vitamin D – the "sunshine vitamin" linked to a range of health benefits – is the most likely explanation. "Seasonal differences in intrauterine vitamin D concentrations seem most plausible," they say. John Steele, chief executive of the Youth Sport Trust, said the quality of a young person's introduction to PE and sport at school can be "a major factor" in their sporting development. "Children that get a high quality first experience, that develops their physical literacy, are those that will have greater agility, balance and coordination, and are more likely to develop an enjoyment of physical activity and excel in sport as they grow up", he said.

UK Sport could not say if a disproportionately high number of the 1,300 athletes across 47 sports it funds were born in November and October. Natalie Dunman, its head of performance pathways, said that while the differences highlighted in the new findings were borne out by teenagers competing in junior level competitions, they had disappeared by the time sportspeople were taking part in adult competitions. She said: "Looking at elite, senior athletes, there are many factors that go into making a champion, and our work hasn't uncovered anything to suggest that month of birth is one of the key ingredients."

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

**Q1. The main focus of the text is ...**

- A) findings of recent research on the significance of birth time.
- B) sports achievements of children whose birthdays fall into November.
- C) differences between autumn-born children and those born in summer.
- D) comparison of academic and athletic achievements of autumn-born children.

**Q2. According to the research, children born in April or June ...**

- A) are more academically inclined than their autumn-born peers.
- B) appear to be more athletic than those born during the autumn months.
- C) are regarded as less lucky by their peers born in October or November.
- D) tend to demonstrate less strength than those born during the rest of the year.

**Q3. According to the text, children born in ... ranked the second for endurance.**

- A) April.
- B) October.
- C) November.
- D) December.

**Q4. The study revealed that ...**

- A) June-born children are in better shape than those born in April.
- B) trainers of school teams usually reject children not born in autumn.
- C) generally, children born in April are not keen on physical activities.
- D) children not involved in sports demonstrate poor academic performance.

**Q5. The double "autumn advantage" referred to in the text means that autumn-born children ...**

- A) enjoy the favour of their teacher and trainers at school.
- B) perform better at sports due to their weight and height.
- C) demonstrate higher results both in sports and studies.
- D) are more mature as they absorb information better.

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

**Q6.** The research claims that children born at certain periods of year are expected to be more successful in sports due to ...

**Q7.** Sandercock believes that November-born children have more chances to become top athletes thanks to ...

**Q8.** The authors of the study say that one possible reason for their findings on children born during autumn is ...

**Q9.** John Steele suggests that one crucial aspect that should not be overlooked is ...

**Q10.** Nathalie Dunman is skeptical about the application of research findings on adult athletes because of ...

**Sentence endings:**

- A) advantages in three areas of physical performance.
- B) the nurture children are given from early ages.
- C) the significance of other components of success.
- D) their ability to balance academic and physical work.
- E) their competitive edge over their peers.
- F) their pre-birth absorption of a certain chemical substance.

## MULTIPLE-CHOICE QUESTIONS AND MATCHING: TEST 2

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

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence, that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from sidestream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the **spouse** has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

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

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

- A) risks of smoking second-hand cigarettes.                      B) the effects of passive smoking.  
C) the criticism of tobacco industry.                                D) changes in the organism of smokers.

**Q2. According to information in the text, leukaemia and pneumonia ...**

- A) are responsible for 84, 000 deaths each year.  
B) are strongly linked to cigarette smoking.  
C) are strongly linked to lung cancer.  
D) result in 30 per cent of deaths per year.

**Q3. The word "spouse" in the text (in bold, Paragraph 4) means ...**

- A) the husband or wife    B) the room-mate  
C) the sibling    D) the parent

**Q4. According to information in the text, intake of carbon monoxide ...**

- A) inhibits the flow of oxygen to the heart.  
B) increases absorption of other smoke particles.  
C) inhibits red blood cell formation.  
D) promotes nicotine absorption.

**Q5. According to information in the text, intake of nicotine encourages ...**

- A) blood circulation through the body.                      B) activity of other toxins in the blood.  
C) formation of blood clots.                                        D) an increase of platelets in the blood.

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

**Q6.** Sidestream smoking is regarded as the highest cause of cancer because ...

**Q7.** Living with a smoker seriously endangers a person's health because ...

**Q8.** An active smoker is believed to be at less health risk than a passive one because ...

**Q9.** Smoking affects the cardiovascular system of a person because ...

**Q10.** Serious measures should be taken to stop passive smoking because ...

**Sentence endings:**

- A) 80 per cent of the harmful elements of smoke deposit in a non-smoker's lungs.  
B) its harm is comparable to the harm caused by narcotics.  
C) the components of smoke may prevent oxygen from reaching the heart.  
D) the elements of the cigarette penetrate further into the organism.  
E) the latter does not have mechanisms for reducing the effects of tobacco.  
F) the person accumulates harmful remnants of smoke in the body.



## MULTIPLE-CHOICE QUESTIONS AND MATCHING: TEST 3

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

Piles of digitized material – from blogs, tweets, pictures and videos to official documents such as court rulings and emails – may be lost forever because the programs needed to view them will become **defunct**, Google's vice-president has warned. Humanity's first steps into the digital world could be lost to future historians, Vint Cerf told the American Association for the Advancement of Science's annual meeting in San Jose, California, warning that we faced a "forgotten generation or even a forgotten century" through what he called "bit rot", where old computer files become useless junk.

Cerf called for the development of "digital vellum" to preserve old software and hardware so that out-of-date files could be recovered no matter how old they are. "When you think about the quantity of documentation from our daily lives that is captured in digital form, like our interactions by email, people's tweets and all of the world wide web, it's clear that we stand to lose an awful lot of our history," he said. "We don't want our digital lives to fade away. If we want to preserve them, we need to make sure that the digital objects we create today can still be rendered far into the future," he added.

What is 'bit rot' and is Vint Cerf right to be worried? Being able to access digital content in the coming decades could be less of an issue than one of the 'fathers of the internet' has implied. The warning highlights an irony at the heart of modern technology, where music, photos, letters and other documents are digitized in the hope of ensuring their long-term survival. But, while researchers are making progress in storing digital files for centuries, the programs and hardware needed to make sense of the files are continually falling out of use.

"We are nonchalantly throwing all of our data into what could become an information black hole without realizing it. We digitize things because we think we will preserve them but what we don't understand is that, unless we take other steps, those digital versions may not be any better, and may even be worse, than the artefacts that we digitized," Cerf says. "If there are photos you really care about, print them out."

Ancient civilizations suffered no such problems because histories written in cuneiform on baked clay tablets or rolled papyrus scrolls needed only eyes to read them. To study today's culture, future scholars would be faced with PDFs, Word documents and hundreds of other file types that can only be interpreted with dedicated software and sometimes hardware, too.

The problem is already here. In the 1980s, it was routine to save documents on floppy disks, upload *Jet Set Willy* from cassette to the ZX spectrum, slaughter aliens with a Quickfire II joystick and have Atari games cartridges in the attic. Even if the disks and cassettes are in good condition, the equipment needed to run them is now mostly found only in museums.

The rise of gaming has its own place in the story of digital culture but Cerf warns that important political and historical documents will also be lost to bit rot. In 2005, American historian Doris Kearns Goodwin wrote *Team of Rivals: the Political Genius of Abraham Lincoln*, describing how Lincoln hired those who ran against him for presidency. She went to libraries around the US, found the physical letters of the people involved and reconstructed their conversations. "In today's world, those letters would be emails and the chances of finding them will be vanishingly small one hundred years from now," said Cerf.

He concedes that historians will take steps to preserve material considered important by today's standards but argues that the significance of documents and correspondence is often not fully appreciated until hundreds of years later. Historians have learned how the greatest mathematician of antiquity considered the concept of infinity and anticipated calculus in 3BC after the Archimedes palimpsest was found hidden under the words of a Byzantine prayer book from the thirteenth century. "We've been surprised by what we've learned from objects that have been preserved purely by chance that give us insights into an earlier civilization," he said.

Researchers at Carnegie Mellon University in Pittsburgh have made headway towards a solution to bit rot, or at least a partial one. There, Mahadev Satyanarayanan takes digital snapshots of computer hard drives while they run different software programs. These can then be uploaded to

a computer that mimics the one the software ran on. The result is a computer that can read otherwise defunct files. Under a project called Olive, the researchers have archived *Mystery House*, the original 1982 graphic adventure game for the Apple II, an early version of WordPerfect, and *Doom*, the original 1993 first person shooter game.

Inventing new technology is only half the battle, though. More difficult still could be navigating the legal permissions to copy and store software before it dies. When IT companies go out of business, or stop supporting their products, they may sell the rights on, making it a nightmarish task to get approval. "To do this properly, the rights of preservation might need to be incorporated into our thinking about things like copyright and patents and licensing. We're talking about preserving them for hundreds to thousands of years," said Cerf.

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

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

- A) the advantages of storing materials in a digital form.
- B) the preservation of artefacts from the lost civilizations.
- C) the problems of creating digital archives of our time.
- D) the risk of losing access to our most recent history.

**Q2. The word "defunct" (Paragraph 1, in bold) means ...**

- A) no longer used.
- B) physically damaged.
- C) forgotten by people.
- D) brought to destruction.

**Q3. According to Cerf, the purpose of "digital vellum" is to ...**

- A) recover outdated computing equipment.
- B) retain accessibility of digitized information.
- C) make a digital copy of personal documents.
- D) convert old files into a new digital format.

**Q4. One of the problems for future historians studying our times will be ...**

- A) the need to compare different files.
- B) the decay of baked clay tablets.
- C) the amount of digitized material.
- D) dependence on external factors.

**Q5. An example of Doris Kearns Goodwin is given to ...**

- A) highlight the significance of paper documents.
- B) project a similar situation into the future.
- C) show his ability to reconstruct conversations.
- D) stress the need to keep emails organized.

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

**Q6.** We must ensure usability of all the digital documents in the future so that ...

**Q7.** The irony with digitizing all the artefacts of modern life is that ...

**Q8.** It is difficult to define what materials need to be preserved because ...

**Q9.** The digital snapshots methods can be a way out of the problem as ...

**Q10.** One of the problems associated with the preservation of ageing programs is that ...

**Sentence endings:**

**A)** any document can turn out valuable with time.

**B)** our next generations do not face "white spots" in recovering history.

**C)** some of our current views need revising.

**D)** they may prove unreadable in the near future.

**E)** this can force modern computers to read old files.

**F)** this will mean having to keep all of the old equipment.

## CHECK YOUR ANSWERS FOR MULTIPLE CHOICE QUESTIONS AND MATCHING

### TEST 1

Q1. A

Q2. D November- and October-born children emerged as fitter, stronger and more powerful than their peers born in the other 10 months of the year, especially **those whose birthdays fell in April or June**.

Q3. B November-born children were the fittest overall as they had the most stamina and power and were the second strongest. Those born in October were **almost as fit**, scoring highest for strength and coming third for power, with December children close behind.

Q4. A The study, which has been published in the International Journal of Sports Medicine, found that when scores for the three kinds of fitness were combined, **those born in April were the least fit, then those in June**.

Q5. C The findings seem to show that children born in the early months of the school year enjoy a double "autumn advantage" – they are already known to have an **academic advantage** and now they also appear to be **better-equipped for sport** too.

Q6. A The results revealed that a child's month of birth could make "significant" differences to their **levels of cardiovascular fitness, muscle strength and ability to accelerate**, all of which predict how good someone is at sport, in which such attributes are vital.

Q7. E Such gaps could ultimately decide who became a top-level athlete because, as the paper says, "selection into elite sports may often depend on **very small margins or differences in an individual's physical performance**".

Q8. F The authors believe that autumn-born children's greater **exposure over the summer months, towards the end of pregnancy, to vitamin D** – the "sunshine vitamin" linked to a range of health benefits – is the most likely explanation.

Q9. B "Children that get a **high quality first experience, that develops their physical literacy**, are those that will have greater agility, balance and coordination, and are more likely to develop an enjoyment of physical activity and excel in sport as they grow up", he said.

Q10. C She said: "Looking at elite, senior athletes, there are **many factors that go into making a champion**, and our work hasn't uncovered anything to suggest that month of birth is one of the key ingredients."

### TEST 2

Q1. B

Q2. B In addition to being responsible for more than 85 per cent of lung cancers, **smoking** is associated with cancers of, amongst others, the mouth, stomach and kidneys, and **is thought to cause** about 14 per cent of **leukaemia** and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as **pneumonia**, bronchitis and influenza.

Q3. A

Q4. A Carbon monoxide, for example, competes with oxygen in red blood cells and **interferes with the blood's ability to deliver** life-giving **oxygen** to the heart.

Q5. C Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which **increases the likelihood of blood clots**, thereby affecting blood circulation throughout the body.

Q6. D Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. ... This type of smoke contains more, smaller particles and is therefore *more likely to be*

deposited deep in the lungs.

**Q7. F** The risk of lung cancer also increases **over the years of exposure** and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years.

**Q8. E** It further states that people who do not smoke **do not have the benefit of their system adapting** to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

**Q9. C** Carbon monoxide, for example, competes with oxygen in red blood cells and **interferes with the blood's ability to deliver life-giving oxygen** to the heart.

**Q10. B** The study argues that the type of action needed against passive smoking should be similar to that being taken against **illegal drugs** and AIDS (SIDA).

### TEST 3

**Q1. D**

**Q2. A**

**Q3. B** Cerf called for the development of "digital vellum" to preserve old software and hardware so that **out-of-date files could be recovered** no matter how old they are.

**Q4. D** To study today's culture, future scholars would be faced with PDFs, Word documents and hundreds of other file types that **can only be interpreted with dedicated software and sometimes hardware**, too.

**Q5. B** In 2005, American historian Doris Kearns Goodwin wrote *Team of Rivals: the Political Genius of Abraham Lincoln*, describing how Lincoln hired those who ran against him for presidency. She went to libraries around the US, found the physical letters of the people involved and reconstructed their conversations. **"In today's world, those letters would be emails** and the chances of finding them **will be vanishingly small** one hundred years from now," said Cerf.

**Q6. B** "We don't want our digital lives to **fade away**. If we want to preserve them, we need to make sure that the digital objects we create today **can still be rendered** far into the future," he added.

**Q7. D** The warning highlights an irony at the heart of modern technology, where music, photos, letters and other documents are digitized in the hope of ensuring their long-term survival. But, while researchers are making progress in storing digital files for centuries, **the programs and hardware needed to make sense of the files are continually falling out of use**.

**Q8. A** "We've been surprised by what we've learned from objects that have **been preserved purely by chance** that give us insights into an earlier civilization," he said.

**Q9. E** There, Mahadev Satyanarayanan takes digital snapshots of computer hard drives while they run different software programs. These can then be uploaded to a computer that mimics the one the software ran on. The result is a computer that **can read otherwise defunct files**.

**Q10. C** "To do this properly, the rights of preservation might **need to be incorporated into our thinking about things like copyright and patents and licensing**. We're talking about preserving them for hundreds to thousands of years," said Cerf.

## RECORD YOUR PROGRESS

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Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.102-139: "Context Guessing. Understanding Articles".

## MATCHING AND "TRUE - FALSE - NO INFORMATION": TEST 1

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

### Into the minds of babes

#### **Studies of psychoactive stimulants and consciousness can shine a light on how we viewed the world as an infant, finds Anil Ananthaswamy**

WHAT is it like to be a bat? Philosophers of consciousness love toying with that question. We're fascinated by the possibility of minds so unlike our own. But there's a deep mystery far closer to home. Never mind bats – we barely even know what it's like to be a baby.

We've all been there, but none of us remember. As we develop into fully self-aware beings, our subjective experience of the world shifts dramatically. Once we leave infancy behind, that early window on the world – and what it's like to look through it – is closed to us.

But research is prising open the shutters. As we learn more about how drugs can alter our consciousness, we're learning more about how our brain states relate to subjective experiences. And that's giving tantalizing glimpses into our infancy.

For those who want to get inside a baby's head, Alison Gopnik, a psychologist at the University of California, Berkeley, has a few suggestions: go to Paris, fall in love, smoke four packs of Gauloises cigarettes and down four double espressos. "Which is a fantastic state to be in, but it does mean you wake up at 3 o'clock in the morning crying," she told a room of philosophers and neuroscientists at the Toward a Science of Consciousness meeting in Tucson, Arizona, in April. And if that wasn't enough, Gopnik adds another ingredient to the list: psychedelic drugs. Because a baby's world might be vivid beyond adult imagination.

To get a handle on the infant state of mind, we first need to know what goes on in the brains of adults – then see how it differs in babies. Fortunately, consciousness seems to have a telltale signature. A team led by Stanislas Dehaene of the French National Institute of Health and Medical Research in Gif-sur-Yvette has found that adult conscious perception of stimuli involves a two-stage process. The first stage involves unconscious processing of, say, an image. If we look long or hard enough, then after about 300 milliseconds, the second stage kicks in, and a network of brain regions starts reverberating. The activity correlates with conscious perception: people are able to report on what they have seen. It is only when this network of frontal and parietal brain regions, dubbed the global neuronal workspace, becomes active that we have conscious access to information about what we have perceived.

Last year, Dehaene and his colleagues teamed up with Sid Kouider of the Ecole Normale Supérieure in Paris, France, to look for a similar signature in babies who were between 5 and 15 months old. In the first study of its kind, the team spotted clear signs of conscious perception. But there was one important difference. In babies from 12 to 15 months old, the second stage of reverberating neural activity began about 750 milliseconds after the onset of stimulus, rather than after 300 milliseconds. And in 5-month-olds, the lag was even greater. Their brains responded after 900 milliseconds. "Babies have the same mechanism, but are just slower," says Kouider.

So, babies are aware of their environment, but, compared with adults, there's a lag. The slower reaction could be down to the prefrontal cortex, a hub for brain activity that the studies looked at. "It allows the sharing and transmission of information throughout different regions of the brain," says Kouider. And it is one of the last brain regions to mature, becoming fully developed only in late adolescence. Another slowing factor might be down to the connections between distant brain regions. In infants, the long-distance axons that carry signals in the brain don't yet have a fully formed coating of insulation called a myelin sheath. This means signals travel more slowly along the axons than they do in adults.

But there's more to the story. Kouider and Dehaene are investigating something called access consciousness – being aware enough of a stimulus to reflect on it and talk about it. Access consciousness is widely studied because researchers typically depend on subjects being able to monitor and report their experience. But some think access consciousness is just one extreme of

a spectrum. Is there middle ground between being fully aware and fully unaware? Gopnik thinks so. And that is where babies find themselves, she says.

Philosopher Ned Block of New York University has a term for this middle ground. He calls it phenomenal consciousness – what it's like to have a subjective experience such as seeing, hearing, tasting, smelling or touching something. Take vision. For Block, when we observe a complex scene, we are conscious of a lot more than we can put into words.

Of course, subjective experience is a slippery fish to study. But Block points to a new experiment that backs up his ideas. Zohar Bronfman of Tel Aviv University in Israel and his colleagues devised a test to unpick these layers of awareness. They showed subjects grids with letters in varying ranges of colours. At the start of the test, the researchers highlighted one row of letters before displaying the entire grid for 300 milliseconds. The participants were told their task was to recall a letter from the row that had been highlighted, so they paid attention to that row more than others. But having recalled a letter from the row, they were then asked to estimate the diversity of colours either in that row or in one of the others.

Bronfman found that people were just as good at estimating colour diversity for the rows that had not been the focus of attention as they were for the ones that had. For some, this is clear evidence that there's more to conscious awareness than access consciousness – which would only account for the ability to recall individual letters.

**Questions 1-5. Do the following statements agree with the information in the text? Choose:**

- A) T (True)** if the statement agrees with the information in the text.  
**B) F (False)** if the statement contradicts the information in the text.  
**C) NI (No Information)** if there is no information on this.

**Q1.** An adult retains some of the features of a child's perception of the world.

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

**Q2.** Studying how narcotics affect the mind can help understand how a child's brain works.

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

**Q3.** Slow development of prefrontal cortex accounts for various mental disorders in children.

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

**Q4.** Our mind can only process the amount of information that we can recall.

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

**5.** An experiment carried out in Tel Aviv University proved that phenomenal consciousness exists only in limited number of people.

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

**Questions 6-10. Match the following statements (6-10) with the experts (A-E).**

**Note: you can use any expert more than once.**

**List of Experts:**

- A) Alison Gopnik**                      **B) Stanislas Dehaene**                      **C) Sid Kouider**  
**D) Ned Block**                      **E) Zohar Bronfman**

**Q6.** We are able to recall the details that we did not mean to concentrate on.

**Q7.** There is a gap between the unconscious and conscious stages of understanding.

**Q8.** As we become adults, we tend to lose brightness in our perception of the world.

**Q9.** The gap between the two stages of information processing closes as we get older.

**Q10.** Babies neither completely understand what is going on around them nor remain ignorant of it.



## MATCHING AND "TRUE - FALSE - NO INFORMATION": TEST 2

Questions 1-10 are based on the following text.

### Save Our Soils

**Is there hope for our planet's most precious endangered species? Joshua Howgego investigates**

FIND the places where farms give way to the California wilderness and you're sure to encounter an endangered species. It is not aggressive, but it is omnivorous, devouring anything that happens to fall dead within its reach. And like most rare beasts, the extinction of *Abruptic durixeralfs* would have cascading impacts on the ecosystem around it.

Don't be misled by the name. This is neither animal nor plant nor microbe, but a subgroup of soils. Its members nonetheless slot into a classification system every bit as elaborate as that we use to categorise life forms. In the US alone, more than 20,000 soils have been catalogued. Many are facing extinction.

It may seem like madness to speak of soils going extinct, but more than a third of the world's top layer is endangered, according to the UN, which declared 2015 the International Year of Soils. This December, it will release a much-anticipated report on the state of the world's dirt. The news won't be good: we are losing soil at a rate of 30 soccer fields a minute. If we don't slow the decline, all farmable soil could be gone in 60 years. Given soil grows 95 per cent of our food, and sustains human life in other more surprising ways, that is a huge problem. "Many would argue soil degradation is the most critical environmental threat to humans," says Peter Groffman, who studies soil microbes at the Cary Institute of Ecosystem Studies in Millbrook, New York. Yet all is not – quite – lost.

The degradation of the world's dirt has been a disaster in slow motion. "Soil scientists have been prattling on about this for decades," says Groffman. All the while, our understanding of just how crucial soil is has only grown. A single gram might contain 100 million bacteria, 10 million viruses, 1000 fungi, and other populations living amid decomposing plants and various rocks and minerals.

That means soils not just grow our food, but have been the source of nearly all of our existing antibiotics, and could be our best hope in the fight against antibiotic-resistant bacteria. Well-conditioned soil certainly seems to have ways to keep out dangerous elements. In 2011, a series of experiments at the University of Groningen in the Netherlands suggested that soil types with more diverse communities of microbes fare better at suppressing one strain of *E. coli*. This strain causes particularly violent diarrhoea and even kidney failure in humans, and the soil's action could potentially prevent it entering the food chain. "There's a clear link between soil microbial diversity, plant health and human health," says Rick Ostfeld, who works with Groffman at the Cary Institute.

Soil is also a surprising ally against climate change: as nematodes and microorganisms within soil digest dead animals and plants, they lock in their carbon content. Even in their degraded state, it is estimated the world's soils hold three times the amount of carbon as does the entire atmosphere. Water storage is another talent lost when soils degrade. A UK government report published in 2012 suggested soil degradation costs the country £233 million in flood damage each year.

Small wonder endangered soil is making ecologists so nervous. It's not that the dirt is wiped off the face of the planet. "When folks refer to the soil as endangered, they're not thinking of it in the same sense as endangered species," says Ostfeld. Rather, extinction transforms a fecund soil into a dusty, microbiologically flat shadow of its former self. Once that diversity is gone, it's gone for a while. "Soil takes thousands of years at a minimum to gestate," says Groffman.

*Abruptic durixeralfs*'s problem is that it is of little direct use for farming owing to its tendency to form a hardpan – a dense, compacted layer that repels both roots and water. But it likes to nestle between swathes of prime agricultural land in its habitats in the western US. Frustrated farmers

have resorted to using explosives to blow it out of the way: a dramatic method of soil extinction, but only one of many. "Everything we do causes soil to erode," says Groffman.

In many ways, fertilisers speed the soil they are supposed to nourish toward extinction. "They really work to grow plants," says Groffman. "So they very effectively hide the nature and extent of soil degradation. As the soil degrades, you just put on more fertiliser."

What's to do? One possible solution is being pursued by Carlos Monreal of Carleton University in Ottawa, Canada, and his colleagues. Inspired by the way plants coexist with soil bacteria, he is on a mission to make fertilisers smarter.

Monreal wants to exploit the way plants signal to bacteria by releasing chemicals. "The plant tells the microbes, 'hey guys, I need nitrogen!'" he says. The microbes then begin working to free nitrogen from organic matter, and the plant soaks it up. In 2011, after nearly a decade of sifting through hundreds of chemicals in soil samples taken from fields of wheat and canola (oilseed rape), Monreal's team identified five compounds that spike just as the plants take in ammonia – these are the chemical signals plants exude to ask for nitrogen.

The promise of these microbial interventions is such that agrochemical companies are taking notice. Microbe-based fertilisers are being developed by chemical giants such as Dupont as well as small start-ups.

Innovative as they are, these measures will at best make a dent in the global soil degradation problem. "There are some problems you can't invent your way out of," says soil hydrologist Dara Entekhabi at the Massachusetts Institute of Technology. Soil degradation is a complex issue with tendrils poking into areas like climate change, biodiversity, food security and water. Better fertilisers won't stop the drought that is ruining soils in California, or avert bulldozers paving over them in rapidly urbanising China.

**Questions 1-5. Do the following statements agree with the information in the text? Choose:**

- A) T (True)**                      **if the statement agrees with the information in the text.**  
**B) F (False)**                    **if the statement contradicts the information in the text.**  
**C) NI (No Information)**       **if there is no information on this.**

**Q1.** Biologists consider *Abruptic durixeralfs* to be one of the most complex life forms.

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

**Q2.** Unless the trend reverses, we will have lost all the fertile land in less than a century.

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

**Q3.** Thanks to its composition, soil provides us with the majority of drugs used against infections.

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

**Q4.** UK has to divert a significant portion of its budget to combat soil degradation.

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

**Q5.** *Abruptic durixeralfs* is especially valuable for agriculture due to its dense layer.

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

**Questions 6-10. Match the following statements (6-10) with the experts (A-D).**

**Note: you can use any expert more than once.**

**List of Experts:**

**A) Peter Groffman**

**B) Rick Ostfeld**

**C) Carlos Monreal**

**D) Dara Entekhabi**

**Q6.** Composition of soil directly affects people's physical well-being.

**Q7.** Current methods of land usage have a negative impact on soil.

**Q8.** People do not regard soil degradation as a serious problem.

**Q9.** Some issues related to soil degradation cannot be fully resolved.

**Q10.** Vegetation has its role to play in the decay of organisms in soil.

## CHECK YOUR ANSWERS FOR MATCHING "TRUE - FALSE - NO INFORMATION"

### TEST 1

- Q1. B** Once we leave infancy behind, that early window on the world – and what it's like to look through it – **is closed to us.**
- Q2. A** As we learn **more about how drugs can alter our consciousness**, we're learning more about how our brain states relate to subjective experiences.
- Q3. C** The slower reaction could be down to the prefrontal cortex, a hub for brain activity that the studies looked at. "It allows the sharing and transmission of information throughout different regions of the brain," says Kouider. And it is one of the last brain regions to mature, becoming fully developed only in late adolescence.
- Q4. B** For Block, when we observe a complex scene, we are **conscious of a lot more than we can put into words.**
- Q5. B** Of course, subjective experience is a slippery fish to study. But Block points to a new experiment that **backs up his ideas.**
- Q6. E** Bronfman found that people were just as good at estimating colour diversity for the rows that **had not been the focus of attention** as they were for the ones that had.
- Q7. B** A team led by Stanislas Dehaene of the French National Institute of Health and Medical Research in Gif-sur-Yvette has found that adult conscious perception of stimuli involves a two-stage process. The first stage involves unconscious processing of, say, an image. If we look long or hard enough, then **after about 300 milliseconds**, the second stage kicks in, and a network of brain regions starts reverberating.
- Q8. A** And if that wasn't enough, Gopnik adds another ingredient to the list: psychedelic drugs. Because a baby's world might be **vivid beyond adult imagination.**
- Q9. C** In babies from 12 to 15 months old, the second stage of reverberating neural activity began about 750 milliseconds after the onset of stimulus, rather than after 300 milliseconds. And in 5-month-olds, the lag was even greater. Their brains responded after 900 milliseconds. "Babies have the same mechanism, but **are just slower,**" says Kouider.
- Q10. A** But some think access consciousness is just one extreme of a spectrum. Is there **middle ground between being fully aware and fully unaware?** Gopnik thinks so. And that is where babies find themselves, she says.

## TEST 2

- Q1. B** This is neither animal nor plant nor microbe, but **a subgroup of soils**. Its members nonetheless slot into a classification system every bit as elaborate as that we use to categorise life forms.
- Q2. A** If we don't slow the decline, all farmable soil could be gone **in 60 years**.
- Q3. A** That means soils not just grow our food, but have been the **source of nearly all of our existing antibiotics**, and could be our best hope in the fight against antibiotic-resistant bacteria.
- Q4. C** A UK government report published in 2012 suggested soil degradation costs the country £233 million in flood damage each year.
- Q5. B** Abruptic durixeralfs's problem is that it is **of little direct use for farming** owing to its tendency to form a hardpan – a dense, compacted layer that repels both roots and water.
- Q6. B** "There's a clear link between soil microbial diversity, plant health and **human health**," says Rick Ostfeld,
- Q7. A** "Everything we do **causes soil to erode**," says Groffman.
- Q8. B** "When folks refer to the soil as endangered, **they're not thinking of it in the same sense as endangered species**," says Ostfeld.
- Q9. D** "There are some problems you **can't invent your way out of**," says soil hydrologist Dara Entekhabi at the Massachusetts Institute of Technology.
- Q10. C** Monreal wants to exploit **the way plants signal to bacteria** by releasing chemicals. "The plant tells the microbes, 'hey guys, I need nitrogen!'" he says. The microbes then begin working to free nitrogen from organic matter, and the plant soaks it up.

## RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Q7			Q7					
Q8			Q8					
Q9			Q9					
Q10			Q10					
<b>Total correct:</b>			<b>Total correct:</b>					

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.102-139: "Context Guessing. Understanding Articles".

pp.140-175: "True-False-No Information' Questions".

## "TRUE - FALSE - NO INFORMATION": TEST 1

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

Catherine the Great, the most powerful female ruler in the history of Europe, presided over this culmination of Peter the Great's imperial initiatives. She positioned herself as a worthy successor to Peter in other ways as well. She not only greatly furthered the Westernizing tendencies that Peter had promoted but also substantially enhanced Russia's role in European power politics, a role her immediate successors would act to preserve. For Catherine, these achievements provided a source of legitimacy as well as pride.

Catherine had seized the throne by force. Born Sophia Augusta in 1729 in a small German principality, the future Catherine the Great came to Russia in 1744 to marry Peter III, the legitimate heir. She learned Russian, converted to Orthodoxy, took the name Ekaterina Alekseevna (Catherine), and married Peter seventeen months later. The marriage proved unhappy. Marginalized at court, threatened by banishment to a nunnery to free Peter to marry his mistress, Catherine spent her time reading widely in Enlightenment literature and cultivating friends in key places. Six months after Peter III ascended the throne, Catherine ousted him in a coup d'état, assisted by her lover, Grigorii Orlov. The Guards regiments, composed of the cream of the nobility, immediately recognized her as Russia's ruler. The next day, she and her friend Princess Ekaterina Dashkova rode out at the head of troops and arrested Peter, who died under mysterious circumstances a few days later. Catherine then proceeded to the Kazan Cathedral in St. Petersburg, where the church hierarchy proclaimed her ruler.

Catherine's coup marked the fourth time since the death of Peter the Great that the Guards regiments figured prominently in the ascension of Russia's rulers. All were female: Catherine I, Peter's widow (reigned 1725–27); Anna, Peter's niece (1730–40); Elizabeth, his daughter (1741–61), and Catherine II (The Great), who ruled until 1796. To make female rule palatable to a conservative public, the empresses were presented as powerful yet disarmingly mild and loving figures, showering their bounty on their people. Presenting Catherine's coup as a bloodless, popular revolution, Dashkova described its reception: "Countless people thronged the streets shouting and screaming, invoking blessings upon us and giving vent to their joy in countless ways, while the old and the sick were held up at open windows by their children to enable them to see with their own eyes the triumph that shone on everyone's face." Such personal devotion to Catherine became an important motif of her reign. It supposedly united with the throne not only Russians but also the empire's diverse peoples. Catherine herself delighted in the complete listing of her title, which enumerated the many provinces and lands under her rule, including the newly conquered regions.

Imagery notwithstanding, the primary recipients of the empresses' bounty were nobles. After Peter the Great's death, the requirement that nobles serve the state was gradually eased; increasingly, nobles resembled a privileged class. Nobles monopolized the highest positions in the imperial administration and enjoyed the privilege of early enrollment in service and more rapid advancement, despite the Table of Ranks. In 1761, nobles' service requirement was abolished altogether. Catherine confirmed the abolition, and included it in her Charter of the Nobility of 1785, which also affirmed nobles' immunity from corporal punishment and sole right to possess serfs. The Charter established nobles as the first in Russia to have legally defined rights as a group. The highest strata of native peoples in newly conquered territories gained these rights as well, due to Russia's long-standing policy of assimilating them into the nobility. German aristocrats from the Baltic provinces, Tatar aristocrats from the Crimea, Polish nobles from the partitioned lands, and the upper strata of the Don and Zaporozhets Cossacks joined Russia's system of power and privilege.

Culture flourished during Catherine's reign, very much influenced by ideas emanating from the West. The empress herself was a prolific writer. She founded Russia's first satirical journal, authored works in a variety of genres, and corresponded with prominent Enlightenment figures such as Diderot and Voltaire. Nobles also developed intellectual interests, encouraged by the new freedom from compulsory service. Andrei Bolotov was one of them. Enrolled in his father's regiment at the age of ten, Bolotov retired from service fifteen years later in 1763. He returned to his rural estate south of Moscow, bearing books on agronomy he had purchased while stationed

in East Prussia. After remodeling his estate according to contemporary ideas of science and civilization, Bolotov devoted himself to landscape gardening and agricultural improvement, detailing his discoveries in contemporary journals and newspapers.

Such writings served a reading public that had grown dramatically in size by the final decades of the century, while remaining a small island of Europeanized culture in a sea of popular illiteracy. In the major cities, public life grew livelier. Clubs, coffeehouses, and salons offered the leisured opportunities to socialize and exchange ideas, much as they did elsewhere Europe. Theater grew popular, not only in cities but sometimes even in the remote provinces, where nobles with sufficient means might remove dozens of serfs from fieldwork—some 2,000 serfs between 1770 and 1820—to train as musicians, singers, dancers, and actors. New journals appeared, especially after Catherine permitted private presses for the first time. Most members of the reading public were nobles, educated at home or at boarding school. In 1764, when Catherine founded the Smolny Institute for Girls of Noble Birth, formal education became available to noblewomen, too.

The remarkable Mikhail Lomonosov represents a significant exception to noble predominance in intellectual life. The son of a prosperous peasant who owned merchant and fishing vessels near the White Sea, Lomonosov was a self-made man. Taught to read by a neighbor, in 1731, at the age of nineteen, he made his way to Moscow and enrolled in the Slavic Greek Latin Academy. Because the Academy barred peasants, he claimed to be the son of a nobleman, and then performed so well that he was allowed to remain even after the authorities discovered his falsehood. Thereafter, he was sent to study at the Academy of Sciences, Russia's premier educational institution, and then to the University of Marburg. A polymath—poet, historian, astronomer, physicist, and chemist—in 1755 Lomonosov produced a grammar that regularized Russia's language and cleared a path for future writers.

### **Questions 1-10**

**For questions 1-10, decide if the following statements agree with the information presented in the reading passage. In your answer sheet, mark:**

- A) True**            **if the statement agrees with the information from the passage;**
- B) False**          **if the statement contradicts to the information from the passage;**
- C) No Information** **if there is no information on this.**

**Q1.** In her foreign policy, Catherine aimed to continue strengthening Russia's role in European affairs, a tack initiated by Peter the Great.

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

**Q2.** Before she launched a coup, Catherine had been forced to adopt Orthodoxy and take the veil.

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

**Q3.** After his overthrow, Peter III was assassinated by Catherine's order.

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

**Q4.** According to Dashkova, the nation was not ready yet to accept a woman ascending the throne.

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



- Q5.** Peter the Great's successors granted the nobility the right to disregard the Table of Ranks.  
**A) True      B) False      C) No Information**
- Q6.** Catherine's Charter of Nobility granted privileges only to the Russian nobility, leaving ethnic minorities off.  
**A) True      B) False      C) No Information**
- Q7.** One of the factors in the rise of culture and science was exemption of the upper class from military service.  
**A) True      B) False      C) No Information**
- Q8.** Catherine did much to eliminate illiteracy among the lower class.  
**A) True      B) False      C) No Information**
- Q9.** The Smolny Institute was a popular educational institution among female aristocrats.  
**A) True      B) False      C) No Information**
- Q10.** Lomonosov was the first non-aristocrat to be accepted into the Slavic Greek Latin Academy after it opened the doors to representatives of the lower class.  
**A) True      B) False      C) No Information**

## "TRUE - FALSE - NO INFORMATION": TEST 2

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

The 1914-18 war is often referred to as the first 'people's war', in the sense that it was fought between conscripted armies and caused millions of deaths which struck at the heart of many ordinary families. Yet in some ways the first genuine 'people's war' was that of 1939-45, for not only were ordinary men and women conscripted into the armed forces but those who stayed behind suffered directly from the sustained bombing of cities.

After the First World War, Lloyd George had promised the returning troops that he would create homes fit for heroes, yet the inter-war period turned out to be far from heroic. From the early 1920s, unemployment soared and was finally reduced only by conscription and rearmament nearly twenty years later; social and welfare services remained woefully inadequate and were subjected to degrading conditions of eligibility such as the infamous 'means test' and the rigorous application of the 'genuinely seeking work' clause; and the gap between rich and poor remained as wide and as visible as it had been in the nineteenth century when Benjamin Disraeli had spoken of 'two nations' in Britain.

The prolonged misery of the 1930s, coupled with the sacrifices which those subject to this misery were called upon to make during the six years of war, created a widespread feeling in Britain in the early 1940s that a new start would need to be made when the war was over. A number of wartime committees were set up by the government to report on how a variety of social problems could be tackled. The Beveridge Report proposed a new national insurance scheme which sought finally to overcome the main causes of poverty by insuring everyone against unemployment and sickness; the Butler Report recommended a new free system of compulsory secondary education which aimed to ensure that all children received as of right the education to which they were most suited; the Uthwatt Report suggested a new scheme for comprehensive land-use planning, designed to prevent speculative profitmaking during the post-war reconstruction and to ensure public control over proposed building developments.

When the war finally ended, the popular mood for change proved irresistible, and the Labour Party was swept into office on a wave of euphoria and optimism. There was to be no going back to the 1930s, and for the first three hectic years the new Labour government set about implementing the wartime reports, laying the basis for free and universal national health, social security and education systems, as part of a new welfare state. During this period, the government also laid the foundations for what became known as the 'mixed economy' by nationalizing industries such as coal, iron and steel, gas and electricity, and the railways, many of which were rundown, under-invested and unprofitable, but all of which were crucial to any future economic revitalization. The euphoric mood did not last for long, however. Workers in the nationalized industries found that little other than the name on the factory gate had been changed. Other workers found that they could not get any employment at all as the post-war recession bit deeper, the pound was devalued, and memories of the 1930s began to return. A series of strikes, prompted by stagnant wages and rising prices, severely embarrassed the Labour government and strained its relationship with the trade unions. And, perhaps most visible and most resented of all, the rationing of basic foodstuffs reinforced the prevailing gloomy mood of austerity.

The determination to make a new start was evident too in international affairs. In 1944 the leaders of the major western allies met in America at Bretton Woods to agree on a new formula for ensuring stability in the international economy after the collapse of the gold standard during the inter-war years. As a result of this meeting, the World Bank and the International Monetary Fund were established to regulate international exchange rates and to aid countries whose economies were in recession. Both bodies were effectively dominated by America, and for twenty years after the war the dollar became the major unit of world currency, until it came under pressure from the late 1960s onwards, as a result of the growing strength of the German and Japanese economies and the weakening of the American economy which was due in part to vast military expenditure in Europe and South-East Asia.

The hegemony of the dollar in the international economy symbolized a much deeper change in international relations after the war, since Britain, for so long the 'world's policeman' and leading imperial and colonial power, could no longer sustain this role (although it took many years for the more chauvinist of its political and military leaders and intelligentsia to accept this). In 1947 India, the jewel of Victoria's crown, won independence from Britain, and over the next twenty years the empire disappeared, to be replaced, sometimes peaceably, sometimes less so, by a Commonwealth of independent nations.

Support for American foreign policy was generally unconditional, and this meant support for a drive against growing communist influence, particularly in the Third World. At the end of the war, Winston Churchill had spoken of an 'iron curtain' which now separated the 'free' countries of the west from the communist bloc in Eastern Europe. By 1949 the imagery had been extended to that of a 'bamboo curtain' after the successful peasant revolution in China led by Mao Tse-Tung; and the western capitalist countries, organized through NATO under the direction of America, became increasingly uneasy about the threat to Europe posed by the Soviet Union and the threat to South-East Asia posed by the People's Republic of China, the new 'yellow peril'. The so-called Cold War (a state of hostility between east and west just short of war), had now become world-wide. In America, especially, fear of communist encroachment, both within and without, soon reached epidemic proportions. Preaching a crude but effective doctrine of 'Better dead than red', the government began a series of purges of communist sympathizers (real and imagined) within the country, with Senator Joe McCarthy playing the role of Witchfinder-General (Arthur Miller's powerful play, *The Crucible* (1952), drew a direct parallel between the paranoid purging of witches in sixteenth-century New England and the McCarthy senate hearings on 'unamerican activities'), while the application of the same doctrine abroad soon resulted in the deployment of American and British troops in Korea.

### **Questions 1-10**

**For questions 1-10, decide if the following statements agree with the information presented in the reading passage. In your answer sheet, mark:**

- A) True**            **if the statement agrees with the information from the passage;**  
**B) False**          **if the statement contradicts to the information from the passage;**  
**C) No Information** **if there is no information on this.**

**Q1.** The war of 1914-18 was the first time in history when cities faced continuing air attacks.

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

**Q2.** Economic and social problems of the 1920s led to the appearance of what Disraeli called 'two nations' in Britain.

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

**Q3.** Committees established during the war continued their work after the war to address major issues the British nation was facing.

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

**Q4.** One of the first steps of the post-war Labour Cabinet was to take vital spheres of economy under control.

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

**Q5.** Protests against the introduction of limits to bread and cooking oil made the Labour government step down.

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

**Q6.** In 1944, US initiated the establishment of the World Bank and the International Monetary Fund.

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

**Q7.** One of the reasons for dollar supremacy in post-war international economy was US military campaigns in South-East Asia.

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

**Q8.** Transition from the British Empire to Commonwealth of Independent Nations did not go always smoothly.

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

**Q9.** Mao Tse Tung aimed to 'import' his revolution to neighboring South-East Asian countries.

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

**Q10.** American policy of "witch-hunting", initiated by McCarthy, led to Korean war.

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

## “TRUE - FALSE - NO INFORMATION”: TEST 3

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

Boris Pasternak's translations of Shakespeare now belong to the classics of Russian literature. Most of his translations, beginning with *Hamlet* in 1940 and ending in 1951 with *Macbeth*, appeared during the Second World War. In this essay I will attempt to recreate the crucial cultural, artistic, and political subtexts and contexts – of these translations. I will also show that the Shakespearean context provides valuable insight into understanding the figure of Stalin both during the war and in the postwar period.

Pasternak began translating Shakespeare in the late 1930s, the apogee of the period known as Stalin's Great Terror: the wave of arrests and public trials of 'the traitors of the Motherland' (Zinov'ev and Kamenev in 1936, Bukharin in 1937). In addition to members of the Communist Party, Stalin's purges also extended to the Red Army, peasants, ethnic minorities, and other sectors of Soviet society. Writers and poets did not escape this fate; during this period the arrested included Boris Pilniak (Pasternak's neighbour in Peredelkino), Osip Mandelstam, Isaak Babel, Nikolai Zabolotskii, and Vsevolod Meyerhold, to name just a few. Pasternak himself was an extremely suitable candidate for prosecution, especially when, in 1937, he refused to sign the petition of the Soviet writers demanding the death penalty for the former Marshal Mikhail Tukhachevskii. These petitions had become a routine ritual accompanying every process against those accused of anti-Soviet activity, and Pasternak's demonstrative refusal was regarded as suicidal. Although he was not repressed, he was aware that his future and the future of his family were uncertain. The essence of terror was its total unpredictability: even those loyal to the regime were not guaranteed escape from repressions or death, and the position of those that were held in suspicion by the authorities was much more precarious.

This was the context in which, in 1939, the theatre director Vsevolod Meyerhold commissioned Pasternak to translate *Hamlet*. By that time the renowned nineteenth-century translations of *Hamlet* by Nikolai Polevoi and Andrei Kroneberg had become obsolete, and the then new translations by Mikhail Lozinskii (1933) and Anna Radlova (1937) probably did not satisfy the director's taste. As Pasternak confessed in a letter to his father, his work on the translation of *Hamlet* saved him 'from many things,' and he 'would have gone insane' without it. Pasternak is referring here to the tragic events of 1939: Meyerhold was arrested in June and several weeks later Meyerhold's wife, the actress Zinaida Raikh, was murdered. Pasternak's mother died in August, a week before the beginning of the Second World War. Thus Shakespeare – and *Hamlet* in particular – served Pasternak both as a virtual 'safe haven' from reality and as an instrument of self-reflection. Some of the most significant works of Russian literature were created as a result of this 'dialogue' between Pasternak and Shakespeare.

In the late 1930s and 1940s translation became, for many writers, almost the only means of making a living; aside from Pasternak, Anna Akhmatova, Marina Tsvetaeva, and Mikhail Zoshchenko shared this situation. After 1937 Pasternak was unable to publish any major works and therefore turned to translation as an alternative to individual creation. There were periods when Pasternak referred to his practice of translation as an unfortunate necessity or even as a burden that hindered him from his own creative work. For example, in a letter of 30 September 1947 to the well-known and influential Soviet Shakespeare scholar Mikhail Morozov, Pasternak wrote, 'I am a translator not by good fortune but through misprision, and if conditions were better I ought not to be translating at all'. Yet, despite these comments, Pasternak did not turn to translating Shakespeare for purely economical reasons; as I will show, Shakespeare strongly resonated with Pasternak's own oeuvre.

Apart from several Shakespeare sonnets, Pasternak translated eight plays by Shakespeare. During the 1940s Pasternak also wrote several texts in which he outlined his principles as a translator and his understanding of Shakespeare. The two main principles of his method may be formulated as creative freedom and naturalness of language: Pasternak did not accept literal(ist) or equivalence-oriented translation and argued that a translation must be produced by an author who has experienced the impact of the original text before the actual act of translating. In one of

his letters from 1942 he asserts that his translation principles are those of the nineteenth century, when translation was considered a literary task of such height that it did not allow for 'linguistic exercises' (in other words, he opposes literalist, 'word-for-word' translations). In the case of Shakespeare, he states, 'total freedom of the mind' is needed.

Pasternak focused on producing a modern and theatre-oriented text in translation: his translations of Shakespeare (and not only of Shakespeare) do sound like modern Russian dramatic works and bear the distinct influence of Pasternak's poetics. Nonetheless, the degree of the translator's involvement in each translation varied: if *Hamlet* was fully 'appropriated' as one of the most important works for Pasternak himself, he was much less engaged in some of his other translations. For example, in correspondence with Olga Freidenberg during the summer of 1944, he confessed that he had been translating Shakespeare 'half-consciously'; to Alexander Gladkov, he mentioned on several occasions that he wanted to give up the practice of translation. These strong statements should not be taken too literally, of course; we must remember that, at that time, Pasternak was focused entirely on his novel *Doctor Zhivago*, and any other task was considered unessential.

Pasternak's situation was aggravated by the fact that each of his Shakespeare translations was scrutinized and edited. Mikhail Morozov became a sort of a 'private critic' (and censor) of Pasternak's Shakespeare. On the one hand, he helped Pasternak with publishing (and thus legitimized his work), but, on the other, his approach was the complete antithesis to Pasternak's: he urged the writer to maintain an almost literal 'accuracy,' a concept most alien to Pasternak.

### Questions 1-10

For questions 1-10, decide if the following statements agree with the information presented in the reading passage. In your answer sheet, mark:

- A) True                      if the statement agrees with the information from the passage;  
B) False                     if the statement contradicts to the information from the passage;  
C) No Information         if there is no information on this.

Q1. *Macbeth* was the last Shakespearean tragedy translated by Pasternak.

- A) True            B) False            C) No Information

Q2. Pasternak's work on Shakespeare translation coincided with the beginning of Stalin's Great Terror.

- A) True            B) False            C) No Information

Q3. Literary circles were the least affected by the Stalinist repressions.

- A) True            B) False            C) No Information

Q4. Pasternak attempted suicide because of his refusal to join the petition against Marshal Tukhachevski.

- A) True            B) False            C) No Information

Q5. Tragic events in Pasternak's life prevented him from starting a new translation of *Hamlet* for a long time.

- A) True            B) False            C) No Information

**Q6.** Akhmatova and many others shared Pasternak's view that translation distracted writers from their own works.

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

**Q7.** Pasternak did not consider translations as an important part of his contribution to literature.

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

**Q8.** Pasternak believed that the translator must retain the linguistic features of the original as closely as possible.

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

**Q9.** Pasternak's translations of Shakespeare hardly resemble the language of contemporary Russian drama.

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

**Q10.** Pasternak never saw his translations of Shakespeare published because of strong criticism from Morozov.

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

**CHECK YOUR ANSWERS FOR "TRUE - FALSE - NO INFORMATION"**

**TEST 1**

- Q1. B** She not only greatly furthered the Westernizing tendencies that Peter had promoted but also substantially enhanced Russia's role in European power politics, a role **her immediate successors would act to preserve.**
- Q2. B** She learned Russian, **converted to Orthodoxy**, took the name Ekaterina Alekseevna (Catherine), and married Peter seventeen months later. The marriage proved unhappy. Marginalized at court, **threatened by banishment** to a nunnery to free Peter to marry his mistress, Catherine spent her time reading widely in Enlightenment literature and cultivating friends in key places. Six months after Peter III ascended the throne, Catherine ousted him in a coup d'état, assisted by her lover, Grigorii Orlov.
- Q3. C** The next day, she and her friend Princess Ekaterina Dashkova rode out at the head of troops and arrested Peter, who **died under mysterious circumstances** a few days later.
- Q4. B** "Countless people thronged the streets **shouting and screaming**, invoking blessings upon us and giving vent **to their joy** in countless ways, while the old and the sick were held up at open windows by their children to enable them to see with their own eyes **the triumph that shone on everyone's face.**"
- Q5. A** Nobles monopolized the highest positions in the imperial administration and enjoyed the privilege of early enrollment in service and more rapid advancement, **despite the Table of Ranks.**
- Q6. B** The highest strata of **native peoples in newly conquered territories gained these rights as well**, due to Russia's long-standing policy of assimilating them into the nobility.
- Q7. A** Nobles also developed intellectual interests, encouraged by the new freedom **from compulsory service.**
- Q8. B** Such writings served a reading public that had grown dramatically in size by the final decades of the century, while remaining a small island of Europeanized culture in **a sea of popular illiteracy.**
- Q9. C** In 1764, when Catherine founded the Smolny Institute for Girls of Noble Birth, formal education became available to noblewomen, too.
- Q10. B** Because the Academy **barred peasants**, he claimed to be the son of a nobleman, and then performed so well that he was allowed to remain even after the authorities discovered his falsehood.

**TEST 2**

- Q1. B** Yet in some ways the first genuine 'people's war' was that of **1939-45**, for not only were ordinary men and women conscripted into the armed forces but those who stayed behind **suffered directly from the sustained bombing of cities.**
- Q2. B** From the early 1920s, unemployment soared and was finally reduced only by conscription and rearmament nearly twenty years later; social and welfare services remained woefully inadequate and were subjected to degrading conditions of eligibility ... and the gap between rich and poor remained as wide and as visible **as it had been in the nineteenth century when Benjamin Disraeli had spoken of 'two nations' in Britain.**
- Q3. C** A number of wartime committees were set up by the government to report on how a variety of social problems could be tackled.
- Q4. A** During this period, the government also laid the foundations for what became known as the 'mixed economy' by **nationalizing industries** ... all of **which were crucial to any future economic revitalization.**
- Q5. C** A series of strikes, prompted by stagnant wages and rising prices, severely embarrassed the Labour government and strained its relationship with the trade unions. And,



perhaps most visible and most resented of all, the rationing of basic foodstuffs reinforced the prevailing gloomy mood of austerity.

**Q6. C** In 1944 the leaders of the major western allies met in America at Bretton Woods ... As a result of this meeting, the World Bank and the International Monetary Fund were established ...

**Q7. B** Both bodies were effectively **dominated by America**, and for twenty years after the war the dollar **became the major unit of world currency** until it came under pressure from the late 1960s onwards, as a result of ... the weakening of the American economy which was due in part to vast military expenditure in Europe and South-East Asia.

**Q8. A** In 1947 India, the jewel of Victoria's crown, won independence from Britain, and over the next twenty years the empire disappeared, to be replaced, **sometimes peaceably, sometimes less so**, by a Commonwealth of independent nations.

**Q9. C** By 1949 the imagery had been extended to that of a 'bamboo curtain' after the successful peasant revolution in China led by Mao Tse-Tung; and the western capitalist countries ... became increasingly uneasy about ... the threat to South-East Asia posed by the People's Republic of China, the new 'yellow peril'.

**Q10. A** Preaching a crude but effective doctrine of 'Better dead than red', the government began a series of purges of communist sympathizers (real and imagined) within the country, with Senator Joe McCarthy playing the role of Witchfinder-General ..., while the application of the same doctrine abroad soon **resulted in the deployment of American and British troops in Korea**.

### TEST 3

**Q1. A** Most of his translations, beginning with *Hamlet* in 1940 and **ending in 1951 with *Macbeth***, appeared during the Second World War.

**Q2. B** Pasternak began translating Shakespeare in the late 1930s, the **apogee of the period known as Stalin's Great Terror** ...

**Q3. C** Writers and poets did not escape this fate; during this period the arrested included Boris Pilniak (Pasternak's neighbour in Peredelkino), Osip Mandelstam, Isaak Babel, Nikolai Zabolotskii, and Vsevolod Meyerhold, to name just a few.

**Q4. C** These petitions had become a routine ritual accompanying every process against those accused of anti-Soviet activity, and Pasternak's demonstrative refusal was regarded as suicidal.

**Q5. B** As Pasternak confessed in a letter to his father, his **work on the translation of *Hamlet* saved him** 'from many things,' and he 'would have gone insane' without it.

**Q6. C** In the late 1930s and 1940s translation became, for many writers, almost the only means of making a living; aside from Pasternak, Anna Akhmatova, Marina Tsvetaeva, and Mikhail Zoshchenko shared this situation.

**Q7. A** 'I am a translator not by good fortune but through misprision, and if conditions were better **I ought not to be translating** at all'.

**Q8. B** Pasternak **did not accept literal(ist) or equivalence-oriented translation** and argued that a translation must be produced by an author who has experienced the impact of the original text before the actual act of translating.

**Q9. B** Pasternak focused on producing a modern and theatre-oriented text in translation: his translations of Shakespeare (and not only of Shakespeare) **do sound like modern Russian dramatic works** and bear the distinct influence of Pasternak's poetics.

**Q10. B** Pasternak's situation was aggravated by the fact that each of his Shakespeare translations was scrutinized and edited. **Mikhail Morozov** became a sort of a 'private critic' (and censor) of Pasternak's Shakespeare. On the one hand, he **helped Pasternak with publishing** (and thus legitimized his work) ...

## RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.140-175: "True-False-No Information' Questions".

## GAPPED TEXTS: TEST 1

Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (Q1-Q10).

Note: there are two extra sentences which you do not need to use.

### Sentences:

- A) Another strange quality of the strong force is that it is weaker at high energies, such as those produced in collisions at the LHC.
- B) But the amount of bent light we do see is already accounted for by familiar cosmic objects made of normal matter.
- C) Contenders suggested by supersymmetry – which predicts that all known particles have a more massive “super-partner” – are also a no-show.
- D) His audacious proposal is to find traces of this oddball matter by various means, from exhuming data left in mothballed gravitational wave detectors and searching ancient minerals to deploying seismometers on the moon.
- E) In 1930, he proposed that the missing energy in certain experiments was carried off by an elusive particle that escaped measurement.
- F) Instead they would develop into large amorphous blobs, gathering ever more particles in a small space.
- G) Quarks combine in threes to form compound particles known as baryons, for instance.
- H) Starkman says that matter with a considerable percentage of so-called strange quarks is a possible candidate.
- I) That leads Starkman to a provocative conclusion.
- J) The high density of the clumps would also make them less likely to interact with incoming light.
- K) These particles, while refusing to interact with photons (particles of light, e.g. the carriers of the electromagnetic force), add up to enormous masses.
- L) This would make them as dense as neutron stars, a teaspoon of which weighs as much as a mountain.

### STRANGELY FAMILIAR

**What if dark matter is normal matter in disguise, ask Sabine Hossenfelder and Naomi Lubick**

IT'S matter, but not as we know it. In July, an unexpected visitor appeared at CERN's Large Hadron Collider near Geneva, Switzerland. Dubbed the pentaquark, this peculiar particle represents a fundamentally new way to aggregate the basic building blocks of matter. Although not forbidden by our current understanding of how stuff comes together, it had never been conclusively spotted before.

This sort of thing is music to Glenn Starkman's ears. A theoretical physicist at Case Western Reserve University in Cleveland, Ohio, Starkman is banging the drum for a bold idea: that there are even more exotic configurations of ordinary matter out there just waiting to be discovered. ... **Q1** ... He even argues that ordinary matter in extraordinary formations could solve one of the greatest cosmological mysteries of our time – dark matter.

For physicists faced with the most difficult conundrums, inventing new particles beyond those we already know has long been the go-to trick. Nobel prizewinner Wolfgang Pauli was an early adopter. ... **Q2** ... Pauli himself was not happy with his invention. “I have done a terrible thing,” he

said. "I have postulated a particle that cannot be detected." He needn't have worried: what we now know as the neutrino was found in 1956.

Physicists have been busily inventing particles ever since, and in the process they have built up the standard model – the most complete description yet of particles and their interactions. Its crowning glory came in 2012 with the discovery of the Higgs boson, which explains why particles have mass.

But the standard model doesn't delight physicists. Its mathematical structure appears piecemeal and patched up. And it still contains gaping holes, not least its failure to explain dark matter – the shadowy stuff that accounts for 85 per cent of matter in the universe, yet neither absorbs nor emits light and seems to interact only weakly with other matter.

Faced with this riddle, physicists have followed tradition and contrived dark matter candidates, from weedy WIMPs to massive WIMPZILLAs. But none has been spotted. ... **Q3** ...

Somewhere along the way, then, the panacea of dreaming up particles has stopped working. ... **Q4** ... "Look, the standard model has no experimental failures," he says. "So the fact that we have philosophical and aesthetic problems with it may be just something we need to get over." Instead of constantly devising particles, Starkman argues that we should look more closely at those we already know. Perhaps old particles are capable of new tricks.

To form the matter that surrounds us, elementary particles come together in certain standard configurations. ... **Q5** ... The protons and neutrons that make up atomic nuclei are baryons formed of trios of up and down quarks, the lightest two of the six quark variants. We also know of short-lived combinations of a quark and an antiquark, known as mesons.

But quarks are quirky. They never float around freely thanks to a peculiar property of the strong nuclear force that binds them. When the distance between quarks is small, the force is weak. But as that distance increases, it gets stronger and the quarks are pulled back together. ... **Q16** ... Physicists can calculate how quarks interact at these energies but not at lower ones, where the force keeping quarks together strengthens. As a result, physicists still struggle to explain how quarks form mesons and baryons, a process which occurs at lower energies.

This uncertainty has led to proposals that other forms of matter might exist. As early as the 1980s, Edward Witten, a mathematical physicist at Princeton University, suggested that light quarks could combine with their heavier cousins, such as strange quarks, in unusual ways.

Unlike in ordinary matter, these combinations of quarks would not form atomic nuclei. ... **Q7** ... Witten called them "quark nuggets". Bryan Lynn, a theoretical physicist at University College London, and others later expanded this to more examples such as "strange baryon matter" and "chiral liquid drops".

Such exotic clumps of familiar elementary particles would not contain the enormous spaces between atomic nuclei that we see in normal matter. ... **Q18** ... So even though they might be extremely heavy, they could also be tiny. Some researchers have dubbed them "macros" – a reference to the need to measure their masses in kilograms and tonnes rather than the vanishingly small units usually employed for particles.

And because macros are entirely made up of nuclear matter, without any circulating electrons or empty spaces, they would not be capable of sustaining fusion and therefore could not shine. ... **Q9** ... In short, macros would be diminutive, massive and extremely hard to spot, if not entirely invisible.

It sounds like the perfect recipe for dark matter. But physicists had previously discounted the idea, for two reasons. First, if macros are compact objects about as heavy as our sun, similar to brown dwarfs or black holes, then they would have to outnumber visible stars in order to account for dark matter. If so, macros would frequently bend the light reaching Earth from stars, an effect known as gravitational lensing. ... **Q10** ... Second, if nuclear matter were spread out in a thin carpet across the universe, it would interact with itself and other matter, and hinder the formation of galaxies as we know it.

But when Starkman and his colleagues took a closer look, they saw that macros would not have to be so heavy as to cause frequent gravitational lensing, nor spread out thinly enough to

regularly interact with anything. Clumped into medium-sized drops, neither huge nor tiny, they would be compatible with existing cosmological observations.

## GAPPED TEXTS: TEST 2

Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (Q1-Q10).

Note: there are two extra sentences which you do not need to use.

### Sentences:

- A) Another atypical property of water is its high heat capacity, which means that a large amount of heat input is needed to raise its temperature.
- B) Biological channels such as the aquaporins in cell membranes have narrow pores that allow the rapid flow of water, just like in carbon nanotubes.
- C) But even running at optimal efficiency, they are still too expensive for many developing countries.
- D) Coupling a similar process with nanotube superflow can improve the efficiency of water collection.
- E) However, when I tell friends and family that I have dedicated 15 years of my life to studying water, they look at me with pity.
- F) Most materials contract on cooling, so they occupy less volume when solid than when they are liquid.
- G) The peculiarity of these hydrogen bonds is that each molecule can form up to four of them, making a tetrahedral structure that is quite stable.
- H) The reasons for this behavior are not clear, but one possibility is that dissolved O<sub>2</sub> molecules, which are paramagnetic, might be involved.
- I) This density maximum together with the low ice density results in the necessity that all of a body of fresh water (not just its surface) is close to 4 °C before any freezing can occur, the freezing of rivers, lakes and oceans is from the top down, so permitting survival of the bottom ecology.
- J) This is a bit like being able to move around more freely as you get squashed in a tightly packed crowd.
- K) This speeds up the water flow and, in combination with reverse osmosis, is already being commercialised but still requires tests for long term stability and scale.
- L) This was the case with silicon – its unusual properties have given us semiconductors, and hence the digital technology that has transformed our lives.

### Tapping the incredible weirdness of water

**We need to harness water's strange behaviour to make sure there's enough to go around, says physicist Marcia Barbosa**

I AM fascinated by water. We can all agree that a liquid that occupies 70 per cent of Earth's surface and two-thirds of our body is very important. ... **Q1** ... Don't we already know everything about water? Then they suggest that, as a physicist, I should be studying something less common, such as carbon nanotubes.

It is a mistake to underestimate water. The more you look into it, the less common it seems.

Water is weird. It has 72 anomalies – physical and chemical properties that are very different

from other materials. For scientists, anomalies can be the basis of technological breakthroughs. ... **Q2** ... But while silicon exhibits about a dozen anomalies, water has six times more. This is what allowed water to become central to the development of life.

What makes water so strange? Its most well-known anomaly is the way its density changes with temperature. ... **Q3** ... This is not the case with ice, which floats in water and takes up more space than liquid water. The most amazing thing, however, is that water at 0 °C floats on water at 4 °C. This means that at sub-zero temperatures, lakes and rivers freeze from the top to the bottom, leaving a lowest layer of warmer 4 °C water where fish and plants survive.

... **Q4** ... This anomaly makes water an excellent heat reservoir in our bodies and in our planet. It is also a good buffer against temperature swings, providing a stability that helped life to develop. The best technological tool that the anomalies of water have given us is life itself.

These properties are possible because water molecules form hydrogen bonds with each other. ... **Q5** ... This bonded network also contributes to the strange way water moves.

In most liquids, particles become less able to move as the material becomes denser. For water this is not the case. At high density – or under high pressure – the molecules move around faster, not slower as we would imagine. ... **Q6** ... This counter-intuitive behaviour means that when water is confined within carbon nanotubes, the molecules form a single line in the centre. This allows them to flow a thousand times faster than expected – a surprising discovery made in 2001. This “superflow” of water in nanotubes is the focus of my research.

This mechanism has long been exploited by nature. ... **Q7** ... They also have charged residue at the centre of the pore that repels salts. In this way, kidneys make use of these biological nanotubes to desalinate our bodily fluids, and do so in a very energy-efficient way. What if we could harness this desalination process outside the body?

Today, 1 in 6 people on Earth have limited access to clean water. But this is an even bigger problem than it first seems, because we don't just need water for drinking – we need it for eating too. Around 70 per cent of water consumption is used for agriculture, compared to 10 per cent for household use. By 2025, the world's population is expected to rise by another billion and, if nothing is done to address the issue, it is estimated that two-thirds of the population will be living in areas with a severe lack of fresh water.

To avoid this drastic scenario, measures are being taken to improve the water distribution infrastructure. However, this depends on existing amounts of fresh water. The only way to increase water supply on a large scale is desalination. The most common desalination procedures are distillation and reverse osmosis, which entails forcing salty water through a membrane that is impermeable to salt. These methods currently provide fresh water for 300 million people. ... **Q8** ...

This is where work on water's weird properties comes in. Research is under way on at least three desalination technologies that rely on recent discoveries about water's anomalous superflow when confined to the nanoscale. One approach, already in production, is to use a membrane with aquaporins in combination with reverse osmosis, which can produce fresh water using less energy than reverse osmosis alone.

Another approach is to create an array of densely packed nanotubes that only allow the passage of water molecules, not salt. ... **Q9** ... The third method combines distillation, reverse osmosis and carbon nanotube superflow – a speedier method because it uses water vapour, which flows even faster.

Although these techniques have yet to be rolled out, it is hoped they will cut the high energetic cost of separating water from salt, especially with the advent of large scale, low cost production of carbon nanotubes and aquaporins. But what happens in landlocked regions with no sea water? Here, some promising research on harvesting water from fog is in the early stages. The idea is to mimic the way insects such as the *Stenocara* beetle capture small water droplets from the atmosphere. This beetle has a water-attracting region on its back that transforms vapour into liquid water, then it uses gravity and a water-repelling region to bring the liquid to its mouth. ... **Q10** ...

Nature is already adept at exploiting water's strange behaviour. I have high hopes we too can

exploit these properties to help solve the world's water shortage problems .

### GAPPED TEXTS: TEST 3

Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (Q1-Q10).

Note: there are two extra sentences which you do not need to use.

#### Sentences

- A) "I suddenly understood that common sense was the route to answering deep questions about the way things worked," he says.
- B) "It's as if I were able to take a run up at this wall, and instead of crashing into it, I would suddenly appear, intact, on the other side."
- C) At the time, biology was all the rage: In 1953, Cambridge University biophysicists Francis Crick and James Watson had discovered that DNA takes the form of a double helix, or a twisted ladder.
- D) Back then, he and his Surrey colleague, biologist Johnjoe McFadden, explored a strange mechanism to explain how DNA — the molecule that carries our genetic code — may mutate.
- E) But in the late 1990s, Al-Khalili realized that this assumption may have been too hasty when he first met McFadden, who introduced him to a biological mystery whose solution might require quantum help.
- F) Even more ambitiously and controversially — some argue that quantum biology could be a game-changer in treating serious diseases.
- G) For instance, the phenomenon of superposition states that before you look, a particle has no definite location.
- H) If multiple qubits could be strung together, they reasoned, it should be possible to construct a quantum processor that performs calculations at speeds that are unimaginably quicker than standard devices.
- I) The main reason was that, as the would-be builders of quantum computers discovered, quantum effects are extremely fragile.
- J) The proposal was scoffed at, however, sparking incredulity from both biologists and physicists because quantum effects supposedly hold sway only on the smallest scales and cannot govern large biological molecules.
- K) The strange rules that control the subatomic world might be unintuitive, but they have been verified through many experiments for the better part of a century.
- L) This was not the first time he had heard about such controversial findings. A decade earlier, in 1988, a group of molecular biologists led by John Cairns at the Harvard School of Public Health published startling results showing similar adaptive mutations

#### The Quantum Life

**The craziness of quantum physics might explain some of biology's most fundamental processes.**

There's a fine line between being hailed as a visionary and being denounced as a crank, as Iraq-born physicist Jim Al-Khalili is only too aware. Seated in his office at the University of Surrey in the U.K. on a sunny day, he recalls a less tranquil time in his career, almost 15 years ago.  
... Q1 ...

Their theory caused a stir because it invoked quantum mechanics, the branch of physics that describes the behavior of particles in the subatomic realm. Their idea gave some insight into the origins of genetic mutations, which over the centuries have given rise to the variety of species in the biological kingdom, and in the short term can lead to the development of diseases like cancer. ... **Q2** ...

"Senior colleagues in physics warned me off this line of research, saying, 'This isn't just speculative, it's wacky,'" Al-Khalili says. "I have since realized that some of the best ideas come out of seemingly crazy thoughts, because otherwise they wouldn't be new."

Though Al-Khalili and McFadden did not label it as such at the time, their paper was one of the first in the now burgeoning field of quantum biology. ... **Q3** ... Yet it is only in the past decade or so that a small but dedicated band of physicists and biologists has found hints that nature may also use these rules to enhance the efficiency of biological tasks.

If true, then physicists struggling to innovate in the lab could take a quantum leaf out of nature's book and learn how to devise better machines. ... **Q4** ... "The holy grail is to find that quantum effects stimulate biological processes that are relevant to medicine," says Al-Khalili. "Looking to the long term, if these effects underlie the mechanism of DNA mutations, that could allow for real progress in the treatment of cancer."

The seeds for Al-Khalili's interest in biology were sown in 1960s Baghdad, when his parents gave him a microscope for Christmas. ... **Q5** ... Al-Khalili's parents hoped that their son would develop an interest in this exciting new science, but to their despair, he was far too preoccupied with football and music.

A few years later, however, at the age of 13, he fell in love not with biology, but with physics, when he realized that mathematics could predict the outcome of high school experiments. ... **Q6** ... Ironically, this love of logic was severely tested when he later embarked on an undergraduate degree in physics at the University of Surrey and learned that, at the fundamental level where quantum laws take over, everyday rules fly out the window.

Now in his 50s, Al-Khalili's face lights up and he becomes as animated as a teenager, waving his hands in frustration when he recalls his first encounters with quantum mechanics. ... **Q7** ... Only when the position of the particle is measured does it randomly settle into one spot. "We were told things like this very dryly," says Al-Khalili. "The lecturers didn't like me asking what it actually means to say that something can be in two places at the same time."

Another perplexing oddity is known as quantum tunneling: In the microscopic realm, particles can travel across barriers that, in theory, they should not have the energy to get through. Al-Khalili remembers his lecturer trying to illuminate the topic by explaining, ... **Q8** ... He says the weirdness of the quantum world still frustrates him.

As strange as they are, these quantum characteristics have been demonstrated time and again in the lab, as Al-Khalili discovered when he later specialized in nuclear physics, the study of particles within the atom. By the mid-'80s, as he was establishing his early career, physicists had become so comfortable with the bizarre behavior of quantum objects that they began to ponder exploiting them to build powerful machines.

Whereas modern computers process information encoded in binary digits (or bits) that take the value of either 0 or 1, physicists realized that so-called quantum computers could store information in "qubits" that can exist in superposition, simultaneously both 0 and 1. ... **Q9** ... For instance, while current computers search through databases by examining each entry separately, a quantum computer would be able to look at all entries simultaneously.

The idea that plants and animals may already be carrying out such superfast quantum operations within their own cells, however, did not seriously cross the minds of either physicists or biologists, even though cells are made up of atoms and, at a basic level, all atoms obey quantum mechanics. ... **Q10** ... To maintain superposition in the lab, physicists need to cool their systems down to almost absolute zero, the lowest temperature possible, because heat can destroy quantum features. So there seemed little chance that these quantum properties could survive in the balmy temperatures within living cells.



## CHECK YOUR ANSWERS FOR GAPPED TEXTS

### TEST 1

- Q1. D** Starkman is banging the drum for a **bold idea** ... His **audacious proposal** is ...
- Q2. E** Nobel prizewinner Wolfgang Pauli was an **early adopter**. In 1930, **he proposed** ...
- Q3. C** But **none has been spotted**. Contenders suggested by supersymmetry ... are also a **no-show**.
- Q4. I** That leads Starkman to a **provocative conclusion**. "**Look**, the standard model has no experimental failures," he says. "**So** the fact that we have philosophical and aesthetic problems with it may be just something we need to get over."
- Q5. G** To form the matter that surrounds us, elementary particles **come together in certain standard configurations**. Quarks combine in threes to **form compound particles** known as baryons, **for instance**.
- Q6. A** But as that distance increases, it gets **stronger** and the quarks are pulled back together. **Another strange quality of the strong force** is that it is weaker at high energies, such as those produced in collisions at the LHC.
- Q7. F** **Unlike in ordinary matter**, these combinations of quarks would **not form atomic nuclei**. **Instead** they would develop into large **amorphous blobs**, gathering ever more particles in a small space.
- Q8. L** Such **exotic** clumps of familiar elementary particles would not contain the enormous spaces between atomic nuclei that we see in **normal** matter. **This** would make them as dense as neutron stars, a teaspoon of which weighs as much as a mountain.
- Q9. J** And because macros are entirely made up of nuclear matter, without any circulating electrons or empty spaces, they would not be capable of sustaining fusion and therefore **could not shine**. The high density of the clumps would also make them **less likely to interact with incoming light**.
- Q10. B** **First**, if macros are compact objects about as heavy as our sun, similar to brown dwarfs or black holes, then they would have to outnumber visible stars in order to account for dark matter. **If so**, macros would frequently bend the light reaching Earth from stars, an effect known as gravitational lensing. **But** the amount of bent light we do see is already accounted for by familiar cosmic objects made of normal matter.

### TEST 2

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| Q1. E | Q2. L | Q3. F | Q4. A | Q5. G  |
| Q6. J | Q7. B | Q8. C | Q9. K | Q10. D |

### TEST 3

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| Q1. D | Q2. J | Q3. K | Q4. F | Q5. C  |
| Q6. A | Q7. G | Q8. B | Q9. H | Q10. I |

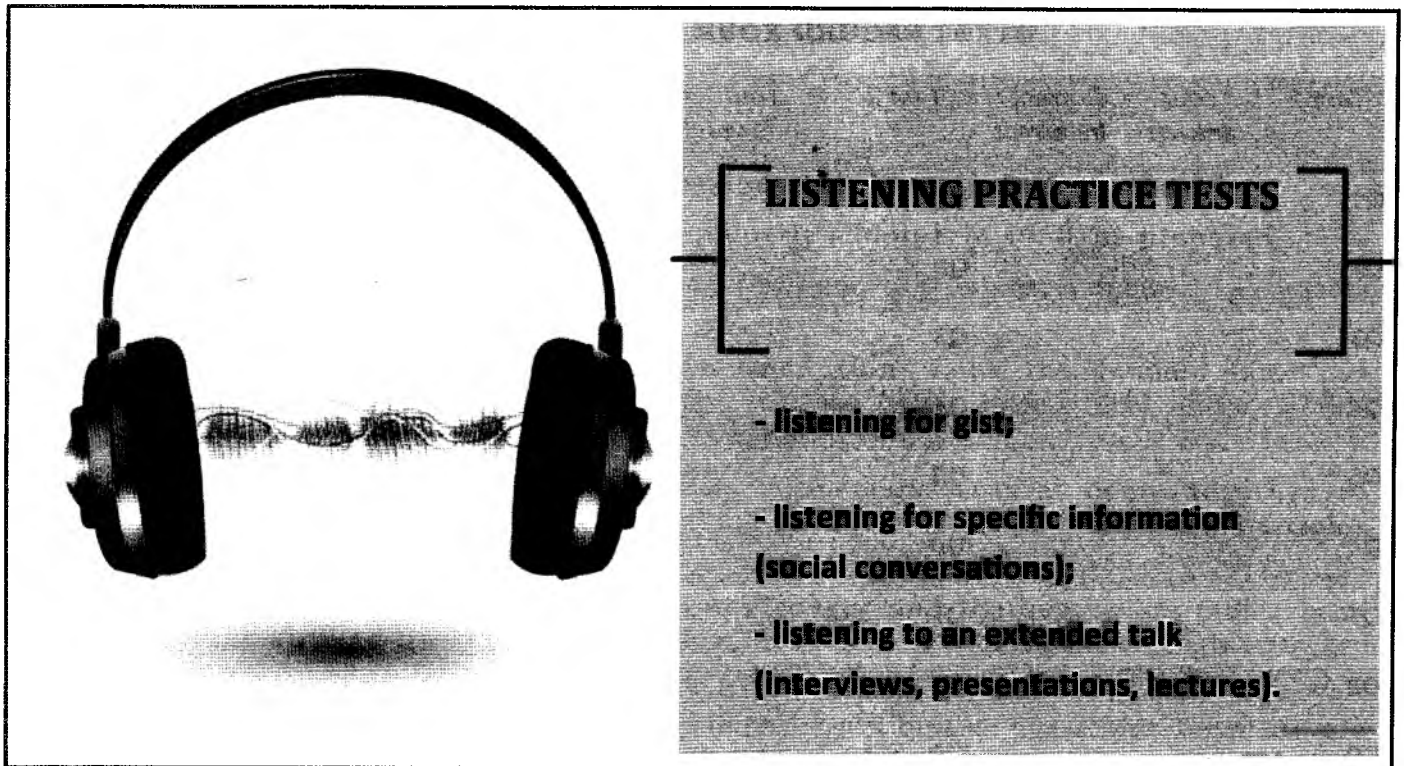
## RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.176-199: "Understanding Cohesion in a Text. Gapped Texts".



**LISTENING FOR GIST: TEST 1**

**Questions 1-10**

You will hear ten utterances. Match the utterances of each speaker (1-10) with the statements below (A-L). Use each letter once only.

**Note:** There are two statements which you do not need to use.

- A) The speaker enjoys horror films though it is a strange choice.
- B) The speaker enjoys films that are funny and smart.
- C) The speaker prefers action films.
- D) You can learn from this kind of films that show real situations.
- E) It is TV that forces people to buy useless things.
- F) People become lazy because of TV.
- G) TV is your best friend.
- H) TV makes people equal in some way.
- I) TV makes people free in their choice.
- J) TV makes people stupid.
- K) Westerns show strong characters.
- L) This kind of films helps us to imagine incredible possibilities.

**Q1.** Speaker 1

**Q2.** Speaker 2

**Q3.** Speaker 3

**Q4.** Speaker 4

**Q5.** Speaker 5

**Q6.** Speaker 6

**Q7.** Speaker 7

**Q8.** Speaker 8

**Q9.** Speaker 9

**Q10.** Speaker 10

## LISTENING FOR GIST: TEST 2

### Questions 1-10

You will hear ten utterances. Match the utterances of each speaker (1-10) with the statements below (A-L). Use each letter once only.

**NOTE:** There are two statements which you do not need to use.

- A) Both parents are ready to support me in difficult times.
- B) Both parents have had difficult times.
- C) I don't see this person very often any more.
- D) I have not always liked this person.
- E) My friend sometimes gets angry with me.
- F) My grandmother is a good example of family problems.
- G) My most important relationship is with my grandmother.
- H) My relationship with my parents has improved.
- I) Some people dislike my friend.
- J) This person and I are not friends any more.
- K) This person is my best friend.
- L) You shouldn't compare feelings towards different family members.

Q1. Speaker 1

Q2. Speaker 2

Q3. Speaker 3

Q4. Speaker 4

Q5. Speaker 5

Q6. Speaker 6

Q7. Speaker 7

Q8. Speaker 8

Q9. Speaker 9

Q10. Speaker 10

**CHECK YOUR ANSWERS FOR LISTENING FOR GIST**

**TEST 1**

Q1. I                      Q2. H                      Q3. G                      Q4. J                      Q5. F  
 Q6. C                      Q7. B                      Q8. D                      Q9. A                      Q10. L

**TEST 2**

Q1. K                      Q2. I                      Q3. C                      Q4. J                      Q5. D  
 Q6. A                      Q7. H                      Q8. B                      Q9. L                      Q10. G

**RECORD YOUR PROGRESS**

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Q7			Q7					
Q8			Q8					
Q9			Q9					
Q10			Q10					
Total correct:			Total correct:					

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.200-211: "Types of Listening. Listening for Gist".

## LISTENING FOR GIST: TEST 3

### Questions 1-6

You will hear people talking in six different situations.

For questions 1-6, choose the best answer, A, B, or C.

**Q1. You hear part of a radio programme about a sports personality. What has he recently achieved?**

- A) a new sporting record
- B) another gold medal
- C) a financial reward

**Q2. You hear a woman asking for a recipe. What does she want to make?**

- A) something for supper
- B) something for a party
- C) something for a picnic

**Q3. You hear a man talking about animals. What is he recommending?**

- A) feeding a pet a balanced diet
- B) giving a pet plenty of exercise
- C) making sure a pet is looked after

**Q4. You hear part of a radio programme about travelling abroad. Who is speaking?**

- A) a journalist
- B) a tour guide
- C) a travel agent

**Q5) You overhear a student talking about one of her classes. What has she done?**

- A) missed her class
- B) withdrawn from a class
- C) complained about a class

**Q6. You hear a woman talking about a new book on the theatre. What is the best title for the book?**

- A) Popular Street Theatre
- B) Travelling Theatre Players
- C) Open-air Plays and Players

## LISTENING FOR GIST: TEST 4

### Questions 1-6

You will hear people talking in six different situations.

For questions 1-6, choose the best answer, A, B, or C.

**Q1. You hear a boy talking about the place he visited yesterday. He felt ...**

- A) disappointed at what he had seen.
- B) too tired to enjoy the place.
- C) satisfied with his visit.

**Q2. You hear a woman talking on the phone about her garden. She is worried about ...**

- A) loss of income.
- B) risk of damage.
- C) invasion of privacy.

**Q3. You hear two people talking at a train station. The woman is annoyed because she ...**

- A) is going to be late for her appointment.
- B) may have to take a car to get to her destination.
- C) is not informed about the reason for delay.

**Q4. You hear a radio programme. The woman is talking about ...**

- A) donating to a charity.
- B) cleaning the house.
- C) throwing things away.

**Q5. You overhear two people talking about going to the gym. The man thinks it is ...**

- A) too expensive.
- B) physically demanding.
- C) time consuming.

**Q6. You hear a man talking on the phone. He thinks that his new job is ...**

- A) going to be difficult.
- B) similar to his previous job.
- C) better than he expected.

## LISTENING FOR GIST: TEST 5

### Questions 1-6

You will hear people talking in six different situations.

For questions 1-6, choose the best answer, A, B, or C.

**Q1. You hear part of a radio programme. The person is talking about ...**

- A) cooking.
- B) weather.
- C) gardening.

**Q2. You hear two people talking on a train. The woman is feeling ...**

- A) worried.
- B) relieved.
- C) angry.

**Q3. You hear two friends talking. What is the man's opinion about the possible tax increase?**

- A) He approves it.
- B) He is skeptical.
- C) He feels indifferent.

**Q4. You hear two friends talking on a park bench. They are discussing ...**

- A) a drink.
- B) a salad.
- C) a cake.

**Q5. You overhear two people talking on a bus. They are ...**

- A) husband and wife.
- B) boss and employee.
- C) friends.

**Q6. You hear part of a radio programme. The announcer ...**

- A) reports about floods.
- B) cautions the drivers.
- C) criticizes the AA.



## LISTENING FOR GIST: TEST 6

### Questions 1-6

You will hear people talking in six different situations.

For questions 1-6, choose the best answer, A, B, or C.

**Q1. You are watching this quiz show on TV. The contestant is answering questions on ...**

- A) international relations.
- B) history.
- C) Olympic Games.

**Q2. You hear this weather forecast. It is going to be ...**

- A) foggy.
- B) showery.
- C) chilly.

**Q3. You hear a part of a radio program. It is a ...**

- A) documentary.
- B) news report.
- C) lecture.

**Q4. You hear this announcement. It is being made ...**

- A) on the plane.
- B) at the airport.
- C) in the booking office.

**Q5. You overhear this telephone conversation. It is taking place in the ...**

- A) theatre booking office.
- B) coach booking office.
- C) museum booking office.

**Q6. You overhear this conversation when you are travelling on ...**

- A) a plane.
- B) a bus.
- C) a train.

**CHECK YOUR ANSWERS FOR LISTENING FOR GIST**

**TEST 3**

Q1. A            Q2. C            Q3. A            Q4. B            Q5. B            Q6. C

**TEST 4**

Q1. C            Q2. B            Q3. C            Q4. C            Q5. C            Q6. B

**Script:**

Q1: Boy: We went to a butterfly house yesterday.

Girl: What's that?

Boy: You know. It's a sort of steamy greenhouse, with plants and huge butterflies like the ones you get in tropical forests.

Girl: Oh! I wouldn't like that.

Boy: No, I didn't the first time I went to one, when I was a little kid. It was because the butterflies were too high up for me to see. This one was better- it had a lower roof. Some butterflies actually landed on me. The colours were fantastic.

Q2: Guess what's happened now-my neighbours have put up a huge wooden building next to my garden ... they say they're going to keep rare kinds of rabbits ... I know, there will be hundreds of them and they're sure to escape and come under the fence into my garden - that's what they do. I've just got the garden how I want it and I've never grown such huge vegetables as this year. I know I don't sell them or anything, but I quite like to produce them. The rabbits will ruin everything, I'm sure. I'll spend all my time chasing them off. I don't know what to do move, I suppose.

Q3: Man: Oh dear. Delays as usual.

Woman: Yes, I've been waiting for half an hour and I've got a meeting to go to. I don't mind missing it, but I should let somebody know.

Man: I know.

Woman: Someone said there was a problem with the engine, and someone else said the train driver had been taken ill.

Man: Well, I went to the office to ask- apparently there's a problem on the track and no trains can get through.

Woman: Oh this is ridiculous! They must know what's happened-why can't they just announce it, then at least we'd all know where we stood. I could have got there in the car by now, if they'd said.

Q4: We often keep stuff because we cannot face the task of sorting it all out. We still believe that one day it will all come in useful. Your home and your office reflect your personality. Getting rid of things makes us feel lighter, mentally and physically. Clothes are often a problem: our wardrobes are full but we still say, 'I've nothing to wear' when we really mean 'Nothing looks good on me.' A simple rule: if you haven't worn it in the past year, then call it a day!

Q5: Woman: So, that didn't last long, did it? Two weeks going to the gym, and you're already talking of giving it up ...

Man: Look, if you're saying I'm not up to it, you're wrong. I realise it's very effective in working every muscle, and when I get started, it's just like other sports. I don't even mind feeling exhausted at the end. But, listen, you sort out your kit at home, lug it to the gym, queue to pay your entrance fee, then change and queue for the machines ... when you could have been for a run straight from your home and then been free to get on with your life.

Woman: Well, I think you're wrong, and you should make the effort to carry on.

Q6: Well, made it to the end of the first week in one piece ... yeah, not bad, I mean the work I'm doing isn't any different really but you have to get used to a new set of people, don't you? They're all pretty nice I think - with the possible exception of my boss- she seems a bit terrifying but maybe that's just first impressions, we'll see. And I can see I'll probably be doing quite a lot of extra hours ... Oh yes, good overtime rates, but that's normal in my line of work ... No, I don't think so ... [fade]

### TEST 5

Q1. C

Q2. B

Q3. B

Q4. A

Q5. C

Q6. C

#### Script:

Q1: M: Of course, this is the time of year in England that I enjoy most. You can be outside late in the evening pottering around. It's still warm and it's not yet dark. There's a lot of work to do because things are growing so fast but the air is fragrant with honeysuckle and roses and you can already see the fruits of your labours in the kitchen garden.

Q2: M: We're moving very slowly again now. It's infuriating. I'm going to miss my meeting if we don't speed up soon.

F: Yes, we seem to be late most days at the moment. Mind you I'm not too bothered today.

M: Don't you have to be in at the usual time?

F: Well, I should be but we've got this rather awkward visitor coming in and if I'm not there someone else will have to deal with him. It's not my fault if the train's delayed, is it. I'll just ring in and sound as upset as I can.

Q3: F: Did you hear that Minister on the radio this morning saying they're thinking of increasing tax rates for higher earners?

M: Yes, I did. Isn't it terrible! No wonder people who earn a lot all try to move abroad.

F: Mm, I suppose so, but they've got to get money somehow for hospitals and schools.

M: Yes, but do they spend it on hospitals and schools?

F: Well, I wouldn't mind paying a bit more tax myself as long as they do use it properly.

M: Oh, no, you can't trust them.

Q4: F: This is delicious. Did you make it yourself?

F: Yes, I did. It's very simple.

F: Well, it's certainly much nicer than anything you can buy in the shops. For that matter, it's better than anything I've ever had at that café in town, that one that specialises in juices and shakes. Will you give me the recipe?

F: Of course. The important thing is to have really fresh ingredients.

Q5: F: So what happened then?

M: Well the MD went purple in the face and looked absolutely furious. Fortunately, the fire alarm then went off and I guess he'd cooled down a bit by the time we were allowed back into the building.

F: Oh well, that's good. So no one got the sack?

M: Not today at least. Are you getting off here tonight?

F: Yes, I'm going to my mum's before I go home. I'll look forward to the next instalment tomorrow then.

Q6: M: Three people were slightly injured in the pile-up but amazingly most of the people involved escaped unhurt. The AA has strongly criticized drivers for not reducing their speed in such difficult weather conditions. The rain is likely to continue in most areas for some hours yet and caution is urged on all roads.

## TEST 6

Q1. B

Q2. C

Q3. B

Q4. B

Q5. A

Q6. C

### Script:

Q1: Quiz Host: ... so here are the questions on the subject you've chosen to win tonight's star prize. Take your time now. You have 10 seconds to think before you have to answer each question. Okay?... Good. ...And here's your first question. Who was shot in Sarajevo in 1914 by Gavrilo Princip? Take your time now before you answer...

Q2: Telemessage: Thank you for calling the Saturn Telephone Weather Line. Here is the weather forecast for today, Tuesday the 21 st of March. Today will be cloudy and overcast but with only a ten per cent chance of rain. Winds will be light to moderate. But it will be near freezing all day with icy patches on the roads, so take care if you're driving. There'll be a heavy frost tonight with temperatures as low as -5°C. The long-range forecast is for snow towards the end of the week.

Q3: Newsreader: Rest on the Flight to Egypt is probably the only small-scale Titian in private hands. Painted in 1510 and 1511 when Titian, the founder of high Renaissance painting in Venice, was in his early 20's. The painting's small size may well have made it attractive to thieves as it could easily be carried. Titian expert Dr Paul Sherman of Cambridge University said, "It is a lovely little thing, a little gem and it is very sad that it has disappeared. Only a couple of other small pictures by Titian are known - one in Bergamo, Italy and one in the Metropolitan Museum in New York."

Q4: Airport Announcer: ... Transatlantic Airlines regret to announce the cancellation of flight TA 2041 to San Francisco via Shannon, New York and Chicago. Passengers for Ireland should go immediately to the main exit. A bus will take you to Gatwick where an alternative flight has been arranged. Passenger^ for San Francisco have been transferred and should join flight VG 365, from gate 20, when this is called. Arrangements are still being made for passengers for New York and Chicago. If these passengers would like to go to hospitality suite B, a complimentary buffet has been arranged.

Q5: Receptionist: ... a transfer? Yes, I'm sure we can transfer your ticket. What's the date of the performance?

(PAUSE) The 24th, I'll just call that up on the screen. Okay. Now what number's your seat?

(PAUSE) X3. Okay. And where would you like to move to?

(PAUSE) I see. Somewhere nearer the front. How about E1? That's available.

(PAUSE) Don't worry about that. All seats have a good view. Now, I've made the change. Shall I send you the new ticket or would you like to pick it up?

Q6: Female: Excuse me, sir. I'm sorry, this compartment is non-smoking. Could you please put out your cigarette?

Male: But I've only just lit it.

Female: I know, sir, and I'm sorry. But this is non-smoking, as the signs on the windows show quite clearly. The other passengers are complaining.

Male: Can't I just open a window?

Female: I'm sorry, sir, if you want to smoke, you must move to a smoking compartment. There's one in the next carriage just after the buffet car.

### RECORD YOUR PROGRESS

Test 3	Your answer	Correct/Incorrect	Test 4	Your answer	Correct/Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Total correct:			Total correct:					

Test 5	Your answer	Correct/Incorrect	Test 6	Your answer	Correct/Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Total correct:			Total correct:					

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.200-211: "Types of Listening. Listening for Gist".

**LISTENING FOR SPECIFIC INFORMATION (SOCIAL CONVERSATIONS): TEST 1**

**Questions 1-6**

You will hear a dialogue. For questions 1-6, decide if the following statements agree with the information from the conversation.

**Q1. The woman buys a new toothbrush every month.**

**A) True                      B) False**

**Q2. In the woman's family, each person has their own tube of toothpaste.**

**A) True                      B) False**

**Q3. The woman buys her toothpaste at the chemist's.**

**A) True                      B) False**

**Q4. The woman buys a new tube of toothpaste approximately every three weeks.**

**A) True                      B) False**

**Q5. The woman believes the mouthwash she uses is healthy and taste nice.**

**A) True                      B) False**

**Q6. The woman buys "Freshrinse" once a month.**

**A) True                      B) False**

**LISTENING FOR SPECIFIC INFORMATION (SOCIAL CONVERSATIONS): TEST 2**

**Questions 1-6**

You will hear a dialogue. For questions 1-6, decide if the following statements agree with the information from the conversation.

**Q1. Nigel is looking for his shower cap.**

A) True                      B) False

**Q2. Nigel wants Selina to lie to Katy.**

A) True                      B) False

**Q3. Selina knows what a triathlon is.**

A) True                      B) False

**Q4. Selina is skeptical about the value of triathlons.**

A) True                      B) False

**Q5. Nigel believes his exams will be easy.**

A) True                      B) False

**Q6. Selina prefers individual sports.**

A) True                      B) False

**LISTENING FOR SPECIFIC INFORMATION (SOCIAL CONVERSATIONS): TEST 3**

**Questions 1-6**

You will hear a dialogue. For questions 1-6, decide if the following statements agree with the information from the conversation.

**Q1. David and Dianne have known each other since childhood.**

**A) True                      B) False**

**Q2. David plans to go downtown by bus.**

**A) True                      B) False**

**Q3. Dianne loves the idea of going to the movie on Friday night.**

**A) True                      B) False**

**Q4. David offers his help in cooking a meal.**

**A) True                      B) False**

**Q5. Dianne agrees to go to a football match with David on Saturday.**

**A) True                      B) False**

**Q6. David says he is being late for the meeting.**

**A) True                      B) False**



**CHECK YOUR ANSWERS FOR LISTENING FOR SPECIFIC INFORMATION  
(SOCIAL CONVERSATIONS)**

**TEST 1**

Q1. B                  Q2. B                  Q3. B                  Q4. A                  Q5. A                  Q6. B

**TEST 2**

Q1. B                  Q2. A                  Q3. B                  Q4. A                  Q5. A                  Q6. B

**TEST 3**

Q1. B                  Q2. A                  Q3. B                  Q4. A                  Q5. B                  Q6. B

**RECORD YOUR PROGRESS**

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.212-223: "Listening for Specific Information".

## LISTENING FOR SPECIFIC INFORMATION (SOCIAL CONVERSATIONS): TEST 4

### Questions 1-8

You will hear a conversation between some people.

For questions 1-8, choose the best answer, A, B, or C.

**Q1. Richard wants to study ...**

- A) during the day time.    B) on weekday evenings.    C) at the week-ends.

**Q2. The crash course lasts ...**

- A) three months.    B) six months.    C) eight months

**Q3. Richard says he wants to enroll to a course for ...**

- A) complete beginners.    B) lower intermediate level.    C) upper intermediate level.

**Q4. Richard prefers to start the course in ...**

- A) September.    B) January.    C) March.

**Q5. What is surprising about Richard is his ...**

- A) e-mail address.    B) study profile.    C) date of birth.

**Q6. Richard is interested in Japanese because he ...**

- A) needs the language for his job.  
B) wants to visit his relatives in Japan.  
C) has to write to his Japanese friends.

**Q7. Richard wants to focus on ...**

- A) the spoken language.  
B) the writing system.  
C) grammar and vocabulary.

**Q8. Richard says that ...**

- A) his school was not strong on languages.  
B) he gave up the language three years ago.  
C) he did not practice the language after school.

**LISTENING FOR SPECIFIC INFORMATION (SOCIAL CONVERSATIONS): TEST 5**

**Questions 1-8**

*You will hear a conversation between some people.*

*For questions 1-8, choose the best answer, A, B, or C.*

**Q1. Sam is calling to ask about ...**

- A) applying for a job.
- B) opening a bank account.
- C) updating data in the papers.

**Q2. The birth certificate is required for those who ...**

- A) are younger than 18.
- B) hold a foreign passport.
- C) have an expired driving license.

**Q3. To confirm the address, Sam can show ...**

- A) a confirmation from the consulate.
- B) a car insurance certificate.
- C) an utilities payment document.

**Q4. Sam is thinking of a bank inside the Commercial Centre because ...**

- A) its location is convenient for her.
- B) it is open longer hours every day.
- C) her friends used to have an account there.

**Q5. The Popular Bank ...**

- A) has become a part of another bank.
- B) has lost its popularity among customers.
- C) has moved its operations to Asia/Pacific area.

**Q6. Sam is disappointed because the bank she had in mind ...**

- A) is not open at weekends.
- B) has no bonuses for new customers.
- C) is not located near her place.

**Q7. The Royal Bank is ...**

- A) next to the Post Office.
- B) on the right of the Shaw Theatre.
- C) near the Internet café.

**Q8. The National Bank is ...**

- A) opposite the City Hall.
- B) behind the Tourist Office.

## LISTENING FOR SPECIFIC INFORMATION (SOCIAL CONVERSATIONS): TEST 6

### Questions 1-8

You will hear a conversation between some people.

For questions 1-8, choose the best answer, A, B, or C.

**Q1. Maria is currently living with ...**

- A) two more people.                      B) three more people.                      C) four more people.

**Q2. Maria has ...**

- A) never been abroad.  
B) limited experience of living abroad.  
C) lived abroad for a while.

**Q3. The problem with the current accommodation is ...**

- A) polluted environment.  
B) inconvenient location.  
C) too many distractions.

**Q4. The landlady ...**

- A) has problems with her memory.  
B) pays too much attention to cleanliness.  
C) behaves aggressively towards the tenants.

**Q5. The adviser suggests checking the student noticeboards as ...**

- A) there can be cheap offers.  
B) students moving from the hall write there.  
C) local residents post their ads there.

**Q6. Hillside College is famous for its ...**

- A) ancient towers.                      B) friendly students.                      C) exciting atmosphere.

**Q7. Maria is going to major in ...**

- A) languages.                      B) history.                      C) literature.

**Q8. The adviser says that the accommodation on the Thanet Road is ...**

- A) close to the campus.                      B) quite old.                      C) a bit noisy.

**CHECK YOUR ANSWERS FOR LISTENING FOR SPECIFIC INFORMATION  
(SOCIAL CONVERSATIONS)**

**TEST 4**

Q1. B    Q2. A    Q3. B    Q4. A    Q5. C    Q6. A    Q7. A    Q8. C

**Script:**

**Woman:** Good morning! University Language Centre. How can I help you?

**Man:** I'm interested in doing a language course. I did Mandarin last year and now I'd like to do Japanese. Can you give me some information about what courses are available at your centre and when they start That sort of thing?

**Woman:** Yes, certainly. Well, we actually offer a number of courses in Japanese at different levels. Are you looking for full time or part time?

**Man:** Oh! I couldn't manage full time as I work every day but evenings would be fine and certainly preferable to weekends.

**Woman:** Well, we don't offer courses at the weekend anyway, but let me run through your options. We have a 12-week intensive course three hours three nights a week - that's our crash course! Or an eight month course two nights a week.

**Man:** I think the crash course would suit me best as I'll be leaving for Japan in six months time.

**Woman:** Are you a beginner?

Man: Not a complete beginner, no!

Woman: Well ... we offer the courses at three levels, beginners, lower intermediate and upper intermediate, though we don't always run them all. It depends very much on demand.

Man: I'd probably be at the lower intermediate level- as I did some Japanese at school but that was ages ago.

Woman: Right, well the next Level Two course begins on Monday 12th September- there are still some places on that one otherwise you'd have to wait until January or March.

Man: No- I'd prefer the next course.

Woman: Right. Can I get some details from you then so I can send you some information?

Man: Sure!

Woman: What's your name? Family name first.

Man: Hagerty. Richard.

Woman: H A G A R T Y?

Man: No H A G E R T Y

Woman: Oh, OK! And your address, Richard?

Man: Well perhaps you could email it to me.

Woman: Right. What's your email address?

Man: It's ricky45 -that's one word RICKY45 hotmail dot com.

Woman: And I just need some other information for our statistics. This helps us offer the best possible courses and draw up a profile of our students.

Man: Fine!

Woman: What's your date of birth?

Man: I was born on 29th February 1980.

Woman: ... 1980. So you're a leap year baby! That's unusual.

Man: Yes- it is!

Woman: ... and just one or two other questions for our market research, if you don't mind.

Man: No, that's fine.

Woman: What are your main reasons for studying Japanese? Business, travel or general interest?

Man: My company's sending me to Japan for two years.

Woman: Alright- I'll put down 'Business'. And do you have any specific needs? Will there be an emphasis on written language? For instance, will you need to know how to write business letters, that sort of thing?

Man: No. But I will need to be able with people on a day-to-day basis.

Woman: OK so I'll put down 'conversation'.

Man: Yes, because I already know something about the writing system at an elementary level and I don't anticipate having to read too much.

Woman: You said you'd studied some Japanese. Where did you study?

Man: Three years at school. Then I gave it up so I've forgotten a fair bit. You know how it is with languages if you don't have the chance to use them.

Woman: Yes, but I'm sure it will all come back to you once you get going again. Now once we receive your enrolment form we'll ...

#### TEST 5

Q1. B    Q2. A    Q3. C    Q4. A    Q5. A    Q6. B    Q7. C    Q8. A

#### Script:

Terry: Expats Helpline; Terry Davies here. What can I do for you?

Sam: Hello Terry, I've been in this country for a while and I've just been offered a job in the city, so I think I'm going to need to open a bank account. I haven't had one before, so I'm wondering what papers I need.

Terry: Well basically you'll need to be able to prove to the bank that you're who you say you are and that you live where you say you do, OK?

Sam: Uh-huh.

Terry: And for some banks, at least, that means you'll have to show them two separate pieces of identity, so I'll run through the list if you like.

Sam: Yes, please.

Terry: OK, I'll bring it up on the screen. Let's see ... here it is ... right, the first thing it says is 'a valid passport'.

Sam: Mine's Australian.

Terry: Yes, that would be fine of course. The next one is 'a driving licence', and again one from your country would be OK. Then that's followed by 'birth certificate' .. oh hang on, that's only if you're under 18.

Sam: Which I'm not.

Terry: Right, so not that then. But you can also show them a 'benefit book', for instance if you're in ill health or unemployed or getting income support.

Sam: Yes, I could bring that. Or a letter from my employer, maybe?

Terry: Well that's not actually on the list; so we'll have to assume you can't.

Sam: OK. And to prove where I live?

Terry: Again, there are several possible things listed here. For instance you could use a bill for

council tax, or something else for where you live, such as an insurance certificate.

Sam: I've got one of those. Somewhere among all my papers. But what about bills? Things like phone bills, I mean.

Terry: As long as it has your address on it, yes, fine.

Sam: SO a bill for my mobile would do, would it!

Terry: Ah I'm afraid it would have to be for a fixed line phone. You could use other types of household bill, though. As long as you get them through the post.

Sam: How about an electricity bill? That'll say where I live, won't it!

Terry: If it's in your name, and not that of a er ... landlord, yes.

Sam: It is, so I'll probably take that then.

Terry: There's one other you might want to use: a 'vehicle registration document'. If you have a car or motorbike or something, of course.

Sam: No I haven't, actually.

Sam: Now I believe there's a bank actually inside the Commercial Centre, and I might open an account there, seeing as how that's where I'll be every day.

Terry: Yes, that would seem to make sense. I know people who bank there.

Sam: I actually read about it in a city guide - my cousin picked it up when he was here a couple of years ago - and I-made a few notes. Do you mind if I run through them with you now, just to make sure the details haven't changed?

Terry: Fine - go ahead.

Sam: OK, first question: it's still a branch of the Popular Bank, is it, the one with links to Australian banks?

Terry: No, it's actually been taken over by another big banking group: the Savings Bank. It still seems quite popular, though, especially with people doing business in the Asia/Pacific area.

Sam: And when is it open? Monday to Saturday?

Terry: I'll have to check their website for that. Give me a second or two, will you.

Sam: Sure.

Terry: Right, I've got it ... 'customer service' ... and it's ... just weekdays, I'm afraid.

Sam: Does it say what their business hours are?

Terry: I'm just looking for that, it's on a different page for some reason ... I think there's been a change at some banks in the last year or so ... yes here it is ... it's open from nine thirty in the morning till half past three in the afternoon.

Sam: And it's on the top floor of the main Centre building is it, next to the Travel Agency?

Terry: That's where it used to be, but they've since moved it to a slightly bigger place. It's on the ground floor now.

Sam: And one last thing on this: I know most banks give incentives to young people to open accounts with them, but apparently this one didn't. Do you know if they are offering anything these days?

Terry: I'll just check ... I'm sure they'd say so on their 'new clients' page if they were ... no, there's nothing mentioned there.

Sam: That's a pity. I was quite looking forward to getting my free gift!

Terry: There are plenty of other banks within walking distance you know. It may be worth shopping around to see what they've got to offer: longer opening hours, including Saturdays, perhaps less crowded ...

Sam: Can you tell me how to get to a couple of them? I know where the Commercial Centre is, so that's probably my best starting place.

Terry: Sure. For the Royal Bank you need to turn left when you leave the Centre, go along Market Street past the Post Office, and turn left up Bridge Street, past the Shaw Theatre. Then you take the first right. You'll see an Internet cafe on the other side and the Royal is just a bit further along on the right, directly opposite the Park Hotel.

Sam: OK I've got that. What about the Northern Bank?

Terry: For that one you turn right as you come out of the Centre, and go along Market Street until you come to the junction with West Street. There you turn right again, and carry on up as far as the next junction, where you take a left. You'll see the bank from there: it's the third building on the right.

Sam: Fine. And the last one, the National Bank?

Terry: You can go either way from the Centre, really: up West Street or Bridge Street and then along past City Hall. The bank is on the other side of the road, right next to the Tourist Office. You can't miss it.

Sam: Great. Thanks a lot for your help.

Terry: Any time. Bye.

Sam: Bye.

### TEST 6

Q1. B    Q2. A    Q3. B    Q4. A    Q5. A    Q6. C    Q7. C    Q8. B

#### Script:

Adviser (male): Good morning. So, what can I do for you?

Maria: Well, it's about the accommodation where I'm staying at the moment.

Adviser: First, can you give me your name and address, please?

Maria: Yes, I'm Maria Dominguez and the address is 12, Pine Tree Terrace. It's in Westcliff. I'm staying with two other students. There's actually four of us in the house - us three students and the lady who rents the house to us.

Adviser: So, is there a problem?

Maria: Well, there are a few, actually. You know, I'm a first-year student and, though I lived away from home for a while when I was studying over the summer in Mexico City, I've never lived abroad, and it's a big change for me. The course is tough, but that's not the main difficulty. I'm coping with that up till now anyway.

Adviser: The accommodation was arranged for you by our office, wasn't it? It's a nice place by the sea.

Maria: OK, but it's difficult. There are only a few buses and it takes about 50 minutes. It's just so far away and there's no way I can get back if I want to stay on after seven. And also the other thing is there's nothing to do there. It's basically just a village. All my friends stay on campus.

Adviser: What about the girls you live with? Do you get on with them?

Maria: Well, when I see them, but one of them is hardly ever there. Mostly she stays in a house with friends - they've got plenty of extra space, you see. The other girl is quiet as a mouse and hardly ever leaves her room. The landlady's friendly enough, though a bit forgetful and she doesn't keep the place very clean. I don't have any real problem with her as a person, though.

Adviser: I understand it's rather far away, so I suppose you'd like us to find you a place in the halls of residence or closer by in the town.

Maria: That would be good. You did say in your brochure that most first-year students are offered a place in halls.

Adviser: I think it actually said final-year students have priority there. They need the library facilities more for studying for their finals. Anyway, let's see what we can do. Just a moment, I'll check what might be free. Sometimes students drop out or move from halls, though we were full



at the beginning of term. By the way, have you checked the student noticeboards? You know there's one in each of the four colleges, don't you? There are often requests for people to share houses and it can be quite cheap.

Maria: No, I hadn't thought of that but it's a bit of a risk living with complete strangers.

Adviser: Now, I see there's a room free in Hillside College.

Maria: That's the one with the tall tower, right?

Adviser: That's it. It's the smallest college and has a reputation for being quite fun. Oh, but it's a shared room. Would you consider that?

Maria: That's going to be a problem for studying, isn't it? What if she plays music all the time? And maybe we won't have anything in common.

Adviser: Maria, I see you're studying history. So is this girl, Francesca. She's Italian.

Maria: Well, at the moment I'm doing the general humanities course, which includes history but actually I'm planning to change to literature quite soon. That's not the thing, though. I really want a room on my own.

Adviser: Right. I'm afraid I don't see any other openings. There's nothing showing up on the computer, at least on campus.

Maria: Well, if I have to stay where I am now, I'm going to find it more and more depressing.

Adviser: Here's one more thing we can try. The university owns several places on the Thanet Road and also by the west train station. Both of these are about a twenty-minute walk down the hill. They're not the newest of buildings, but I could check for you. Can you come back tomorrow? Oh, no. That's Saturday. What about Monday?

Maria: Yes, sure. I'd really appreciate it if you could do something for me.

Adviser: Let's hope so.

### RECORD YOUR PROGRESS

Test 4	Your answer	Correct / Incorrect	Test 5	Your answer	Correct / Incorrect	Test 6	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

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pp.212-223: "Listening for Specific Information".

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 1**

**Questions 1-6**

**You will hear an interview.**

**For questions 1-6, choose the best answer, A, B, or C.**

**Q1. Ray gives a list of competitions he enters to show that ...**

- A) his work is very varied.**
- B) he has a very demanding job.**
- C) anyone could do a job like this.**

**Q2. How did Ray become a professional competition winner?**

- A) It started from a childhood hobby.**
- B) A specific prize inspired him.**
- C) He was frustrated with his job at the time.**

**Q3. How did Ray win the computer?**

- A) by skill.**
- B) by mistake.**
- C) by chance.**

**Q4. Ray's holiday in Kenya is an example of ...**

- A) a typical prize.**
- B) a useful prize.**
- C) a memorable prize.**

**Q5. In what way is technology changing the world of competitions?**

- A) It is giving more people the chance to win.**
- B) It is discouraging professionals like Ray from taking part.**
- C) It is reducing the element of luck.**

**Q6. Why does Ray tell the anecdote about chocolate cookies?**

- A) to warn that competitions can be dangerous**
- B) to say that sometimes his prizes can cause problems**
- C) to criticise companies who set competitions in an irresponsible way**

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 2**

**Questions 1-6**

You will hear an interview.

For questions 1-6, choose the best answer, A, B, or C.

**Q1. What did Vanessa and Robert decide to do last year?**

- A) get married
- B) travel to England by boat
- C) look for new jobs

**Q2. Vanessa was worried that ...**

- A) they wouldn't be prepared.
- B) the conditions would be bad.
- C) the baby would get ill.

**Q3. How did Vanessa feel when they reached Singapore?**

- A) She wondered if she could fly home.
- B) She was worried about the boat.
- C) She enjoyed the break from travelling.

**Q4. Why was Vanessa's father-in-law particularly helpful?**

- A) He was a good cook.
- B) He looked after the baby.
- C) He helped to sail the boat.

**Q5. Because of spending so much time on the boat, the baby ...**

- A) learnt to walk late.
- B) doesn't play by himself.
- C) only likes certain food.

**Q6. What is Vanessa's advice for people sailing with children?**

- A) Don't take more than one child.
- B) Go for a short time.
- C) Don't let children get bored.

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 3**

**Questions 1-6**

**You will hear an interview.**

**For questions 1-6, choose the best answer, A, B, or C.**

**Q1. According to the professor, we started researching body language more seriously when we realised that ...**

- A) nobody understood it .
- B) it could be useful.
- C) it was similar to other areas of research.

**Q2. According to the professor, if a person says he can't afford something, he ...**

- A) is telling the truth.
- B) shows it with his body language.
- C) might not mean it.

**Q3. The professor says that when a person strokes his chin, he ...**

- A) will not buy something.
- B) is making up his mind.
- C) has decided to buy.

**Q4. According to the professor, if a person rubs an eye, it means that he ...**

- A) is not interested.
- B) wants to see what you are selling.
- C) wants to hear more.

**Q5. The professor says that if you enter someone's personal space, you ...**

- A) will never sell anything.
- B) are sure to sell something.
- C) should speak to them.

**Q6. According to the professor, if you want to sell something expensive, you must ...**

- A) make the customer feel relaxed.
- B) get very close to the customer.
- C) show them photographs.

**CHECK YOUR ANSWERS FOR LISTENING TO AN EXTENDED TALK  
(INTERVIEWS, PRESENTATIONS, LECTURES)**

**TEST 1**

Q1. A            Q2. B            Q3. C            Q4. C            Q5. A            Q6. B

**TEST 2**

Q1. B            Q2. C            Q3. A            Q4. B            Q5. B            Q6. C

**TEST 3**

Q1. B            Q2. C            Q3. B            Q4. A            Q5. C            Q6. A

**RECORD YOUR PROGRESS**

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

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pp.224-235: "Listening to an Extended Talk".

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 4**

**Questions 1-8**

You will hear someone giving a talk.

For questions 1-8, choose the best answer, A, B, or C.

**Q1. Smith House was initially built as ...**

- A) a guest house.                      B) a family mansion.                      C) a college dormitory.

**Q2. The rooms for students are located in ...**

- A) the main building.                      B) the upper floors.                      C) one of the wings.

**Q3. The second symbol in the room numbers indicates ...**

- A) the wing.                      B) the floor.                      C) the room.

**Q4. After 8 pm, the students ...**

- A) must use their own key.  
B) cannot enter the building.  
C) enter through the back doors.

**Q5. Laundry of bed linen and towels ...**

- A) costs a small extra fee.  
B) is included in the money paid.  
C) has to be done by the students.

**Q6. Smoking is allowed ...**

- A) nowhere in the campus.  
B) inside the rooms only.  
C) on the balconies only.

**Q7. The students must remember that ...**

- A) they can enter the dining room at meal times only.  
B) those late for meals have to take care of themselves.  
C) only meals listed in the orientation pack are served.

**Q8. "Floor seniors" are elected among students who ...**

- A) have some experience in the residential college.  
B) have lived at least three years at Smith House.  
C) achieve high scores in their course assignments.

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 5**

**Questions 1-8**

You will hear someone giving a talk.

For questions 1-8, choose the best answer, A, B, or C.

**Q1. The Buckingham Palace got its current name in ...**

- A) 1624.                                      B) 1674.                                      C) 1703.

**Q2. In 1913, King George the Fifth ...**

- A) ordered that the East Front be removed.  
B) added new structures to the Palace.  
C) redesigned Queen Victoria memorial.

**Q3. The place became the royal residence during the reign of ...**

- A) George the Third.                      B) George the Fourth.                      C) Queen Charlotte.

**Q4. William the Fourth ...**

- A) wanted to use the palace for a different purpose.  
B) moved the Parliament into the Buckingham Palace.  
C) completely rebuilt the palace after the fire.

**Q5. Victoria and Albert decided to remodel the palace as it seemed rather ...**

- A) disproportionate.                      B) cramped                                      C) old-fashioned

**Q6. After Prince Albert's death, Victoria ...**

- A) built a memorial.  
B) prohibited diversions.  
C) abandoned the palace.

**Q7. To visit the palace, one should ...**

- A) attend one of the public ceremonies.  
B) donate to the improvement of the garden.  
C) be invited by a member of the royal family.

**Q8. In August or September, ...**

- A) all the rooms are open to the public.  
B) art exhibitions are held in the palace.  
C) the sovereign is away.



**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 6**

**Questions 1-8**

You will hear someone giving a talk.

For questions 1-8, choose the best answer, A, B, or C.

**Q1. Tom Brisley talks about Vancouver in connection with ...**

- A) his presentation about Canada.
- B) his recent trip there.
- C) the history of the city.

**Q2. The present building of the museum dates from ...**

- A) the beginning of the 20th century.
- B) the middle of the 20th century.
- C) the second half of the 20th century.

**Q3. The museum is especially popular for its ...**

- A) location.
- B) exhibits.
- C) building.

**Q4. Guidebooks and souvenirs can be purchased at ...**

- A) the entrance lobby.
- B) the information desk.
- C) the sloping ramp.

**Q5. The great Hall displays ...**

- A) objects of glassware.
- B) articles of ceramics.
- C) totem poles.

**Q6. The visitors can ...**

- A) see the process of restoration of historical items.
- B) take lessons on wood carving and clay work.
- C) view the complete collection the museum holds.

**Q7. The museum is located ...**

- A) in downtown Vancouver city.
- B) inside the university area.
- C) halfway the end of Number 4 bus route.

**Q8. The museum keeps late opening hours on Tuesdays ...**

- A) throughout the year.
- B) in winters only.
- C) in summers only.

**CHECK YOUR ANSWERS FOR LISTENING TO AN EXTENDED TALK  
(INTERVIEWS, PRESENTATIONS, LECTURES)**

**TEST 4**

Q1. B    Q2. C    Q3. B    Q4. A    Q5. B    Q6. C    Q7. B    Q8. A

**Script:**

College President:

Well, good morning, everyone, it's good to see you all here. Welcome to Smith House. Smith House as you may or may not know is one of the oldest residential colleges of the university. As you can see, the building you're in now which contains this main lounge, the dining room, the recreation room, the kitchen and the offices was part of the original old house, built in the 1840s to be used by the family of George Smith. That's of course how the house and college got their names. The original house was converted into a residential college for the university in 1940 and since then has continued to be added on to and modernised.

You'll notice when you receive your room allocation in a few minutes that your room number either begins with the letter N, S, or W like this one here. The first letter refers to the three wings of the college which come away from this main building. Of course the letters represent the three directions - in this case - north, south and west. Each wing has two floors, and so the next number you see is either one, or in this case two, and this indicates which floor your room is on. The number after that is your individual room number. So it's quite simple to find any room by going to the right wing, then floor, and then room number.

You'll also notice, when you receive your orientation pack shortly, that there are two keys. One is the key to your room and only you have that key ~ and the other is a key to the front door which you've just come through here from the street. This door is closed and locked at 8 pm every night and opened again at 7 am. You'll need your key if you're coming back to the college between those times. We ask all students to always enter and leave the college through the front door. You will notice at the end of each corridor that there is another door but these are fire doors and are kept locked from the outside. They should only be opened from the inside in case of emergency.

In your fees you've paid a laundry fee which covers the cleaning of bed linen and towels. All bed linen and towels are clearly embossed with the name Smith House so it's easily identifiable. If you want your other laundry to be done by the college this can be arranged for a small extra fee.

There are only a few rules here at Smith House and we have these rules so that we can all live comfortably together. The most important rule is that there must be no noise after 9 pm. There is also no smoking in the rooms or anywhere inside the college but smoking is permitted on the balconies.

All meals are served in the dining room. Meal times are listed in your orientation pack. Please read these carefully as meal times cannot be changed and if you arrive late I'm sorry to say you'll just go hungry.

If you're unsure about things, each floor has an elected 'floor senior' who is usually a student in their third or fourth year of study who's been at Smith House for a while. The floor seniors will introduce themselves later today and answer any questions you have. But for now I'm going to hand you over to Marney who is going to give you the orientation packs and keys. Thanks Marney.

## TEST 5

Q1. C    Q2. B    Q3. B    Q4. A    Q5. B    Q6. C    Q7. A    Q8. C

### Script:

Female guide: Now, of course, Buckingham Palace is instantly recognisable to millions of people around the world. As we pass the palace, I'd like to tell you a few things about the history of this famous building. We think the first house was built here around 1624. In 1674, that house burned down and a new one was built - called Arlington House after its owner, the first Earl of Arlington. Then, in 1703, the first Duke of Buckingham changed the design of the house and the name - it was then known as Buckingham House.

The building we see in front of us now has undergone many changes since it was first built. The East Front, which is the part we see from the road, was added as part of the work done by Queen Victoria and was completed in 1850. But the palace has remained pretty much unchanged for nearly a hundred years. The last major changes to the structure were made by King George the Fifth who, in 1913, had the East Front redesigned as a backdrop to the large memorial to Queen Victoria, which had just been placed outside the palace gates. Since then, only minor changes have been made. I should point out, though, that the palace was bombed seven times during the Second World War, most seriously in 1940, when the palace's chapel was destroyed.

Today, of course, it is the home of the royal family, but that wasn't always the case, although they did own most of the land it was built on. It was George the Fourth who turned it into a palace, doubling its size, when he became king in 1820. He had inherited it from his father, King George the Third who, in 1761, had become the first royal owner of the building, though it was still not used as the home of the royal family - just as a private home for Queen Charlotte. It was known as The Queen's House at that time. King William the Fourth finished the work after his brother, George the Fourth, died. But King William never moved into the palace. In fact, in 1834, he offered it as a new home for Parliament after the Houses of Parliament were destroyed by fire.

The offer was not accepted, though, and in 1837, when Victoria became Queen, the house became the main royal residence in London. However, Victoria and her husband, Prince Albert, found the house too small, so they carried out building work to further enlarge it. This included building the East Front, which I've already mentioned as the part we are looking at now. Victoria was also responsible for moving the Marble Arch, built as a part of the palace itself in the 1820s, to where it stands today, separate from the palace on the corner of Hyde Park. For twenty years or so, the palace was often the setting for huge banquets, dances and musical performances. This period lasted until Prince Albert died in 1861, after which Victoria spent very little time there, and the palace was hardly ever used.

When Victoria died in 1901, Edward the Seventh became King. He was responsible for most of the decoration inside that exists today and the dark days of the later part of Victoria's reign were fairly quickly forgotten as the palace came back to life. The palace has been in continual use by the British royal family ever since.

A lot of people ask me if they can visit the palace. One way is if you're lucky enough to be invited to one of the three garden parties usually held every year. As many as 8,000 people attend these, although most of them do not get to meet any members of the royal family and they don't see much of the inside of the palace.

The garden is, however, quite spectacular, and it is the largest private garden in London, with an artificial lake, 30 different species of bird and over 350 different wild flowers, some of which are extremely rare.

Inside the palace, there are 240 bedrooms, 92 offices and 78 bathrooms. There are also 19 state rooms, which are used for official engagements and ceremonies. Members of the public are only allowed to visit the state rooms - and then only in August or September when the monarch is not there. It's worth it, though, because there's a lot to see in the state rooms, including examples of some of the world's best art with works by Rembrandt, Rubens and Canaletto. The tour, which lasts up to two and a half hours, ends in the garden, where you can see more of the outside of the palace not visible from the road.

## TEST 6

Q1. B    Q2. C    Q3. B    Q4. A    Q5. C    Q6. C    Q7. B    Q8. A

### Script:

It's time for our regular 'Museum of the Week' spot on the programme, and here's Tom Brisley to tell us about it. Where is it you've been, Tom?

T: Well, I've just come back from Vancouver, Sue, and I must say I had a fantastic time. There's so much to see and do in the city. But if you get a chance to go there, there's one place you mustn't miss, and that's the Museum of Anthropology. It was certainly one of the highlights of my time in Canada.

The museum was actually established way back in 1949 and these days it's one of the most popular in Canada. It's worth going there just to see the building, in fact, because it's stunningly modern and dramatic - it's hard to believe it was built back in 1976. One very good thing is that the museum's is all on one floor, which makes it easily accessible for wheelchairs. Another plus is that it's in the most beautiful setting, overlooking the sea. And inside, you can see archaeological and ethnographical material from all over the world, although what the museum is best known for is its collection of art and culture from the native people of the Pacific North-West.

It's not a large museum, so it's quite easy to find your way around. When you arrive, you come into an entrance lobby with a small shop on the right, where you can buy guidebooks and some interesting souvenirs. Then, if you walk straight ahead, you'll go down a sloping ramp until you come to a kind of crossroads with an information desk. It's worth spending a few minutes there, 'cos the staff are very helpful and you can pick up various useful maps and leaflets. If you turn left at this point, there's a large ceramics gallery, and if you turn right, you'll eventually come to the theatre. But instead, keep walking straight ahead in the same direction as the ramp and you'll find yourself in the museum's liked most impressive room, the great Hall. This was designed to house 30 of the museum's largest totem poles and it's absolutely spectacular! The glass walls are fifteen metres high, and the whole design is based on the structure of the native wooden houses.

After that, you can enjoy just wandering around the various galleries. Don't miss the Rotunda, which is the setting for a beautiful modern sculpture called 'The Raven and the First Men'. It's carved from a huge block of cedar wood and it took five people over three years to complete. One of the best things about the museum, by the way, is that nothing is hidden away in store rooms. Everything is on show in a fascinating section called 'Visible storage'.

Now, a few practicalities. The museum is situated on the University of British Columbia campus, which is quite a long way out of Vancouver City, so you'll need to take a bus to get there. Take a number 10 or a number 4 from town and stay on till the end of the line.

Finally, it's a good idea to check the opening times before you go. If you visit in the winter, remember that the museum is closed on Mondays. During the summer months, it's open daily. It's also worth noting that there's late opening till nine in the evening on Tuesdays, and that's all year round. If you want more information, the museum has a useful website, which you'll find on our Factsheet.

S: Many thanks for that, Tom. And that report brings us to the end of the programme. And in next week's ...

### RECORD YOUR PROGRESS

Test 4	Your answer	Correct / Incorrect	Test 5	Your answer	Correct / Incorrect	Test 6	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

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pp.224-235: "Listening to an Extended Talk".

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 7**

**Questions 1-8**

**You will hear part of a lecture.**

**For questions 23-30, choose the best answer, A, B, or C.**

**Q1. The professor explains that she didn't mark the papers as she ...**

- A) was busy doing research work
- B) returned home much later than expected.
- C) collected only 60% of the exam papers.

**Q2. The previous lecture was focused on the use of ...**

- A) cotton fibers.
- B) explosives.
- C) "Manila hemp".

**Q3. The name "Manila hemp" is inappropriate because the plant ...**

- A) is widely grown all over the world.
- B) is very much unlike other hemp plants.
- C) it was discovered far off the Philippines.

**Q4. The exclusiveness of the plant rests on its ...**

- A) resistance to salt water.
- B) length.
- C) flexibility.

**Q5. The professor mentions the Golden Gate Bridge in order to ...**

- A) bring an example of a use of Manila hemp.
- B) demonstrate a disadvantage of steel cables.
- C) show that steel cables are resistant to salt water.

**Q6. The main reason that many ships used Manila hemp ropes instead of steel cables was that ...**

- A) hemp was more available than steel.
- B) steel cables were more difficult to produce.
- C) hemp ropes were resistant to salt water.

**Q7. One of the ways of increasing the strength of hemp ropes is ...**

- A) coating the fibers with zinc-based paint.
- B) soaking the ropes in salt water.
- C) twisting the bundles several times.

**Q8. The focus of the lecture is ...**

- A) the difficulties of the use of Manila hemp.
- B) disadvantages of the use of steel cables.
- C) characteristics of a particular fiber plant.

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 8**

**Questions 1-8**

**You will hear part of a lecture.**

**For questions 23-30, choose the best answer, A, B, or C.**

**Q1. The battle at Antietam Creek is mentioned as ... in the Civil War.**

- A) the most prolonged
- B) the most fierce
- C) the most decisive

**Q2. Before the Civil War, Mathew Brady ...**

- A) used to take pictures of famous people.
- B) worked for the government in Washington.
- C) was involved in conflicts with celebrities.

**Q3. Brady was mostly involved in ...**

- A) taking pictures of camp life of soldiers.
- B) collecting the photos later attributed to him.
- C) overseeing the work of his employees.

**Q4. The lecturer mentions the exhibition at New York gallery because it ...**

- A) provided a vivid picture of the consequences of the war.
- B) marked a new era in display of war technologies.
- C) included the first photos of the Civil War leaders.

**Q5. The New York Times mentioned that Brady ...**

- A) portrayed soldiers as romantic heroes.
- B) changed the public image of the war.
- C) provoked protests among soldiers' mothers.

**Q6. One of the limitations of photography of the Civil War period was ...**

- A) prohibition to take photos at battlefields.
- B) long time needed to prepare negatives.
- C) impossibility to make action shots.

**Q7. Newspapers of that period could NOT ...**

- A) use photos to illustrate the story.
- B) send their journalists to cover war.
- C) include drawings on their pages.

**Q8. The focus of the lecture is ...**

- A) key developments in photography.
- B) early periods of war documentation.
- C) popularization of photo art in USA.

**CHECK YOUR ANSWERS FOR LISTENING TO AN EXTENDED TALK  
(INTERVIEWS, PRESENTATIONS, LECTURES)**

**TEST 7**

Q1. B    Q2. A    Q3. B    Q4. A    Q5. B    Q6. C    Q7. C    Q8. C

**Script:**

Hi, everyone. Good to see you all today. Actually, I expected the population to be a lot lower today. It typically runs between 50 and 60 percent on the day the research paper is due. Um, I was hoping to have your exams back today, but, uh, the situation was that I went away for the weekend, and I was supposed to get in yesterday at five, and I expected to fully complete all the exams by midnight or so, which is the time that I usually go to bed, but my flight was delayed, and I ended up not getting in until one o'clock in the morning. Anyway, I'll do my best to have them finished by the next time we meet.

OK. In the last class, we started talking about useful plant fibers. In particular, we talked about cotton fibers, which we said were very useful, not only in the textile industry, but also in the chemical industry, and in the production of many products, such as plastics, paper, explosives, and so on. Today we'll continue talking about useful fibers, and we'll begin with a fiber that's commonly known as "Manila hemp."

Now, for some strange reason, many people believe that Manila hemp is a hemp plant. But Manila hemp is not really hemp. It's actually a member of the banana family—it even bears little banana-shaped fruits. The "Manila" part of the name makes sense, because Manila hemp is produced chiefly in the Philippine Islands and, of course, the capital city of the Philippines is Manila.

Now, as fibers go, Manila hemp fibers are very long. They can easily be several feet in length and they're also very strong, very flexible. They have one more characteristic that's very important, and that is that they are exceptionally resistant to salt water. And this combination of characteristics—long, strong, flexible, resistant to salt water—makes Manila hemp a great material for ropes, especially for ropes that are gonna be used on ocean-going ships. In fact, by the early 1940's, even though steel cables were available, most ships in the United States Navy were not moored with steel cables; they were moored with Manila hemp ropes.

Now, why was that? Well, the main reason was that steel cables degrade very, very quickly in contact with salt water. If you've ever been to San Francisco, you know that the Golden Gate Bridge is red. And it's red because of the zinc paint that goes on those stainless steel cables. That, if they start at one end of the bridge and they work to the other end, by the time they finish, it's already time to go back and start painting the beginning of the bridge again, because the bridge was built with steel cables, and steel cables can't take the salt air unless they're treated repeatedly with a zinc-based paint.

On the other hand, plant products like Manila hemp, you can drag through the ocean for weeks on end. If you wanna tie your anchor to it and drop it right into the ocean, that's no problem, because plant fibers can stand up for months, even years, in direct contact with salt water. OK. So how do you take plant fibers that individually you could break with your hands and turn them into a rope that's strong enough to moor a ship that weighs thousands of tons? Well, what you do is you extract these long fibers from the Manila hemp plant, and then you take several of these fibers, and you group them into a bundle, because by grouping the fibers you greatly increase their breaking strength—that bundle of fibers is much stronger than any of the individual fibers that compose it. And then you take that bundle of fibers and you twist it a little bit, because by twisting it, you increase its breaking strength even more. And then you take several of these little bundles, and you group and twist them into bigger bundles, which you then group and twist into even bigger bundles, and so on, until eventually, you end up with a very, very strong rope.



**CHECK YOUR ANSWERS FOR LISTENING TO AN EXTENDED TALK  
(INTERVIEWS, PRESENTATIONS, LECTURES)**

**TEST 8**

Q1. B    Q2. A    Q3. C    Q4. A    Q5. B    Q6. C    Q7. A    Q8. B

**Script:**

The battle at Antietam Creek in 1862 was the bloodiest twenty-four hours of the Civil War. Nearly 8,000 men lost their lives and another 15,000 were severely wounded. No single day in American history has been as tragic. Antietam was memorable in another way, too – it saw the advent of the war photographer.

The best known pictorial records of the Civil War are the photographs commissioned by the Mathew Brady, a leading portrait photographer of the time. Brady owned studios in New York and Washington, and was known for his portraits of political leaders and celebrities. At the outbreak of the Civil War, he turned his attention to the conflict. He wanted to document the war on a grand scale, so he hired twenty photographers and sent them into the field with the troops. The battlefield carried dangers and financial risks, but Brady was persistent.

Brady himself did not actually shoot many of the photographs that bore his name. His company of photographers took the vast majority of the pictures – images of camp life, artillery, fortifications, railroads, bridges, battlefields, officers and ordinary soldiers. Brady was more of a project manager. He spent his time supervising his photographers, preserving their negatives and buying negatives from other photographers.

Two days after the battle at Antietam, two photographers from Brady's New York gallery took a series of photographs that ushered in a new era in the visual documentation of war. This was the first time that cameras had been allowed near the action before the fallen bodies of the dead were removed. Within a month of the battle, the images of the battlefield corpses from Antietam were on display at Brady's gallery in New York. A sign on the door said simply, "The Dead of Antietam". America was shocked. The exhibition marked the first time most people had ever seen the carnage of the war. The photographs had a sensational impact, opening people's eyes as no woodcuts or lithographs had ever done.

The New York Times wrote, "If Mr. Brady has not brought bodies and laid them in our door-yards, he has done something very like it." Thousands of people, especially mothers and wives of men serving in the Union forces, flocked to look at these first dramatic images of death and destruction. Suddenly the battlefield was no longer comfortably distant – the camera was bringing it closer, erasing romantic notions about war.

Mathew Brady's was the first instance of the comprehensive photo-documentation of a war – the Civil War – which as a result became the first media war. Photography had come of age, although it was still a relatively new technology with several limitations. For example, the exposure time of the camera was slow, and negatives had to be prepared minutes before a shot and developed immediately afterwards. This meant that it was not possible to take action pictures. They were limited to taking pictures of the battlefield after the fighting was over. Another limitation was that newspapers couldn't yet reproduce photographs. They could print only artists' drawings of the scene. Nevertheless, photographs made a huge impact, and media coverage of war – and public opinion about war – would never be the same again.

## RECORD YOUR PROGRESS

Test 7	Your answer	Correct / Incorrect	Test 8	Your answer	Correct / Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Q7			Q7					
Q8			Q8					
<b>Total correct:</b>			<b>Total correct:</b>					

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**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 9**

**Questions 1-10**

You will hear a radio program.

For questions 1-10, choose the best answer, A, B, or C.

**Q1. In mid-1980s, Coca Cola decided to introduce changes to its recipe ...**

- A) to celebrate the company's anniversary.
- B) to respond to Pepsi's new type of drink.
- C) to reverse the trend towards sales decline.

**Q2. Roberto Goizeta, Coca Cola's CEO, said that ...**

- A) marketing campaigns had to be more aggressive.
- B) the company should be ready to accept any changes.
- C) distribution schemes for the drink needed revising.

**Q3. The new Coke formula ...**

- A) was in fact copied from Pepsi.
- B) successfully passed blind tests.
- C) boasted to contain less sugar.

**Q4. Coca Cola launched its new product with ...**

- A) TV commercials featuring the Statue of Liberty.
- B) marches of fans in all the major cities of the USA.
- C) campaigns running simultaneously in two cities.

**Q5. As a reaction to the rival's new product, Pepsi declared that ...**

- A) it was a sign of Coca Cola's surrender.
- B) Pepsi was the real American drink now.
- C) Coke's new blend was a welcome change.

**Q6. For Coca Cola, the peak of the customer dissatisfaction was ...**

- A) Castro's remarks about a national crisis.
- B) media campaigns mocking the switch.
- C) sport spectators' reaction to company ads.

**Q7. One of the reasons for angry protests against the new Coke was ...**

- A) people's frustration with changes in their lives.
- B) the company's intrusion into national traditions.
- C) shifts in American system of values and beliefs.

**Q8. As the result of the customer protests, Coca Cola decided to ...**

- A) return the old recipe under a new name.
- B) withdraw the new Coke from the market.
- C) develop a different formula for its drink.

**Q9. Coca Cola's sudden turn ...**

- A) met a strong criticism among congressmen.
- B) was largely ignored by the leading media.
- C) worked unexpectedly in the company's favour.

**Q10. Sceptics argue that that ...**

- A) the new Coke was the biggest marketing failure ever.
- B) the whole campaign was carefully planned beforehand.
- C) Pepsi's weak position accounted for Coca Cola's success.

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 10**

**Questions 1-10**

You will hear an extract from an audio book.

For questions 1-10, choose the best answer, A, B, or C.

**Q1. At the beginning of the story, the setting is ...**

- A) gloomy, almost deserted.
- B) chilly, crowded with idlers.
- C) rainy, with people hurrying home.

**Q2. Most of the doors in the neighbourhood were closed because ...**

- A) it was unsafe because of robbers.
- B) a night-time curfew was imposed.
- C) it was mostly a non-residential area.

**Q3. The man in the doorway of a hardware store ...**

- A) had stopped to have a smoke.
- B) had come to an appointment.
- C) had been looking for a restaurant.

**Q4. From the waiting man's appearance it can be understood that he ...**

- A) was a well-off person.
- B) came from a noble family.
- C) had problems with eyesight.

**Q5. The man explained that his friend Jimmy ...**

- A) lacked finances to set off for the West.
- B) could not leave his parents in New York.
- C) was inclined towards a settled way of life.

**Q6. The two friends lost track of each other because ...**

- A) the man did not have a permanent residence in the West.
- B) Jimmy was busy with his family affairs in New York.
- C) post service in the West was rather unreliable those days.

**Q7. The man from the West thinks that ...**

- A) life in New York is routine.
- B) Jimmy must be doing well.
- C) he began to tire of the West.

**Q8. Some time after the policeman had left, the man from the West ...**

- A) decided he was wasting his time.
- B) saw someone approaching him.
- C) understood that he was hungry.

**Q9. Lights at the drug store helped Bob to ...**

- A) find his way in the dark.
- B) recognize his friend.
- C) reveal the disguise.

**Q10. The note shocked Bob because ...**

- A) it was written that he was arrested.
- B) he understood who the policeman was.
- C) Jim was saying that he was wanted.

**LISTENING TO AN EXTENDED TALK (INTERVIEWS, PRESENTATIONS, LECTURES):  
TEST 11**

**Questions 1-10**

**You will hear part of a lecture.**

**For questions 1-10, choose the best answer, A, B, or C.**

**Q1. The lecturer starts with a question ...**

- A) to link the narration to the previous topic.
- B) to present a vivid picture of the topic.
- C) to refute some commonly held beliefs.

**Q2. The lecturer links the real collapse of the Roman Empire with ...**

- A) the beginning of the Medieval period.
- B) the overturn of the last Roman emperor.
- C) the invasion of Constantinople by Turks.

**Q3. The name *Byzantium* comes from ...**

- A) the Greek name of the Eastern Roman Empire.
- B) the name of a previous settlement on the site.
- C) the title used by Romans to refer to themselves.

**Q4. The location of Constantinople was important because it was ...**

- A) close to the legendary city of Troy.
- B) between two continents and two oceans.
- C) the middle of the Eastern part of the empire.

**Q5. One effect of the fall of Constantinople was ...**

- A) the loss of the source of power.
- B) changes in civic consciousness.
- C) the need to replace the symbols.

**Q6. Even until our days, some politicians have been attempting ...**

- A) to rebuild Rome according to ancient plans.
- B) to proclaim themselves successors of Rome.
- C) to re-introduce the laws of the imperial period.

**Q7. One of the motives for discovery of new lands was ...**

- A) Columbus's desire to review political maps of Europe.
- B) Europeans' fear of the influence of the Orthodox Church.
- C) dramatic shifts in the political landscape of Europe.

**Q8. Centuries before, Constantinople had flourished due to its ...**

- A) favourable location for commerce.
- B) magnificent churches and palaces.
- C) careful and convenient city planning.

**Q9. The lecturer brings an example of bronze horses in Venice to illustrate ...**

- A) sales of artefacts from Constantinople at hard times.
- B) the plunder of Constantinople by fellow Christians.
- C) barter of goods between Constantinople and Europe.

**Q10. When Turks sieged the city, Constantinople ...**

- A) was unable to rely on the help from other Christian nations.
- B) adopted Islam on demand of aggressive Ottoman troops.
- C) had lost some of the lands in the eastern part of the Empire.



**CHECK YOUR ANSWERS FOR LISTENING TO AN EXTENDED TALK  
(INTERVIEWS, PRESENTATIONS, LECTURES)**

**TEST 9**

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| Q1. C | Q2. B | Q3. B | Q4. C | Q5. A  |
| Q6. C | Q7. A | Q8. A | Q9. C | Q10. B |

**Script:**

Almost 30 years ago, the Coca Cola Company carried out what is now seen as one of the biggest marketing blunders ever. In the summer of 1985, the company decided to change the secret recipe for its famous fizzy drink, despite its vast global popularity. This sugary drink had become the singly most widely-distributed commercial product on Earth and the world's best known brand name. But by the mid-80s, behind the scenes, the company had reason to be worried.

- By the early 80s, the Coca Cola had been losing market share to Pepsi for 20 years.

Mark Pendergrast is a native of Atlanta, Georgia, a city that's home to Coke's global headquarters. Mark's father made this Play Rax for Coca Cola, and the company, its products were a permanent presence in his childhood. Much later, he spent years researching and writing his book called "For God, Country and Coca Cola". He is well-placed to know why the firm's bosses were so concerned back in 1985.

- They had tried pretty much everything they could think of: brilliant marketing, almost universal distribution. You also have to realize that CEO was a Cuban immigrant named Roberto Goizueta who was very aggressive and who had declared that there was no sacred cow in the company, that he was willing to fiddle with any formula in order to dominate Pepsi. And there under his nose was a formula which was sacred, and not to be touched but which was losing gradually to Pepsi. For a company with the incredible pride and history, a Coca Cola, this was just intolerable, so Goizueta authorized secretly for them to begin playing with the formula. They came up with one that was much more similar to Pepsi, was sweeter, didn't have as much fizz or bite to it, and that did beat Pepsi in blind taste test.

The new Coke, as it was called, hit the streets with all the hype and you might expect. The first cans of this very American drink were given symbolically to workers who were renovating the Statue of Liberty. Along with the event in New York, down in Atlanta, there were giant US flags, marching bands and majorettes went straight into the city.

At the press conference, Coke's executives came to explain what they were doing and why.

- We discovered something else: a new Cola formula, a product, which our flavour scientists quickly realized was handily preferred by in-house expert taste panels of the Coca Cola itself and of course, of its primary competition.

- The whole story is going to be wind up consumer in Atlanta and around the world put their lips to this product they were going to enjoy it.

Coke's great rival, Pepsi, immediately declared victory as the world and the BBC looked on.

- So thrilled are Pepsi by Coke's decision to change that in the United States they are running a special advertisement. It reads: "After 87 years of going at it eyeball to eyeball, the other guy just blinked." Coke, on the other hand, is still claiming that they're the real thing.

But to many loyal Coke drinkers, the new flavour just was not the real thing. The old Coke that they had grown up with was suddenly replaced with something different and they were outraged. The anger mounted until eventually the company was taking 8,000 calls a day from angry customers. A Coke fanatic in Seattle launched Old Cola Drinkers of America, an association that drew much attention as it campaigned against the new stuff. Comedians on television and columnists in the newspapers marked savage to the decision to switch. The Cuban leader, Fidel Castro, suggested that the turmoil in gulping this iconic American product was symptomatic of wider national malaise. But for Coke, perhaps, the low point came when sports fans at the Houston Astrodome geared its adverts on the stadium's giant screen.

- The news during the spring and summer of 1985 was dominated by a collective national nervous breakdown over the change of the formula for a drink that is 99 % sugar water, I mean, how important is this. It's not. And yet, it was.

- How do you account for the kind of mentality, what was going on here?

- Coca Cola had become embedded into American consciousness, so, for better or worse, Coca Cola had become a part of the American psyche and the symbol of the American way of life. Many people had their earliest memories, their first loves, their first dates associated with drinking Coca Cola. Many parts of traditional life were being assaulted by the middle of the 1980s, and here was something that people thought was fundamental and firm and wasn't going to change, and it was changing and they were appalled.

- Eventually, Coke claimed down. How did they go about making that U-turn?

- It was hard because they really had been assured that it was a good move, and they expected a little bit of resistance, but they had a superior drink, and they had expected that in the long run, it would do well. And they thought, you know, the media uproar over it would go away, but it did not go away, and you had protesters who were leaving protests every day and getting a lot of coverage, people were pouring new Coke very publicly down sewer drains, it was a disaster and it went on and on and on. So finally, in July, the company capitulated. They didn't say they were taking away the new Cole, they weren't, but they brought back the old formula. What they could call it, though? They couldn't call it Coca Cola, so they called it Coca Cola Classic.

The U-turn was greeted as huge news. The ABC Television Network broke its scheduled broadcasting to report the decision. And it made fan pages at almost every American newspaper. Speaking on the floor of US Senate, American Congressmen actually described the return of old Coke as a meaningful moment in the nation's history.

- But what important is what the public did and what the market did and what happened was. Coca Cola had had a place in America's hearts all along but not necessarily its refrigerators. Now, with the reminder of what this drink meant to them, the market share for Coca Cola began to go up. It began to dominate Pepsi. And eventually, the new Coke dwindled away to nothing, the Coca Cola Classic became, you know, more than ever the leading soft drink in America. So much so, that many people thought that the whole thing was a marketing roost, that Coca Cola had intended this whole thing in the first place, that it was brilliant marketing hooks. I can tell you for absolutely certain that this was not true, they screwed up, but it all turned up for the best for them.

- You can understand the conspiracy theories, can't you? The thing that this extraordinarily savvy company getting it so badly wrong, and yet so magically coming out on the right side of it. You can understand they say this skepticism.

- I do understand this, Americans' love to conspiracy theories, so, of course, they were going to say that, but this is not true.

#### TEST 10

Q1. A

Q2. C

Q3. B

Q4. A

Q5. C

Q6. A

Q7. A

8. B

Q9. C

Q10. B

#### Script:

The policeman on the beat moved up the avenue. impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye down the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other.

"But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

*Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.*

*Jimmy*

("Twenty Years Later" by O. Henry)

### TEST 11

Q1. B

Q2. C

Q3. B

Q4. B

Q5. A

Q6. B

Q7. C

Q8. A

Q9. B

Q10. A

### Lecture Notes:

Many educated people think they know about the fall of the Roman Empire. They believe that Rome collapsed when it was sacked in 410 and again in 455 or when Germanic tribes slouched into the imperial capital and deposed the last Roman emperor in the west in 476. Those bare facts are true, but the real end of the Roman Empire as a whole took place 1,000 years later, at the dawn of our modern age, with the fall of the imperial city of Constantinople to the Ottoman Turks. Today, this is the city of Istanbul in Turkey; in 1453, it was the focus of a dramatic turning point.

### Byzantium

- Part of our difficulty in recognizing that the fall of Constantinople was the true fall of the Roman Empire is that later historians imposed a name on the surviving empire in the east that was not used by the people who inhabited it themselves: Byzantium.

- In fact, long after the Roman Empire in the west had fallen, the survivors in the east thought

of themselves as the true Romans and saw their state as, self-evidently, the real Roman Empire.

- Constantinople had been established in 330 by Emperor Constantine, not far from where legendary Troy had once stood. It was to be the Roman capital of the east and so it remained.

- It was set on a pivotal geopolitical spot, the meeting place of two oceans and two continents. Whoever ruled in this city seemed to bestride much of the known world.

But all this came crashing down in 1453, as the last remnants of the Roman Empire in the east crumbled and fell. Why did the fall of Constantinople matter? In what sense is this a turning point of modern history? The answer is threefold.

- First, the end of the Roman Empire haunted modern consciousness and echoes into our own times. Our very word "empire," from imperium in Latin, means "authority." The seemingly universal empire of Rome had been a key source of political and symbolic authority, and what would now replace it?

- Second, the fall of Constantinople would prompt desperate bids to inherit the mantle of universal empire—even into modern times! It would be an abiding dream of men of destiny to revive the glory that had been Rome.

- Third, the collapse of this Christian empire in the east redrew the world's political map in fundamental ways and touched off the European voyages of discovery that would lead Columbus to what for Europeans was a new world.

Constantinople before 1453:

- By 1453, Constantinople was in bad shape, but centuries before, it had flourished. Traders from across Europe and Asia mingled in its streets. Throughout the city were splendid churches, glowing with gold icons and crosses. The imperial palaces were dreams of marble, radiating power. But by 1453, this picture was much reduced.

- In 1204, in a terrible irony, a Crusader army had sacked Constantinople, and fellow Christians devastated the city.

- Next, Constantinople faced the onslaught of the Ottoman Turks, who swiftly conquered the Eastern Roman Empire's lands in the Near East, until Constantinople was reduced to its city limits.

- In these crises, Constantinople could not hope for help from the West, because doctrinal questions had separated the Western Latin Christians from the Eastern Orthodox Christians in the Great Schism of 1054.

### RECORD YOUR PROGRESS

Test 9	Your answer	Correct / Incorrect	Test 10	Your answer	Correct / Incorrect	Test 11	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

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pp.224-235: "Listening to an Extended Talk".



## GRAMMAR TERMINOLOGY QUESTIONS: TEST 2

### Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

#### Names of structures

- |                             |                                 |                              |
|-----------------------------|---------------------------------|------------------------------|
| A) Adverb                   | B) Adverbial Modifier of Time   | C) Attribute                 |
| D) Defining Relative Clause | E) Non-Defining Relative Clause | F) Object                    |
| G) Participle Construction  | H) Predicative                  | I) Preposition               |
| J) Pronoun                  | K) Subject                      | L) Subordinating Conjunction |

Andrew Lloyd Webber has entered his second childhood, and it turns out to be a good career move. For his latest offering, "School of Rock the Musical," which opened with a deafening electric twang at the Winter Garden Theater on Sunday night (Q1), this lordly British composer has been hanging out with fifth graders. Youth, it would seem, is rejuvenating.

Adapted from the popular 2003 Richard Linklater movie, "School of Rock" is unlikely to restore Mr. Lloyd Webber (Q2) to the throne from which he ruled Broadway four decades ago (Q3), when he led the conquering forces of the British poperetta with works like (Q4) "Evita" and the unkillable "Phantom of the Opera." But this show, starring a bouncing Super Ball of energy named Alex Brightman, is his friskiest in decades (Q5).

O.K., so frisky is perhaps not a word you want to see anywhere near Mr. Lloyd Webber's name, especially if you're among those (Q6) who were allergic to the felines who purred T. S. Eliot verses to swoony tunes in "Cats," which occupied the Winter Garden for nearly 18 years. But unlike that megahit, "School of Rock" doesn't strain to mix whimsy with grandeur.

This story of a slovenly rock 'n' roll also-ran who teaches a class of overachieving private school students (Q7) to unleash their inner Jagers is about as easygoing as a show can be that threatens to break your eardrums. And for its first half, at least, it charmingly walks the line between the cute and the precious, the sentimental and the saccharine.

Think of it as an alternative for parents who feel that "Matilda the Musical" (Q8), the current (and infinitely more sophisticated) Broadway hit, has too many dark corners for their impressionable progeny. Like that British import, "School of Rock" is about schoolchildren whose joie de vivre has been squelched by adult regimentation and indifference.

As in "Matilda," it takes a major misfit to lead them to liberation, though (Q9) in "School of Rock" it's a childish adult with a guitar instead of a precocious child with telekinetic powers. And the new show — which features a thoroughly (Q10) appealing supporting cast of young musician performers — sticks to the sunny side of the schoolyard.



## GRAMMAR TERMINOLOGY QUESTIONS: TEST 3

### Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

Names of structures		
A) Adverbial Clause of Time	B) Adverbial Modifier of Time	C) Attribute
D) Causative Structure	E) Demonstrative Pronoun	F) Modifier of Reason
G) Object	H) Predicate	I) Predicative
J) Relative Clause	K) Relative Pronoun	L) Subject

Greg Hochmuth was one of the first software engineers hired at Instagram (Q1). He worked on a team in 2012 that developed the first Android app for the slick photo-sharing service (Q2). In its first 24 hours, the app was downloaded more than one million times.

But Mr. Hochmuth eventually came to realize that the platform's pleasing features (Q3) — the interface that made it easy for people to upload and share beautiful images, the personalized suggestions of accounts to follow — also had potential downsides.

The same design qualities that make an app (Q4) enthralling, he said, may also make it difficult for people to put down. And the more popular such services become, the more appeal they hold for users — a phenomenon known as the network effect.

“Once people come in (Q5), then the network effect kicks in and there's an overload of content. People click around. There's always another hashtag to click on,” Mr. Hochmuth, who left Instagram last year (Q6) and started his own data consulting firm in Manhattan, told me recently. “Then it takes on its own life, like an organism, and people can become obsessive (Q7).”

Now Mr. Hochmuth and Jonathan Harris, an artist and computer scientist, have collaborated on a project that (Q8) explores the implications of such compelling digital platforms for the human psyche. Titled “Network Effect,” the site invites users to click through a video and audio smorgasbord of human behavior. It includes 10,000 clips of people primping, eating, kissing, blinking and so on.

Unlike delectable cooking apps or engrossing music streaming apps that may elicit pleasure responses in the brain, however, the voyeuristic site is deliberately disjointed and discomfiting. To challenge the idea that people entirely exercise free will during their online sessions (Q9), the site also automatically turns itself off after a few minutes, shutting out users for 24 hours.

“The endpoint makes you reflect (Q10),” Mr. Hochmuth said. “Do I want to keep browsing and clicking and being obsessed? Or do I want to do something else?”

As the site underscores, digital life keeps us hooked with an infinite entertainment stream as its default setting. Tech companies often set it up that way.

## CHECK YOUR ANSWERS FOR GRAMMAR TERMINOLOGY QUESTIONS

### TEST 1

Q1. E	Q2. L	Q3. I	Q4. J	Q5. D
Q6. G	Q7. K	Q8. C	Q9. F	Q10. B

### TEST 2

Q1. E	Q2. F	Q3. B	Q4. I	Q5. H
Q6. J	Q7. C	Q8. K	Q9. L	Q10. A

### TEST 3

Q1. C	Q2. J	Q3. L	Q4. G	Q5. A
Q6. B	Q7. I	Q8. K	Q9. F	Q10. D

### RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

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pp.236-259: "Understanding Grammar Terminology".

## MULTIPLE-CHOICE CLOZE: TEST 1

### Questions 1-10

Read the text below and choose the correct word for each space.

My first ... (Q1) was as a sales ... (Q2) at a large department store. I wanted to work part-time, because I was still studying at university and I was only ... (Q3) to work a few nights a week.

I came ... (Q4) the advertisement in the local newspaper. I remember the interview as though ... (Q5) were yesterday. The personal manager sat behind a large desk. He asked me various questions which surprised me because all I wanted was to work in sales. An hour later, I was told that I had got the job and was given a contract to go ... (Q6). I was to be trained for ten days before I took my post. Also, as a member of ... (Q7), I was entitled to some benefits, including discounts.

When I eventually started, I was responsible ... (Q8) the toy section. I really enjoyed it there and I loved demonstrating the different toys. I was surprised at how friendly my colleagues were, too. They made working there fun when we had to ... (Q9) customers who got on our nerves. On the whole, working there was a great ... (Q10) which I will never forget.

- |      |               |              |             |                |
|------|---------------|--------------|-------------|----------------|
| Q1.  | A) occupation | B) job       | C) work     | D) employment  |
| Q2.  | A) employee   | B) attendant | C) officer  | D) assistant   |
| Q3.  | A) excellent  | B) able      | C) proud    | D) experienced |
| Q4.  | A) across     | B) into      | C) on       | D) round       |
| Q5.  | A) it         | B) I         | C) that     | D) there       |
| Q6.  | A) on         | B) over      | C) ahead    | D) with        |
| Q7.  | A) staff      | B) crew      | C) band     | D) party       |
| Q8.  | A) of         | B) at        | C) with     | D) for         |
| Q9.  | A) control    | B) deal with | C) manage   | D) cooperate   |
| Q10. | A) event      | B) affair    | C) practice | D) experience  |

## MULTIPLE-CHOICE CLOZE: TEST 2

### Questions 1-10

Read the text below and choose the correct word for each space.

Travel is so much the norm these days that it's hard to ... (Q1) ... a time when the world's great historical sites, beaches and beauty spots weren't ... (Q2) ... with camera-carrying tourists. But two centuries ago, long before cheap rail tickets greatly reduced the cost of crossing Europe, tourism was strictly for those with time and money. In Britain, The Grand Tour was seen as an essential part of any wealthy young man's education. It was a trip of up to five years, taking in a wide range of Europe's artistic and architectural highlights.

Italy was the focus of The Grand Tour, since it was highly regarded for both its antique and modern culture. ... (Q3) ... it was to Venice, Florence, Rome and Naples that the young aristocrats flocked. The hardships of the long and sometimes hazardous journey across the Alps were all part of the ... (Q4) ... and they were amply rewarded by the celebrated countryside, the antique ruins and the works of the great Italian painters, not to ... (Q5) ... the parties, pageants and carnivals. Tourists were ... (Q6) ... to Italy from many countries, as they still are, but it was from Britain that the majority of visitors came.

Although mass tourism was still in its infancy, all the ... (Q7) ... of the modern tourist were already there, as the young aristocrats went round Italy in ... (Q8) ... of paintings, drawings and a ... (Q9) ... of other souvenirs to carry back home. English houses were soon filled with them. The tourists brought the care for all things Italian and antique back to Britain, and buildings, furniture, even clothes were all ... (Q10) ... by this revolution in taste.

- |      |                |                  |               |               |
|------|----------------|------------------|---------------|---------------|
| Q1.  | A) think       | B) suppose       | C) imagine    | D) guess      |
| Q2.  | A) crowded     | B) full          | C) extensive  | D) entire     |
| Q3.  | A) As          | B) For           | C) That       | D) So         |
| Q4.  | A) involvement | B) participation | C) incident   | D) experience |
| Q5.  | A) state       | B) refer         | C) mention    | D) tell       |
| Q6.  | A) appealed    | B) drawn         | C) fetched    | D) fascinated |
| Q7.  | A) clues       | B) signs         | C) figures    | D) notices    |
| Q8.  | A) search      | B) hunt          | C) chase      | D) track      |
| Q9.  | A) pack        | B) gang          | C) flock      | D) host       |
| Q10. | A) impress     | B) reacted       | C) influenced | D) concerned  |

### MULTIPLE-CHOICE CLOZE: TEST 3

#### Questions 1-10

Read the text below and choose the correct word for each space.

Though the United States was recognized as an independent nation when the war was over, it was not one nation as it is today. In 1783 ... (Q1) Americans saw themselves first as citizens of their own state than of the new United States. Each individual American country had its own government and ... (Q2) very much like an independent state.

The first big problem that faced the new United States was how to join together these sometimes ... (Q3) little countries into one united nation. The states had to enforce law and order, ... (Q4) taxes, pay a large public debt, and regulate trade among themselves. They also had to deal with Indian tribes and ... (Q5) with other governments. Leading statesmen, such as George Washington and Alexander Hamilton, began to discuss the creation of a strong national government ... (Q6) a new constitution.

The constitution consists of a preamble, seven articles and twenty six ... (Q7). The first ten are called the Bill of Rights. The constitution sets forth the nation's fundamental laws. It establishes the form of the national government and ... (Q8) the rights and liberties of the American people. The Bill of Rights was added ... (Q9) the original constitution said nothing about the rights and freedoms of individual citizens. It promised all Americans ... (Q10) of religion, a free press, free speech, the right to carry arms, the right to a fair trial by jury, and protection against "cruel and unusual punishments".

- |      |                |                |                 |               |
|------|----------------|----------------|-----------------|---------------|
| Q1.  | A) majority    | B) bulk        | C) most         | D) quantity   |
| Q2.  | A) treated     | B) did         | C) dealt        | D) behaved    |
| Q3.  | A) absurd      | B) quarrelsome | C) shrew        | D) negative   |
| Q4.  | A) collect     | B) raise       | C) gather       | D) pick       |
| Q5.  | A) discuss     | B) negotiate   | C) argue        | D) exchange   |
| Q6.  | A) by          | B) throughout  | C) of           | D) under      |
| Q7.  | A) corrections | B) additions   | C) restorations | D) amendments |
| Q8.  | A) determines  | B) defines     | C) decides      | D) makes up   |
| Q9.  | A) because     | B) though      | C) so           | D) despite    |
| Q10. | A) permission  | B) right       | C) freedom      | D) guarantee  |

**CHECK YOUR ANSWERS FOR MULTIPLE-CHOICE CLOZE**

**TEST 1**

Q1. B      Q2. D      Q3. B      Q4. A      Q5. A  
 Q6. B      Q7. A      Q8. D      Q9. B      Q10. D

**TEST 2**

Q1. C      Q2. A      Q3. D      Q4. D      Q5. C  
 Q6. B      Q7. B      Q8. A      Q9. D      Q10. C

**TEST 3**

Q1. C      Q2. D      Q3. B      Q4. A      Q5. B  
 Q6. D      Q7. D      Q8. B      Q9. A      Q10. C

**RECORD YOUR PROGRESS**

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.260-279: "Multiple-Choice Cloze and Multiple Matching".

## MULTIPLE-CHOICE CLOZE: TEST 4

### Questions 1-15

Read the text below and choose the correct word for each space.

There were no known eyewitnesses to the murder of a young woman and her 3-year-old daughter four years ago. No security cameras ... (Q1) a figure coming or going.

Nonetheless, the police in Columbia, S.C., last month released a ... (Q2) of a possible suspect. Rather than an artist's rendering based on witness descriptions, the face was ... (Q3) by a computer relying solely on DNA found at the scene of the crime.

It may be the first time a suspect's face has been put before the public in this way, but it will not be the last. Investigators are increasingly able to determine the physical characteristics of crime suspects from the DNA they leave behind, ... (Q4) what could become a powerful new tool for law enforcement.

Already genetic sleuths can determine a suspect's eye and hair color fairly accurately. It is also possible, or might soon be, to ... (Q5) skin color, freckling, baldness, hair curliness, tooth shape and age.

Computers may eventually be able to ... (Q6) faces generated from DNA to those in a database of mug shots. Even if it does not immediately find the culprit, the genetic witness, so to speak, can be useful, researchers say.

"That at least ... (Q7) down the suspects," said Susan Walsh, an assistant professor of biology at Indiana University-Purdue University Indianapolis who recently won a \$1.1 million grant from the Department of Justice to develop such tools.

But forensic DNA phenotyping, as it is called, is also ... (Q8) concerns. Some scientists question the accuracy of the technology, especially its ability to recreate facial images. Others say use of these techniques could exacerbate racial profiling among law enforcement agencies and ... (Q9) on privacy.

"This is another of these ... (Q10) where the technology is ahead of the popular debate and discussion," said Erin Murphy, a professor of law at New York University.

DNA, of course, has been used for more than two decades to ... (Q11) for suspects or to convict or exonerate people. But until now, that meant matching a suspect's DNA to that found at the crime scene, or trying to find a match in a government database.

DNA phenotyping is different: an attempt to determine physical traits from genetic material left at the scene when no match is found in the ... (Q12) way. Though the science is still ... (Q13), small companies like Parabon NanoLabs, which made the image in the South Carolina case, and Identitas have begun offering DNA phenotyping services to law enforcement agencies.

Illumina, the largest manufacturer of DNA sequencers, has just introduced a forensics product that can be used to ... (Q14) DNA profiling.

The Toronto Police Service has submitted DNA from 29 cases dating from the early 1980s through 2014 to Identitas. In 10 instances, the quality of the ... (Q15) was too poor for any analysis to be done.

In a number of other cases, "it's enabled us to actually change the direction we were focused on originally," said Detective Sergeant Stacy Gallant, a cold-case homicide investigator. But there have been no arrests or convictions as a result, he said.

- |             |                        |                      |                         |                       |
|-------------|------------------------|----------------------|-------------------------|-----------------------|
| <b>Q1.</b>  | <b>A) caught</b>       | <b>B) grabbed</b>    | <b>C) imprisoned</b>    | <b>D) seized</b>      |
| <b>Q2.</b>  | <b>A) draft</b>        | <b>B) doodle</b>     | <b>C) sketch</b>        | <b>D) thumbnail</b>   |
| <b>Q3.</b>  | <b>A) generated</b>    | <b>B) originated</b> | <b>C) reproduced</b>    | <b>D) spawned</b>     |
| <b>Q4.</b>  | <b>A) equipping</b>    | <b>B) providing</b>  | <b>C) rendering</b>     | <b>D) yielding</b>    |
| <b>Q5.</b>  | <b>A) augur</b>        | <b>B) forecast</b>   | <b>C) predict</b>       | <b>D) prophesy</b>    |
| <b>Q6.</b>  | <b>A) accord</b>       | <b>B) correspond</b> | <b>C) fit</b>           | <b>D) match</b>       |
| <b>Q7.</b>  | <b>A) constricts</b>   | <b>B) limits</b>     | <b>C) narrows</b>       | <b>D) reduces</b>     |
| <b>Q8.</b>  | <b>A) boosting</b>     | <b>B) increasing</b> | <b>C) provoking</b>     | <b>D) raising</b>     |
| <b>Q9.</b>  | <b>A) abuse</b>        | <b>B) break</b>      | <b>C) infringe</b>      | <b>D) violate</b>     |
| <b>Q10.</b> | <b>A) areas</b>        | <b>B) districts</b>  | <b>C) neighborhoods</b> | <b>D) zones</b>       |
| <b>Q11.</b> | <b>A) chase</b>        | <b>B) hunt</b>       | <b>C) pursue</b>        | <b>D) track</b>       |
| <b>Q12.</b> | <b>A) conventional</b> | <b>B) customary</b>  | <b>C) orthodox</b>      | <b>D) routine</b>     |
| <b>Q13.</b> | <b>A) evolving</b>     | <b>B) expanding</b>  | <b>C) maturing</b>      | <b>D) progressing</b> |
| <b>Q14.</b> | <b>A) accomplish</b>   | <b>B) achieve</b>    | <b>C) enact</b>         | <b>D) perform</b>     |
| <b>Q15.</b> | <b>A) example</b>      | <b>B) instance</b>   | <b>C) pattern</b>       | <b>D) sample</b>      |



## MULTIPLE-CHOICE CLOZE: TEST 5

### Questions 1-15

Read the text below and choose the correct word for each space.

During a Tuesday-morning flight in April from Los Angeles to New York, Christine Lu's smartphone web browser loaded an unpleasant surprise: Gogo, the in-flight Wi-Fi provider, wanted to charge her \$27 to use its service during the five-and-a-half-hour trip.

The price was more than double the \$13 that she had paid for Gogo's Wi-Fi four years earlier, said Ms. Lu, a start-up entrepreneur.

"It's like a hotel charging obscene rates for Wi-Fi in the room," said Ms. Lu, who ... **(Q1)** the cost to do some work. "You get this bad feeling."

In the inaugural installment of this new consumer technology feature, we examine the price increases for Wi-Fi on flights from the largest provider of the service, Gogo, and explain why some costs have escalated and some have not, and how travelers can ... **(Q2)** the worst of the charges.

The idea of this feature, called Tech Fix, is to make personal technology less frustrating by ... **(Q3)** the cause of problems, using data, reporting and analysis to come up with the best solutions.

Many travelers are experiencing sticker shock from in-flight Wi-Fi these days. While there are several in-flight Wi-Fi providers, including ViaSat and Global Eagle Entertainment, Gogo is the top provider, ... **(Q4)** more than 2,000 planes from airlines like American Airlines, Delta Air Lines and Virgin America with its service, up from 1,300 in 2011. Gogo's prices often change depending on when and where you are flying. But on some flights — especially transcontinental routes ... **(Q5)** with business travelers who may have cushy expense accounts — prices have doubled from three years ago.

Consider the following increases: Wi-Fi service on transcontinental flights — such as from San Francisco to New York, from Boston to Seattle or from Los Angeles to New York — now cost \$28 to \$40, up from ... **(Q6)** \$18 in 2012, according to Gogo.

Yet those numbers rarely show up in the average price quote for an in-flight Gogo Wi-Fi session, which now amounts to about \$12, up just slightly from \$10 in 2012. That's partly because on flights where fewer people are likely to use Wi-Fi, pricing has remained unchanged, which brings down the average cost per ... **(Q7)**. For example, Gogo's Wi-Fi service on flights between New York and Fort Lauderdale, Fla., has cost \$10 since 2012. In addition, passengers can choose to pay smaller amounts to use Wi-Fi for a portion of a flight instead of the ... **(Q8)** trip.

Gogo's prices are not just higher now; they are also more unpredictable. The company uses a method called dynamic pricing, in which it tries to ... **(Q9)** the demand for Wi-Fi on each flight and scale pricing accordingly. So the prices for the full durations of transcontinental flights also change each day: Gogo charges the most, \$40, on Mondays and Thursdays; Tuesdays, Wednesdays, Fridays and Sundays cost \$34; and Saturdays are the cheapest, at \$28.

Driving the uneven prices on certain routes is Gogo's reliance on higher fees to ... **(Q10)** overcrowding of its network. With passengers ... **(Q11)** a growing number of Internet-connected electronics like smartphones, gaming devices and tablets in their carry-on luggage, the amount of bandwidth they ... **(Q12)** on popular flights keeps expanding.

Michael Small, the chief executive of Gogo, said in an interview that the company had raised prices because demand for Internet service in the sky had ... **(Q13)** capacity.

"We're starting to have millions of users, so it's getting more and more ... **(Q14)** and we have raised prices, which you typically do when you have more demand than you have supply," he said. "There's nothing to apologize for. We have trouble finding a business in America that does anything differently."

Part of the reason Gogo's costs can be so high is that the ... (Q15) technology it uses has hit some limits. Its in-flight Wi-Fi works like the cellular network that provides service for cellphones, in which antennas are used to transmit signals to and from towers on the ground. Adding capacity is difficult because there is a limited amount of radio spectrum available for the towers.

- |      |                |                 |                |                |
|------|----------------|-----------------|----------------|----------------|
| Q1.  | A) chewed      | B) devoured     | C) gobbled     | D) swallowed   |
| Q2.  | A) sidestep    | B) slide        | C) slip        | D) steer       |
| Q3.  | A) dissecting  | B) inquiring    | C) probing     | D) scouring    |
| Q4.  | A) equipping   | B) furnishing   | C) providing   | D) supplying   |
| Q5.  | A) crammed     | B) stuffed      | C) swarming    | D) teeming     |
| Q6.  | A) broadly     | B) roughly      | C) unevenly    | D) vaguely     |
| Q7.  | A) consumption | B) exploitation | C) period      | D) session     |
| Q8.  | A) complete    | B) entire       | C) full        | D) total       |
| Q9.  | A) anticipate  | B) expect       | C) forecast    | D) prophesy    |
| Q10. | A) ease        | B) relieve      | C) soften      | D) soothe      |
| Q11. | A) freighting  | B) loading      | C) packing     | D) shipping    |
| Q12. | A) absorb      | B) consume      | C) digest      | D) receive     |
| Q13. | A) advanced    | B) exceeded     | C) excelled    | D) transcended |
| Q14. | A) congested   | B) encumbered   | C) overcrowded | D) overloaded  |
| Q15. | A) blatant     | B) prevailing   | C) prominent   | D) salient     |

## CHECK YOUR ANSWERS FOR MULTIPLE-CHOICE CLOZE

### TEST 4

Q1. A	Q2. C	Q3. A	Q4. B	Q5. C
Q6. D	Q7. C	Q8. D	Q9. C	Q10. A
Q11. B	Q12. A	Q13. A	Q14. D	Q15. D

### TEST 5

Q1. D	Q2. A	Q3. A	Q4. A	Q5. A
Q6. B	Q7. D	Q8. B	Q9. C	Q10. A
Q11. C	Q12. B	Q13. B	Q14. A	Q15. B

### RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Q7			Q7					
Q8			Q8					
Q9			Q9					
Q10			Q10					
Q11			Q11					
Q12			Q12					
Q13			Q13					
Q14			Q14					
Q15			Q15					
<b>Total correct:</b>			<b>Total correct:</b>					

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.260-279: "Multiple-Choice Cloze and Multiple Matching".

## MULTIPLE MATCHING: TEST 1

### Questions 1-10

In the following text, fill in the gaps (1-10) with an appropriate word from the list (A-L).

Note: there are two extra words that you do not need to use.

#### List of words:

- |               |              |              |               |
|---------------|--------------|--------------|---------------|
| A) cutting    | B) dangerous | C) efficient | D) enough     |
| E) guaranteed | F) only      | G) realized  | H) sharpening |
| I) shaving    | J) that      | K) too       | L) what       |

It was K.C. Gillette, a travelling hardware salesman in the USA, who invented the safety razor. Gillette was ... (Q1) one morning in 1895 when he suddenly ... (Q2) that his traditional long-bladed razor was neither ... (Q3) nor safe. He noticed that ... (Q4) a short length of the opened blade was used, and realised just how ... (Q5) the razor was – it could easily cut somebody. Also, as a busy man, Gillette disliked wasting the time it took him each day to sharpen his blade.

Why not, reasoned Gillette, create a razor blade ... (Q6) never needed ... (Q7), was exactly the right size and was cheap ... (Q8) to be thrown away when it wore down? Gillette contacted an engineer, William Nickerson, and the two of them managed to perfect ... (Q9) they called the “double-edged safety blade”, which fitted into a specially designed holder with a handle. The steel blades were ... (Q10) to stay sharp for twenty shaves, and were sold in packs of twelve.

## MULTIPLE MATCHING: TEST 2

### Questions 1-10

In the following text, fill in the gaps (1-10) with an appropriate word from the list (A-L).

Note: there are two extra words that you do not need to use.

#### List of words:

- |                |               |                 |              |
|----------------|---------------|-----------------|--------------|
| A) accumulated | B) conversely | C) down         | D) ends      |
| E) exorbitant  | F) guarded    | G) longstanding | H) on        |
| I) points      | J) sticks     | K) still        | L) therefore |

Everyone in the village knew the usurer, a rich and smart man. Having ... (Q1) ... a fortune over the years, he settled ... (Q2) to a life of leisure in his big house surrounded by an immense garden and ... (Q3) by a pack of ferocious dogs. But ... (Q4) unsatisfied with what he had acquired, the man went on making money by lending it to people all over the county at ... (Q5) rates. The usurer reigned supreme in the area, for numerous were those who were in debt to him.

One day, the rich man set out for the house of one of his peasants. Despite repeated reminders, the poor laborer just could not manage to pay off his ... (Q6) debt. Working himself to a shadow, the peasant barely succeeded in making ... (Q7) meet. The moneylender was ... (Q8) determined that if he could not get his money back this time, he would proceed to confiscate some of his debtor's most valuable belongings. But the rich man found no one at the peasant's house but a small boy of eight or nine playing alone in the dirt yard.

“Child, are your parents home?” the rich man asked.

“No, sir,” the boy replied, then went ... (Q9) playing with his ... (Q10) and stones, paying no attention whatever to the man.

### MULTIPLE MATCHING: TEST 3

#### Questions 1-10

In the following text, fill in the gaps (1-10) with an appropriate word from the list (A-L).

Note: there are two extra words that you do not need to use.

#### List of words:

- |         |                |               |          |
|---------|----------------|---------------|----------|
| A) bond | B) comfortable | C) conviction | D) filed |
| E) for  | F) good        | G) issued     | H) jail  |
| I) made | J) to          | K) well       | L) with  |

CORNEALIOUS MICHAEL ANDERSON III was living a good, responsible life. The construction company he had started was doing ... (Q1). His marriage was strong. His four young children were ... (Q2), living in a house he'd built himself in a quiet area of St. Louis. Then, early on July 25, 2013, the 36-year-old heard pounding on his front door. When he opened it, he found himself face-to-face with a team of U.S. marshals. They took him to ... (Q3). He knew exactly why. Almost 14 years earlier, Anderson and his stepbrother had robbed a Burger King employee at gunpoint as the man ... (Q4) a late-night deposit at a St. Louis bank. On May 19, 2000, Anderson was sentenced to 13 years in prison ... (Q5) armed robbery. He ... (Q6) an appeal—he claimed that he didn't have a gun and didn't know his stepbrother had planned a robbery—and was released on ... (Q7). The appeals court affirmed his ... (Q8), and, in May 2002, after a subsequent appeal ... (Q9) the higher court, the Missouri Supreme Court affirmed it as well. A warrant for Anderson's arrest would be ... (Q10) immediately.

Except it wasn't.

## CHECK YOUR ANSWERS FOR MULTIPLE MATCHING

### TEST 1

Q1. I	Q2. G	Q3. C	Q4. F	Q5. B
Q6. J	Q7. H	Q8. D	Q9. L	Q10. E

### TEST 2

Q1. A	Q2. C	Q3. F	Q4. K	Q5. E
Q6. G	Q7. D	Q8. L	Q9. H	Q10. J

### TEST 3

Q1. K	Q2. B	Q3. H	Q4. I	Q5. E
Q6. D	Q7. A	Q8. C	Q9. J	Q10. G

## RECORD YOUR PROGRESS

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.260-279: "Multiple-Choice Cloze and Multiple Matching".

## ERROR IDENTIFICATION: TEST 1

### Questions 1-10

In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

- Q1. The sheep could (A) be milk (B) (and still is) in many parts of (C) the world. D – no mistake
- Q2. When it shed (A) its fleece this could be (B) spun and woven into (C) cloth. D – no mistake
- Q3. Man (A) soon realized (B) that to kill the sheep for its meat alone was a waste of (C) food and material. D – no mistake
- Q4. And once he became (A) a shepherd with (B) the help of his friend - the dog (D). D – no mistake
- Q5. probably the only animal to be (A) domesticated before (B) the sheep, he soon devised a method of produced (C) clothing from the fleece. D – no mistake
- Q6. Even before 10,000 BC wool cloth was being (A) spun and woven via (B) the tribes of (C) northern Europe. D – no mistake
- Q7. To spin (A) it they took the wool in one hand and drew it out, twisting (B) it into a thread with (C) the fingers of another (C) hand. D – no mistake
- Q8. The (A) result was (B) a thick uneven (C) yarn. D – no mistake
- Q9. Later, a crude spindle has been (A) developed by fitting (B) a stone or clay ring to the end of (C) a short wooden stick. D – no mistake
- Q10. The ring acted like (A) a flywheel and enabled (B) the drawn-out yarn to be wound (C) on to the spindle. D – no mistake

## ERROR IDENTIFICATION: TEST 2

### Questions 1-10

In the following text, each sentence (1-30) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

- Q1. The term *porcelain* refers to ceramics made from (A) similar materials and baked at (B) high temperatures and which (C) are light, durable, and vitreous. D – no mistake
- Q2. Porcelain combines the positive qualities of glass and clay - glass is smooth (A) and translucent while (B) clay retains its shape when moulding (C). D – no mistake
- Q3. However, due to (A) the addition of a few more (B) minerals, porcelain is stronger than either glass and (C) clay. D – no mistake
- Q4. It is also extremely (A) beautiful and valuable: Chinese Ming Dynasty (1368-1644 AD) bowls can (B) fetch a million dollars on (C) the international art market. D – no mistake
- Q5. For around (A), fifteen hundred years, porcelain has been employed like (B) tableware and decoration, but its more recent applications include (C) dental crowns and electrical insulators. D – no mistake
- Q6. Porcelain was firstly (A) made in China. During (B) the Tang Dynasty (618-907 AD), small amounts were used by the court and the (C) very rich. D – no mistake
- Q7. High-quality porcelain, like those (A) manufactured today, was not widely (B) available until (C) the Yuan Dynasty (1279-1368 AD). D – no mistake
- Q8. Chinese porcelain was traded with kingdoms in the (A) Central, Southeast Asia, and the Middle East from (B) the seventh century. By the Middle Ages, it had reached (C) Europe. D – no mistake
- Q9. Porcelain was consumed in (A) enormous quantities by European royal families, nobles, and the church, all of whom (B) cried desperately to discover (C) its chemical composition. D – no mistake
- Q10. The English word, 'porcelain', derives from (A) the Portuguese name for (B) a sea creature, the nautilus, which has a spiral orange vitreous shell from which it was believed at one time (C) that porcelain was made. D – no mistake



### ERROR IDENTIFICATION: TEST 3

#### Questions 1-10

In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

- Q1. American movies and television programs offer (A) an excellent opportunity for intermediate-level students to develop (B) fluency on (C) English. D- no mistake
- Q2. Intermediate-level students are (A) at a frustrating stage in its (B) development of learning (C) English. D- no mistake
- Q3. They are too advanced for shows prepared (A) for language learners such as (B) "Family Album, USA" yet they do not know enough English to benefit significant (C) from exposure to programs for native speakers. D- no mistake
- Q4. Although students enjoy simply watching (A) videos in English, this passive (B) activity does not lead to appreciable (C) learning. D- no mistake
- Q5. For fluency to develop (A), the teacher must provide students by (B) structured activities and discussion used in combination with the videotaped (C) material. D- no mistake
- Q6. A new approach advocates (A) using "viewing sheets" consisting of (B) easy multiple-choice questions, what (C) the students answer as they watch the video. D- no mistake
- Q7. Previewing and postviewing discussions (A) are conducted (B) in conjunction with (C) the viewing sheets. D- no mistake
- Q8. As they listening (A) to the dialogue in the program, answer the questions on the viewing sheets, and discuss the questions and events in (B) the program, students will use three of the four major (C) skill areas of language learning. D- no mistake
- Q9. It is called (A) three-pronged approach Film for Fluency. This technique was high (B) effective for (C) high school English classes. D- no mistake
- Q10. Students adored the (A) movies and attendance (B) at the English club doubled (C). D- no mistake

**CHECK YOUR ANSWERS FOR ERROR IDENTIFICATION**

**TEST 1**

Q1. B      Q2. D      Q3. D      Q4. D      Q5. C  
 Q6. B      Q7. C      Q8. D      Q9. A      Q10. A

**TEST 2**

Q1. D      Q2. C      Q3. C      Q4. D      Q5. B  
 Q6. A      Q7. A      Q8. A      Q9. D      Q10. D

**TEST 3**

Q1. C      Q2. B      Q3. C      Q4. D      Q5. B  
 Q6. C      Q7. D      Q8. A      Q9. B      Q10. D

**RECORD YOUR PROGRESS**

Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect	Test 3	Your answer	Correct / Incorrect
Q1			Q1			Q1		
Q2			Q2			Q2		
Q3			Q3			Q3		
Q4			Q4			Q4		
Q5			Q5			Q5		
Q6			Q6			Q6		
Q7			Q7			Q7		
Q8			Q8			Q8		
Q9			Q9			Q9		
Q10			Q10			Q10		
<b>Total correct:</b>			<b>Total correct:</b>			<b>Total correct:</b>		

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.280-301: "Error Identification".

## ERROR IDENTIFICATION: TEST 4

### Questions 1-15

Read the following passage. Decide if each line of the text (16-30) has a mistake and must be changed in order for the sentence to be correct. In your answer sheet, mark:

- A** if the line has a mistake and must be corrected;  
**B** if there is no mistake in the line.

**Q1.** Samuel Johnson's title for the last chapter of his *Rasselas, Prince of Abyssinia* (1759) is "The Conclusion in Which Nothing Is Concluded." Rasselas and Imlac, Nekayah and Pekuah have traveled purposefully and widely, having been inquired everywhere of everyone how to make the best possible "choice of life."

**Q2.** But at the end of the story with the question still apparently unresolved, they all decide to return to Abyssinia, their starting point and home to their first rejected choice of life — a future in the perfect and perfectly unsatisfactorily Happy Valley.

**Q3.** But although in one sense nothing is concluded, we have seen the choice the characters have made de facto.

**Q4.** Throughout the book theirs have been lives devoted to unending inquiry — eager, imaginative, skeptical, enthusiastic — and a happy choice it has been for their lives and the lives of their readers.

**Q5.** So too the question of time in twentieth-century fiction seems to me happily unresolved, leaving us with a splendid variety of writers to address the topic of time through literary imagination without any unity of approach or result, as far as I can see.

**Q6.** One thing that has certainly not been concluded is the continuing enthusiasm of readers for the authors examined here, although they all flourished in the first half of the last century and were most born in the century before that one.

**Q7.** "Literature is news that stay news," says Ezra Pound, and the figures discussed at chapter length along with those who provide brief examples in the Introduction certainly belong to literature by that definition.

**Q8.** For example, all of them (with the single exception of Tom Wolfe) were attended to in different degrees by the two issues of *The Times Literary Supplement* that straddled the New Year of 2012 while this book was still being worked on. Several of the writers, including P. G. Wodehouse, Ernest Hemingway, Gertrude Stein, and Vladimir Nabokov, had full-length reviews devoted to books about them. Others were mentioned more briefly.

**Q9.** What is more, some 10 percent of the answers to the literary quiz were answered by the names of the writers discussed here!

**Q10.** Other venues than book reviews and literary quizzes demonstrate the staying power of these authors.

**Q11.** For example, during the first decade of the twenty-first century references to well over a thousand articles, books, and chapters in books about Vladimir Nabokov appeared in *the MLA International Bibliography*, while James Joyce commanding many more citations.

**Q12.** Gertrude Stein still averages a citation a month. Even Tom Wolfe (usually dismissed by academic critics as a "popular" writer) and Wyndham Lewis (long since drummed out of the corps for his unpopular views) are still given a steady yearly quota of critical attention by the profession.

**Q13.** Where are their contemporaries, best and bester sellers? Arnold Bennet, Winston Churchill (the novelist), F. Van Wyck Mason — *ubi sunt?*

**Q14.** Of course it is not these authors' interest in time that alone keeps their books alive and I make no claim to a conclusive judgment about the other causes of their continued success with

readers.

**Q15.** Yet while I don't conclude, I will stop — closing with a final example the effect of time dramatized in the process of reading this book as a whole.

### ERROR IDENTIFICATION: TEST 5

#### Questions 1-15

Read the following passage. Decide if each line of the text (16-30) has a mistake and must be changed in order for the sentence to be correct. In your answer sheet, mark:

- A** if the line has a mistake and must be corrected;  
**B** if there is no mistake in the line.

**Q1.** In the late winter and early spring of 2005, the New York theatre troupe the Wooster Group staged, both in Brooklyn and Manhattan, a limited return engagement of their 1999 piece *House/Lights*, an "adaptation" of Gertrude Stein's 1938 play *Doctor Faustus Lights the Lights*.

**Q2.** The word "adaptation" belongs firmly to scare quotes, not only because it is a methodological description that the members of the Wooster Group would themselves resist, but also because it simultaneously over- and underrepresents the terms of the group's engagement with Stein's text.

**Q3.** If an adaptation is a modified version of a work that nevertheless retains the integrity of and an obvious resemblance to the original, then *House/Lights* falls short of the mark; it is, rather, an eccentric pastiche of many source materials, among which *Doctor Faustus* comprises of only one elliptically integrated element.

**Q4.** Yet, at the same time as *House/Lights* fails meeting the requirements of an adaptation — and precisely on account of the manner in which it does so — the piece also exceeds the constraints of mere modification and offers instead a rigorous and sophisticated interpretation of Stein's text.

**Q5.** Of course, every theatrical presentation of a play is an act of interpretation, but the singular nature of the Wooster Group's approach constitutes a mode of analysis more akin to the work of literary criticism than it is to the goals of traditional dramaturgy.

**Q6.** In short, the Wooster Group highlights the potential of performance to embody a way of reading, and *House/Lights* highlights, in particular, a way of reading the notorious difficult Stein.

**Q7.** In turn, I propose a reading of Stein alongside — and through the lens of — the Wooster Group, in order to underscore the ways in which the group's complex performance amplifies shades of meaning already at play in Stein's correspondingly complex writing.

**Q8.** Such a project, while potentially useful as a methodological model, would nevertheless remain firmly in the realm of close reading (although not traditional close reading) had it not been the broader cultural and performative phenomenon represented by the Wooster Group's negotiation with Stein: the contemporary "uncloseting" of modernist closet drama — a class of drama that deliberately (and paradoxically) resists performance.

**Q9.** Indeed, Stein's plays are best understood alongside the work of other major American modernists (among whom Djuna Barnes, T.S. Eliot, Mina Loy, Ezra Pound, William Carlos Williams, and Louis Zukofsky might name) who also turned, in the early and mid-twentieth century, to the writing of closet drama, a genre that had last fully flowered roughly one hundred years earlier.

**Q10.** Likewise, the Wooster Group is only one among many important professional companies to stage such modernist closet drama in the last thirty or so years.

**Q11.** Why this twentieth-century interest in and resuscitation of closet drama? I contend that the

queer potential of the genre belongs prominently among the reasons for its modernist renewal.

**Q12.** In his own recent work on modernist closet drama, Martin Puchner suggests that closet drama has always been marked by which he calls “various forms of ambiguity and deviance”.

**Q13.** And it is true that the “ambiguity and deviance” that he identifies as symptomatic of closet drama as such inform plays like Byron’s *Manfred* and Shelley’s *The Cenci*, both of which explores incestuous subjects.

**Q14.** In describing modernist closet drama as distinctly queer closet drama, I revert, perhaps unfashionably, to the formulation of queerness most popularly espoused by academics in the early and mid-1990s.

**Q15.** As I intend it, the word “queer” designates not as much a category as a border-crossing between categories, if not the contestation of categorization altogether.

## CHECK YOUR ANSWERS FOR ERROR IDENTIFICATION

### TEST 4

Q1. A	Q2. A	Q3. B	Q4. B	Q5. A
Q6. A	Q7. A	Q8. B	Q9. B	Q10. B
Q11. A	Q12. B	Q13. B	Q14. A	Q15. B

#### Original text:

Samuel Johnson's title for the last chapter of his *Rasselas, Prince of Abyssinia* (1759) is "The Conclusion in Which Nothing Is Concluded." Rasselas and Imlac, Nekayah and Pekuah have traveled purposefully and widely, inquiring everywhere of everyone how to make the best possible "choice of life."

But at the end of the story with the question still apparently unresolved, they all decide to return to Abyssinia, their starting point and home to their first rejected choice of life—a future in the perfect and perfectly unsatisfactory Happy Valley.

But although in one sense nothing is concluded, we have seen the choice the characters have made de facto.

Throughout the book theirs have been lives devoted to unending inquiry — eager, imaginative, skeptical, enthusiastic — and a happy choice it has been for their lives and the lives of their readers.

So too the question of time in twentieth-century fiction seems to me happily unresolved, leaving us with a splendid variety of writers addressing the topic of time through literary imagination without any unity of approach or result, as far as I can see.

One thing that has certainly not been concluded is the continuing enthusiasm of readers for the authors examined here, although they all flourished in the first half of the last century and were mostly born in the century before that one.

"Literature is news that stays news," says Ezra Pound, and the figures discussed at chapter length along with those who provide brief examples in the Introduction certainly belong to literature by that definition.

For example, all of them (with the single exception of Tom Wolfe) were attended to in different degrees by the two issues of *The Times Literary Supplement* that straddled the New Year of 2012 while this book was still being worked on. Several of the writers, including P. G. Wodehouse, Ernest Hemingway, Gertrude Stein, and Vladimir Nabokov, had full-length reviews devoted to books about them. Others were mentioned more briefly.

What is more, some 10 percent of the answers to the literary quiz were answered by the names of the writers discussed here!

Other venues than book reviews and literary quizzes demonstrate the staying power of these authors.

For example, during the first decade of the twenty-first century references to well over a thousand articles, books, and chapters in books about Vladimir Nabokov appeared in *the MLA International Bibliography*, while James Joyce commanded many more citations.

Gertrude Stein still averages a citation a month. Even Tom Wolfe (usually dismissed by academic critics as a "popular" writer) and Wyndham Lewis (long since drummed out of the corps for his unpopular views) are still given a steady yearly quota of critical attention by the profession

Where are their contemporaries, best and bester sellers? Arnold Bennet, Winston Churchill (the novelist), F. Van Wyck Mason — *ubi sunt?*

Of course it is not these authors' interest in time that alone keeps their books alive and I make no claim for a conclusive judgment about the other causes of their continued success with

readers.

Yet while I don't conclude, I will stop—closing with a final example the effect of time dramatized in the process of reading this book as a whole.

#### TEST 5

Q1. B	Q2. A	Q3. A	Q4. A	Q5. B
Q6. A	Q7. B	Q8. A	Q9. A	Q10. B
Q11. B	Q12. A	Q13. A	Q14. B	Q15. A

#### Original text:

In the late winter and early spring of 2005, the New York theatre troupe the Wooster Group staged, both in Brooklyn and Manhattan, a limited return engagement of their 1999 piece *House/Lights*, an "adaptation" of Gertrude Stein's 1938 play *Doctor Faustus Lights the Lights*.

The word "adaptation" belongs firmly in scare quotes, not only because it is a methodological description that the members of the Wooster Group would themselves resist, but also because it simultaneously over- and underrepresents the terms of the group's engagement with Stein's text.

If an adaptation is a modified version of a work that nevertheless retains the integrity of and an obvious resemblance to the original, then *House/Lights* falls short of the mark; it is, rather, an eccentric pastiche of many source materials, among which *Doctor Faustus* comprises only one elliptically integrated element.

Yet, at the same time as *House/Lights* fails to meet the requirements of an adaptation – and precisely on account of the manner in which it does so – the piece also exceeds the constraints of mere modification and offers instead a rigorous and sophisticated interpretation of Stein's text.

Of course, every theatrical presentation of a play is an act of interpretation, but the singular nature of the Wooster Group's approach constitutes a mode of analysis more akin to the work of literary criticism than it is to the goals of traditional dramaturgy.

In short, the Wooster Group highlights the potential of performance to embody a way of reading, and *House/Lights* highlights, in particular, a way of reading the notoriously difficult Stein.

In turn, I propose a reading of Stein alongside – and through the lens of – the Wooster Group, in order to underscore the ways in which the group's complex performance amplifies shades of meaning already at play in Stein's correspondingly complex writing.

Such a project, while potentially useful as a methodological model, would nevertheless remain firmly in the realm of close reading (although not traditional close reading) were it not for the broader cultural and performative phenomenon represented by the Wooster Group's negotiation with Stein: the contemporary "uncloseting" of modernist closet drama – a class of drama that deliberately (and paradoxically) resists performance.

Indeed, Stein's plays are best understood alongside the work of other major American modernists (among whom Djuna Barnes, T.S. Eliot, Mina Loy, Ezra Pound, William Carlos Williams, and Louis Zukofsky might be named) who also turned, in the early and mid-twentieth century, to the writing of closet drama, a genre that had last fully flowered roughly one hundred years earlier.

Likewise, the Wooster Group is only one among many important professional companies to stage such modernist closet drama in the last thirty or so years.

Why this twentieth-century interest in and resuscitation of closet drama? I contend that the queer potential of the genre belongs prominently among the reasons for its modernist renewal.

In his own recent work on modernist closet drama, Martin Puchner suggests that closet drama

has always been marked by what he calls “various forms of ambiguity and deviance”.

And it is true that the “ambiguity and deviance” that he identifies as symptomatic of closet drama as such inform plays like Byron’s *Manfred* and Shelley’s *The Cenci*, both of which explore incestuous subjects.

In describing modernist closet drama as distinctly queer closet drama, I revert, perhaps unfashionably, to the formulation of queerness most popularly espoused by academics in the early and mid-1990s.

As I intend it, the word “queer” designates not so much a category as a border-crossing between categories, if not the contestation of categorization altogether.

### RECORD YOUR PROGRESS


Test 1	Your answer	Correct / Incorrect	Test 2	Your answer	Correct / Incorrect			
Q1			Q1					
Q2			Q2					
Q3			Q3					
Q4			Q4					
Q5			Q5					
Q6			Q6					
Q7			Q7					
Q8			Q8					
Q9			Q9					
Q10			Q10					
Q11			Q11					
Q12			Q12					
Q13			Q13					
Q14			Q14					
Q15			Q15					
<b>Total correct:</b>			<b>Total correct:</b>					

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: “Paradigma”, 2018.

pp.280-301: “Error Identification”.





## WRITING PRACTICE TESTS

- letters;
- **argumentative essays;**
- reviews;
- summaries.

### LETTERS (INFORMAL, SEMI-FORMAL, FORMAL)

#### Task 1

Your neighbours have recently written to you to complain about the noise from your house flat.

Write a letter to your neighbours. In your letter:

- explain the reasons for the noise;
- apologise for the noise;
- describe what action you will take.

Do not include any address.

Begin your letter as follows:

*Dear ... ,*

Write your letter in an appropriate style in **150** words on your answer sheet.

#### Sample answers

*Depending on how well you know your neighbour, you can write three different versions of the letter for this task:*

- *an informal version - if you know your neighbour very well and you are in a good relationship with him;*
- *a semi-formal version - if you don't know your neighbour well enough;*
- *a formal version - if you are a new person and don't know your neighbour personally.*

*Sample answer 1 (an informal version):*

Dear John,

Hope you are doing great. I'm extremely surprised to get a letter from you indicating that you're immensely annoyed to hear some sound, which is produced from my flat. Indeed, I've no idea that you'll be able to hear this enormous amount of sound.

However, as you know, some days ago, a glass of my window in the kitchen room was broken

while some children were playing cricket in front of my flat. That is why I'm trying to refit the window in the evening time when I come back from office. It takes a long time because I have no experience on this work and it's still not finished.

Unfortunately, I thought that the sound will not reach to your home but it eventually did as per your claim. Since you have confronted many problems due to the noise, I apologise for this matter. Moreover, I promise this sound will no longer appear from today.

As the work is still not finished, I have decided that I will call a professional who will work in the daytime and the work would be finished within two days.

Once again, I'm extremely sorry for any inconvenience that might have happened for me.

Best Regards,

Nayan.

*Sample answer 2 (a semi-formal version):*

Dear Mr. & Mrs. Brock,

I hope you are doing great. It is a shame that we do not know each other very well and I would like to apologise for that. I am writing this letter to respond to your complaint letter that you sent me yesterday about the noise on last Saturday. I sincerely apologise for the inconvenience and humbly ask for your forgiveness.

With the concern of home safety, my wife and I decided to install a few smoke detectors in our flat, especially after we saw a devastating fire in our neighbourhood lately. We bought the devices from an online store and started to install and test the gadgets when the shipment had arrived. To ensure that the sound of the fire alarm is loud enough and everyone in the house would notice it, we tested the gadgets for about 20 minutes. Although the testing took place at midday on last Saturday, my wife and I are terribly sorry that your child's nap was bothered.

I beg for your understanding and forgiveness. Please accept this box of chocolate as a token of my deepest regret for the inconvenience.

Your Sincerely,

Lesner.

*Sample answer 3 (a formal version):*

Dear Mr. & Mrs. Jonathon,

I am writing in response to your letter, complaining about the sounds my musical instrument is producing. I feel that I have to explain myself and humbly ask for your forgiveness.

Actually, I am a student of the North Carolina Arts College and as a part of my end of term exams, I have to perform 4 plays by a flute. Therefore I have to rehearse every day because I am eager to make a good impression to my teachers. To achieve my goal I am supposed to play about 3 hours a day.

I must apologise for playing in inappropriate hours. It was all my fault since I did not bother reading the rules of our house owner, prohibiting playing musical instruments.

I have consulted with my class teacher and he suggested me to use one of the rooms of the college to rehearse for a small fee. I assure you by no means will be disturbed again with the noise from my apartment.

I beg for your understanding and forgiveness. Please, accept this box of chocolate as a token of my appreciation for not giving this problem a legal action.

Yours sincerely,

Mark Arther.

## Task 2

You are studying a short course in another country. Your accommodation was arranged by the course provider. There is a major problem with the accommodation.

Write a letter to the course provider. In your letter:

- say what the problem is.
- describe the accommodation you thought you were getting.
- ask the provider to solve the problem.

Do not include any address.

You do not need to write any address.

Begin your letter as follows:

*Dear ...*

Write your letter in an appropriate style in **150** words on your answer sheet.

### Sample answer

*For this task, you can write a formal letter:*

Dear Mr Biggs,

I am Kamol Saidov, a student from Uzbekistan taking a two-month CELTA course with your training centre. I am currently staying at Flat 4 House 21 Pepper Street, South Quay, London, which was provided by your centre as per our agreement.

There is a problem with the accommodation that needs your urgent attention. The problem is related to internet connection. Although the description of the accommodation that was given to me before I signed a contract stated that the flat would be equipped with high speed internet connection from British Telecom with unlimited data, and according to the contract, the internet fee is included into the rent I am paying, there is no internet service available in the apartment. I contacted the accommodation officer about this matter and it was promised that the internet would be set up in two working days; however, it has been a week now and nothing has been done to solve the problem yet.

I believe you understand that as an international student, I strongly rely on the internet to keep in touch with my family and friends in my home country. Also, a reliable service is vital to my success as a student, since I will need to do on-line research to complete my course assignments.

Currently, I am using my mobile data, but this is not an acceptable solution for me because the connection is slow and keeps interrupting. Also, it is costly and I believe this is unfair to have to pay both for the mobile internet and for the included broadband service, which should have been provided to me according to the contract.

I do hope that the problem with the internet will be solved as soon as possible.

Sincerely,

Kamol Saidov

### Task 3

You are organising a weekend away with a group of friends. You receive an email from a friend, Louisa, asking whether her sister and niece can come too.

Read the extract from Louisa's email and read the other information. Write a reply to Louisa, answering her questions and giving reasons.

*You said you have places left for the weekend away, and I was wondering, can my sister come too? I think you met her when you stayed with us. The thing is, she has a three-year-old daughter, Maddy, and my sister wants to bring her as well. Do you think it's possible?*

Louisa

#### Plan for the weekend: Saturday

Morning: Theme Park – Looking forward to going on some wild rides!  
Afternoon: Check in at our holiday cottage. Beautiful Lake! Bring a torch and boots – it will be muddy!  
Evening: Great curry restaurant, followed by dancing at a night club!

Write your letter in the appropriate style and format in 150 words. You do not need to include postal addresses. You should use your own words as far as possible.

#### Sample answer

*In C1 examination, you may be asked to write a letter incorporating the information provided. In such cases, you should be able to incorporate provided information in your letter, paraphrasing it and adding some details of your own.*

*For the task above, you can write an informal letter:*

Hi Louisa,

Thanks for your email. I'm glad you are joining us for the weekend away. There are still some places, so your sister can come too if she wants. I remember meeting her – she is tall, slim, with dark hair, right? It would be really nice to see her again.

I think the theme park has some rides for children, but my friends and I are definitely going to spend the day on the big rides, so your sister might have to spend time alone with Maddy, and so she might feel a bit left out. There is a twin room free that your sister and Maddy can have. Your sister will have to be careful with Maddy because there's a lake on the site and we wouldn't want Maddy to fall in. It gets quite muddy there and it will be getting dark when we arrive, so your sister had better not let Maddy run off.

As you know, I've booked a night out at a curry restaurant and a bar in the evening, and I don't think that'll be suitable for Maddy. Also, I guess they will not allow any children into the night club. The child will probably need to be tucked up in bed by that time. Your sister will have to stay at the cottage alone to look after her, unless you're happy to stay in and keep her company. So, in short, your sister is welcome to come, but it might be a bit boring for her at times. So it's up to her to decide.

See you,

Dan.

#### To revise:

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.302-359: "Writing a Letter".

## ARGUMENTATIVE ESSAYS

### Task 1

Do you agree or disagree with the following statement:

***Extreme sports help to build character.***

Use specific reasons and examples to support your answer.

Write your essay in appropriate style and format in **250 words** on your answer sheet.

### Sample answers

*For this, task, you can use:*

*- a 35553 layout: in the body paragraphs, you can have:*

*- - three opinions for, or three opinions against;*

*- - two opinions for and one opinion against, or two opinions against and one opinion for;*

*- a 3773 layout, with three opinions for in one body paragraph and three opinions against in the other body paragraph.*

*Sample answer 1 (a 35553 layout):*

With the growing popularity of extreme sports, some people believe that they are an effective way of helping a person mature both physically and psychologically. On the other hand, others feel that these kinds of sports are dangerous. I believe that the dangers associated with extreme sports are too often exaggerated, and extreme sports, like any other sports activities, can have a positive impact on the person's character.

One way extreme sports help a person build a strong character is that they develop qualities such as willpower, persistence, and patience. If you do any extreme sport, you are often exposed to danger, and you have to compel yourself to overcome fear and move forward. Also, you will have to be patient and keep trying, since the results you want to achieve will not come in the first attempts. For people who practice extreme sports, critical and difficult situations in their lives will not come as a surprise, and these people will know how to behave in such cases and overcome obstacles. Thus, extreme sports surely develop important personal qualities that help people in their lives.

Second, extreme sports are often a team activity, so they help to develop such qualities as care for people around and a sense of appreciation. For example, mountaineering is usually done by a group of people who are dependent on each other to stay safe and reach their common goal. So, they have to trust and help each other, otherwise they will not be able to achieve what they want. A person who has been in extreme situations when support from others is vital for survival will be ready to help others in non-extreme situations, too.

At the same time, there're people who believe that extreme sports are dangerous. One can start doing boxing and get a concussion, or fall off a cliff while climbing a rock. They believe that you do not need to put your health or even life at such a risk in order to develop a strong character. They say that there are much safer means for that, for example, by reading books also one can learn to be patient and attentive to others. While I see that these people have a point, I believe that risks associated with extreme sports can be minimized if one is smart about doing them and takes necessary precautions. It seems to me that even our everyday life can be full of dangers we are not aware of.

In conclusion, while certain risks remain when one is doing extreme sports, they are nevertheless one of the best ways I know that help develop a strong character and succeed not only in sports, but in life as well. Therefore, it should be up to anyone to decide whether they want to do extreme sports or not.

*Sample answer 2 (a 3773 layout):*

Sport is an important part of our lives: it helps us to keep fit and healthy and is a great way to grow both physically and mentally. More and more people, mostly the younger generation, today are taking up sport, often extreme sports, such as parachuting, diving or white-water rafting, as a hobby, believing that such activities can improve their personality. In this essay, I will analyze whether this is really the case.

On the one hand, extreme sports can in fact help people build a stronger character. Firstly, you should be really brave to do extreme sports, as they are rather dangerous. So, a person doing extreme sports is usually fearless and is not afraid to face obstacles and difficult situations in life. Secondly, speed is usually part and parcel of risky sports, which means you often have to make decisions very quickly, and this improves your reaction. In our lives, we often face situations when we have to come to important decisions quickly, so extreme sports can help develop this skill. Finally, extreme sports demand skills and stamina, which can only be achieved by constant trainings. So, a person develops such important qualities as endurance, will and patience.

On the other hand, there are people who believe that risky sports can do nothing to build up your character. First of all, people who do dangerous sports, are often rather careless, as they risk their lives without thinking of their families or friends. Moreover, dangerous sports are all about adrenaline, and people get addicted to it and cannot replace it with any other activities. Also, when people doing extreme sports become addicted to their occupation, this may damage family relations.

To sum up, there is no doubt that extreme sports are associated with certain risks; however, I advocate for extreme sports and support the idea of building character. I believe that such sports require courage, reaction and inner strength, and people usually choose extreme sports to improve themselves, so they are well informed about possible consequences.

## Task 2

Do you agree or disagree with the following statement:

***Parents should monitor their children's internet use.***

Use specific reasons and examples to support your answer.

Write your essay in appropriate style and format in **250 words** on your answer sheet.

### Sample answer

*For this task, you can take one position (for or against), and develop each of your reasons in a separate body paragraph:*

The second half of the 20th century and the 21st century marked the Digital age in the human history and humanity was introduced to the Internet. It covers every field of specialization today, starting at any information humanity ever acquired on out to online communication between individuals. On the other hand, there are latent and dangerous threats the Internet is linked to that we need to protect our children from.

Protection of the personal information, while you are searching the web, is critically important, especially while using social networks like Facebook, as it is the most popular way of communication with other people. Kids often are unaware of what information should not be shared with an online community, and in doing so, they can incur themselves to the danger that the internet possesses. Using this information sexual and other predators can stalk children on the Internet, taking advantage of their innocence, abusing their trust and, perhaps, ultimately luring them into hazardous personal encounters Therefore, it is necessary to talk with children about possible consequences of posting their personal information on the Internet.

As children grow and spend more time at school and with their peers, parents are often afraid of them to fall into bad associations. It may happen because they do not know the difference between right and wrong; therefore they cannot distinguish a bad company from good. And if something like that happens there could be a possibility that some of their friends could be trying to convince them to do drugs, shoplift or do something against established moral codes. The better way of dealing with such situations would be to talk with children about them in a neutral way, asking guiding questions about what is going on in their life and how to behave in different situations. However, I believe that if such talks do not help, to oversee children's personal messages will be a right decision.

Children may also unwittingly expose their families to online risks by accidentally downloading malware. Such programs download and install onto itself while a person is visiting untrusted sites. With the development of targeted advertising, it became much easier to guess what an individual is interested in, as a malicious software analyzes the browsing history on a person's computer. Young people are easy marks for scams because they have not yet learned to be wary. Therefore, it might be necessary to limit what kinds of sites children have access to.

The Internet can pose dangers to kids, but it is not the Internet to blame. In fact, it can open doors of wonder for children that previous generations could not even have dreamed of. Some steps may be necessary to protect children against internet threats, but as they grow older, the best foundation will be educating children and establishing comfortable communication with them fulfilled with trust and understanding, so they are willing to talk about what is going on in their lives.

### Task 3

Some people believe that the government should use tax revenue to provide services to assist families. Others believe that this is not the role of government.

Which opinion do you agree with? Give reasons for your answer.

Write your essay in appropriate style and format in **250 words** on your answer sheet.

#### Sample answer

*For this task, you can take one position (the first or the second), and develop each of your reasons in a separate body paragraph:*

Certain politicians often say they want 'small government' and 'individual responsibility' - in other words, they feel that people should be responsible for themselves and not rely on the government to solve their problems. I believe that applying this idea to family policies can have significant negative consequences. In this essay, I will discuss that this may lead to a variety of social problems, not only for the elderly population, but also for their families who would have to look after them.

The elderly population will have a lot to lose through small-government policies. If no support services are provided, they may have to move in with their adult children. Not only will this make them feel uncomfortable about being a burden to their families, but they may also have to move away from their homes, friends and communities. In many cases, adult children have had to move to another area for work reasons, thus the grandparents may have to move a considerable distance. Relationships that may have developed over a lifetime would then be lost. Such circumstances can lead to serious problems such as depression, as well as a loss of a sense of independence.

Families with children would also be disadvantaged by a reduction in government services for the elderly. Spending time to look after elderly family members will have an adverse effect on the family's free time, their lifestyle and possibly even their work. Further, families with children will face even greater difficulties if governments withdraw subsidized child care in the name of 'small government'. Firstly, without affordable child care, at least one parent would find it hard to go to work. In some cases, the grandparent may be able to help look after the children, but if the grandparent has moved in because he or she is finding it difficult to look after themselves, this may not be possible. Secondly, the resultant loss of income will lead to loss of opportunities for the whole family, including the children.

In conclusion, government support is clearly essential to ensure that families have opportunities and maintain an appropriate standard of living. It would be an unfortunate situation if having young children or elderly relatives caused a financial burden. That situation is clearly best avoided. Thus, government subsidies for social services that benefit the young, elderly and others not able to look after themselves, should be preserved.

#### **To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.360-419: "Writing an Argumentative Essay".



## REVIEWS

### Task 1

A website that specializes in book reviews has asked you to write a review of a book that you have read. You should comment on the portrayal of the characters, the development of the plot and its main themes and whether you believe the book is a good addition to its genre or not. Give reasons for your opinions.

Write your review in **250** words.

### Sample answer

A tragic story of love, betrayal and family relationships set on the background of tumultuous political events that led to the disappearance of one of the Uzbek khanates through its conquest by a stronger neighbour. This can serve as a brief summary of "Bygone Days" by Abdulla Qodiriy, the first Western-style Uzbek novel ever written in the Uzbek language, which I have happily discovered for myself recently.

Otabek, Kumush and Zaynab are the main characters. They are people whose emotions run high. They become trapped by traditions and prejudices of their epoch, unable to fight back and protect themselves. The authors skillfully depicts them, both in terms of their appearance and in terms of their actions, motives, feelings, so that we really see and feel them. While they are striving for the happiness they deserve, we see a lot of other people, including some historical figures like Musulmonqul and Hudoyor Khan, the rulers of the Khanate, either helping or hampering the main characters. In fact, the author is so attentive to the details that we believe him, as if we are taking part in everything that is going on in the book.

At a first glance, the book seems to be an account of love and family relations, and traditions that led to fatal outcomes for noble families. But these are only one side of the story. As the story develops, the author investigates such themes as social justice, a fair political system, and religious and ethnic conflicts. The author subtly explores the reasons behind the fall of the Khanate. However, the author does not bore the reader with long reflections – the plot is captivating and full of unexpected turns that catch the reader's attention until the very last line.

Although the book was written in the 1920s, it's a shame that I discovered it only recently, and it is one of the unsurpassed examples of Uzbek prose.

### Task 2

A local newspaper is running a competition for the most interesting review of an exhibition or museum. Write a review, describing the exhibition or museum you have chosen and commenting on why it is particularly worth visiting or why you would not recommend it to other people.

Write your review in **250** words.

### Sample answer

I have recently arrived from France where I was overwhelmed by its historic and romantic museums. Had I known before how fascinating they were, I would have asked for longer holidays and spent the whole summer learning about the French history.

But my absolutely favourite was the Bastille Museum in Mademoiselle street, which is entirely dedicated to the French Revolution. As inquisitive as I am, I stepped into the museum in a scorching morning of a summer day and left it when the night was falling.

I was absolutely mesmerized by the works of art in the museum. There are different rooms which depict the architecture and lifestyle of the 18th century. There are enormous colourful canvas, amazing sculptures, exquisite silver and gold jewellery and even kings and queens' garments.

There is also multimedia and audio available for the young and the techi. Visitors can put on headphones and listen about this distant time, or they can use the computers to embark on a fascinating trip to the past.

Another reason why I recommend going to the museum is because they have very friendly and informative tour guides. There are big parking lots, spotless bathrooms a big cafeteria and all kinds of facilities which make the place also very attractive for school teachers visiting with groups of children.

To sum up, I would highly recommend visiting this gorgeous museum in the heart of Paris. The works of art are definitely a must-see and I'm sure it is worth a visit especially for children, who can have fun by learning about the history of France.

### Task 3

A college which you attended in the past has written to you asking to what extent its facilities met the needs of the students academically and socially.

Write a letter to the college answering these questions. Suggest areas where the college could improve facilities.

Write your review in **250** words.

### Sample answer

*For this task your review should be in the form of a letter.*

*Sample 1:*

Dear Welfare Officers,

Thank you for asking my opinion about the college facilities. I still cherish those pleasant memories of the time I did my Post-Graduate training at Teacher's College.

I believe that as an academic institution, the college does its best to provide students with the great experience. Teachers are experienced and knowledgeable, and they know how to make students involved in lessons, encouraging critical thinking and deep understanding of the field. They are really helpful, too: I am still grateful to them for skillfully and patiently guiding me throughout the year to a successful completion of my courseworks and final report.

The library boasts an impressive collection of resources, and the fact that students have an online access to most of the library's collection makes it really convenient, especially for those who live off campus. When I was doing my training, my apartment was an hour drive from the campus, so I used the library from home, which saved me from having to commute every day.

As for social life, to be honest, I remember feeling a bit left out. I did not keep in touch with most of my classmates, but this might be because we were post-graduate students and most of us combined studies with work. However, I believe that my situation has nothing to do with the facilities the college provides, since there are plenty of places available to socialize. On the other, it would be good to organize some events for post-graduate students too – the Students' Union aims mostly undergraduate students – and even involve students themselves in organizing such events. For example, international students could share their culture, which would be a great contribution to promoting intercultural understanding.

I do hope my comments will be of help to you in your future work.

Regards,

Farrukh Majitov,

2015-2016 Post-Graduate Teacher Training Course alumnus

*Sample 2:*

Dear College Administration,

Thank you for giving me the opportunity to give feedback about my experiences at Brightwell College.

Firstly, I'd like to talk about the teachers, who were excellent. They prepared us very well for examinations, and it's down to them that so many of us obtained good grades. We always had the opportunity to discuss our ideas in class and the teachers never dismissed our ideas, no matter how strange they were! Having said that, the homework workload was very high. The teachers were very strict about handing it in and rarely gave us extensions. Although I realise that homework is important, I do feel they could have been given less homework and been less strict about deadlines, as this often prevented us from getting involved in sports and clubs and having evening jobs.

Furthermore, although the teaching was excellent, the facilities were not. The text books we used were very outdated, the library did not have enough desks, and there were not enough copies of important books. There were also not enough computers for the whole class to use at the same time.

Socially, there were a lot of sports and music clubs to join, but very few others. I would have been interested in taking extracurricular classes in drama, woodwork and cookery but these classes were not available, which was disappointing. Secondly, the school organised very few outings except for a few geography and biology field trips, and I would have liked the opportunity to go on activity holidays with my classmates, such as ski trips or adventure sport weekends.

I hope you take my comments into consideration when planning your future work.

Sincerely,

Your alumna.

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.420-423: "Writing a Review".

## SUMMARIES

### Task 1

**Summarise** the following text in **NO MORE THAN 150 words**. Include **only the essential information**, leaving out insignificant details. Avoid using original wording as far as possible.

There are basically two types of auctions: ascending-bid auctions and descending-bid auctions. Ascending-bid auctions start out with a low bid for an object. The price of the object is gradually raised until only one bidder remains. By contrast, descending-bid auctions start out with a high bid and the price is progressively lowered until a customer expresses a willingness to purchase the object. Both procedures have a number of variants. For example, in some types of auctions a professional auctioneer declares the suggested bids. In other types of auctions, however, the customers make their own bids. Another variant, used at places such as eBay or Yahoo Auction, is called a "buyout option". A high price for an item is declared. Anyone willing to pay that price is guaranteed a purchase. This variant seems to appeal consumers who dislike uncertainty: for a fixed price they are guaranteed an object. "Buyout options" are most commonly used if the seller has a stock of several copies of the same item.

Both ascending-bid and descending-bid auctions can be conducted in either open or closed formats. In open formats, all participants know what exactly how much an object is going for. For example, at many Japanese fish markets, wholesalers gather around the fish to be purchased and raise their hands as the auctioneer names progressively higher prices. In closed auctions, participants are unaware of how much other participants are willing to pay for an object. For example, a case in which participants used sealed envelopes to place their bids on a piece of real estate represents this type of auction. Though open auctions generally yield higher prices, closed formats are sometimes preferred in situations in which the privacy of the prospective buyers is considered paramount or the need to document precisely how much each party bid is high.

#### *Sample Summary 1:*

There are two types of auctions: those in which the price starts out low and is gradually raised, and those in which the price starts out high and is gradually lowered. Both auction types have variants, such as a "buyout option" in which a customer is guaranteed an object if he/she is willing to pay a high price. Moreover, auctions can be conducted in open or closed formats. In closed formats, participants don't know how much others are willing to pay for an object since they use sealed envelopes or some secret method to make their bids. Though open auctions often result in higher sale prices, closed formats are sometimes preferred when privacy or the need for documentation is paramount.

[122 words]

#### *Sample Summary 2:*

In some types of auctions bids begin low and then gradually become higher. Others auctions use the opposite approach: commencing with a high bid and gradually becoming lower. There are lots of variants of these two basic approaches. For example, the "buyout option" available at some online auctions enables customers who dislike the uncertainty of bidding to obtain an object for a fixed, but high price. Although some auctions are held in open formats in which all customers know the going price for an object, other auctions are held in a closed format in which customers do not know how much their rivals are willing to pay for an object. Open auctions tend to generate higher bids, however closed auctions offer more privacy and better documentation of the respective bids.

[144 words]

### *Sample Summary 3:*

Basically, two types of auctions exist. In ascending-bid auctions the price for an object starts out low and is increased by degrees. In descending-bid auctions a high bid is first made, then the price is consecutively lowered until someone expresses a willingness to pay the object. Numerous variations of these two patterns can be found. For example, the "buyout option" used in eBay, Yahoo Auction, and other places lets customers who detest uncertainty procure an object for a high price. Auctions can also be held in open or closed formats. Open formats are transparent: everyone knows what is current price for an object is. Closed formats are opaque: only the seller is able to tell how much each customer is willing to pay for an object. Closed formats provide greater privacy and written documentation, though open formats generally spawn higher bids.

[143 words]

### **Task 2**

**Summarise** the following text in **NO MORE THAN 150 words**. Include **only the essential information**, leaving out insignificant details. Avoid using original wording as far as possible.

In the early days of farming, people did not understand how plants obtained essential nutrients. It so happened that wood ash, fish remains and slaughterhouse waste were thrown on vacant land just to get rid of them. Then, people started to notice that the grass, bushes and shrubs on this vacant land began to grow very well. They reasoned that if their farmland were similarly treated, the growth of their crops would also improve. People gradually began to realize that the nutrients required by plants came from the soil and that the amount of nutrients could be increased by the application of such organic remains to the soil. Thus started the manuring process in farming.

The practice of manuring has been practiced as early since the seventeenth century. However, the importance of manuring was not properly understood until scientists began to study the nutritional needs of plants and gave birth to fertilizers. Thus, gradually, the use of fertilizers became accepted by farmers.

There are many types of manure and fertilizer currently being used. Manure is a substance derived from animals and plants. The most important advantage of using manure is the fact that they not only supply a wide range of plant nutrients, but also improve the structure of the soil. It cements together the soil particles to form soil crumbs. The crumb structure is a desirable condition of cultivated soil. The addition of manure to soil will increase the inorganic and humus content which helps to prevent soil erosion and loss of plant nutrients when it rains. The common manure used in farming consists of farmyard manure, compost, blood meal, bone meal and fish meal.

Unlike manure, fertilizers are inorganic substances which do not improve the structure of the soil. They only supply extra amounts of nutrients to the growing plants when applied to the soil. The commercial fertilizers commonly used today can be classified into three major categories; namely, nitrogen (N), phosphate and potash fertilizers.

Besides knowing the type of fertilizer to use, a farmer also needs to know when to apply the fertilizer and how to apply it. The fertilizer should be applied at the time when the plants need a particular nutrient most. The time and method of application will determine how profitably the fertilizers have been used in farming. Fertilizers which have not been properly applied cannot be absorbed in large quantities by plant roots. These fertilizers may be washed away by rain or they may kill the plants. This would mean a definite financial loss for the farmer.

### *Sample Summary:*

The use of fertilizers began quite by accident when unwanted substances were thrown onto land. This has resulted in the knowledge that plants get their nutrients from the soil and these could be increased by the manuring process. Thus, the use of fertilizers began to be accepted by farmers.

There are organic and inorganic fertilizers. Organic fertilizers improve the status of the soil and helps to prevent soil erosion and loss of nutrients. Inorganic fertilizers supply the extra nutrients needed by the plants. Farmers also need to know when to apply the fertilizers. Otherwise, they will lose plenty of money when inappropriately applied as the plants may die or the fertilizers get washed away by rain.

(117 words )

### Task 3

**Summarise** the following text in **NO MORE THAN 150 words**. Include **only the essential information**, leaving out insignificant details. Avoid using original wording as far as possible.

Go into a coffee bar, sit down, relax and try to talk to someone. It may look to others as though you are wasting your time. It may even feel that way to you. But so long as you are doing this in a foreign country, where you speak the language badly or not at all, you are probably acquiring a new language better than you ever could by formal study with a teacher and a textbook.

The social situation, properly used, beats the classroom hollow. It is full of native speakers asking you questions, telling you to do things, urging you to take an active part in conversation, and using gestures freely to make their intentions clearer — just like your parents did when you were an infant. So plunge in. All you have to do is talk back.

The proposition that infants can acquire languages by prolonged exposure to them is self-evidently true: it is the only way available to them. Older children and teenagers who move to a different country can pick up a new language with a speed that baffles their parents. But in adulthood we find ourselves envying our rare contemporaries who can still acquire languages easily.

There may be biological reasons why the capacity to learn languages falls away with age, even more than the capacity to learn other things. The brain may be designed to do its best language-learning in infancy, and then to redeploy its resources at puberty. But psychological factors play a big part too. As we get older, we get more self-conscious, more inhibited, more dependent on other people's judgements. This process may undermine our capacity to acquire a new language, because language underpins our sense of personality and identity. We fear to make mistakes in it.

Stephen Krashen, an expert on second-language acquisition, makes a strong case for the dominance of psychological factors. According to Mr Krashen, people with outgoing personalities do best at learning a new language because 'they have the ego to make the necessary mistakes involved in learning'.

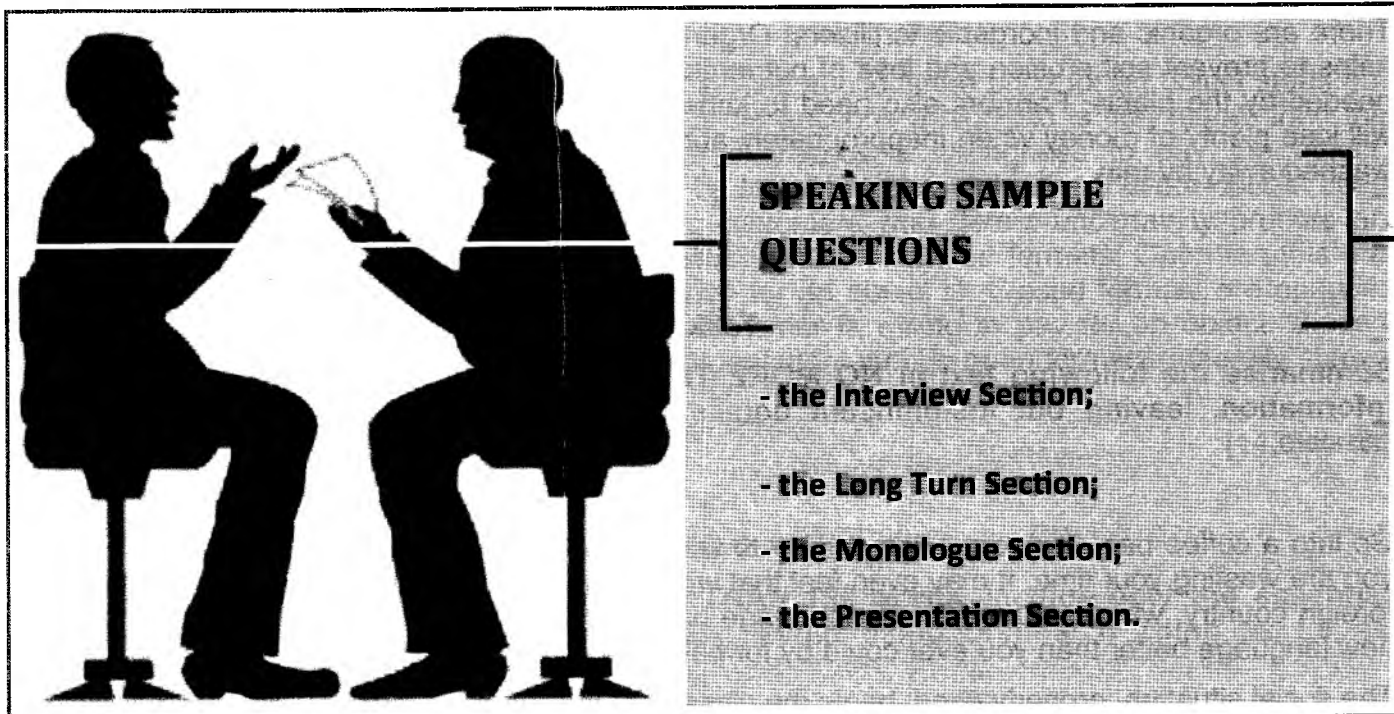
When we want to learn a new language in mid-life for reasons of career or curiosity, we commonly but wrongly tackle it with the sense of doing something difficult and unnatural. We turn to grammar books and compact discs expecting a fight. We are going to 'struggle' with the language. We will 'master' it, unless it defeats us. And with that sort of attitude, it probably will.

All other things being equal, the best learner will be the person who is the most relaxed in conversation, and the most self-confident.

#### **To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018.

pp.424-429: "Writing a Summary".



## SAMPLE SPEAKING QUESTIONS

### The Interview Section

*These kinds of questions may appear at Stage 1 of:*

- *B2 and C1 Level Tests;*
- *Test for Monthly Salary Increments for Foreign Language Teachers.*

### Education

How are education priorities today different from those in the past?

How can the type of workplace you go to affect career success?

What changes do you think will happen in the classroom in the near future?

### Shopping

How have shopping habits changed over recent years?

To what extent do you think advertising affects the way people shop?

Do you think shopping habits are likely to change in the future?

### Music

Do people in your country listen to local or international music?

What is the importance of music in showing the culture of a country?

What are the effects of technology on music?

### Advertising

Does advertising affect people's shopping habits?

Should companies be targeting children in their advertising campaigns?

Do you think advertisements should be censored?

## The Long Turn Section

*These kinds of questions may appear at Stage 2 of:*

- B2 and C1 Level Tests;
- Test for Monthly Salary Increments for Foreign Language Teachers.

**Describe a difficult thing you did well.** You should:

- say what it was, how you did it, and why (or how) it was difficult;
- explain how you felt after you did it.

**Describe a book you recently read** that you would (like to) recommend to others. You should:

- say: what book it was, what the book was about, and why you read it;
- include: what you learned from this book
- explain: why you would (like to) recommend it.

## The Monologue Section

*These kinds of questions may appear at Stage 2 of C1 Level Tests.*

Think about the advantages and disadvantages of obtaining information from various sources (TV, radio, internet, printed media, etc.), and decide which two sources might be the most effective in providing information, and explain why.

*Follow-up question:*

Some people say there is too much information available nowadays. How far do you agree?

Think about the importance of different professions for society (politicians, sportsmen, doctors, teachers, etc.), and decide which two professions make the most valuable contributions to society as a whole, and explain why.

*Follow-up question:*

Do you think that people like these will be as important in the future as they are today?

Think about the advantages and disadvantages of the developments of the 20th century, and which two developments might be the most revolutionary, and explain why.

*Follow-up question:*

In what ways do you think we are worse off than we were in the past?

## The Presentation Section

*These kinds of questions may appear at Stage 3 of C1 Level Tests.*

What are the reasons for the decline of readership among young people?

What are the effects of sedentary lifestyle?

What are some of the ways of avoiding stress in our hectic life?

What are the reasons for job burnout?

**To revise:**

Djalilov K. *Exam Skills for Teachers and Learners of English*. 2nd edition, updated. Tashkent: "Paradigma", 2018. pp.430-435: "Speaking".



**THE MAPPING OF TESTS WITH THE LEVELS AND SKILLS TESTED IN THE NATIONAL SYSTEM OF ASSESSMENT OF FOREIGN LANGUAGE PROFICIENCY**

Exam Sections	Tests in the book	Exam Sections	Tests in the book	Exam Sections	Tests in the book
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**B1 Level Test:**

Listening for Gist	Tests 1-2 (pp.66-67)	"True-False-No Information"		Multiple-Choice Cloze	Tests 1-3 (pp. 122-124)
Listening for Specific Information	Tests 1-3 (pp. 77-79)	Multiple-Choice Questions	Tests 1-3 (pp. 28-34)	Error Identification	Tests 1-3 (pp.134-136)
Listening to an Extended Talk	Tests 1-3 (pp. 90-92), Tests 7-8 (pp. 101-102)	Matching Headings	Tests 1-3 (pp. 4-9)		

**Test for Monthly Salary Increments for Foreign Language Teachers (secondary)**

Listening for Gist	Tests 1-2 (pp.66-67)	Matching Headings	Tests 1-3 (pp. 4-9)	Grammar Terminology	Tests 1-3 (pp. 118-120)
Listening for Specific Information	Tests 1-3 (pp. 77-79)	Multiple-Choice Questions	Tests 1-2 (pp. 12-15)	Multiple-Choice Cloze	Tests 1-3 (pp. 122-124)
Listening to an Extended Talk	Tests 1-3 (pp. 90-92), Tests 7-8 (pp. 101-102)	Matching and Multiple-Choice Questions	Tests 1-3 (pp. 28-34)	Error Identification	Tests 1-3 (pp.134-136)

**B2 Level Test**

Listening for Gist	Tests 3-6 (pp. 69-72)	Multiple-Choice Questions	Tests 3-4 (pp. 12-20)	Multiple-Choice Cloze	Tests 1-3 (pp. 122-124)
Listening for Specific Information	Tests 4-6 (pp. 81-83)	Matching and Multiple-Choice Questions	Tests 1-3 (pp. 28-34)	Error Identification	Tests 1-3 (pp.134-136)
Listening to an Extended Talk	Tests 4-8 (pp. 94-102)	Matching and "True-False-No Information"	Tests 1-2 (pp. 38-42)	Multiple Matching	Tests 1-3 (pp. 131-132)

**Test for Monthly Salary Increments for Foreign Language Teachers (tertiary)**

Listening for Gist	Tests 3-6	Multiple-Choice Questions	Tests 3-4	Grammar	Tests 1-3
Listening for Specific Information	Tests 4-6 (pp. 81-83)	Matching and Multiple-Choice Questions	Tests 1-3 (pp. 28-34)	Multiple-Choice Cloze	Tests 1-3 (pp. 122-124)
Listening to an Extended Talk	Tests 4-8 (pp. 94-102)	Matching and "True-False-No Information"	Tests 1-2 (pp. 38-42)	Error Identification	Tests 1-3 (pp.134-136)

**C1 Level Test**

Listening to an Extended Talk	Test 9 (pp. 106-107)	Multiple-Choice Questions	Test 5 (pp. 21-23)	Multiple-Choice Cloze	Tests 4-5 (pp. 126-129)
Listening to an Extended Talk	Test 9 (pp. 108-109)	Gapped Texts	Tests 1-3 (pp. 58-64)	Error Identification	Tests 4-5 (pp. 138-140)
Listening to an Extended Talk	Test 9 (pp. 109-110)	"True-False-No Information"	Tests 1-3 (pp. 46-54)		

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