

**УО «БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ
УНИВЕРСИТЕТ»**

Н. В. Белова

DEVELOP YOUR READING STRATEGIES

**Учебно-методическое пособие по самостоятельному чтению для
студентов I курса факультета «Высшая школа туризма»
заочной формы обучения**

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Рецензент: Новик Н. А., заведующий кафедрой профессионально ориентированной английской речи Учреждения образования «Белорусский государственный экономический университет», кандидат филологических наук, доцент.

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Белова Н. В.

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Пособие предназначено для студентов I курса факультета «Высшая школа туризма» заочной формы обучения.

Contents

PREFACE	5
UNIT 1. <u>EDUCATION</u>	
<i>Level A 2</i>	<i>7</i>
<i>Level B 1</i>	<i>13</i>
<i>Level B 2</i>	<i>20</i>
UNIT 2. <u>FAMILY</u>	
<i>Level A 2</i>	<i>28</i>
<i>Level B 1</i>	<i>32</i>
<i>Level B 2</i>	<i>38</i>
UNIT 3. <u>PEOPLE AND THEIR PERSONALITIES</u>	
<i>Level A 2</i>	<i>45</i>
<i>Level B 1</i>	<i>51</i>
<i>Level B 2</i>	<i>56</i>
UNIT 4. <u>HOUSING</u>	
<i>Level A 2</i>	<i>64</i>
<i>Level B 1</i>	<i>70</i>
<i>Level B 2</i>	<i>78</i>
UNIT 5. <u>FOOD AND COOKING</u>	
<i>Level A 2</i>	<i>86</i>
<i>Level B 1</i>	<i>90</i>
<i>Level B 2</i>	<i>97</i>

UNIT 6. SHOPPING

<i>Level A 2</i>	104
<i>Level B 1</i>	107
<i>Level B 2</i>	112

UNIT 7. ENVIRONMENT

<i>Level A 2</i>	118
<i>Level B 1</i>	123
<i>Level B 2</i>	129

PREFACE

Since its publication in 2001, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF) has had a wide-ranging impact on the teaching and learning of languages around the world. Many ministries of education, local education authorities, educational institutions, teachers' associations, and publishers use the CEF, and it will continue to have an impact for many years to come. In most countries there is general agreement that language learning can be organized into three levels: *basic/beginner*, *intermediate*, and *advanced*.

Course books and supplementary materials that are referenced to the CEF can help the teacher achieve his or her classroom goals. The book consists of seven units. Each unit comprises nine texts: three texts belong to level *A2*, three texts belong to level *B1*, and three texts belong to level *B2*. The texts are arranged in the following way: *multiple matching*, *multiple choice*, *gapped text*.

MULTIPLE MATCHING

In this part, there is an emphasis on locating specific information and detail, and recognizing opinion and attitude, in one long text or a group of short texts. Students are required to locate the specific information which matches the questions. To do this, they need to understand detail, attitude or opinion in the question and locate a section of text where that idea is expressed, discounting ideas in other sections which may appear similar but which do not reflect the whole of the question accurately. Some of the options may be correct for more than one question.

MULTIPLE CHOICE

In this part, there is an emphasis on detailed understanding of a text, including the expression of opinion, attitude, purpose, main idea, detail, tone and gist. Students are also tested on their ability to recognize meaning from context and follow text organization features, such as exemplification, comparison and reference. The 4-option multiple-choice questions are presented in the same order as the information in the text so that students can follow the development of the writer's ideas as they work through the questions. The final question may require students to interpret an aspect of the text as a whole.

GAPPED TEXT

In this part, there is an emphasis on text structure, cohesion and coherence, and students' ability to follow the development of a long text. It consists of the text from which several sentences have been removed and placed in jumbled order after the text, together with an extra sentence which does not fit in any of the gaps. Students are required to decide from where in the text each sentence has been removed. Each sentence may be used only once, and there is one sentence that students do not need to use. The task tests understanding of how texts are structured. Rather than concentrating on individual sentences, students need to be able to follow the development of ideas, opinions and events through the text as a whole, using their understanding of text coherence and cohesion devices.

In conclusion, it should be noted that at the center of the learning process and the framework itself is the learner. It is important that learners understand what the framework means to them so that they can use self-assessment and learner autonomy to become more effective learners inside and outside the classroom.

**Level A2****MODERN TEENS**

Some people can't understand why teenagers often seem unhappy. After all, they have more luxuries and opportunities than previous generations. We asked eight modern teens about their most serious problems.

1. Read this text and the questions below.**A. Mick (aged 14)**

Well, it has to be schoolwork, hasn't it? Everyone keeps telling you that your exams are going to affect the rest of your life. And there are so many subjects, and none of the teachers worry about how much homework the others have given you. I reckon that I spend more time doing my work than my mom and dad with theirs. And we are expected to do sport twice a week at my school as well. It does not give you time for much else, does it?

B. Elaine (aged 17)

Of course I hate school, but it's not that I'm against education. It's other stuff. I'd like to get a boyfriend, but the boys at my school are so shallow and stupid. I keep in with some of the other girls, but they can get really nasty sometimes. Like smoking. I don't want to smoke. It's so unhealthy, but all the other girls in my group smoke, and they don't like it if I don't. I mean, what am I supposed to do?

C. Fatima (aged 16)

It's not easy for me right now. I was born right here in this town, but some people still treat me as a foreigner. Not to my face, mostly, but you see it in the looks you get. And I like all the stuff that kids my age like, music, parties and all that, but my parents keep saying kids don't behave like that at home. They mean their home. I'm just not sure where I belong.

D. Sam (aged 14)



It's got to be my family. My brother is older than me, so he gets to go anywhere he likes and comes home late and no-one cares. But if I am five minutes late coming home, my mum won't let me hear the last of it. And when she goes to the shops, guess who has to look after my little sister? My dad keeps on at me about getting better marks at school, but wants me to help around the house. I just want them all to leave me alone.

E. Frank (aged 17)



I met this girl on holiday, she's from a town twenty miles away. We really like each other – actually we are in love. But our parents won't let us stay over at each other's houses. So I've got to take a bus every Saturday to meet her, because my parents won't drive me there. We only have a few hours together every week, and I'm worried she'll meet someone in her own town. My dad thinks that it's just something I'm going through. He doesn't understand.

F. Allison (aged 14)



It's everything. I mean my body's changing, and I find it hard to control my moods. All my mates are so fashion conscious and they make fun of you if you have the wrong jumper or trainers, and some of that stuff is so expensive. My mum says I should just ignore them and wear what I like, but you can't, can you? And I want to be a doctor, but you are supposed to know chemistry, and I just can't do it. Sometimes I think my chemistry teacher hates me.

G. Joe (aged 15)



There's these two boys, ever since I came to the school they have hated me. They play stupid tricks on me, and try to get other people to do it too. I don't think they are really popular, but everyone is scared of them. It's hard to make friends, because everyone knows that if they are friends with me, they are a target. I know if I complain to my parents or the school it will just make me more unpopular.

H. Cathy (aged 16)



I hate being treated like a little girl. That's what my dad calls me – his little girl. I'm not. I'm almost old enough to vote. But I have to be home by eight every night, and every time my parents hear that I'm going out with a boy they make such a fuss. Why can't they trust me? I don't even get pocket money. If I want something I have to ask my mom or my dad for it. It's not that they won't let me have it, it's just that they always have to control me. I hate that.

2. Choose from the people (A – H). Write the letter next to each extract on the right. When two answers are required you can put them in any order.

Which person	
is being bullied?	1.
is caught between cultures?	2.
resents babysitting?	3.
is worried by pressure from friends?	4. 5.
wants more responsibility?	6.
has problems with teachers?	7. 8.
has problems with transport?	9.
would most like a holiday?	10.
Which titles would go best with each extract?	
Not here or there	11.
Let me grow up!	12.
Too seldom together	13.

COMPUTERS AND GIRLS



1. Read the text and answer the questions.

The girls in this sixth grade class in East Palo Alto, California, all have the same access to computers as boys. But researchers say, by the time they get to high school, they are victims of what the researchers call a major new gender gap in technology.

Janice Weinman of the American Association of University Woman says, "Girls tend to be less comfortable than boys with the computer. They use it more for word processing rather than for problem solving, rather than to discover new ways in which to understand information."

After re-examining a thousand studies, the American Association of University women researchers found that girls make up only a small percentage of students in computer science classes. Girls consistently rate themselves significantly lower than boys in their ability and confidence in using computers. And they use computers less often than boys outside the classroom.

The instructor of this computer lab says he's already noticed some differences. Charles Cheadle of Cesar Chavez School says, "Boys are not so afraid they might do something that will harm the computer, whereas girls are afraid they might break it somehow."

Six years ago, the software company Purple Moon noticed that girls' computer usage was falling behind boys. Karen Gould says, "The number one reason girls told us they don't like computer games is not because they're too violent, or too competitive. Girls just said they're incredibly boring."

Purple Moon says it found what girls want, characters they can relate to and story lines relative to what's going on in their own lives. Karen Gould of Purple Moon Software says, "What we definitely found from girls is there is no intrinsic reason why they wouldn't want to play on a computer; it was just a content thing."

The sponsor of the study says it all boils down to this, the technology gender gap that separates the girls from the boys must be closed if women are to compete effectively with men in the 21st century.

2. Choose the correct answer.

1. In this sixth grade classroom, you would find

- a. only boys allowed to use the computers.
- b. only girls allowed to use the computers.
- c. no computers in the classroom.
- d. both boys and girls allowed to use the computers.

2. Girls usually rate themselves

- a. as being uncomfortable using computers.
- b. as comfortable using computers.
- c. as experts with computers.
- d. as very good with using computers.

3. A small percentage would be

- a. 100 %.
- b. 98 %.
- c. 10 %.
- d. 75 %.

4. Girls seem to find most of the software

- a. as too violent.
- b. boring.
- c. as too competitive.
- d. exciting.

5. This year is included in the 21st century

- a. 2003
- b. 2103
- c. 1998
- d. 1921

3. Number the items below in the correct order in which they occurred in time. Choose the numbers 1, 2, 3, 4 to list the sentences in correct time order.

Boys find software more interesting than girls do. 4___ 1___ 3___ 2___

Boys are more comfortable using computers. 4___ 1___ 3___ 2___

In high school, more boys are in computer science courses. 4___ 1___ 3___ 2___

Both boys and girls can use the computers at school. 4___ 1___ 3___ 2___

LEARNING LANGUAGES

1. Read an article on learning languages. Six sentences have been removed from the article.

You come across so many ways of learning a language: through CDs, the Internet, magazines, books and so on. All these aids motivate you to go on, but you wonder if there is any real need for teachers anymore. My language-learning career started off

badly. All I remember of my first French lesson at an English Secondary School is copying down the parts of the verb “to be” and my teacher’s strict orders: “Learn it!”

To me, an 11-year old who had never left England, the ‘verb table’ looked like a mysterious mathematical formula and made just about as much sense. 1. _____. Teachers today tend to agree. Instead of using the old grammar/translation methods, they teach students in their classes how to achieve simple tasks and express everyday feelings using role-plays, games and other exercises which require them to speak, make mistakes and thus improve. 2. _____. Its emphasis is on interacting rather than learning structural details of a language.

Before, people had to struggle in a traditional classroom. 3. _____. For example, after university, the BBC’s book *Discovering Portuguese* gave me enough of the language to go shopping, order in restaurants and learn about Portuguese life and culture. It came with a cassette of real-life recordings of people speaking the language at full speed and exercises which made you listen hard to understand what they were saying. Self-study courses provide a relatively easy and cheap way to start learning foreign languages. 4. _____. But the teachers do have a point.

Without someone there to give you instant correction, to demand that you try to pronounce that difficult word, and even to get you to open the book on days when you don’t feel like it, you won’t make much progress. 5. _____. The school I attended in London pioneered the communicative method in the 1950s and 1960s.

I was in a class with only five people. Over ten weeks, for two evenings a week we progressed through a rich diet of role-play and exercises, some from text books, some devised specially for us by our teacher, ranging from how to introduce friends to how to reject invitations politely. 6. _____. You have to tell the other students what you really think, want and feel, and using your own language is forbidden.

2. Choose from the sentences A – H the one which fits each gap (1 – 6). There are two letters which you do not need.

A. However, today’s students are lucky to have a wide variety of multi-media programmes to help them.

B. As a result, beginners are more likely to learn how to buy a train ticket than how to form the plural of a verb.

C. The best thing about learning in a small group like this is that it motivates you to use the language you are learning.

D. The pronunciation of Portuguese was exhausting, Slovak consonants made my jaw ache, and Hungarian grammar made me want to study German again.

E. The best of them have plenty of quick, simple exercises, photographs and real life recordings so that you can learn a language on your own.

F. Twelve years later I had a degree in French, but was convinced that there must be a better way to learn a language.

G. Indeed, the more languages you learn, the easier the process of learning becomes.

H. That is why, when I took up Spanish, I decided to go back into the new communicative language classroom.

Level B 1

A COURSE TO ATTEND

1. The people all want to attend a course. Read the descriptions of eight courses.

A – Form and Colour

This is year-long course is perfect for people who want to learn about how to use a camera and who want to take it up as a profession. Students will learn how to use light and shade, colour and different shapes. The course will also teach students to change their work using computer technology. Tips will be given on how best to get started in the profession.

B – Practice makes Perfect

Learn about how to use computer software to make your work life easier. This course is designed for people who use computers regularly as part of their career, but who feel they are unable to make the most of the technology. Learn about new software for storing documents and photographs and keeping records. This evening class runs for ten weeks from September to December.

C – Armchair Explorer

This is a series of daytime lectures by people who have lived and worked in wild places. Each of the six talks will focus on a different continent. Lecturers will show photographs of the animals and plants, and explain why they are only found in one area. Lecturers will include Leo Holland, a scientist from the Antarctic project, and Milly Oliphant, who researches birds in the Amazon rainforest. Tea and Biscuits provided.

D – Art Starter

Are you interested in a career in art? If so, this full-time, eight-week course will be perfect for you. Learn about different methods used by artists, including painting, drawing, photography and computer design. Artists will create work for an exhibition which will be displayed in the Town Hall for one month in September. Top businessmen and women from the design industry will be invited to attend the exhibition, so this could be a great start to your career!

E – Wild Design

Whether you want a career in art, or you just want to enjoy your hobby, this holiday course is for you. Wild Design is a two-week summer course situated on the wild coast of South Wales. We teach all kinds of art, including photography and painting, and the wild sea, beautiful flowers and great wildlife will definitely give you lots of

creative ideas. Even if you already have a good understanding of art, you are sure to learn something new from our team of professional tutors.

F – Explore your Imagination

Do you want to show your friends a photograph of you beside the Egyptian pyramids or in the jungles of Borneo? Well now you can tell your friends that you have travelled the world without actually leaving the country! Join this evening class and learn how to use the latest technology and software to change photographs to a professional standard. You will also learn how to make your own computer designs using the computer programmes used by professionals.

G – Technology for You

Do you feel as if everyone is using a computer except you? Join in this five-day course and learn the basics. You'll learn how to store your personal files, send emails and use simple programmes to write and print letters. In the afternoons you will have the choice of either learning how to make Birthday Cards and other designs on a computer, or you can join our 'Basic computers for Work' class.

H – Wildlife Photographer

Travel to a different wild place every week and learn how to take photographs of animals, plants and scenery. Our expert teachers will advise you how to take the best pictures. This course will run for six weeks on Saturdays. Students should already have a good understanding of photography and their own equipment. The class is suitable for everyone, as there is very little walking involved.

2. Decide which course would be the most suitable for the each person. Select the best course.

1. Harriet is 71, and is interested in painting and drawing. She would like to go somewhere in the summer where she can learn new tips and paint attractive scenery.

- A – Form and Colour
- B – Practice makes Perfect
- C – Armchair Explorer
- D – Art Starter
- E – Wild Design
- F – Explore Your Imagination
- G – Technology for You



2. Belinda works for a large Art Company and she feels she needs to improve her computer skills. She already has a basic understanding of some common computer programmes, but she wants to learn how to organize her work and store information.

- A – Form and Colour
- B – Practice makes Perfect
- C – Armchair Explorer
- D – Art Starter



- E – Wild Design
- F – Explore Your Imagination
- G – Technology for You

3. Jenny is interested in a career design, and wants to learn how to create art and change photographs using special computer programmes. She wants a course that will fit into her normal university day.

- A – Form and Colour
- B – Practice makes Perfect
- C – Armchair Explorer
- D – Art Starter
- E – Wild Design
- F – Explore Your Imagination
- G – Technology for You



4. George is unable to travel because he has difficulty walking, but he wants to learn more about wildlife and scenery in different parts of the world.

- A – Form and Colour
- B – Practice makes Perfect
- C – Armchair Explorer
- D – Art Starter
- E – Wild Design
- F – Explore Your Imagination
- G – Technology for You



5. Chris wants a change in career, so he's looking for a full-time course in which he can learn everything there is to know about photography and how to use computers to change and sell his work.

- A – Form and Colour
- B – Practice makes Perfect
- C – Armchair Explorer
- D – Art Starter
- E – Wild Design
- F – Explore Your Imagination
- G – Technology for You



BE WEB-WISE

Protect your computer, by all means, but don't forget to protect yourself, advises web safety expert, Amanda Knox.

1. Read an article about online safety.

We're always being urged to stay safe online. But in an era where the internet is part of our everyday lives – for work, fun, study, shopping, even managing finances – it's not always easy to spot the dangers. Web safety expert, Amanda Knox, explores some of the issues lurking in cyberspace.

Her first piece of advice is to install software and a firewall to protect your computer from viruses, hackers and criminals who want to steal your data or financial information. "Think of these as your first line of defence," says Amanda.

So much for protecting yourself against intruders, but what about other problems? Say you've accidentally deleted an important file or you've been at the mercy of a natural disaster. Katy Marsh runs an online photography business from home and when a fire destroyed part of her house it could easily have spelled ruin for her business too. "Luckily I keep a regular back-up of my data so it wasn't a catastrophe." Amanda advises that while back-ups are good to have we must ensure we protect our computers to start with.

Whilst most of us are aware of the need to protect our computers, it seems we're more lax when it comes to looking out for ourselves, at least according to a recent web awareness survey. Web safety specialists say better personal awareness is needed and this is due in part to the rise of 'Social Networking' sites like 'Bebo', 'MySpace' and 'Facebook', which allow us to connect with people around the world with similar interests and professional backgrounds. Chris Simpson, a computer programmer, learnt the hard way. "I joined a free online networking group in the hope of making some professional contacts to help me find a new job. After a month, one of my online contacts invited me to take out a subscription to a club that promised access to a network of job recruiters. It turned out to be a waste of money. I ended up a laughing stock with my mates – they couldn't believe that someone in my job could get taken in so easily." No wonder then that Amanda warns, "It's easy to get complacent and let our guard down when we meet someone with the same interests online."

This brings us to other potential pitfalls. Are the people you meet online who they really claim to be? Can you be sure the person you're chatting with is in fact a 22-year-old Maths undergraduate from London and not someone merely masquerading as a student to win your trust? Khaled, a postgrad from Manchester University, quickly realised that it was unwise of him to post his phone number and email address in the public forum of an online academic discussion group. He was soon bombarded with unwanted emails and nuisance phone calls. Yet, it's astonishing how many highly educated people do this without considering the consequences that anyone in the world could use the information to make (unwanted) contact.

When networking and joining online communities it's better to be cautious about the amount of personal information you share. For example, it isn't always necessary to use your real name as a username when registering for a service. You could instead use a pseudonym, or a name that doesn't give away your real identity to other users. And is it really important to tell the world details about your school, college or any local clubs you're a member of? Sometimes it pays to be a little vague and simply say something like 'I'm studying at college in Madrid at the moment and I'm a member of a local tennis club'.

If you do experience problems from another user be prepared to report them for misusing the service. You'll be doing other users a favour too. And if all else fails, check to see if it is easy to delete your account and leave the service if you choose to and that you have the option to delete all your details.

A general rule of thumb is not to post any information about yourself that you would not be happy for the world to know – not just now but in years to come. This includes photographs of yourself, particularly embarrassing shots of you at that party which you may later regret! It's not always easy to remove information after it's been posted so you – not to mention your future employer – may have an unpleasant surprise a few years down the line.

2. Choose the answer (A, B, C or D) which you think fits best according to the text.

1. In the second paragraph the phrase “first line of defence” suggests something

- a. is the only option.
- b. offers protection.
- c. is an instruction.
- d. shows weakness.

2. The effect of the fire was

- a. worse for Katy's business than her home.
- b. to ruin Katy's business.
- c. not as serious for Katy's business as it could have been.
- d. to make Katy start to back up her data.

3. According to the web awareness survey, our attitude to our personal safety is rather

- a. relaxed.
- b. concerned.
- c. positive.
- d. uncertain.

4. Chris first joined the networking group

- a. because it promised him a job.
- b. in order to make friends and have fun.
- c. to assist him in a job search.
- d. because it didn't cost him anything.

5. Regarding Khaled's experience, the writer is surprised that

- a. people telephone complete strangers.
- b. people don't think of the results of their actions online.
- c. university students take part in online discussions.
- d. people sent emails to Khaled without asking permission.

6. What tip does the writer give for joining an online community?

- a. Always use a false name.

- b. Make sure you're properly registered.
- c. Limit the information you give to others.
- d. Tell other users where you're studying.

7. The writer says that you should report troublesome users

- a. because other people will benefit.
- b. so you can stop using the service.
- c. only if nothing else works.
- d. if you want to delete your own details.

8. In the final paragraph, the writer advises people

- a. not to put photos online.
- b. to apply for a job online.
- c. not to have any personal information online.
- d. to consider what may cause problems in the future.

CAREER SUCCESS IN THE ARTS

John Prince, famous dancer and choreographer, gives advice on how to succeed in a career in the arts.

1. Read a magazine article about John Prince, a dancer, dance teacher and choreographer. Seven sentences have been removed from the article.

I asked John how he got started and what requirements there are. "Well, to be a professional dancer it's useful to have had acting lessons or some background in drama. If you want to succeed in musical theatre you have to have a good singing voice as well. When you approach an agent you should take a portfolio with your CV, your statistics sheet and some good photos and reviews of past performances. You'll need dance clothes, ballet shoes, tap shoes, and even roller skates depending on what kind of show you are going to go for."

1. _____

"Of course, you need to be extremely fit if you want to be a professional dancer. I dance or move about for about six hours a day. There are great health benefits to being a dancer. I can eat a lot of pasta without gaining weight because dancing increases your metabolism so much."

2. _____

John has a very busy schedule in the next few months. He took time out to speak to me today from the making of a pop video to promote N-ergy's latest record. "I choreographed the dance routine for the boys and they only had 2 days in which to learn it! I am going to be working on a video for another well known band - but that's top secret. Next month I'll be touring Spain in a production of a musical that was written by a friend of mine, Michaela Evans.

3. _____

As for the future, I've come to realise that I would never be content to be just a chorus dancer - I'm too much of an individual for that. Like all artists I'd love to become a household name by writing and choreographing my own musicals."

John was born in Jamaica to a Jamaican father and a Scottish mother but the family emigrated to England 20 years ago. "I have a little sister I adore, who is also training to be a dancer." How does it feel to have someone else following in your footsteps?

4. _____
Has he much more to learn, I wondered. "I've spent an incredible amount of my life training to get where I am. I went to college for two years in England, I trained for six months in Paris and about eight months in America. But you never really stop training or learning your art."

5. _____
So, would you say it's been plain sailing? "I feel I've been lucky to a degree; many people hit problems breaking into the arts. It can be a vicious circle really. You can't become a member of Equity, which is the actors' and dancers' union, without good contracts, and you can't get good contracts without being a member of Equity. My advice to people who want to get into the arts would be to go out into the world, and try everything else first.

6. _____
What has a dance career done for you as a person? "Thanks to dancing, I've visited and performed in 23 countries so far. This has opened my eyes to the world, and I've been able to understand issues like racism and inequality from a wider perspective.

7. _____
"So all in all I'm really happy to be a dancer!"

2. Choose the most suitable sentence from the list A – H for each part (1 – 7) of the article. There is one extra sentence which you do not need to use.

- A. It's fine, but I try not to give out too much advice as it gets irritating!
- B. And if nothing you like comes out of it, then come back and be an actor or dancer.
- C. Without a strict daily timetable like this you find yourself wasting too much time.
- D. After that it's back to England to start a new term of dance classes.
- E. Hopefully this has enabled me to become a better and more tolerant person as a result.
- F. When it comes to coping with stress, I find that exercise helps me to cope with my problems, so I stay in good shape mentally as well.
- G. Like any profession where you're always travelling, you tend to acquire something new almost every day.
- H. Being fully equipped with all this stuff beforehand makes it easier when you go for auditions.

THIS MONTH'S LETTERS

1. Read a selection of letters from a problem page in an International English Language magazine.

A

I study English for 6 hours per week in secondary school. For 1 hour each week we have conversation classes with a native speaker of English where we talk about topics such as drugs, politics and culture. I know it's a really good opportunity to practise my spoken English, but I never make a contribution to the discussion. It's not that I don't have an opinion, or that I'm shy, but more that I don't have the vocabulary to express my views. I feel really frustrated at the end of the lesson. Nobody else in the group seems to have the same problem.

Katalin

B

I'm a 24-year-old business student from Malaysia and I've been attending English classes at night school for the past 5 years. Up to now I've considered myself to be a good student. Last month I went to Britain to visit my relatives over there and it was awful. People found my pronunciation difficult to follow and I couldn't understand them either. What went wrong? My English teacher is very good and I always score the highest in grammar tests.

Fazlinda

C

I'm writing to ask your opinion on a matter which is really annoying me. My English teacher never corrects my mistakes when I am speaking. Isn't that her job? How am I going to improve otherwise? Also she's always telling me that now I'm an advanced student, I should forget all the rules of grammar that I learnt when I was younger.

Gunther

D

Can you help me? I really want to speak English the right way, with the correct accent. Do you have any good ideas? I have a particular problem with sounds like 's'. I plan to work in the UK in the future and nobody will take me seriously if my English pronunciation is anything short of excellent.

Jose

E

I am working as an au pair in London looking after 2 small children. I love my job but the way that English people speak is a little puzzling. For example, I often hear them say things like 'more friendlier', whereas I thought it should be 'more friendly'. It also seems to be common for them to say 'we was' instead of 'we were'. Can you explain this? Would it be impolite of me to correct them?

Lana

F

I am an intermediate student of English (I have been studying it for 3 years). I'm quite good at reading and writing but listening is very difficult for me. My teacher suggested that I listen to the BBC World Service every day in order to improve my listening. The problem is that it's hard for me to understand every word. Do you have any ideas about how to make listening to the radio less difficult? I like listening to the news and knowing what's going on in the world.

Yuki

G

I have studied English for 5 years at school but for the past 6 months I have been doing self-study using the Internet and books to improve. There are lots of materials to choose but I'm not sure what is best for me and how I should use them. I really would like to take the FCE examination but don't know how to study on my own. Should I take a course in my local school – which is a little expensive for me now – or is it possible to prepare for the exam doing self-study?

Paula

H

Could you please give me some advice on a problem I have at the moment with my English studies. I decided to go to the UK to improve my English but the college I am studying in at present is full of people from my own country. Although the teachers tell us we should only try to speak in English with each other, it is very difficult to do this, especially in our free time when we go out together. I am worried that my speaking will not improve.

Maria

2. Choose from the people (A – H). Write the letter next to each extract on the right. The people may be chosen more than once.

Which person	
1. would appear not to have an English teacher?	
2. doesn't like studying with people from their own country?	
3. has a job in the UK?	
4. enjoys keeping up with current affairs?	
5. feels that the teacher isn't doing their job properly?	
6. uses English speaking radio stations to practise English?	
7. had a shock when they visited Britain?	

8. wants to avoid speaking their own language?	
9. wants to speak English like a native speaker?	
10. feels they are the only person with their difficulty?	
11. wonders whether it is rude to correct people when they make mistakes?	
12. worries that their English will cause them problems at work?	
13. had difficulty being understood when they spoke?	
14. is thinking about taking an English exam?	
15. finds it difficult to take part in conversations?	

THE CREATORS OF GRAMMAR

1. Read the text about the development of language and grammar.

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is – who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. **[A]** Speakers need to use circumlocution in order to make

their meaning understood. **[B]** Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. **[C]** Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. **[D]** Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

2. Choose the correct answer.

1. In paragraph 1, why does the writer include information about the Cherokee language?

- a. To show how simple, traditional cultures can have complicated grammar structures.
- b. To show how English grammar differs from Cherokee grammar.
- c. To prove that complex grammar structures were invented by the Cherokees.
- d. To demonstrate how difficult it is to learn the Cherokee language.

2. What can be inferred about the slaves' pidgin language?

- a. It contained complex grammar.
- b. It was based on many different languages.
- c. It was difficult to understand, even among slaves.
- d. It was created by the land-owners.

3. All the following sentences about Nicaraguan sign language are true EXCEPT:

- a. The language has been created since 1979.

- b. The language is based on speech and lip reading.
- c. The language incorporates signs which children used at home.
- d. The language was perfected by younger children.

4. In paragraph 3, where can the following sentence be placed?

It included standardised word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.

- a.
- b.
- c.
- d.

5. 'From scratch' in paragraph 2 is closest in meaning to:

- a. from the very beginning.
- b. in simple cultures.
- c. by copying something else.
- d. by using written information.

6. 'Make-shift' in paragraph 3 is closest in meaning to:

- a. complicated and expressive.
- b. simple and temporary.
- c. extensive and diverse.
- d. private and personal.

7. Which sentence is closest in meaning to this sentence?

Grammar is universal and plays a part in every language, no matter how widespread it is.

- a. All languages, whether they are spoken by a few people or a lot of people, contain grammar.
- b. Some languages include a lot of grammar, whereas other languages contain a little.
- c. Languages which contain a lot of grammar are more common than languages that contain a little.
- d. The grammar of all languages is the same, no matter where the languages evolved.

8. All of the following are features of the new Nicaraguan sign language EXCEPT:

- a. All children used the same gestures to show meaning.
- b. The meaning was clearer than the previous sign language.
- c. The hand movements were smoother and smaller.
- d. New gestures were created for everyday objects and activities.

9. Which idea is presented in the final paragraph?

- a. English was probably once a creole.
- b. The English past tense system is inaccurate.
- c. Linguists have proven that English was created by children.
- d. Children say English past tenses differently from adults.

10. Look at the word ‘consistent’ in paragraph 4. This word could best be replaced by which of the following?

- a. natural
- b. predictable
- c. imaginable
- d. uniform

3. Which *THREE* ideas best sum up the main ideas of the text?

- a. Some children are better at grammar than others.
- b. Children have the mental capacity to create complex languages.
- c. Children are better at learning grammar than adults.
- d. Children prefer to invent their own grammar rules than to copy existing rules.
- e. Children do not only learn grammar by copying other people.
- f. All creole languages were perfected by children.

STUDENT GAP YEARS

1. Read the article written by professional funny man David Mitchell where he discusses whether young people should still be taking gap years. Seven sentences have been removed from the article.

The race is on for A-level students to grab university places before the fee cap is lifted (the maximum amount universities can charge students). Pre-Christmas applications reached a record high as candidates scrambled for the last scraps of cheap education. **1.** _____.

This, in turn, will create a gap for the rest of the world.

There'll be no enthusiastic teenagers to build schools in Mozambique and there are going to be a lot of unfound selves slouching around the Indian subcontinent waiting for their backpacking owners.

2. _____.

For one generation at least, our student population won't be contaminated by a vociferous minority who think they've seen the world and have the beaded bracelets and ethnic ponchos to prove it. And they haven't seen the world – they've seen Peru.

The world's not like Peru – not the bit that Britons tend to inhabit when they graduate. It's more like Reading.

This year's nervous and bookish school-leavers, timorously arranging their mugs and kettle, and applying new Blu-Tack to their cherished "Kings and Queens of England" posters in unwelcoming university halls, won't be intimidated by the bloke from the room next door reminiscing about snake bites, snakebite and drug experimentation.

Before you automatically lump me in with the fearful kettle arrangers, let me say that I took a gap year. 3. _____.
Secretly, I knew I was boring. I pretended to be keen on lots of clubs and societies so I had something to write on my UCCA form, but my private shame was the knowledge that all I really wanted to do was stay indoors and watch television.

4. _____.
It also delayed the terrors of university for a whole year, the first few months of which, as a reward for the stresses of A-levels, would undoubtedly be spent watching television.

As the summer holidays wore on, the pressure from my parents to find something exciting to do with this opportunity, and their disappointment at my defensive apathy, intensified. 5. _____.
Gap-year-taking contemporaries, particularly as described by their parents to mine, seemed desperate to get out there, see stuff, help people.

I glumly went InterRailing. I toured Europe's most beautiful cities as part of a bickering group of frightened nerds. I coped with youth hostels and handwashing underwear. I slept on trains. I went round art galleries and museums.

6. _____.
All in all, my year off was so stressful that being back on felt relaxing and I suppose I approached university with more confidence as a result – which puts me in the same category as all the dope-smoking orphanage builders, though I'm loath to admit it.

But times have changed. 7. _____.

In an educational environment where students must borrow heavily to join an overpopulated graduate workforce, the less they know of the unreal world across the glittering sea, the less cheated they'll feel.

2. Choose the most suitable sentence from the list A – H for each part (1 – 7) of the article. There is one extra sentence which you do not need to use.

A. It was the last stage of my tentative teenage quest not to be a boring person – or at least to deceive the world into thinking I wasn't.

B. I was hugely intimidated by my peers' apparent fearlessness.

C. Only the super-rich will be planning gap years at the moment.

D. As it turned out, I did see the world in my gap year, or the world that most graduates inhabit, as I spent nine months of it sitting at a desk in an office.

E. The country can't afford all that non-vocational time-wasting.

F. For Britain, this could be the one good outcome from the whole tuition fees betrayal.

G. But a gap year was like a certification of interestingness, of roundedness – it showed that you were embracing life's challenges, not festering in a clammy fug of spot cream and self-doubt.

H. There was not a moment when I didn't want to go home.

**Level A 2****PEN PALS****1. Read this letter from Milena to her pen-pal, Elena.**

Dear Elena,

Thank you for the letter you sent me last week. I'm very happy to hear that you and Francesco are well and that your exam results were so good. Well done! I know you studied hard and you deserve your success.

Mine are next week so at the moment I'm studying a lot. I'm really nervous about them because, if you remember, I was ill for a couple of months at the end of the year and so I missed a lot of lessons. When they finish I would like to come and visit you for a few days, if that's OK with your mom and dad.

Do you remember I told you about my friend Amanda from Scotland? She's going to come here next month and is going to stay for two weeks. I'd like you to come too so you can meet her and we can all go out together. What do you think? We can practice our English!

I remember last year we had such a good time. The beaches near your house are wonderful and I really enjoyed meeting your friends (especially Roberto! Is he still single?) I can't remember the name of the disco next to the train station but I'd like to go there again – it was fun.

Oh, guess what! Jason broke his arm last weekend! He went to the skateboard park with his friends from school and fell down some steps (he doesn't know how to skateboard!) He's got a plaster cast and he's going to have it for at least six weeks. He's such an idiot!

My mom's calling me for lunch so I'll finish this letter now. Say hello to your family and don't forget to congratulate Francesco for me.

lots of love

Milena x x

PS. Say Hi to Roberto too!

2. There are six paragraphs in the letter. Match each paragraph to a subject by writing the correct letter (A – F) for what it talks about.

A. Memories	D. Me
B. Well done!	E. News
C. Plans	F. Bye!

Paragraph 1 is _____

Paragraph 4 is _____

Paragraph 2 is _____

Paragraph 5 is _____

Paragraph 3 is _____

Paragraph 6 is _____

LOSING IDENTITY

1. Read the text and answer the questions.

Language is a way to communicate with each other. We started to learn language when we were born. However, people are used to speaking their native language, so immigrants are having many problems between the first generation and the second generation because they don't have the same native language. Also, the second generation is losing their identity. Especially in America, there are many immigrants that came from different countries to succeed in the States. Because they suffer in lots of areas such as getting a job and trying to speak English, they want their children to speak English, not only at school, but also at home in order to be more successful. Because of this situation, their children are losing their ethnic identity and, even more, they are ignoring their parents whose English is not very good.

For example, my aunt, who has been living in Chicago for fifteen years, has three children and they were all born in the States. The eighteen year old daughter speaks English as a native language and she speaks Korean very well too. She has no problems talking with her parents, but she still doesn't understand Korean jokes, and there are sometimes misunderstandings. The second daughter is fourteen years old, and she doesn't want to speak Korean. My aunt often gets upset with her because she is very Americanized and they cannot understand each other. Even when my aunt punishes her, this daughter does not understand what my aunt is talking about. I felt sympathy for my aunt whenever my fourteen year old cousin said, "Mom, what is your problem?" The third child is a twelve year old son. He speaks English to his parents and my aunt speaks Korean to him as she does to the second daughter. He also has a problem communicating with his parents. My aunt is trying to teach him to speak both languages very well, but it is very hard for him because he speaks English all day and does not understand why he should learn to speak Korean.

I think most immigrants are trying to preserve their native language in their new country, but this doesn't help very much in getting a good job. My aunt didn't teach

Korean to her children in order to help them succeed in the U.S.; she did so, hopefully, to help them establish a Korean identity. Though the second generation is born in the new country, they often get confused about their identity because they look different from others, and also, if they visit their parent's country, they will probably feel different from other people there too. My cousins told me that when they visited Korea a few years ago, they felt different from other Koreans. They could even feel it just strolling around the street because they wore different clothes and walked differently.

We must realize that language is important and valuable for many reasons. Immigrants should make an effort not to be ignored by their children and to make their children understand their heritage by teaching them the parents' language. This is very important, not only for the harmony of the family, but also in helping the second generation establish their identity.

2. Choose the correct answer.

1. Which of these statements is NOT true according to the first paragraph of the article?

- a. Second generation immigrants are usually eager to learn their parents' native language.
- b. It is often hard for first and second generation family members to communicate with each other.
- c. Because second generation immigrant children often speak only English, they may lose their ethnic identity.
- d. Sometimes second generation immigrant children ignore their parents because of language differences.

2. Which of the following is NOT true about the 18 year old daughter?

- a. She was born in the U.S.
- b. She speaks only English very well; her Korean is poor.
- c. She gets along better with her parents than her brother and other sister do.
- d. She doesn't understand Korean jokes well.

3. Which is NOT a reason that the 14 year old sister has problems with her mother?

- a. She doesn't want to speak Korean.
- b. She doesn't love her mother.
- c. She is very Americanized.
- d. She does not understand her mother when she gets punished.

4. To whom does the mother speak Korean?

- a. Her oldest daughter only.
- b. All of her children.
- c. Her two daughters only.
- d. Only to her son.

5. Why did the author's aunt try to teach her children to speak Korean?

- a. To help them succeed in the U.S.
- b. To help them find a good job.
- c. To help them establish a Korean identity.
- d. To help her improve her Korean language skills.
- e. None of the above.

6. There are many reasons that second generation immigrants may get confused about their identity. Which of the following is NOT found in the article?

- a. Their American friends may not see them as Korean-Americans.
- b. They look different than most of their friends in the U.S.
- c. If they travel to Korea they wear different clothes than the Koreans.
- d. If they visit Korea, they even walk differently than the Koreans.

7. Which of the following is closest to the main idea of this article?

- a. Second generation Korean-Americans walk and dress differently than their parents.
- b. Many immigrant families have problems with communication.
- c. The language spoken in immigrant households is often a mixture of two languages.
- d. Second generation Korean immigrants often speak only English.
- e. Teaching immigrant children the parents' native language helps them establish their ethnic identity.

JUST MARRIED

1. Read about a newly-wed couple, Richard and Victoria. Seven sentences have been removed from the article.

Considering their wedding cost over \$20,000 and took a year and a half to organize, you would be surprised to hear that Richard and Victoria Hammond now intend to forget it. Well, almost.

"It was a wonderful wedding, an unbelievable day," says Victoria.

1. "_____."

Her husband, banker and amateur race driver Richard, agrees. "Both our minds are now fixed firmly on the future. I'll never forget our wedding ceremony or the reception we had at a cliff-side hotel afterwards, but there's so much we want, so many hopes.

2. "_____."

"At the moment, we are still living with my parents," explains Victoria, "so our first wish is to find our own place. We intend to start looking for a new house with all the modern conveniences in the suburbs in the new year."

3. "_____". Do they intend to add to the extended Hammond family? "We plan on having two or three children ourselves," Richard tells me. "Victoria is just wonderful with children and I can get 3 years paternity leave from my work, which is just perfect."

The young couple has just returned from a two-week honeymoon spent in an authentic Scottish castle. Both the newly-weds are big travel lovers and Richard hopes this will continue. "I would like to go travelling as much as possible together. Travelling with someone else is such a sharing experience.

4. _____."

Victoria also has another great travel ambition that she might have to do alone. "I have always been fascinated by safari and my real wish is to go on safari. Richard has no interest in wildlife though."

And what about the marriage itself? In a world with such a high divorce rate, how do Richard and Victoria hope to avoid all the problems that beset so many other couples? Richard explains thoughtfully that "our ambition is to always talk to each other. If you stop communicating, what chance do you have?"

5. _____.

"I hope that we can speak about things, but also not expect everything to be easy. I think many people expect the wedding to be the end of getting to know each other.

6. _____."

2. Choose the most suitable sentence from the list A – F for each part (1 – 6) of the article.

A. Both Victoria and husband Richard have a lot of siblings.

B. I think it's sad to experience all the wonderful places in the world and have no-one else there.

C. I think it's the start.

D. But we have so much we want to do together now, we are both looking to the future.

E. His wife goes along with that completely.

F. Our marriage is so much more important than the wedding.

Level B 1

EARLY DRIVING EXPERIENCES

1. Read a selection of letters from a motoring magazine.



A. Terry

I'd been taking lessons for a year before I passed my driving test at the age of eighteen, but my dad never gave me any help. Even after I'd passed he never let me use the car. So I used to take my dad's keys before leaving the apartment block where we lived and would run round to the car park at the back where my father left the car at night. He hardly ever used the car after getting in from work. I used to go and see my girlfriend or just drive around and then come back

and leave the car in exactly the same place. One night though, I got back at around ten thirty only to find there were no parking spaces left. I suppose because I went in and told my dad the truth straight away he was quite good about it. Although he did stop my allowance for four weeks.

B. Carl



My most unfortunate driving experience happened ages ago, before I'd actually passed my driving test. My girlfriend's father used to let her borrow his car whenever we were going to the cinema or something. Anyway, I'd been thinking about learning to drive and I persuaded her to let me have a go. We took the car down to the beach on the sand where no one could see us and she let me take the wheel. We were having such fun that we didn't notice the tide was coming in until the car was actually swimming in the water. We had to leave the car where it was and catch the bus back to tell her dad. By the time the three of us returned, the car was almost covered in water. Needless to say, her father wasn't too pleased. The funny thing is her dad ended up selling me the car after I passed my test.

C. Sarah



I was teaching my mum to drive and we were coming down a rather narrow road which had cars parked on both sides. Suddenly, from nowhere there was a young man on a bike coming towards us. Mum slammed the brakes on but she crashed into us, landed on the car and then rolled off. My mother and I both jumped out of the car to see if he was all right. Fortunately, he stood up and said he was OK, just a little shaken. My mum offered to give him some money for the repair of the bike, and then an old lady came along. When she saw what had happened, she began shouting at my mother, saying she must have been driving too fast and that it was a bad example to set her young daughter. Poor old mum didn't say a word and I had to explain that she was still learning to drive.

D. Karen



My advice about learning to drive would be to have proper lessons from a qualified instructor and never to let a friend or family member try to teach you. It's a guaranteed way to spoil a good relationship. Every Sunday, when the traffic was quieter, my father would pick me up and take me for a drive along the streets of our hometown and give me a lecture on how to drive, explaining everything he was doing and why. Eventually it was my turn to have a go. My dad was so nervous that he panicked before I'd even started up the engine. He used to shout at the slightest mistake, and when the lesson was finally over he'd come home and have a large glass of whisky to calm down.

E. Mike



I didn't start learning to drive until I was twenty one. I'd spent lots of money on lessons but I was a terrible driver, I must admit. The first time I took my driving test nobody expected

me to pass. But after failing another four times the pressure was really on. I took my test for a sixth time and failed yet again, but I was too embarrassed to admit it to my family, so I just pretended that I'd passed after all. My family were delighted and my mother went out and bought me a car the next day. I didn't know what to do so I just got in and drove. I continued to drive – illegally – for three months. Fortunately I was never stopped by the police and the next time I took my driving test I passed.

2. Choose from the people (A – E). Write the letter next to each extract on the right. The people may be chosen more than once.

Which person ('s)	
1. had a parent who was accused of driving dangerously?	
2. bought a car?	
3. drove his girlfriend's dad's car?	
4. drove alone without a license?	
5. had to defend one of their parents?	
6. drove the family car without permission?	
7. was teaching someone to drive?	
8. paid for driving lessons?	
9. had no driving instruction from their father?	
10. was punished for their actions?	
11. was given driving lessons by a member of their family?	
12. was considering taking driving lessons?	
13. advises against being taught to drive by a friend or family member?	
14. was given a treat for passing their test?	
15. used to make their father nervous?	

CHILDREN'S PLAYScheme

1. Read an extract from a writer's journal.

Six months ago I made a rash promise. The leader of the youth club in our village rang me in March saying, "We're thinking of running a children's playscheme for a day in October half-term. Would you be prepared to help?" My response was "Sure, why not?" In truth I was a little flattered to be asked, even though working as a care assistant with old people hardly qualified me for the role. Still, I duly put the date in my diary and of course I forgot all about it. I don't know if you've noticed this but time has a habit of speeding along faster than a police car chasing a robber and, before I knew it, the day was dawning.

I arrived at the youth centre that morning feeling full of trepidation. There was a gang of 12 helpers including me and each pair had been allocated a particular age group. Mine was the 10 to 11 year olds. Even with the planning meeting I had attended the week before, I worried about whether I was up to the task. Why hadn't I read through the copious lesson plans we were given beforehand? And wasn't the average 10-year-old more interested in the latest Play Station game than making things with paper and glue?

All too quickly the children began arriving. The look of relief on parents' faces as they handed their offspring over to us was quite comical. A handful of the children were already members of the club but the other forty five or so were from the local primary schools. Again I asked myself why I had elected to spend a day with all these 'little monsters' especially when I have two all of my own to contend with!

I needn't have worried of course as it turned out to be a marvellous day. We watched entertaining DVD clips, learned 'action' songs, made clay pyramids, decorated biscuits, played memory games and spent some time in quiet reflection. I say 'we' because I rediscovered my inner child and joined in all the activities.

The particular highlight for me was the final rendition of "He's got the whole world in his hands" in the closing part of the day. The children knew the words and actions off by heart and sang so loudly it was almost enough to bring the roof down. It's difficult to explain those moments; only that the body tingles with the pleasure of having witnessed something so magical.

Of course there were also moments of great poignancy. I found it difficult to stop thinking of one little girl, who mentioned oh-so-casually that her mum was in hospital and would be there for a long time. It's easy for us adults to idealise childhood and forget that some children have their own burden of anxieties and concerns. When I got home utterly exhausted, still with modelling clay under my fingernails, I reflected on what a privilege it had been.

There was one disappointment for the children and that was that the playscheme was only running for a day, and not the whole week. As I said farewell to my group, one of the children turned and said "Can we do it again in the next holiday, Miss?" My response was, "Sure, why not?"

2. Choose the correct answer.

1. When the offer of the job was made the writer

- a. felt she had made a mistake to agree.
- b. thought she had appropriate experience for the job.
- c. believed she shouldn't have been asked.
- d. gave the impression she wasn't sure about accepting the job.

2. *When the day arrived the writer was surprised*

- a. that the day had come round so quickly.
- b. because she'd forgotten to write down the date.
- c. because she witnessed a car chase on the way.
- d. that she woke up at dawn.

3. *When the writer arrived to start her job she*

- a. put the children into pairs.
- b. realised she should have done more preparation.
- c. felt confident she could deal with 10 and 11 year olds.
- d. saw the children had brought their own electronic games to play with.

4. *According to the writer, the parents were*

- a. happy to stay with their children all day.
- b. worried about children from the other schools.
- c. nervous that their children might not behave themselves.
- d. glad to leave their children.

5. *The writer needn't have worried because*

- a. the children were quiet during the day.
- b. the children weren't doing messy activities.
- c. she had fun herself.
- d. the time passed quickly.

6. *The writer's best moment*

- a. occurred in the middle of the day.
- b. took her by surprise.
- c. was hard to put into words.
- d. was when the day was over.

7. *According to the writer, adults*

- a. think that being a child is a privilege.
- b. sometimes forget that children have worries too.
- c. are usually exhausted by bringing up their children.
- d. don't have a stressful life.

8. *What is the writer's attitude by the end of the day?*

- a. She could imagine doing the job again next time.
- b. She was sad to say good bye to the children.
- c. She was disappointed with the experience.
- d. She hopes the playscheme will be longer in future.

THE FISHING CHAMPION

1. In the following text, four paragraphs have been removed.

Mattie Jackson is 12 years old. He rides his bike around the neighborhood, plays soccer with his friends and gets good grades from Fairmount Ridge Junior High School.

1. _____

When I first met Mattie, he was exchanging baseball cards with some of his pals. This is a quiet, unassuming youngster and not at all what I expected from somebody who is said to have the fishing world at his feet. He was called the "Tiger Woods of fishing" by the editor of California Fishing last month just after he won the prestigious under-16 title.

Mattie was pushed into angling by his father, John, when he was nine. He accompanied his father on numerous fishing trips so many successful tips and tricks had already been picked up by the time he tried it himself. And it seemed to come oh-so-naturally to him.

"I caught my first fish after about four minutes. My father was furious," he laughs. His father says he has a great technique, enormous patience and, most importantly, a willingness to listen and learn.

2. _____

His first angling trophy was won at the age of ten. He was Californian under-12 champion the following year. He is also American under-13 champion but it is the under-16 tournament success, against much older anglers, that gives him the most satisfaction.

3. _____

It's what his father calls 'Mattie's radar' and it is being used on a daily basis in rivers and lakes across the USA as he travels from one tournament to the next with his father by his side. But he has other tools of the trade and is, typically for a fisherman, pretty superstitious when it comes to his tackle.

"This lure was bought for me in England," he explains, handing me something that looks like a wasp on a hook. "I've won three tournaments using that and if I lost it, snagged it or something, I would dive in after it. And this hat." He is wearing a light blue cloth hat that he goes on to explain brings him luck.

4. _____

What does the future hold for Mattie? "I intend to finish school and I want to go to college. I know it's important to get a good education. I'll always have fishing to go back to whenever I want."

And with that, we reach the lake shore and he settles down for what promises to be a fruitful evening. Instinctively, his hand reaches up and pats his faithful blue hat before returning to his rod. Just checking.

2. Choose the most suitable sentence from the list A – E for each part (1 – 4) of the text. There is one extra sentence which you do not need to use.

A. "I was at this tournament in Oregon last autumn and it had been left back in the motel by my father. I tell you, not a single fish came near the hook that day. I wouldn't go anywhere without it now."

B. But it was mainly his mother who saw his potential and decided to buy Mattie his first rod for his ninth birthday. The rest, as they say, is history.

C. Oh, and he's the Western USA Under-16 Freshwater Angling Champion. Which, considering he's up against kids who have been fishing for some ten years while Mattie has had a rod in his hand for a mere three, is pretty impressive.

D. "I went to Florida for the national Under-13's. I won that with a barracuda and it was caught in about 3 feet of water. Everyone else was casting out to 20 foot. I just seem to have a knack for finding fish."

E. This explains the wise head he seems to have on his shoulders. Fishing runs wide and deep in the Jackson family, who live near the mountain resort of Mammoth in the north of the state of California. "So much of what I know about fishing has been given to me by my father, my brothers, my uncles and aunts. It's a team effort I like to say."

Level B 2

BOOK CORNER

A round-up of the latest fiction and non-fiction from Beth Young.

1. Read an article containing reviews of recently-published books.

A

Reading a new novelist is a bit like asking a stranger out on a date. You never quite know if this is the start of a beautiful relationship. You check the blurbs, the publicity photograph, and flick through the book to look for the two essentials: entertainment and substance. *Beginner's Greek* by James Collins is certainly big on the latter, weighing in at 400-plus pages. And the quotes on the back cover have the effect of a bunch of friends saying to you, 'Go on, you'll get on brilliantly'. Early indications are that this blind date could lead to a deeper relationship. *Beginner's Greek* is described by The New York Times as a "great big sunny lemon chiffon pie of a novel" about romantic love amongst the American middle classes. It is indeed delicious.

B

In Manil Suri's second outing *The Age of Shiva* we have a broad-sweeping, epic novel with an unforgettable heroine so wilful yet flawed that it calls to mind that other famous leading lady, Scarlett O'Hara in *Gone With the Wind*. The story begins at a firework party in Delhi where Meera falls disastrously in love. We follow her journey to Bombay, marriage and obsessive motherhood, with occasional flashbacks to a

childhood that was marred by political turmoil. Mathematics professor, Suri, captures the fluidity of the role of women with a beautiful kind of precision.

C

Devotees of playwright David Mamet, whose screen work includes *Wag The Dog* and the award-winning *Glengarry Glen Ross* may be less than enamoured of Ira Nadel's new biography, *David Mamet: A Life in the Theatre*. It may seem churlish to question the minutia of incidents that abound in this comprehensive tome, but whilst Nadel is clearly striving for accuracy one feels there ought to have been more sifting, more mining for the gold amongst the biographical trivia. In addition, Nadel's tone is somewhat dry and academic and seems at odds with the brilliance of David Mamet's own writing. That said, the book offers a sound introduction to the life and career of the man hailed as one of America's most outstanding writers.

D

Can any Mother help me? is the true story of a desperately lonely mother who, in 1935, appealed to other women through the letters page of a women's magazine. Writing under a pseudonym, the woman known as Ubique (meaning 'everywhere') little realised that she would be the trigger for the launch of a new and private magazine that would last for the next fifty years. The Cooperative Correspondence Club was formed to offer comfort and support to wives, often well-educated women, who craved stimulation beyond the drudgery of family life. Jenna Bailey has done a superb job of organising and editing this compendium, adding her own insightful commentary.

E

Subtitled, *The Life and Times of Henry Howard, Earl of Surrey*, Jessie Child's debut historical biography, *Henry VIII's Last Victim*, was the worthy winner of last year's Elizabeth Longford Prize. Henry Howard's victim status is owing to the fact that he was the final person to be executed by King Henry VIII, a mere nine days before the king himself expired. Although killed ostensibly for treason, the Earl of Surrey's only real crime it seems was leading an unsuccessful army campaign in France. Only 29, he was also a distinguished poet with a fine literary voice, a persona which refutes his reputation as the spoilt son of the Duke of Norfolk.

F

This is the 25th outing for T. Keneally but he's lost none of his writing powers. *The Widow and Her Hero* takes real life events during the Second World War as its inspiration and builds a tale of love and intrigue. Grace looks back on her life to recall her courtship with the hero of the title, the handsome Captain Leo Waterhouse. Leo is tragically killed whilst on a secret mission but it is many years before Grace discovers the facts about his death. Keneally made fans galore when *Schindler's Ark* was published and later made into the award-winning Steven Spielberg film, *Schindler's List*. *The Widow and Her Hero* will bring him even more fans.

2. Choose from reviews (A – F). Write the letter next to each extract on the right. The reviews may be chosen more than once.

In which review are the following mentioned?	
1. A story in which someone is unaware of the impact of their action.	
2. A description of the opening scene.	
3. An author who exemplifies source material with their own analysis.	
4. A humorous comparison with a real-life situation.	
5. A character who finds out the truth about a situation.	
6. A hint that the author's future writing career will be positive.	
7. A book that would be appreciated by people without much previous knowledge of the subject.	
8. A book which has already won critical acclaim.	
9. A book which includes too much factual detail.	
10. A book which is a collection of contributions from other people.	
11. The title of a book that was changed.	
12. A mention of the profession of the author.	
13. A book that describes someone who was treated unfairly.	
14. A comparison between the main character and another, well-known one.	
15. The style of writing failing to match the subject matter.	

JESUS AND THE AUBERGINES

1. Read the story by Sarah Salway.

My husband spent August wondering whether he wanted to leave me or not. I didn't seem to be involved in the decision, so I filled the time by going on a diet of raw vegetables. I followed the instructions exactly from a book I bought purely on the strength of the photograph on the front cover. It was of a model with long blonde hair, bright eyes and the sort of smile you thought could only belong to rich American children. I knew that wasn't true, because my husband had fallen in love with a girl with perfect white teeth and she came from Nottingham.

I loved that book. At a time when everything was falling down around me, it gave me rules to help me through my life. I even had a task to do each day, with a little box

to tick when I had finished. I don't think I've ever been so satisfied as when I was ticking those boxes. The book was just one of many things I lost when my husband finally left, but I can still remember the instructions.

"Place yourself directly in front of a market trader's stall and put your arms out in front of you at shoulder level. Then walk slowly towards the produce until your hands are an inch away from touching. Stand still for several minutes and you will be able to feel the vibrations of goodness moving directly from the vegetables to your own body." I think it does you good to realise there are people so innocent that they think you can still do something like that in public and get away with it.

About six months later, I was at the supermarket. I prefer to go late in the evening so I can miss all those young mothers doing family shops. They look at my simple purchases with so much pity. I had just reached the vegetables when I was struck by a vision of a Jesus figure, arms raised, blessing the aubergines.

A gurgle rose up from me and I was away. I tried everything but I could not stop laughing. It was loud too, not the sort of watery chuckle you can get away with. My body was rocking so hard I had to hold on tight to the trolley with both hands and there were tears rolling down my cheeks. All I could think about were those bloody aubergines.

I could see him coming towards me from the other side of the carrots. He looked almost frightened in his blue suit and little white badge. "Colin. Assistant Manager. Here to Help." I was trying to concentrate on these small details in my effort to stop laughing.

"Is everything all right?" he said and I noticed he was trying to smile in a relaxed, confident way but because he was so nervous, his mouth kept twitching. I felt sorry for him. After all, he was probably only about twenty; just a couple of years older than my Calum. My pity must have done the trick because I could feel the laughter simmer down inside.

He looked relieved. "OK," he said, looking around at the crowd which had gathered. "Everything's under control." And everything would have been fine, if he hadn't then lifted up his arms in a gesture that was supposed to be a gentle reminder for people to disperse but was positioned directly above the aubergines. I started to laugh again, even harder this time although my stomach was aching and I had got a stitch. I put both hands on my waist to support myself. If only he could have seen what he looked like.

Colin held on to my elbow and tried to steer me away from the vegetables but I couldn't move. I felt so drained that even to me, my laughter sounded as if I was reading it out of a comic book: "Ho, ho, ho. Ha, ha, ha." I was aware of Colin looking around desperately for someone to help him.

"Shall I get you a nice cup of tea?" he asked, in the sort of voice you hope might soothe a child in mid-tantrum.

I nodded. It might have been a cliché but, to tell the truth, a nice cup of tea was precisely what I could do with at that moment.

We walked together to the supermarket café; his arm still on my elbow as if he was scared I was going to run away. I could feel his hand was wet and clammy and for the first time, I felt ashamed at putting him through this. At least I had stopped laughing. I was exhausted, collapsing into the seat Colin held out for me and gulping at my tea.

"Do you have anyone we could call?" He was still looking scared and I didn't blame him. I wasn't exactly the picture of reasonableness. I thought about my children and then rejected each one in turn. Calum would be out with his university friends and Debbie was staying over at her friend Christine's. She spent all her time there nowadays. I called it the hippy, happy house once because of all the windchimes and burning candles Christine's mother has around, but Debbie didn't laugh.

"What about your husband?" Colin was still prodding, anxious to get rid of me onto someone else.

"My ex-husband is probably out on the town, somewhere," I said, "pretending to be twenty years younger than he is." The bitterness was so habitual I was surprised to see Colin flinch. "Don't mind me," I tried to reassure him. "I'm just an old mad woman who goes wild in the veggie department."

"What was so funny?" He was smiling at me now. It was as if it took me mocking my own sanity to reassure him I was all right.

I thought about telling him about the book and about Jesus and the vibrating vegetables, but I knew he wouldn't understand. "Just a joke someone told me about aubergines," I said. I was trying to look as if this explained everything, but I needn't have bothered. I could tell he was thinking about something else.

"My mum and dad are divorced," he said. "They split up when I was seventeen."

"Divorce is hard for everybody," I said quickly. I was still feeling too sorry for myself to be interested in anyone else's pain.

"Dad ran off with someone younger," he was stirring his coffee round and round, gazing into the circles he'd made on the black liquid surface. "Someone my age."

"All men are fools." I said it automatically. I wanted to leave now, get back home. I'd do my shopping at another supermarket the next day.

"Not just someone my age. Someone I knew. Someone I'd been to school with."

"Was she your girlfriend?" He'd caught my attention now. I think I'd have killed my husband if he'd run off with one of Calum's girlfriends.

He shook his head. "She wouldn't even look at me," he said. "Latched on to my dad though. She knew which side her bread was buttered on."

2. Choose the correct answer.

1. Why did the narrator buy the book about vegetables?

- a. She wanted to improve her diet.
- b. To understand why her husband was leaving her.
- c. To give her life order.
- d. There was something she liked about the book when she first saw it.

2. What did the narrator particularly like about using the vegetable book?

- a. It got her to do things in public she normally wouldn't have done.
- b. She learned a lot about vegetarian eating.
- c. It gave good advice about what to buy in supermarkets.
- d. It contrasted well with the chaos in her personal life.

3. Why did the narrator first stop laughing in the supermarket?

- a. Because the assistant manager arrived on the scene.
- b. She could see the assistant manager was in a difficult situation.
- c. She realised she wasn't happy but actually very sad about her marriage.
- d. She felt embarrassed about laughing in front of everyone in public.

4. How is the assistant manager feeling when they arrive in the cafe?

- a. Relieved that the scene is over.
- b. Happy not to be working.
- c. Nervous about this woman who had acted so strangely.
- d. Sad about his own family problems.

5. What is the first thing Colin, the assistant manager, discovers about the narrator's husband?

- a. That he is causing problems in their marriage.
- b. That he looks young for his age.
- c. That he is much younger than the narrator.
- d. That he isn't available to come and collect the narrator.

6. Why was Colin upset?

- a. His father had left with Colin's girlfriend.
- b. Colin's own parents' marriage had failed.
- c. He was desperate to leave the narrator in the cafe.
- d. He didn't agree with what the narrator had said about men.

BABY-BEARING GRANDMOTHERS

1. Read the text about an Italian doctor. Nine sentences have been removed from the article.

Severino Antinori is an Italian obstetrician. Dr Antinori's claim to fame is not that he is simply one of the many doctors who provide artificial fertilisation, but that he provides such artificial fertilisation for women who are long past normal child-bearing age. For example, in 1992, a 61-year-old widow from Palermo, Sicily, had a baby. Dr Antinori had planted in her an egg fertilised with her husband's sperm.

1. _____

After 32 years of childless marriage, another Sicilian housewife, Giuseppina Maganuca, had a baby planted by Antinori at the age of 53. She said: "My baby is an angel, and the doctor is a saint..." Another woman, Anita Blokziel, aged 56, a former circus acrobat from Amsterdam, gave birth to a baby girl. Of Antinori, she says: "The doctor has made me the happiest of women."

2. _____

The Catholic church is certain that Dr Antinori is not a performer of miracles.

3. _____

The head of the church's bio-ethical commission has condemned his work as "horrificing".

4. _____
The early work in this field was done by Simon Fishel. He developed a technique for injecting a single sperm into the female egg, the ovum.
5. _____
According to Dr Fishel, “the only real problem that hasn’t been solved in this area is how old the woman can be, and how safe the treatment is.
6. _____
Does this mean that women may continue to have children into their seventies and eighties, that the power-women of today may now put off having a family until 2040? It seems like it.
7. _____
It seems that about 30,000 women worldwide are being offered these hi-tech breeding systems. They spend about \$400 million a year.
8. _____
The good doctor hit the headlines in Britain after it got into the newspapers that, as a result of his efforts, an unnamed Englishwoman of 55 was expecting twins in December. The news was greeted with scorn and derision in the newspapers, so much so that Dr Antinori has been consulting a London-based libel lawyer.
9. _____

2. Choose the most suitable sentence from the list A – J for each part (1 – 9) of the article. There is one extra sentence which you do not need to use.

- A. Nobody has that information.
- B. It looks as if the granny-mummy, or, as the Italians call them, le mamme-nonne, is going to be in the headlines for a few months to come.
- C. The whole process should be treated with the contempt it deserves.
- D. In its opinion, he is far more likely to be going to hell than heaven.
- E. After taxes and overheads, Dr Antinori’s clinic makes \$600,000 a year clear profit.
- F. This technique has been combined with a hormone treatment which rejuvenates the baby-carrying parts of older women.
- G. He has given me a miracle.
- H. The Catholic press considers that he is creating “prefabricated orphans” in that the parents will die before their children have grown up or even left school.
- I. According to Dr Antinori, he had been contacted by a representative of CNN chairman Ted Turner, who wanted to know if the saintly doctor would treat his wife, the 55-year-old Jane Fonda.
- J. Her husband had died in 1985, but his sperm had been frozen before his death.

*Level A 2***TASTES DIFFER****1. Read information about these people.**

Sarah is a keen walker. She lives in an area which is very flat and when she goes on holiday she likes to walk in the hills. She is looking for new places to go.



Jane is keen on music. She likes reading about the personal life of famous people to find out what they are really like.



Peter is going to France next week on business and has a free weekend which he plans to spend in Paris. He would like to find out what is happening there for fun and entertainment.



Paul likes visiting other countries. He is also interested in history and likes reading about famous explorers from the past.



Mary likes clothes but hasn't got much money so she is looking for ways of dressing smartly without spending too much.

2. Below are some articles from 8 different magazines. Choose one magazine for each person that best matches their interests. Choose "None" if there isn't a match.

1. MARIA MARIA

She conquered the world of opera with the most extraordinary voice of the century – and died miserable and alone. Michael Tonner looks at Maria Callas, the woman behind the opera singer.

BUSINESS IN PARIS

John Felbrick goes to Paris to see what facilities it offers for business people planning meetings.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

2. DON'T GO into the hills unprepared. If you're a hill walker, we have advice for you on what to take and what to do if something goes wrong.

WE SHOW pictures of Linda Evangelista, the supermodel from Toronto, wearing next season's clothes for the woman with unlimited money.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

3. HERE AND THERE

Our guide to what is happening in London, and this month we'll also tell you what's on in Paris, Rome, and Madrid.

EXPLORE AFRICA

Last year Jane Merton joined a trip across Africa, exploring the most cut-of parts of the continent. Read what she has to say.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

4. FESTIVALS

This is the season for street festivals. We've travelled to three of the big ones in South America and bring you pictures and information.

HOW I GOT THERE

Georgina Fay tells us how she became a famous clothes designer overnight.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

5. **READ** about NEIL ASHDOWN's recent walk along one of Britain's oldest paths. It passes through some of the most beautiful hill country.

ENTER our competition and win a week for two in THAILAND.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

6. IN THE FREEZER

We talk to the two men who have just completed a walk across the Antarctic.

TIGHTEN THAT BELT

Well-known fashion designer, Virginia McBride, who now lives in Paris, tells us how to make our old clothes look fashionable.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

7. WAKE UP THE CHILDREN

Penelope Fine's well-known children's stories are going to be on Sunday morning Children's TV. We have a wonderful talk with this famous author.

FLATLANDS

It may not look like promising walking country – it hardly rises above sea level, but we can show you some amazing walks.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

8. MY INTERVIEW WITH PAVAROTTI

David Beech recollects the famous singer's tour to the Far East.

NEW LIGHT

Julian Smith talks to the granddaughter of one of the men who reached the North Pole for the first time in 1909. She tells us about his interesting life.

- a. Sarah
 - b. Jane
 - c. Peter
 - d. Paul
 - e. Mary
 - f. None
-

ALL ABOUT STEVE

1. Read the article.

It was an unforgettable weekend for actress, Sandra Bullock. On Saturday she collected the Golden Raspberry Award for the worst actress, and the next day, she got the Oscar award for the role in football drama, *The Blind Side*.

The Razzie awards are held in Los Angeles to celebrate the worst films of the year. The last big star to get the award was Halle Berry in 2005.

Bullock arrived with hundreds of copies of the DVD, *All about Steve*, "the worst film of the year" to give to the audience.

She joked with the audience, "I will show up next year if you promise to watch the movie and really consider if it was truly the worst performance. If you're willing to watch, I'll come back next year and give back the Razzie".

In *All about Steve*, Bullock plays a character called Mary, who is a shy crossword-writer. The "terrible" plot includes her joining a protest group, getting hit by a tornado, falling down a mine and meeting a deaf girl at the bottom of it.

The leading actor in *All about Steve*, Bradley Cooper, also won an award. Together with Bullock they were voted the worst screen couple.

The Razzies was started by American, John J.B. Wilson, in 1981. He was involved in the media and entertainment industry. Wilson used to have dinner parties at his house in Los Angeles on the night of the Academy Awards. One year, after watching a very bad film win an award, he decided to ask his dinner party guests to vote for the worst films of the year, and this began to be a formal, annual event. Now,

anyone can register on the website, to vote for award winners. For the 29th Golden Raspberry Awards in 2009, about 650 journalists, cinema fans, and people in the film industry voted. They came from 45 states in the United States and 19 other countries.

Major TV companies are there to film the event, and it is now watched by millions all over the world.

2. Choose the correct answer.

1. Why did Sandra Bullock win a Razzie?

- a. Because she starred in *The Blind Side*.
- b. Because *All about Steve* was voted the best film.
- c. Because she starred in the worst film.
- d. Because she starred in the best film.

2. What did Sandra Bullock think of the audience's vote at the Razzies?

- a. She knew they had watched the film
- b. She didn't think they had watched the film.
- c. She didn't think they knew anything about films.
- d. She knew they all wanted a DVD of the film.

3. What makes the plot "terrible"?

- a. It's full of unbelievable, dramatic events.
- b. It's boring and dull.
- c. It's about football.
- d. It's about a shy girl.

4. What made John J.B. Wilson start the Razzies?

- a. He was tired of watching the Oscar Awards.
- b. He couldn't believe that a bad film had been chosen for a "best film" award.
- c. He didn't know what to do with his guests after dinner.
- d. He wanted to start a formal awards ceremony of his own.

5. Which is NOT true?

- a. You can only vote for a Razzie award winner if you go to a special dinner party.
- b. Even famous film stars can win Razzies.
- c. Sandra Bullock didn't mind winning a Razzie.
- d. The Razzie's isn't a recent award ceremony.

FACEBOOK CREATOR IS TIME PERSON OF THE YEAR

1. Read the text about Mark Zuckerberg. Five sentences have been removed from the article.

Time magazine has named Mark Zuckerberg, the founder of Facebook, as and their Person of the Year 2010. Zuckerberg, 26, is the second-youngest winner of the accolade. 1. _____.

This is an impressive statistic considering the site has yet to make any impression in China. Mr Zuckerberg said on Wednesday, naturally on his Facebook page: "Being named as Time Person of

the Year is a real honor and recognition of how our little team is building something that hundreds of millions of people want to use to make the world more open and connected. 2. _____." The young entrepreneur owns a quarter of the shares of Facebook and is a multi-billionaire.

3. _____. Readers voting in the online poll chose the Wikileaks founder Julian Assange as the winner.

4. _____. Time's editor Richard Stengel explained they chose Zuckerberg because he was a more positive figure than Assange and because he changed "how we all live our lives in ways that are innovative and even optimistic". He wrote on Time's website: "There is an erosion of trust in authority, a decentralizing of power and at the same time, perhaps, a greater faith in one another..." he said. Mr Stengel continued: "Zuckerberg sees the world as filled with potential friends." 5. _____.



2. Choose the most suitable sentence from the list A – F for each part (1 – 5) of the text. There is one extra sentence which you do not need to use.

A. We have entered the Facebook age, and Mark Zuckerberg is the man who brought us here.

B. I'm happy to be a part of that.

C. He won the award for connecting 12 percent of the planet on his social networking site.

D. Perhaps only the Facebook creator himself knows how much more he can do.

E. However, Time panelists chose Mark Zuckerberg.

F. It was uncertain for a while who would win Time's annual honour.

THE LIFE AND WORK OF J. TOLKIEN



1. Read the article.

A. _____

Many authors become masters of a particular genre of fiction. But very few can claim to have had such an effect that they virtually have created the genre for themselves. One such author is J. R. R. Tolkien. From his prolific imagination was created not only Middle Earth; the stage for his giant fantasy *The Lord of the Rings*, but also a whole genre of fantasy fiction which has since become known as "sword and sorcery".

B. _____

Before Tolkien's work was published, fantasy was set in what was very near to the present for the authors. Also, the genre was very close to horror, and authors such as Lovell and Bram Stoker moved easily between the two. The great American writer Edgar Allen Poe had recently brought out a work of what we would today call horror stories, but he had entitled it *Tales of Mystery and Imagination*, suggesting that he thought of it as fantasy.

C. _____

Tolkien's distinctive contribution was to create a pseudo-medieval world and to populate it with wise wizards, bold knights, and a massive cast of other characters, including dwarfs, elves, and most of the other creatures of our folk memory. He also created his own contribution, the hobbit. Hobbits were small people, who had distinctive hairy feet. They were characterised by honest common sense and rather complex social lives. In all his works, it is evidently the hobbits with whom Tolkien sympathises the most.

D. _____

What made Tolkien's work so compelling was that it was a perfectly realised work of fantasy. Every detail in his stories rings true. This is because Tolkien spent so much time working and thinking about Middle Earth that the actual part which we have on paper is only a fraction of his research. His later books show clearly to what extent he had created this entire world, complete with detailed maps and even the languages of the major protagonists.

E. _____

However, although Middle Earth is a towering work of fantasy, it has roots in reality. The Middle Earth of Tolkien is close to his own native Oxfordshire, both in the landscape of the Shire, and above all in the reactions and behaviour of its characters. The ethos is that of pre-war England, possibly because Tolkien could conceive of no other mode of behaviour, but more probably because his book can be read on many levels, and in only the most basic of the levels is the great struggle between light and darkness completely.

F. _____

It must be remembered that Tolkien was writing in a time when one Great War had just finished, and another was about to begin. In his book, he stresses the bravery, and endurance of the small people without whom victory is impossible. This was the lesson that Tolkien felt had to be learned from the horrors of the Great War – the decisions which shape the destiny of nations are taken by an elite group, but they are implemented by the common people of the country.

G. _____

Though his book brought him world-wide fame, Tolkien continued to live modestly at Oxford University, where he worked. He was a close friend of another great writer of his day, C.S. Lewis, who also taught there. However, while Lewis was more relaxed about his fame, Tolkien never really got used to it, and he was quite embarrassed by the admiration of the many tourists who came to see him.

2. Match these chapter headings 1 – 8 with the appropriate parts of the article, marked A – G. You do not need one of the chapter headings.

1. How to make fantasy seem real. _____

2. A new best-seller. _____

3. Fantasy before Tolkien. _____

4. The Master of Middle Earth. _____

5. A quiet man. _____

6. The real Middle Earth. _____

7. A new fantasy creature. _____

8. The experience of war. _____

WHY PEOPLE GET TATTOOS

1. Read the essay.

Jack lay, quiet and unmoving, for thirty minutes while a stranger repeatedly stabbed him with sharp needles, causing blood to pour steadily out of his leg. Jack was getting a tattoo. His friend Tony had recently gotten a tattoo, and Jack was so impressed by Tony's bravery and his tattoo that he decided to get one too. Getting a tattoo because your friends and peers have them is just one of the reasons why a lot of young people in North America get tattoos. Peer pressure, media influence, and personal expression are some of the common reasons for wearing tattoos today.

The desire to be part of a group, to be accepted by one's friends or peers, can have a great influence on what a person does. Sometimes, wearing a tattoo can be a sign that you belong to a certain group. Gangs often use special clothes and tattoos to identify

their particular group. For example, in one gang all the members may wear green army jackets and have large 'Xs' tattooed on their arms. It is not only gangs that have this type of special 'uniform'. Young people often belong to a certain group of friends. Some of these groups wear only brand-name clothes. Some wear only black clothes. Others wear tattoos. When a person's friends are all doing something, such as getting a tattoo, that person is more likely to do the same thing, and get a tattoo too.

The media is another big influence behind the popularity of tattoos in North America. A wide variety of media images show tattoos. Tattoos can be seen on people appearing in commercials selling expensive cars. Famous sports heroes with tattoos are shown in magazines. Fashion models are often seen in magazines and on TV wearing designer clothes that show their bodies tattooed with detailed and colourful patterns. These media images link tattoos to ideas of wealth, success, and status. As a result, many people decide to get a tattoo for its fashion and status value.

It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings – in other words, to show their individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each others' names over their hearts. A tattoo can be a public sign to show what is important in a person's life.

As you can see, there are many reasons why young North Americans get tattoos. A tattoo can be part of a group's uniform. It can be a sign of fashion. It can be an expression of individuality. The decision to get a tattoo is most often a result of the influence of friends or media or the desire to express oneself. For Jack, it was a mixture of all three.

2. Choose the correct answer.

1. What are the three most common reasons why a person gets a tattoo?

- a. Pressure from their peers.
- b. It is healthy.
- c. Influence from the media.
- d. A way of personal expression.

2. Which of the following are common ways that people show they belong to a certain group?

- a. Wearing a tattoo.
- b. Wearing special clothes.
- c. Wearing a special uniform.
- d. Wearing a special kind of socks.

3. Which of the following are ways that the media uses tattoos in advertising?

- a. To sell cars.
- b. By using fashion models.
- c. By using sports stars.

d. By using endangered species.

4. According to the essay, media images are linked to _____. Choose all that apply.

- a. wealth
- b. status
- c. success
- d. debt

5. Which of the following are possible artistic reasons for getting tattoos?

- a. To show membership in a band.
- b. To show a lover's name.
- c. To show pictures of animals that may become extinct.
- d. To show which language you speak.

6. Jack was stabbed for thirty minutes with a needle because _____

- a. he was getting a tattoo.
- b. he was getting acupuncture.
- c. he was getting his ears pierced.
- d. he was getting a nose ring.

7. Some people get tattoos because _____

- a. they think it is fashionable.
- b. they like pain.
- c. they think it will wash off in the bath.
- d. they are religious.

8. Jack thinks people who get tattoos are _____

- a. brave.
- b. cowardly.
- c. old fashioned.
- d. nitwits.

9. The reason Jack wanted to get a tattoo was _____

- a. the influence of friends.
- b. the influence of the media.
- c. a desire to express himself.
- d. all of the above.

LIFESTYLES

1. Read a magazine article about Sarah Bryant, an acupuncturist. Seven sentences have been removed from the article.

I've done a lot of travelling in Europe and Asia throughout my adult life and it was whilst I was teaching in China that I became interested in acupuncture.

1. _____

It was after returning from China and witnessing how successful it had been that I reached the decision to become an acupuncturist myself. I was lucky to discover that the town where I lived had a famous and well-reputed college of traditional acupuncture.

Alternative medicine is particularly important for me because I firmly believe that it works on the level of body, mind and spirit.

2. _____

Of course this medicine is very powerful and can consequently have powerful side effects. Alternative medicine like acupuncture on the other hand is aimed at treating the person as a whole. When a person's ill, there's something in their life which is putting their energy levels out of balance. What alternative therapies try to do is help to gradually push that energy back into balance. The result is that any disease present might naturally disappear as it cannot survive when energies are balanced.

The treatments consist largely of balancing the energy between the different meridians of a person's body.

3. _____

Treatment aims to free blocks of energy in these meridians which may be causing ill health and which may have been there for many years.

It would be an odd state of affairs if a practising alternative therapist had not had treatment themselves and this is certainly not the case for myself.

4. _____

I've never suffered particularly from physical problems but treatment for my mental and spiritual wellbeing has been very successful.

I've treated a wide range of people for various conditions, for example people suffering from stress and anxiety and helped them to cope with stressful situations in their lives.

5. _____

There's another woman who suffers from arthritis of the hip and at the moment I'm treating an old lady who has several health problems, one of them being Parkinson's Disease. All these people have found that acupuncture has made them feel more balanced in themselves and they have certainly benefited from the treatment.

To date I currently own the Licentiate in Acupuncture. This course lasted three years and I had to go to the college about one weekend in three.

6. _____

I had a large amount of homework to do and practical work, which I did two or three evenings a week. This entailed locating points on different people. As you can imagine, this isn't straightforward as people are different sizes and have different shaped bodies.

In the future I hope to set up an alternative health clinic which will involve myself as an acupuncturist but perhaps other people as well.

7. _____
I'd like to set this up somewhere in a rural setting, where people could enjoy coming not only for the treatment but where they would be able to sit and enjoy the scenery, go for walks and basically feel free from the stresses of life.

2. Choose the most suitable sentence from the list A – H for each part (1 – 7) of the article. There is one extra sentence which you do not need to use.

- A.** These are twelve acupuncture channels along which energy travels in the human body.
- B.** Also on a physical level I've treated a woman for problems with eczema.
- C.** I'd like to work with practitioners of homeopathy, reflexology, aromatherapy and perhaps counselling.
- D.** There was a lot more to it than that though.
- E.** It is common for people there to have acupuncture treatment, not only if they're ill but also to prevent the onset of diseases.
- F.** Contrary to popular belief, having the needles placed in your body is quite painless.
- G.** I've had a lot of acupuncture treatment and found it particularly useful.

Level B 2

THE HOLIDAY MAKER

1. Read the text.

Here's something else to put on your list of things to get once your rich uncle Fred dies and leaves you all his money, or when you win the lottery – your own holiday consultant. Our travel reporter, Jane Wiggs interviews Billy Andower who has been a holiday consultant for seven years now.

Billy strongly denies that he is just a fancy travel agency. 'Every individual is different, and deserves a different kind of holiday. Before I even think of planning a destination or an activity for my clients, I spend several days with them observing their lifestyle, and discussing possible alternatives for the holiday. Often what I suggest is very different from what they had in mind. For example, I had a client, Mrs. Brecon, who had suddenly come into a lot of money. She was planning to spend her holiday lying on a beach in Bermuda. But I could see at once that she was a very active person, and she had not been working for a while and was getting restless. So I sent her on an eco-tourism trip to the Galapagos islands. She loved it.

On the other hand, I had another client, Dave Darmak. Dave's internet company had made him a lot of money, and he wanted to go snowboarding and hang-gliding in

the Alps. But he really needed to wind down and recharge his batteries, so I recommended a farm in Tuscany not far from the sea, where there was lovely scenery and lots of time to relax. Of course, that's also the best thing for people who have recently been ill or injured, though I don't recommend Tuscany for them in mid-summer. It's just too hot.'

Not all of Billy's holidays cost the earth. He once sent Mike Harman and another executive from the same business on a cycling holiday in Holland as a bonding exercise, and even recommended to one would-be holidaymaker – Terry Balt, an assistant manager at Vernion Electric – that he spend his holiday at home.

'He had just finished a big project, and was really tense. The last thing he needed was travel to a foreign country and have the hassle of trains, planes and taxis. So I told him to use all the money he was saving on travel and accommodation for eating in the best restaurants in his home town, and taking taxis to see the local sights. He's lived in the town for ten years, and never had time to relax in the park or see a show in the local theatre.'

The biggest challenge, says Billy, is families. Especially when the children and adults want different things. Fortunately, Billy knows many places where child-minding is an art. He suggested to our reporter 'We might take you to see cathedrals and art galleries in Paris, while the children go to Disneyworld, for example. With some recent clients, the Bellway family, the mother, Sally, wanted to spend all day, every day on the beach. I knew her son, Joe, would go crazy with boredom, as it was quite an exclusive place without many other kids about. So I arranged for him to take sky-diving lessons. Once Sally stopped worrying, everyone had a great time!'

When a Professor Lember came to Billy, he wanted something really unusual to impress his friends. Billy arranged for him to spend a holiday in a scientific undersea habitat near Florida. He could only do it because Prof. Lember is a distinguished marine biologist, whose contribution to research in the habitat was so useful that he did not even have to pay for his vacation.

But what about Billy himself? Billy laughs. 'To tell you the truth, I've been so busy these last five years, I have had time for one break. But I'd been so many exotic places researching holidays for other people, that I took week off at home watching football on the telly!'

2. Write the name of the person next to each extract on the right. Sometimes two answers are possible.

Which person	
1. was sent on holiday to get to know someone better?	
2. worked while he was on holiday?	
3. needed a holiday without travel?	
4. was recommended for a cultural holiday?	

5. learned something about the environment?	
6. had no chance to meet other people of the same age?	
7. needed to go somewhere and relax?	
8. wanted something as extraordinary as possible?	
9. was really fit after the holiday?	
10. suffered from stress at work?	
11. wanted a holiday with excitement and risk?	

ROBERT CAPA



1. Read the text.

Robert Capa is a name that has for many years been synonymous with war photography.

Born in Hungary in 1913 as Friedmann Endre Erno, Capa was forced to leave his native country after his involvement in anti government protests. Capa had originally wanted to become a writer, but after his arrival in Berlin had first found work as a photographer. He later left Germany and moved to France due to the rise in Nazism. He tried to find work as a freelance journalist and it was here that he changed his name to Robert Capa, mainly because he thought it would sound more American.

In 1936, after the breakout of the Spanish Civil war, Capa went to Spain and it was here over the next three years that he built his reputation as a war photographer. It was here too in 1936 that he took one of his most famous pictures, *The Death of a Loyalist Soldier*. One of Capa's most famous quotes was "if your pictures aren't god enough, you're not close enough". And he took his attitude of getting close to the action to an extreme. His photograph, *The Death of a Loyalist Soldier* is a prime example of this as Capa captures the very moment the soldier falls. However, many have questioned the authenticity of this photograph, claiming that it was staged.

When World War II broke out, Capa was in New York, but he was soon back in Europe covering the war for Life magazine. Some of his most famous work was created on 6th June 1944 when he swam ashore with the first assault on Omaha Beach in the D-Day invasion of Normandy. Capa, armed only with two cameras, took more than one hundred photographs in the first hour of the landing, but a mistake in the

darkroom during the drying of the film destroyed all but eight frames. It was the images from these frames however that inspired the visual style of Steven Spielberg's Oscar winning movie "Saving Private Ryan". When Life magazine published the photographs, they claimed that they were slightly out of focus, and Capa later used this as the title of his autobiographical account of war.

Capa's private life was no less dramatic. He was friend to many of Hollywood's directors, actors and actresses. In 1943 he fell in love with the wife of actor John Austin. His affair with her lasted until the end of the war and became the subject of his war memoirs. He was at one time lover to actress Ingrid Bergman. Their relationship finally ended in 1946 when he refused to settle in Hollywood and went off to Turkey.

In 1947 Capa was among a group of photojournalists who founded Magnum Photos. This was a co-operative organisation set up to support photographers and help them to retain ownership of the copyright to their work.

Capa went on to document many other wars. He never attempted to glamorize war though, but to record the horror. He once said, "The desire of any war photographer is to be put out of business".

Capa died as he had lived. After promising not to photograph any more wars, he accepted an assignment to go to Indochina to cover the first Indochina war. On May 25th 1954 Capa was accompanying a French regiment when he left his jeep to take some photographs of the advance and stepped on a land mine. He was taken to a nearby hospital, still clutching his camera, but was pronounced dead on arrival. He left behind him a testament to the horrors of war and a standard for photojournalism that few others have been able to reach.

Capa's legacy has lived on though and in 1966 his brother Cornell founded the International Fund for Concerned Photography in his honour. There is also a Robert Capa Gold Medal, which is given to the photographer who publishes the best photographic reporting from abroad with evidence of exceptional courage. But perhaps his greatest legacy of all are the haunting images of the human struggles that he captured.

2. Choose the correct answer.

1. Why did Capa change his name?

- a. To hide his identity.
- b. Because he had been involved in protests.
- c. To sound more American.
- d. Because he had to leave Hungary.

2. Capa originally wanted to be

- a. a photojournalist.
- b. a writer.
- c. American.
- d. a professor.

3. Capa went to Spain to

- a. fight in the civil war.
- b. build his reputation.
- c. have a holiday.
- d. take photographs.

4. *Capa's most famous picture Death of a Loyalist Soldier*

- a. was taken by someone else.
- b. was definitely genuine.
- c. wasn't even taken in Spain.
- d. cannot be proven genuine or staged.

5. *When World War II broke our Capa*

- a. went to New York.
- b. swam ashore on Omaha Beach.
- c. went to Europe.
- d. went to Normandy.

6. *A mistake meant that*

- a. only one hundred of Capa's photographs were published.
- b. Capa lost both of his two cameras.
- c. Capa's images inspired an Oscar winning movie.
- d. most of Capa's images of the D-Day landing were destroyed.

7. *Capa's private life was*

- a. less dramatic than his professional life.
- b. spent mostly in Hollywood.
- c. very glamorous.
- d. spent in Turkey.

8. *Capa wanted his work to*

- a. be very famous.
- b. show how glamorous war can be.
- c. show the true horror of war.
- d. make lots of money.

9. *Which sentence best paraphrases paragraph 5?*

- a. Capa had a tragic private life and was never able to settle down and find happiness.
- b. Despite having many good friends and lovers, Capa always put his work first.
- c. Capa wanted to make friends with important people in Hollywood so that he could move into the movie industry.
- d. Capa's private life was very complicated. He could not choose between the two women he loved, so he went off to work in Turkey.

10. Which sentence best paraphrases paragraph 4?

- a. Capa never tried to avoid danger. He risked his life to take photographs of the D-Day invasion, but then destroyed most of them.
- b. Capa took some of his most famous photographs during the D-Day invasion, but most were tragically destroyed in an accident.
- c. Capa only kept the best eight D-Day photographs as the others were out of focus. These inspired the visual style of a Hollywood film.
- d. Capa left Europe when the war broke out and went to take his most famous photographs of the D-Day invasion.

11. Which THREE sentences best summarise the text?

- a. Capa's work tried to show the beauty within the horror of war, that's why so many photographers have tried to copy his work.
- b. From the earliest years Capa was active in political journalism and reporting. This often got him into trouble with the authorities.
- c. Capa was not afraid to get close to his work and often risked his life to ensure that his photographs were as good as they could be.
- d. Capa wanted to have a glamorous life style and so he made friends with Hollywood film stars and even had a film, "Saving Private Ryan" made about him.
- e. Capa was deeply committed to trying to stop war and he left behind him a legacy that continued to support and inspire other photojournalists to continue his work.
- f. Capa had always wanted to be as American as possible, so after the war he changed his name and went to live in America.

KING HOLIDAY CONSIDERED "MIXED BLESSING" BY SOME HISTORIANS

1. In the following article, the headings of five sections have been removed. Choose the best heading A – F for the five sections (1 – 5).

On the third Monday of every January since 1986, schools, federal offices and banks across the United States are closed so that Americans can celebrate the birth and life of Martin Luther King, Jr. Reverend King was the dynamic civil rights leader who focused the world's attention on the problem of racial segregation in the American South.

He is remembered for his strategy of nonviolent resistance and his opposition to racism. But before he was assassinated in 1968, Reverend King had begun to challenge more than America's understanding of race, and some prominent historians fear that his opposition to U.S. economic and foreign policy is being forgotten.

1. _____

"The greatest danger by far with King birthday celebrations is the umpteenth re-playing of the 'I Have a Dream' speech," says David Garrow, author of the Pulitzer Prize-winning book, *Bearing the Cross: Martin Luther King, Jr. and the Southern*

Christian Leadership Conference. Professor Garrow calls the speech – which Reverend King delivered in 1963 on the steps of the Lincoln Memorial in Washington, D.C. – an "unrepresentative sample" of what the civil leader stood for. He says the unrelenting focus on the address incorrectly makes Martin Luther King look like a "rosy-eyed optimist."

2. _____

"Younger people are left with a really quite misleading impression of King that focuses too much on that one very upbeat speech," says Professor Garrow, "and oftentimes gives no attention whatsoever to King as a critic of economic inequality and American foreign policy around the world."

On the day he was assassinated, Martin Luther King was in Memphis, Tennessee, supporting a strike that had been launched by sanitation workers there. Just moments before he died, he was writing a sermon titled *Why America May Go to Hell*. Two years earlier, he had moved into a slum in the northern city of Chicago to call attention to urban poverty – and to challenge the notion that the South was the only region that had a problem with race.

Reverend King had also become an outspoken critic of the war in Vietnam, calling the United States "the greatest purveyor of violence in the world today" during a sermon he delivered in New York in 1967. "In some respects," says Clayborne Carson, director of the King Papers Project at Stanford University, "the civil rights issues, narrowly conceived, were the easiest to resolve, because there you had a distinction between the way black people were treated in the South and the dominant values of the nation, as expressed by the [U.S.] Supreme Court in the *Brown [vs. Board of Education]* decision [which outlawed segregation.]"

3. _____

Professor Carson, who has been editing the correspondence and speeches of Martin Luther King for the last 20 years, notes that Reverend King had changed his focus before he died. "When King started to confront the issues that were as common in the North as in the South," he says, "then I think he faced a much greater challenge. And I think that's the challenge we still face today."

4. _____

So why is it that public remembrances of Reverend King have been so concentrated on the issues of race and non-violence, rather than on his criticisms of economic policy and the Vietnam War? Historian David Garrow says it is because very few people today object to Martin Luther King's call for an end to racial segregation. "If, on the other hand, King holiday events addressed King's identifying himself as a Democratic Socialist or King's emerging as a very outspoken critic of American militarism in Vietnam and Southeast Asia," he says, "then holiday celebrations would have to confront whether American society today has any greater level of economic equality than it did in 1968 and whether American foreign policy in the years since 1968 is fundamentally different than the militarism and go-it-alone attitudes that King criticized so forcefully."

5. _____

David Garrow argues that the so-called "sweetening" of Martin Luther King's historical reputation was unavoidable once his birthday became a federal holiday. He says even the most conservative political leaders have had to find a way to embrace Reverend King's legacy – and putting the emphasis on the Baptist preacher's opposition to racial segregation has been that way.

For this reason, David Garrow says, Martin Luther King, Jr. Day has been a mixed blessing. On the one hand, it calls national attention to America's problematic history with race. But on the other hand, he says, the holiday has made it difficult for young African-Americans struggling with economic inequality to identify with a civil rights leader who was killed before they were born.

2. Use these headings to fill the spaces above. There is one extra you do not need to use.

A. Avoiding Difficult Questions

B. Fairer Chance For All

C. Inaccurate Legacy

D. A Question Of Necessity

E. Ongoing Struggle

F. Other Agendas

*Level A 2***ACCOMMODATION****1. Read the following information.**

Amanda is 19 and wants to share with other girls of her age. She works unusual hours and needs to get to the city easily at all times on public transport.



Stephen and Pat live in the city centre with their children. They want to move to the countryside and are happy to drive into the city every day in exchange for peace and quiet.



Sarah, a student, wants a room in the city centre so she can walk to museums and art galleries. She doesn't have much money so she is looking for part-time work.



Taeko wants to live with an English family and join family life. She doesn't want to cook for herself. She needs to get to the city centre easily.



Martin and three friends are looking for a house to share. They have transport so they don't mind where it is. They can afford up to £1,000 per month.

2. Below are 8 notices offering different accommodation. Choose one notice for each person that best matches their needs. Choose "None" if there isn't a match.

1.

Room above restaurant on edge of city available free for person able to work in restaurant at weekends. Area has shops, library, etc. Buses to city centre every half an hour.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
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2.

House to rent on a farm ten miles from city centre, four bedrooms and garden. Beautiful countryside. Lovely walks. Two miles to nearest village with shop and post office. No public transport. £1,1000 per month.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
---	---

3.

Fourth girl wanted to share house with three others aged 19-25. Two miles from city centre but 10 minutes by train, 24-hour service (we are 5 minutes' walk from station). Near shops. £60 per week including bills.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
---	---

4.

Would you like to live with a family right in the middle of the city? We are in South Street with shops, theatres, art galleries, museums, etc. just a ten-minute walk away. Room available in five-bedroom house for £45 per week - this can be reduced if you help in the house and with the children. Cook your own meals in our kitchen.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
---	---

5.

Cottage to rent ten miles from city centre but only a ten-minute walk to local station (journey to city centre takes 15 minutes). One large bedroom. Would suit a couple or two friends.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
---	---

6.

Two female students are looking for third girl to share flat in village near city. One bedroom, share kitchen and bathroom. We have a car so can offer shared lifts to the centre in the morning and evening. £60 per week including bills.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
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7.

House for rent in a small village five miles from city centre. Very peaceful. Hourly bus service during day to city. No children allowed. £950 per month to be paid in advance.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
--	---

8.

Room available in family house - £65 per week with breakfast and evening meal included. Own room - share living room, meals, bathroom with family (three children). One mile from city centre. Bus every 15 minutes into city centre.	a. Amanda b. Stephen c. Sarah d. Taeko e. Martin f. None
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THE BIG ORANGE SPLOT

1. Read the story by Daniel Manus Pinkwater.

Mr. Plumbean lived on a street where all the houses were the same. He liked it that way. So did everybody else on Mr. Plumbean's street.

"This is a neat street," they would say. Then one day . . .

A seagull flew over Mr. Plumbean's house. He was carrying a can of bright orange paint. (No one knows why.) And he dropped the can (no one knows why) right over Mr. Plumbean's house. It made a big orange splot on Mr. Plumbean's house. "Ooooh! Too bad!" everybody said. "Mr. Plumbean will have to paint his house again."

"I suppose I will," said Mr. Plumbean. But he didn't paint his house right away. He looked at the big orange splot for a long time; then he went about his business.

The neighbors got tired of seeing that big orange splot. Someone said, "Mr. Plumbean, we wish you'd get around to painting your house."

"O.K.," said Mr. Plumbean. He got some blue paint and some white paint, and that night he got busy. He painted at night because it was cooler. When the paint was gone, the roof was blue. The walls were white. And the big orange splot was still there. Then he got some more paint. He got red paint, yellow paint, green paint, and purple paint.

In the morning the other people on the street came out of their houses. Their houses were all the same. But Mr. Plumbean's house was like a rainbow. It was like a jungle. It was like an explosion. There was the big orange splot. And there were little orange splots. There were stripes. There were pictures of elephants and lions and pretty girls and steamshovels.

The people said, "Plumbean has popped his cork, flipped his wig, blown his stack, and dropped his stopper." They went away muttering.

That day Mr. Plumbean bought carpenter's tools. That night he built a tower on top of his roof, and he painted a clock on the tower.

The next day the people said, "Plumbean has gushed his mush, lost his marbles, and slipped his hawser." They decided they would pretend not to notice.

That very night Mr. Plumbean got a truck full of green things. He planted palm trees, baobabs, thorn bushes, onions, and frangipani. In the morning he bought a hammock and an alligator.

When the other people came out of their houses, they saw Mr. Plumbean swinging in a hammock between two palm trees. They saw an alligator lying in the grass. Mr. Plumbean was drinking lemonade.

"Plumbean has gone too far!"

"This used to be a neat street!"

"Plumbean, what have you done to your house?" the people shouted.

"My house is me and I am it. My house is where I like to be and it looks like all my dreams," Mr. Plumbean said.

The people went away. They asked the man who lived next door to Mr. Plumbean to go and have a talk with him. "Tell him that we all liked it here before he changed his house. Tell him that his house has to be the same as ours so we can have a neat street."

The man went to see Mr. Plumbean that evening. They sat under the palm trees drinking lemonade and talking all night long.

Early the next morning the man went out to get lumber and rope and nails and paint. When the people came out of their houses they saw a red and yellow ship next door to the house of Mr. Plumbean.

"What have you done to your house?" they shouted at the man.

"My house is me and I am it. My house is where I like to be and it looks like all my dreams," said the man, who had always loved ships.

"He's just like Plumbean!" the people said. "He's got bees in his bonnet, bats in his belfry, and knots in his noodle!"

Then, one by one, they went to see Mr. Plumbean, late at night. They would sit under the palm trees and drink lemonade and talk about their dreams — and whenever anybody visited Mr. Plumbean's house, the very next day that person would set about changing his own house to fit his dreams.

Whenever a stranger came to the street of Mr. Plumbean and his neighbors, the stranger would say, "This is not a neat street."

Then all the people would say, "Our street is us and we are it. Our street is where we like to be, and it looks like all our dreams."

2. Choose the correct answer.

1. At the beginning of the story, why does everyone say, "This is a neat street"?

- a. All the houses are alike.
- b. All the houses are built well.
- c. All the houses are cleaned every day.
- d. All the houses are owned by the same person.

2. The neighbours most likely think that Mr. Plumbean will

- a. cover the splot.
- b. cover the walls.
- c. make the house bright.
- d. make the roof stronger.

3. According to the story, why does Mr. Plumbean work at night?

- a. He can find supplies easier at night.
- b. The street is too busy during the day.
- c. The weather is too hot during the day.
- d. He gets his best ideas working at night.

4. In the story, the hammock, the palm trees, and the alligator are all things that

- a. make Mr. Plumbean happy.
- b. cause Mr. Plumbean to complain.
- c. Mr. Plumbean draws on his house.
- d. Mr. Plumbean sees on other houses.

5. What does the story mostly show about Mr. Plumbean's house?

- a. It is old.
- b. It is large.
- c. It is colourful.
- d. It is crowded.

6. What are Mr. Plumbean and his neighbour most likely doing?

- a. Looking at pictures.
- b. Building new homes.
- c. Sharing their dreams.
- d. Meeting new neighbours.

7. Based on the story, what does Mr. Plumbean mean when he says, “My house is me and I am it”?

- a. His house is all that he thinks about.
- b. He can only fit one person in his house.
- c. He has lived in his house for a long time.
- d. His house shows the kind of person that he is.

8. Based on the story, what do the neighbours learn?

- a. Travel often to new places.
- b. Try your best to help others.
- c. Respect the differences of others.
- d. Listen carefully to what people say.

HELP! I’VE SEEN A GHOST!

1. Read the text. Five sentences have been removed from the article.

Do you believe in ghosts? Some people do.

1. _____.
They report feeling cold, not being able to move, and, above all, a terrible feeling of fear. But it’s very hard to prove you really have seen a ghost. Without a photo, how can your friends and family believe you?

If you ever want to meet a ghost, the Tower of London is a good place to start. It’s nearly 1,000 years old, and many terrifying things have happened there.

2. _____.
Perhaps it’s not a surprise, then, that people say they’ve seen her ghost walking through the Tower gardens.

Another famous ghost of the Tower is Sir Walter Raleigh. He was an explorer who lived in the 16th century, and Queen Elizabeth I (first) put him in prison in the Tower. Many people say his ghost haunts the Tower on moonlit nights.

3. _____.
In 1976, one of the guard’s wives was alone in her apartment in the Tower when she felt an ice-cold hand on her back. She knew it wasn’t her husband, but she didn’t scream – she just said, quietly, ‘Oh, go away, Raleigh.’

Of course, ghost hunters can now use technology to help them prove a ghost has visited.

4. _____.
One group of ghost hunters did manage to get photos of some strange lights. About 90% of what was in the photos was easy to explain, but 10% wasn’t ...

In 2001, the same group decided to hunt for ghosts in the Tower of London, which had never been done before. They used equipment that could tell if the air got colder or hotter, and they also set up special cameras which could see in the dark.

They linked their cameras to a website, and over two days, you could watch some of their film on your computer, sitting in your warm home.

5. _____.
But at least if you got a strange feeling, you could turn the computer off!

2. Choose the most suitable sentence from the list A – F for each part (1 – 5) of the text. There is one extra sentence which you do not need to use.

A. If you work or live in the Tower, you have to be good with ghosts!

B. Nearly 500 years ago, Queen Anne Boleyn, the wife of King Henry VIII (eighth), had her head cut off there.

C. Although you were safe, it was still frightening, as you were watching a ‘real’ film.

D. Anne is also spotted in the Chapel of Saint Peter ad Vincula where she watches over her own grave under the altar.

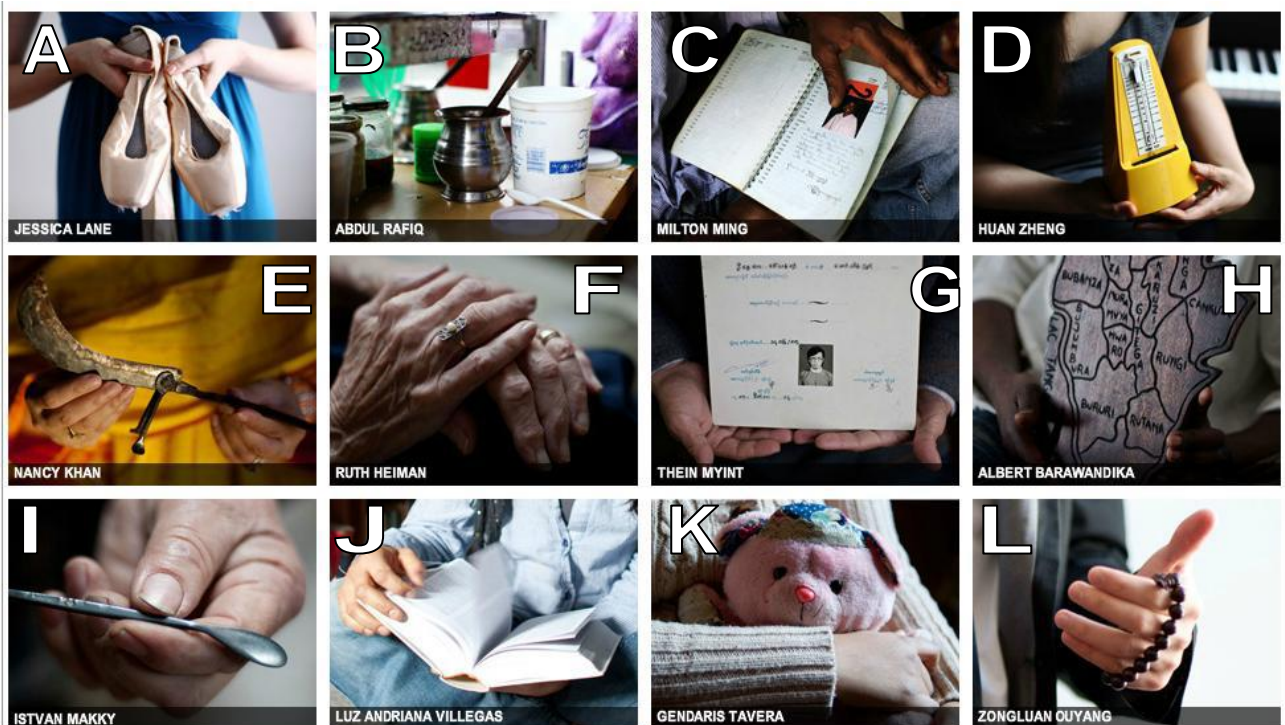
E. They’re absolutely certain that they’ve seen or felt something strange.

F. If they don’t want to wait for hours in a dark, empty building, they can just set up a camera to do it for them, and take a picture!

Level B 1

BELONGINGS

1. There are three million immigrants in New York City. When they left home, knowing it could be forever, they packed what they could not bear to leave behind: necessities, luxuries, memories. Here is a look at what some of them bought.



2. Match each of the texts with an object.

*** Jessica Lane, 29 | Came from: Perth, Australia |
Came in: 2010**

Picture: ____

Ms Lane outgrew her first pair after three months. Instead of saving them, as many in her profession do, she sold them for a bigger pair. She bought this pair on a trip to New York; she took them back to Perth, where they were left in a box. But now, after moving to New York for good, “I know they’ll be used again very soon,” she said. “They represent the turning point of my new life in New York, where so many opportunities lay ahead for me”, she wrote in an e-mail. She’s working at a Midtown bar and auditioning as much as she can. “Perhaps when they bite the dust, I will hold onto this pair,” she said.

*** Luz Andriana Villegas, 34 | Came from: Medellin, Colombia |
Came in: May 2001**

Picture: ____

When Ms Villegas graduated from college with dreams of becoming a journalist, her parents gave her this object. She and her brother used to compete to find esoteric Spanish words, and this object was a treasure-trove. Ms Villegas brought it with her to New York on what was supposed to be a summer visit for an English class. She married an American and stayed. They now have three sons and she teaches adult literacy. Though she rarely uses it, she has carried it from apartment to apartment. Today, it sits on the bottom shelf in her basement of her home in Ridgewood, Queens, near her sons’ toys.

*** Gendaris Tavera, 18 | Came from: Dominican Republic |
Came on: March 14, 2008**

Picture: ____

When Ms Tavera was 15, her grandmother gave her a pink one to add to her growing collection. When she left home, it was the only one she brought. She has since repaired its paws and watched its colour fade. Sitting in her too-small basement apartment in Sunset Park, Brooklyn, Ms Tavera wonders if she’s still her grandmother’s favourite. She wonders why her grandmother’s chicken tastes better than anything in New York and if the New York winter will ever end. She takes solace in it, “I talk to it like it’s a real person,” she said. “When I feel sad, I cry into it.”

*** Thein Myint, 50 | Came from: Yangon, Myanmar |
Came in: September, 2010**

Picture: ____

Back home Mr. Myint was a doctor. He kept a photograph of his graduation ceremony on the wall as a testament to his years of hard work in school and his dedication to treating the sick. Today, he keeps his object in a manila folder inside a briefcase. He gave the photograph to his sister, who stayed behind. He is unable to work as a doctor in New York – the credentials do not transfer, and he speaks little English. Instead, he is applying to work at a catering company at Kennedy International Airport. “Rent is expensive,” Mr. Myint said. “I must do the job, any job.” But he misses medicine. He recently completed a course in phlebotomy so that he can draw blood from patients. “I

want to treat people,” he said. He lives in Elmhurst Queens, with his wife and their four children. They don’t plan to ever return to Myanmar for fear of political persecution. He looks at his object and puts it aside. “I hope one day it’ll be useful,” he said.

*** Albert Barawandika, 30 | Came from: Rwanda via Burundi |
Came in: 2006**

Picture: ____

The wooden object is heavy – about two pounds. It was a strange thing to pack for the long journey to New York from Bujumbura, Burundi, but Mr. Barawandika liked it. He was born in Rwanda, but during the genocide, his family fled to Burundi, where his father came from. Months later, his mother and brother were killed in the violence that tore the region apart. But despite all the horrors, he still loved Burundi, which he considers his homeland. It hangs on the wall of his dorm room in the Bronx, where he is studying medicine. American friends ask him about it and he tells them stories of Africa. For him, it represents hope. “It’s durable, it’ll last forever,” he said. “I still have hope that someday things will change there.”

*** Istvan Makky, 74 | Came from: Tejfalusziget, Hungary |
Came in: October, 1959**

Picture: ____

This tool is smaller than a teaspoon. It’s used for making delicate lines and scooping ridges in the molds that are used to cast metal sculptures. An administrator handed it to Mr. Makky on his first day of metalworking school in 1953 in Communist Hungary, along with boots, six pairs of socks and underwear. He carried it when he slipped past the border guards with machine guns and through the barbed wire fence. He carried it as he looked for work in Austria. He carried it to Flushing, Queens, where he raised a family and to Greenpoint, Brooklyn, where he built a foundry of his own. He does not let anyone else use it, not even his youngest son Bill who runs the company with him.

*** Milton Ming, 33 | Came from: Kingston, Jamaica |
Came in: 1995**

Picture: ____

It first belonged to Mr. Ming’s sister Maxine, but he couldn’t resist stealing it. “She would leave it careless and we would read it,” he said. When Maxine caught him, she took what was hers but gave him the exterior. He started writing short entries next to “names and addresses of females I used to mess with”. Decades later, Mr. Ming said “It’s memory lane.” He still flips through it, connecting again with his teenage self back in Jamaica. “I wish it was more detailed,” he said. Today he works as an electrician and lives in East Harlem. Five of Mr. Ming’s siblings are in New York, including Maxine, and they have dinner together every Thursday.

*** Zongluan Ouyang, 27 | Came from: Fujian Province, China |
Came in: February, 2005**

Picture: ____

Mr. Ouyang is a Methodist now, not a Buddhist. He goes by the name Roy. And he no longer wears this item that his parents gave him when he left his fishing village “to keep him safe”. Instead it sits in a cluttered desk drawer in the single room he rents in

Sunset Park, Brooklyn. It is one of the only things he still has from home. One recent afternoon, Mr. Ouyang looked at this object for the first time in ages. “It reminds me of my parents,” he said. They were not educated, and would recognise little of his life in Brooklyn, where Mr. Ouyang works as a wedding photographer. But he said, “They understand me.”

*** Ruth Heiman, 87 | Came from: Nuremburg, Germany via England |
Came in: 1947**

Picture: ____

Mrs. Heiman keeps it with others of its kind, but it means something very different from the other pieces. It was her mother’s, saved somehow from the concentration camp where her parents were killed. Mrs. Heiman said: “All my life until now I tried to push the past out of my mind. I live in the present. But there are certain things you don’t give up.” It’s just about all she has from her mother, who stayed in Germany when Mrs. Heiman, then 15 went to stay with relatives in England to escape the Nazis. She had no idea she would never see her parents again. Mrs. Heiman fell in love with an American soldier in England. They were married for 50 years. He died in 1997. Mrs. Heiman, who lives in Fresh Meadows, Queens, plans to give it to her granddaughter or daughter-in-law. Touching it as she spoke, she said “Without it some of my past would be lost.”

*** Huan Zheng, 28 | Came from: Fujian Province, China |
Came in: February, 2000**

Picture: ____

It was as exotic as anything Ms. Zheng and her friends in southeastern China had ever seen. It was a bright colour and marked with Italian words that “we didn’t know how to pronounce,” she said. “It was a fascinating glimpse of this other world.” As a girl, she took the lessons without enthusiasm. But she liked this object, mostly because none of her friends had one. As a teenager, she began pushing her parents to move to America. When Ms. Zheng was 17, her mother took her there, but soon moved back to China. In her new home, Ms. Zheng found comfort in this object. “For months, I couldn’t speak much. I’d play to fill the silent days,” she said. Today, she has a high-powered job at an international bank. At night, she plays the keyboard in her small Manhattan apartment. She rarely uses the object anymore, but keeps it just the same. “It’s one of the few things that hasn’t changed and has stayed with me all those years,” she said.

*** Abdul Rafiq, 73 | Came from: Karachi, Pakistan |
Came in: 1992**

Picture: ____

Everyone knows Mr. Rafiq as Babuji, and everyone knows Babuji for his paan. He makes the snack at his sidewalk stall in Midwood, a Brooklyn neighbourhood popular with Pakistanis. He wraps a betel-nut leaf around a signature mix of lime, cardamom, fennel seeds, shredded coconut and rose-petal preserves. He sells paan for \$1 each, no extra charge for tobacco sprinkled on top. Mr. Rafiq has been making the same concoction since he was a teenager working a busy street in Karachi. And he has been using the same object to make it for nearly as long. Besides two bags of clothes, these objects were just about the only thing he took with him when he left Pakistan. “It’s

what I know” he said, as he dribbled circles of rose-petal syrup across the leaf. He said he had never worked another job, a distinction that set him apart from his rival paan sellers further along Coney Island Avenue. He pointed to the objects and said, “These two are very dear to me.”

*** Nancy Kahn, 32 | Came from: Dhaka, Bangladesh |
Came in: 1999**

Picture: ____

When Ms. Kahn won the lottery visa and prepared to move to the US, her brother gave her this object, called a boti, to remind her of home. But it was a souvenir boti and not a real one. She regretted that she had not packed a real one. “I did think about working in a kitchen,” she said. “After I came I saw I had to do everything by hand. In Bangladesh, we always had a maid to help us.” She did finally buy a boti when she went back to visit, but she really doesn’t have the space to use it in her home, in the Throngs Neck section of the Bronx. Still she keeps her souvenir boti, though she often has to hide it from her two young children. “It makes me think of my family and my culture and my Bangladesh.”

CRIME PREVENTION

1. Read a magazine article.

A recent survey of crime statistics shows that we are all more likely to be burgled now than 20 years ago and the police advise everyone to take a few simple precautions to protect their homes.

The first fact is that burglars and other intruders prefer easy opportunities, like a house which is very obviously empty. This is much less of a challenge than an occupied house, and one which is well-protected. A burglar will wonder if it is worth the bother.

There are some general tips on how to avoid your home becoming another crime statistic. Avoid leaving signs that your house is empty. When you have to go out, leave at least one light on as well as a radio or television, and do not leave any curtains wide open. The sight of your latest music centre or computer is enough to tempt any burglar.

Never leave a spare key in a convenient hiding place. The first place a burglar will look is under the doormat or in a flower pot and even somewhere more 'imaginative' could soon be uncovered by the intruder. It is much safer to leave a key with a neighbour you can trust. But if your house is in a quiet, desolate area be aware that this will be a burglar's dream, so deter any potential criminal from approaching your house by fitting security lights to the outside of your house.

But what could happen if, in spite of the aforementioned precautions, a burglar or intruder has decided to target your home? Windows are usually the first point of entry for many intruders. Downstairs windows provide easy access while upstairs windows can be reached with a ladder or by climbing up the drainpipe. Before going to bed you should double-check that all windows and shutters are locked. No matter how small your windows may be, it is surprising what a narrow gap a determined burglar can manage to get through. For extra security, fit window locks to the inside of the window.

What about entry via doors? Your back door and patio doors, which are easily forced open, should have top quality security locks fitted. Even though this is expensive it will be money well spent. Install a burglar alarm if you can afford it as another line of defence against intruders.

A sobering fact is that not all intruders have to break and enter into a property. Why go to the trouble of breaking in if you can just knock and be invited in? Beware of bogus officials or workmen and, particularly if you are elderly, fit a chain and an eye hole so you can scrutinise callers at your leisure. When you do have callers never let anybody into your home unless you are absolutely sure they are genuine. Ask to see an identity card, for example.

If you are in the frightening position of waking in the middle of the night and think you can hear an intruder, then on no account should you approach the intruder. Far better to telephone the police and wait for help.

2. Choose the correct answer.

1. A well-protected house

- a. is less likely to be burgled.
- b. is regarded as a challenge by most criminals.
- c. is a lot of bother to maintain.
- d. is very unlikely to be burgled.

2. According to the writer, we should

- a. avoid leaving our house empty.
- b. only go out when we have to.
- c. always keep the curtains closed.
- d. give the impression that our house is occupied when we go out.

3. The writer thinks that hiding a key under a doormat or flower pot

- a. is a predictable place to hide it.
- b. is a useful place to hide it.
- c. is imaginative.
- d. is where you always find a spare key.

4. The 'aforementioned precautions' refer to steps that

- a. will tell a burglar if your house is empty or not.
- b. are the most important precautions to take to make your home safe.
- c. will stop a potential burglar.
- d. will not stop an intruder if he has decided to try and enter your home.

5. Gaining entry to a house through a small window

- a. is surprisingly difficult.
- b. is not as difficult as people think.

- c. is less likely to happen than gaining entry through a door.
- d. is tried only by very determined burglars.

6. According to the writer, window locks, security locks and burglar alarms

- a. cost a lot of money but are worth it.
- b. are good value for money.
- c. are luxury items.
- d. are absolutely essential items.

7. The writer argues that fitting a chain and an eye hole

- a. will prevent your home being burgled.
- b. avoids you having to invite people into your home.
- c. is only necessary for elderly people.
- d. gives you time to check if the visitor is genuine.

8. What is the best title for the text?

- a. Increasing household crime.
- b. Protecting your home from intruders.
- c. What to do if a burglar breaks into your home.
- d. Burglary statistics.

USING DOGS TO SNIFF OUT MOLD IN HOMES



1. Read the story by CNN San Francisco reporter James Hattori.

"Let's go to work. You ready?" the woman says to her dog.

Sydney is a two-year-old mixed Labrador retriever who abhors spores. She is sniffing Laura Herlow's house, hunting for mold.

1. _____.

Sydney is one of about ten animals who have spent hundreds of hours with a police dog trainer in Florida. Now she's certified to detect mold.

"Good girl."

"So what does that mean? What is she indicating there?" asks an observer.

"She is indicating that she has detected mold somewhere in this vicinity right here.

2. _____".

Herlow, whose young son suffers from epileptic seizures, turned to Sydney after getting frustrated with several other mold contractors.

3. _____.

"No. I would rather trust a dog and have an unbiased opinion," says Herlow.

"She's got it. She's found mold where we haven't suspected it and we have looked further and verified that she was correct," says Sydney's handler. Including this unlikely spot around a shower but away from any openings.

"The professional mold cleanup company is going to contain this area and take this shower assembly out," says one of the mold company's employees.

4. _____.

"We've been using dogs for bombs and drugs and other scent work but it is just in the last eighteen months that people are making the connection that dogs are a great tool in the mold industry," says Mold Detectives employee.

5. _____.

Traditional detection methods can drag on for weeks, sampling and then waiting for test results and then testing the air at a cost of up to thousands of dollars.

"With the dog we can do that same exact testing for less than \$500 and pinpoint exactly where the mold is so then the cleanup costs are substantially less."

6. _____.

"Mostly respiratory problems, a lot of asthma, trouble sleeping, pain everywhere." Until she moved out of the family home. Then Sydney found that toxic mold had spread from the bathroom under the flooring into Janelle's bedroom.

7. _____.

"No."

"But the dog sniffed it?"

"Yes. Which is I think awesome."

While experts say it is unclear just how bad toxic molds can be to human health, worried homeowners now have a new weapon to unleash.

2. Choose the most suitable sentence from the list A – H for each part (1 – 7) of the article. There is one extra sentence which you do not need to use.

A. While popular in Europe for years mold-sniffing dogs are relatively new in the US.

B. She does a passive alert. So she sits when she finds mold.

C. A sniffer dog, however, can detect where the mold is located.

D. Were you skeptical at first that a dog could do this?

E. One big advantage is cost.

F. She's usually good for a three to four foot path.

G. You couldn't see anything?

H. Jenelle Nary is a believer; she spent years suffering from mysterious illnesses.

ENGLISH MAZES

1. Read the article.

There's nothing the British like more than to go and get lost. In grand gardens of stately homes and castles around Britain you'll find some of the world's oldest and largest hedge mazes. These elegant horticultural labyrinths have been playfully confusing visitors for hundreds of years.

This historical fascination is being fuelled by a boom in creating new mazes. Britain now has mazes of turf, water, brick, stone, wood, colored paving tiles, mirrors and glass.

Hampton Court



Any exploration of the twists and turns of British mazes should include the oldest and most famous. The classic maze at Hampton Court Royal Palace by the Thames in West London was planted more than 300 years ago during the reign of King William III. He dug up an old orchard planted by Henry VIII and redesigned the garden in the formal style of the time.

The 1702 Maze is the only remaining part of William's garden. It's Britain's oldest hedge maze with winding paths amounting to nearly half a mile and covering a third of an acre. One of Jerome K. Jerome's "Three Men in a Boat" declared it "very simple ... it's absurd to call it a maze," only to become completely lost. Inside he met other visitors "who had given up all hope of ever seeing their home and friends again."

The Hampton Court maze still swallows 300,000 people a year. If you do manage to get out, there are also exquisite riverside gardens and the fabulous Tudor palace to see.

Longleat



Another great estate 100 miles to the west has become one of the centers of British maze-making. A visit to Longleat in Wiltshire includes the ancestral stately home of Lord Bath, Capability Brown landscaped gardens, and a drive-through animal safari park ... plus six mazes.

The newest of them, The Blue Peter Maze was built of timber especially for children. It was designed by a nine-year-old girl who beat 12,000 entrants in a competition run by a children's TV program.

Other Longleat mazes include the indoor King Arthur's Mirror Maze, the rose-covered Love Labyrinth, and the intertwining Sun Maze and Lunar box hedge labyrinths.

Serious maze enthusiasts are catered to by the grand Hedge Maze: it has the world's longest total path length at 1.69 miles. The hedges are made from 16,180 yew trees and are laid out in curves to disorient the walker. It opened 26 years ago and is so complex that special 'lift if lost' direction panels are incorporated to help you find the way out.

Jubilee Park



If you're starting to get the taste for delightful disorientation, the third must-see site is the eccentric Jubilee Park close to the border with Wales near Symonds Yat in Herefordshire.

Maze-mad brothers Lindsay and Edward Heyes planted The Amazing Hedge Puzzle Maze to commemorate Queen Elizabeth II's Silver Jubilee in 1977. It stands in an Area of Outstanding Natural Beauty in the Wye Valley and is now Herefordshire's most popular private visitor attraction.

The octagonal cypress maze has a pagoda at the center – if you can find it. There's also a route from the center to the world's first Maze Museum. This has hands-on interactive displays and puzzles explaining the history, design and construction of mazes around the world.

Lindsay is the creator of the museum and an acknowledged maze expert. Edward meanwhile takes care of the Hedge Maze, personally spending ten weeks doing all the trimming every year.

Hever Castle



You don't have to be crazy about mazes to enjoy the spectacular Hever Castle in Kent. From the outside, the 13th-century double-moated fortress has changed little since Henry VIII's second wife Anne Boleyn spent her childhood here. The castle is set in 30 acres of magnificent gardens. A century ago the wealthy Astor family lived here and planted a yew maze, which visitors can still explore. A more recent addition is the highly acclaimed Water Maze on a shallow lake with an island at the center.

The walkways are made up of curved paths supported above the water on stilts. To make getting to the island even more difficult, some slabs, when stepped on, trigger a spray of water. Can you reach the island AND stay dry?

2. Choose from the list of places (A – D) for each question. Some of the choices may be required more than once.

In which places	
1. does a member of the aristocracy still live?	

2. is there a maze that was made to mark a special occasion?	A. Hampton Court
3. does the creator personally take care of the maze?	
4. is there a maze that was ridiculed – before getting its revenge?	
5. is there a maze created by the youngest person?	B. Longleat
6. could tackling the maze prove a damp experience?	
7. did a rich family create a maze?	C. Jubilee Park
8. is there a maze that a newlywed couple would perhaps like to visit?	
9. does the maze include maps showing you how to get out?	D. Hever Castle
10. would you see yourself getting lost in the maze?	

A JAPANESE PAPER HOUSE



This house is an example of traditional Japanese design. (© Nova Development Corporation)

The design and construction of ancient Japanese houses were interesting in many ways. These beautiful homes also provided ideas for Frank Lloyd Wright, a famous architect who designed and built the home called Fallingwater in the United States.

1. Read the selection.

The Japanese islands experience torrential monsoon rains, earthquakes, and typhoons. The traditional Japanese house from the 16th century featured an elegant roof with wide overhangs to protect against bad weather, and a raised floor to keep out mud. Wooden framing and paper walls allowed for easy rebuilding after an earthquake. With its sliding partitions, this “breathing house” opened on all sides to let in cool, fresh air and to give glimpses of a beautiful garden outside.

Woven Flooring

Tatami, which are mats woven of fine straw, formed the floor of the traditional Japanese house. They continue to be used in some present-day homes. According to Japanese custom, visitors must remove their shoes when they enter any home, even modern ones. This tradition helps keep the house clean and preserves the delicate tatami.

A Flexible Layout

The space inside the traditional house could be divided in many different ways by walls, sliding doors, and portable folding screens. Paintings of landscapes, birds, and flowers often decorated these interior partitions. Moving these partitions could change the arrangement and the number of rooms in a few minutes.

Inside Outside

Walls made of special strong paper mounted on a wooden frame provided privacy while allowing light to enter the house. The sections of the wall could slide easily to either side to allow a view of the garden. This design was especially convenient during the hot Japanese summer, when the house could be completely opened up to catch passing breezes.

Privacy and Shade

Blinds made of reeds bound together in long flat sheets hung from beneath the roof. They could be rolled down to provide shade. Garden walls were made of bamboo, bark, or twigs.

Garden Architecture

The gardens were closely linked to the architecture of houses and temples. They were often designed to be seen from inside the building. The gardens featured painstakingly raked gravel, flowering moss, paving stones positioned along a path, ponds where colourful carp swam, pines with twisted shapes, and delicate bridges. Japanese bridges inspired the French Impressionist painter Claude Monet, who had one built in his garden at Giverny and used it in his paintings.

Traditional House

Intricate wooden brackets without nails supported roofs made of tiles, boards, or thatch. Only natural materials were used. The traditional Japanese house's boldness, simplicity, and harmony with its surroundings influenced the great international architects of the 20th century, like Frank Lloyd Wright.

Convertible Space

With its sliding partitions, removable panels, and folding screens, the house could be rearranged for different activities at different times of day. Furniture was limited to

pieces that were easy to move: low tables, lamps, and cotton-filled mattresses called futons that were put away during the day and rolled out at night.

Modern Houses

Today, most houses in Japan are built of concrete because it is quick, easy, and inexpensive. This also saves the forests of Japan, which prevent erosion and landslides caused by heavy rains.

The House on the Waterfall



The great American architect Frank Lloyd Wright is known for his daring designs. In 1936, he built a house in Mill Run, Pennsylvania, called Fallingwater, which is world-famous. Its slabs of reinforced concrete are suspended over a natural waterfall. The roofs and terraces stretch out horizontally into the forest. When it came time to free the concrete from its casings, the workers were afraid that the whole house would collapse. Then the architect himself grabbed a pickax and removed the wooden supports.

The house held fast!

2. Choose the correct answer.

1. Based on paragraph 1, what does the description of the paper houses most suggest about the people who lived in them?

- a. They based their designs on historical buildings.
- b. They adapted their designs to deal with nature.
- c. They were unable to get sturdy building materials.
- d. They were trying to copy buildings from other places.

2. According to the selection, what was true about Japanese gardens?

- a. The gardens were used as places of worship.
- b. The gardens were used as a way to escape the tiny house.
- c. The gardens included many beautiful details.
- d. The gardens included plants that could survive in cold weather.

3. What is the most likely reason the selection includes a description of Fallingwater?

- a. Fallingwater was built with paper walls like a Japanese paper house.
- b. The architect of Fallingwater was inspired by Japanese design.
- c. The architect of Fallingwater was Japanese.
- d. Fallingwater had Japanese gardens.

4. Based on paragraph 10, why was Frank Lloyd Wright's design for Fallingwater considered "daring"?

- a. The house was built in an unusual setting.
- b. The house was built to look like an old house.
- c. The house was built using expensive materials.
- d. The house was built so that the rooms could be rearranged easily.

5. How is the information in the selection mainly organized?

- a. By topic with supporting details.
- b. By explaining causes and effects.
- c. By the order in which events happened.
- d. By describing problems and their solutions.

6. Read the sentences from paragraph 2.

According to Japanese custom, visitors must remove their shoes when they enter any home, even modern ones. This tradition helps keep the house clean and preserves the delicate tatami.

Which word in the sentences helps the reader understand the word tradition?

- a. custom.
- b. remove.
- c. modern.
- d. delicate.

7. Read the sentence from paragraph 4.

Walls made of special strong paper mounted on a wooden frame provided privacy while allowing light to enter the house.

Based on the sentence, the word privacy refers to preventing other people from

- a. admiring the house.
- b. damaging the house.
- c. seeing into the house.
- d. stealing from the house.

THE BOAT OF MY DREAMS



The best boat design should combine old and new, says Tom Cunliffe. And he put it into practice in his own craft, 'The Westerman'.

1. Read the magazine article.

This week, the Summer Boat Show in London is resplendent with fine yachts, bristling with new technology. Nearly all are descendants of the hull-shape revolution that took place 25 years ago. By

contrast, my own lies quietly on a tidal creek off the south coast. She was designed last year but, seeing her, you might imagine her to be 100 years old and think that her owner must be some kind of lost-soulromantic.

1. _____.

It has to be said, however, that despite being an indispensable tool in current design methods and boat-building practice, sophisticated technology frequently insulates crews from the harsh realities of maritime life. These are often the very realities they hoped to rediscover by going to sea in the first place.

2. _____.

The occasional battle with flapping canvas is surely part of a seaman's life. And for what purpose should we abandon common sense and move our steering positions from the security of the aft end to some vulnerable perch half-way to the bow? The sad answer is that this creates a cabin like that of an ocean liner, with space for a bed larger than the one at home.

3. _____.

Her sails were heavy, and she had no pumped water, no electricity to speak of, no fridge, no central heating, no winches, and absolutely no electronics, especially in the navigation department, yet she was the kindest, easiest boat that I have ever sailed at sea.

4. _____.

The Westerman has never disappointed me. Although Nigel Irens, the designer, and Ed Burnett, his right-hand man, are adept with computer-assisted design programs, Irens initially drew this boat on a paper napkin, and only later transferred his ideas to the computer. After this had generated a set of lines, he carved a model, just as boatyards did in the days of sail. Together we considered the primary embryonic vessel, then fed the design back into the electronic box for modification.

5. _____.

Her appearance is ageless, her motion at sea is a pleasure and her accommodation, much of it in reclaimed pitch pine, emanates an atmosphere of deep peace. Maybe this is because she was drawn purely as a sailing craft, without reference to any furniture we might put into her. That is the well-tryed method of the sea.

6. _____.

Constructed in timber treated with a penetrating glue, she is totally impervious to water. Thus she has all the benefits of a glass fibre boat yet looks like, feels like and sails like the real thing.

2. Choose the most suitable paragraph from the list A – G for each part (1 – 6) of the article. There is one extra paragraph which you do not need to use.

A. It's not that I'm suggesting that sailors should go back to enduring every hardship. It's always been important to me that my boats have a coal stove for warmth and dryness and cosy berths for sleeping. But why go cruising at all if every sail sets and furls itself?

B. Back on land, however, it is a sad fact that the very antiquity of classic boats means that they need a lot of looking after. When I had a bad injury to my back, I realised that my 15-year love affair with her had to end. Searching for a younger replacement produced no credible contenders, so I decided to build a new boat from scratch.

C. In her timeless serenity, she is the living proof that it works; that there is no need to follow current fashions to find satisfaction, and that sometimes it pays to listen to the lessons of history.

D. The next version was nearly right and by the time the final one appeared, the form was perfect. The completed boat has now crossed the North Atlantic and has won four out of her first six racing starts.

E. At the same time, having lived aboard an ancient wooden beauty in the early seventies, it's easier to understand more of this area of the mechanics. My designer, for example, knows more about the ways of a boat on the sea than anyone I can think of.

F. Perhaps I am, though I doubt it. This boat has benefited from all the magic of old fashioned boat design, but it would have been a much harder job without the advances of modern know-how.

G. For me a boat should always be a boat and not a cottage on the water. When I bought an earlier boat, Hirta, in which I circumnavigated Britain for a TV race series, the previous owner observed that she had every comfort, but no luxury. During my long relationship with her, Hirta taught me how wise he was.

**Level A 2****EATING OUT****1. Four people are talking about eating out.**

1. The last time I went to a restaurant was about 2 months ago. My wife and I wanted to celebrate our wedding anniversary with a good meal so we went to an expensive Italian restaurant in downtown Lisbon. We both had pasta to start and for the main course my wife ordered a steak and I chose fish. For dessert we both ate chocolate cake topped with fresh cream. Delicious!

2. I went to a restaurant yesterday evening with my sister's children. It wasn't very expensive and the menu was very limited. We all had a burger and French fries, and drank cola. It wasn't very good.

3. My boyfriend loves spicy food so this restaurant was perfect. The waiters were all really friendly and polite, and they played traditional sitar music which was very relaxing. The menu offered vegetarian dishes as well as meat dishes served with rice and a sauce – it depended on how hot you wanted it! I chose a mild beef curry but my boyfriend had a lamb 'vindaloo' – he also drank 2 liters of water!!

4. My class at the university went there last weekend. It's a very popular type of restaurant in my country. It generally offers one type of food (a kind of bread with cheese and tomato sauce) which you then choose what ingredients to add on top of it. I asked for ham and mushrooms on mine and my classmates each had something different so we could taste a piece of each person's meal.

2. Answer each question with a paragraph number (1 – 4).

In which text	
1. did the person go there for a special occasion?	
2. did the person visit an Indian restaurant?	
3. did the person eat pizza?	
4. did the person eat fast food?	

5. did someone eat seafood?	
6. did the person talk about the atmosphere of the restaurant?	
7. Which restaurant was cheap?	
8. didn't the person enjoy their meal?	
9. did someone eat a very hot dish?	
10. did the person have a vegetarian meal?	

THE DINNER PARTY

1. Read the story by N. Monsarrat.

Thirty years ago I was fifteen. My uncle Octavian was then (in 1925) a very rich man. He was a charming host whose villa on the Cote d'Azur was a meeting place of the rich, and he was a very hospitable man, until January 3, 1925.

There was nothing special about that day in the life of my uncle Octavian, except that it was his fifty-fifth birthday. As usual on such a day he was giving a dinner party, for twelve people. All of them were old friends; two of them, indeed, were what they call them "*old flames*". It was exciting for me to be in such company, which included besides the two "old flames", and their husbands, a newspaper proprietor and his American wife; a recent prime-minister of France and a well-known statesman of post-war Germany, and a Habsburg prince and princess.

At that age, you will guess, I was dazzled. Even today, 30 years later, one may fairly admit that the company was distinguished. But I should also stress that they were all old and intimate friends of my uncle Octavian.

Towards the end of a wonderful dinner, when the servants had left, my uncle leaned forward to have a look at a beautiful diamond ring on the princess's hand. She turned her hand gracefully towards my uncle.

Across the table, the newspaper proprietor leant across and said: "May I also have a look, Therese?" She smiled and nodded. Then she took off the ring and held it out to him. "It was my grandmother's", she said. "I have not worn it for many years. It is said to have once belonged to Genghis Khan."

There were exclamations of surprise. The ring was passed from hand to hand. For a moment it was in my hand. Then I passed it on to my next-door neighbour. As I turned away again, I thought I saw her pass it on. At least I was almost sure I saw her.

It was some twenty minutes later when the princess stood up and said: "Before we leave you, may I have my ring back?"

There was a pause, while each of us looked expectantly at his neighbour. Then there was silence.

When no one answered her, and the silence continued, I still thought it could only be a joke, and that one of us – probably the prince himself – would produce the ring

with a laugh. But when nothing happened at all, I knew that the rest of the night would be awful.

I am sure you know what followed. There was the awkwardness of the guests – all of them old friends. There was the fact that no one would meet anyone else's eye. The guests overturned the chairs, examined the carpet and then the whole room.

The ring had vanished.

No servants had entered the room. No one had left it for a moment. The thief was one of us, one of my uncle Octavian's old friends.

I remember it was the French cabinet minister who wanted to be searched, indeed, he had already started to turn out his pockets, before my uncle held up his hand and stopped him.

Uncle Octavian's face was pale when he said: "There will be no searching. Not in my house. You are all my friends. The ring can only be lost. If we do not find it" – he bowed towards the princess – "I will make amends myself."

My uncle Octavian remained true to his words that no one was to be searched. I myself went to England, to school, a few days later, I was very glad to leave the place. I couldn't bear the sight of my uncle's face and the knowledge of his overturned world. All that he was left with, among the ruins of his way of life, was a question mark: which of his friends was the thief?

I do not know my uncle "made amends". I know that, to my family's surprise, he was rather poor when he died. He died, in fact, a few weeks ago, and that's why I feel I can tell the story.

It would be wrong to say that he died a broken man, but he did die a very sad man who never gave a single lunch or dinner party for the last thirty years of his life.

2. Choose the correct answer.

1. According to the text

- a. the princess showed the ring unwillingly
- b. the nephew of uncle Octavian was the last person to hold the ring.
- c. the princess never took the ring off.
- d. it was expected that the prince would make the ring appear from somewhere.

2. The day was special because ...

- a. the host of villa was given a party.
- b. a Habsburg princess was among the guests.
- c. it was Octavian's birthday.
- d. a diamond ring was stolen.

3. The word "proprietor" may be best replaced with ...

- a. scribbler.
- b. owner.
- c. reviewer.
- d. sponsor.

4. Everything is true, except all of the guests ...

- a. felt ill at ease
- b. averted their eyes
- c. were turned out.
- d. felt the tension in the room.

5. The phrase “old flame” is closest in meaning to ...

- a. a silly and annoying old person.
- b. a woman who has never been married and is now no longer young.
- c. a person who has been in prison many times.
- d. a former mistress.

6. The hardest thing for Octavian, in fact, was ...

- a. to overturn his outlook.
- b. to bear the fact that one of his friends was a thief.
- c. to permit the guests to be searched in his house.
- d. “to make amends”.

HOW TO SAVE THE PLANET (AND YOURSELF)

1. Read the text.

GIY stands for grow it yourself and is about a new fashion for growing your own food.

There are a lot of reasons why growing your own food is a good idea.

1. _____.

Your carbon footprint is the quantity of carbon dioxide gas, or CO₂, you make go into the atmosphere. Too much CO₂, causes global warming and climate change. Food in supermarkets travels a long way in ships and lorries which produce a lot of CO₂. When you buy food from a supermarket, you need to ask, “How many food miles does it have?”

2. _____.

If you buy as much food as you can in season from your region, you help save the planet. If you grow as many vegetables as you can at home, then you are helping a lot more because you use a lot less water.

Vegetables you grow yourself are also good for your body because they contain a lot more minerals, nutrients and antioxidants than supermarket vegetables and they don't contain any chemicals such as fungicides, insecticides or chemical fertilizers either. **3.** _____.

If you GIY, you learn a lot about plants and farming and it can be very useful for teaching children about nature and where food comes from too.

How much money can you save? To begin with, seeds are a lot cheaper to buy than vegetables. Then, there are two ways to save even more. Firstly, plant the most expensive vegetables such as leeks. Secondly, plant the most productive. One

courgette plant produces so many courgettes that you can give a lot of them to friends and neighbours, which makes you very popular.

4. _____.
Herbs are expensive to buy so you can never grow too much basil, mint, parsley, rosemary or thyme. 5. _____.

Don't worry if you don't have much space. To GIY, you don't even need a garden. You can use pots on your balcony for growing aubergines, broad beans, peppers and tomatoes. 6. _____.

In that case you can plant endives, lettuce, peas, radicchio and spinach.

Basically, growing your own vegetables is a win-win situation. You are richer, you have a healthier planet, a healthier social life and a healthier body and mind.

2. Choose the most suitable sentence from the list A – G for each part (1 – 6) of the article. There is one extra sentence which you do not need to use.

A. Your vegetables are also the freshest and the tastiest you can get.

B. What's more, don't worry if your space doesn't get much sun.

C. Also, buying vegetables grown in heated greenhouses increase your carbon footprint a lot.

D. Growing your own vegetables is both fun and rewarding.

E. Experts say it is best to buy cheap vegetables like onions and potatoes directly from local farmers.

F. GIY cuts down your carbon footprint.

G. Cucumbers, green beans, peas, raspberries, strawberries and of course tomatoes are great too and they are all very easy to grow.

Level B 1

FOOD, GLORIOUS FOOD

We asked some people to tell us about their eating habits.

1. Read an article in which people talk about their eating habits.

A. Anne



I like my food, though when it comes to being in the kitchen I'm a bit like a fish out of water. I can manage omelettes, but that's about as far as it goes. Anyway, who needs culinary expertise when there's the old microwave? Pop your dish in the oven and two minutes later it's ready to be served. That's

what I call cooking. I don't know what I'd do without it. I'd probably be having a takeaway most nights, which would undoubtedly cost the earth. I much prefer staying in.

B. Beatrice



They say you are what you eat, so I try and keep an eye on my diet. Although I'm an accountant, I actually graduated as a nutritionist, so I know my stuff. I'm no fanatic but I think it's crucial to avoid eating too much red meat and processed foods because of the risks involved. I'm also keen on using olive oil and I'm a big fan of Mediterranean cuisine

in general. Last year we went to the south of France. The fish we had there was absolutely fantastic.

C. Clive



I wouldn't say that I was difficult to please. I like my meat and two vegetables just like my father and his father before him. I'm not into all these recent fashions. Organic food, low cholesterol dishes and the like all pass me by. My wife, on the other hand, is fond of oriental cooking like Chinese, Thai and even Japanese sushi. She keeps asking me to give it a try but

I'm hardly the adventurous type, if you know what I mean. I'll be sticking to my sausages, mashed potato and peas.

D. David



I don't believe in eating to live. I think we should live to eat. That's really been the guiding principle of my career. I'm very fortunate in that not everybody has the opportunity to sample wonderful creations virtually every day. Take this evening, for example, I'll be dining in one of the most exclusive seafood restaurants in this part of Europe. They've invested a lot of

money in their enterprise and will be hoping for a good review from me.

E. Emily



As a student, I couldn't stand cooking, and was pretty useless at it. I'd nearly always eat in the canteen. I was also very conservative in my choice of food. However, circumstances can soon alter the way you see things. Nowadays I consider it as a kind of therapy for escaping my job as a business executive and all the stress of the rush hour. I'm particularly

keen on Italian dishes. I'd quite like to open up a really top class restaurant one day. I think that would really have to be my ambition.

F. Frank



I simply love everything connected with food. I've never been against trying new things and maybe I've been a bit relaxed over what I eat. Two weeks ago, though, I was diagnosed as a migraine sufferer, which means I have been obliged to look carefully at my approach to food. Dairy products were the first thing to go, and I'm a big cheese fan, so it's been something of a challenge. I've also been told that it might be best if I cut out the chocolate as well. At least I'll be saving some money.

2. Choose from the people A – F. Write the letter next to each extract on the right.

Which person	
1. likes eating fast food?	
2. has a job connected with food?	
3. finds cooking relaxing?	
4. studied a subject connected to food?	
5. says that they are not good at cooking?	
6. had to change their diet for health reasons?	
7. says that food from restaurants is expensive?	
8. has the chance to eat in first-class restaurants?	
9. doesn't like trying new kinds of food?	
10. says it's important to eat healthy food?	
11. eats at home more than they used to?	
12. is not interested in healthy food?	
13. mentions the use of technology in cooking?	

THE AMERICAN PEPPER

1. Read the story.

"Mummy! Mummy!" shouted little Murna racing from the front door through to the kitchen. "There's a parcel. The postman's brought a parcel!"

Her mother, Savni, looked at her in surprise. She had no idea who could have sent them a parcel. Maybe it was a mistake. She hurried to the door to find out. Sure enough, the postman was there, holding a parcel about the size of a small brick.

"From America, madam," he said. "See! American stamps."

It was true. In the top right-hand corner of the brown paper parcel were three strange-looking stamps, showing a man's head. The package was addressed to Savni, in big, clear black letters.

"Well, I suppose it must be from Great-Aunt Pasni," said Savni to herself, as the postman went on his way down the street, whistling. "Although it must be twenty years since we heard anything from her. I thought she would have been dead by now."

Savni's husband Jornas and her son Arinas were just coming in from the garden, where Murna had run to tell them about the parcel. "Well, open it then!" said Arinas impatiently. "Let's see what's inside!"

Setting the parcel down in the middle of the table, Savni carefully began to tear open the paper. Inside, there was a large silver container with a hinged lid, which was taped shut. There was also a letter.

"What is it? What is it?" demanded Murna impatiently. "Is it a present?"

"I have no idea," said Savni in confusion. "I think it must be from Great-Aunt Pasni. She went to America almost thirty years ago now. But we haven't heard from her in twenty years. Perhaps the letter will tell us." She opened the folded page cautiously, then looked up in dismay. "Well, this is no help!" she said in annoyance. "It's written in English! How does she expect us to read English? We're poor people, we have no education. Maybe Pasni has forgotten her native language, after thirty years in America."

"Well, open the pot, anyway," said Jornas. "Let's see what's inside."

Cautiously, Savni pulled the tape from the neck of the silver pot, and opened the lid. Four heads touched over the top of the container, as their owners stared down inside.

"Strange," said Arinas. "All I see is powder." The pot was about one-third full of a kind of light-grey powder.

"What is it?" asked Murna, mystified.

"We don't know, darling," said Savni, stroking her daughter's hair. "What do you think?" Murna stared again into the pot.

"I think it's coffee," she announced, finally. "American coffee."

"It's the wrong colour for coffee, darling," said Jornas thoughtfully. "But maybe she's on the right track. It must be some kind of food." Murna, by now, had her nose right down into the pot. Suddenly, she lifted her head and sneezed loudly.

"Id god ub by doze," she explained.

"That's it!" said Arinas. "It must be pepper! Let me try some." Dipping a finger into the powder, he licked it. "Yes," he said, "it's pepper all right. Mild, but quite tasty. It's American pepper."

"All right," said Savni, "we'll try it on the stew tonight. We'll have American-style stew!"

That evening, the whole family agreed that the American pepper had added a special extra taste to their usual evening stew. They were delighted with it. By the end of the week, there was only a teaspoonful of the grey powder left in the silver container. Then Savni called a halt.

"We're saving the last bit for Sunday. Dr. Haret is coming to dinner, and we'll let him have some as a special treat. Then it will be finished."

The following Sunday, the whole family put on their best clothes, ready for dinner with Dr. Haret. He was the local doctor, and he had become a friend of the family many years before, when he had saved Arinas's life after an accident. Once every couple of months, Savni invited the doctor for dinner, and they all looked forward to his entertaining stories of his youth at the university in the capital.

During dinner, Savni explained to the doctor about the mysterious American pepper, the last of which she had put in the stew they were eating, and the letter they could not read.

"Well, give it to me, give it to me!" said the doctor briskly. "I speak English! I can translate it for you."

Savni brought the letter, and the family waited, fascinated, as the doctor began to translate.

"Dear Savni: you don't know me, but I am the son of your old Great-Aunt Pasni. She never talked much to us about the old country, but in her final illness earlier this year, she told us that after her death, she wanted her ashes to be sent back home to you, so that you could scatter them on the hills of the country where she was born. My mother died two weeks ago, and her funeral and cremation took place last week. I am sending her ashes to you in a silver casket. Please do as she asked, and spread them over the ground near where she was born. Your cousin, George Leary."

2. Choose the correct answer.

1. Where does this story take place?

- a. America.
- b. Arinas.
- c. India.
- d. The text doesn't say.

2. How was the parcel wrapped?

- a. In brown paper.
- b. In silver paper.
- c. In grey paper.
- d. In tape.

3. Who was Savni?

- a. A little girl.
- b. The Great-Aunt.
- c. The mother of the family.
- d. The son of the family.

4. *Why don't the family read the letter?*

- a. They are too impatient to look in the container.
- b. It is addressed to the doctor.
- c. It is in English.
- d. It is missing.

5. *What does Murna think is in the pot?*

- a. Dust.
- b. Ashes.
- c. Coffee.
- d. Pepper.

6. *Why does Arinas think that the powder is pepper?*

- a. It tastes very hot.
- b. It makes Murna sneeze.
- c. It is written on the pot.
- d. The letter says so.

7. *What does the family do with the powder?*

- a. They keep it to give to the doctor.
- b. They send it back to America.
- c. They make drinks with it.
- d. They put it on their food.

8. *Why does Savni save the last bit of the powder?*

- a. As a souvenir.
- b. For Dr. Haret.
- c. To analyse it.
- d. To spread it on the hills.

9. *How does Dr. Haret solve the mystery?*

- a. He analyses the powder.
- b. He recognizes the powder.
- c. He is a friend of Pasni.
- d. He translates the letter.

10. *What was really in the pot?*

- a. Coffee.
- b. Great-Aunt Pasni.
- c. Dust.
- d. Special American pepper.

TONGUE TRICKSTER



Never mind the tongue twister – here’s the tongue trickster. Frank Parsons reports on the craze for a strange type of fruit.

1. Read a magazine article about a type of fruit. Seven sentences have been removed from the text.

Imagine drinking a glass of pure, freshly-squeezed lemon juice with nothing added. It’s enough to turn your stomach.

1. _____.

I watch as one-by-one they down the drink, tentative at first, and then smiling broadly as they declare, “It tastes just like grandma’s lemonade.”

Fifty or so people crowd around a table on the rooftop terrace of Larry’s small but swish apartment. I edge my way forward and arrive at the table that positively groans with the array of food piled high.

2. _____.

My host appears at my shoulder, and says, “Here, have this.” This turns out to be a small red berry about the size of a blueberry, but slightly elongated, the shape of a coffee bean.

He looks at the expression on my face. “It’s known as the miracle fruit. Just put it in your mouth,” he instructs, “and chew it slightly to separate the pulp from its seed.

3. _____.

I obey his command and then discreetly spit the remains into my handkerchief while his glance is averted.

“Done?” he asks, turning back to me. I nod. He grabs a glass of the lemon juice from a passing waiter and offers it to me. “Now drink.” I take a small sip, and close my eyes. The guests are right.

4. _____.

My host states knowingly I have experienced first-hand the phenomenon of the *Synsepalum Dulcificum*, or the Miracle Fruit. This small berry has the amazing effect of causing bitter or sour foods to taste as sweet as sugar candy.

5. _____.

When it comes into contact with acidic foods, like vinegar, it starts to behave like a sweetener. A native fruit of West Africa, the fruit was discovered by western explorers around 1725.

6. _____.

Left uncultivated, the miracle fruit grows in bushes reaching six metres in height. It produces crops twice yearly, usually after the rainy season, and has attractive white flowers.

Despite being around for centuries it is only in recent years that the miracle fruit has been cultivated as a potential sweetener.

7. _____.

Not only that – the fruit can aid patients receiving medical treatment that may leave an unpleasant taste in the mouth.

2. Choose the most suitable sentence from the list A – H for each part (1 – 7) of the article. There is one extra sentence which you do not need to use.

- A.** These range from wedges of fruit, strong cheeses and pickles to plates of Brussel sprouts.
- B.** It's like I've been transported back to childhood, sitting on the porch with Grandma and her delicious homemade pop.
- C.** According to scientists the result happens because of a protein called miraculin.
- D.** There has been some albeit limited interest from the diet food industry.
- E.** Then push it around your mouth like you'd do with a piece of gum for about sixty seconds.
- F.** Yet that is what the guests of host, Larry Walters, are given on their arrival at one of his tasting parties in an upmarket district of New York.
- G.** Not everyone is a fan of the berry's strange effect, however.
- H.** They first noticed its distinctive property when they saw local people chewing the berry before a meal.

Level B 2

PHILIPS SANDWICH MAKER

1. Read a text from an instruction manual. Parts of the text are mixed.

- A.** Open the sandwich maker after 2-3 minutes and check whether the toasted sandwich is sufficiently "brown". The cooking time required to obtain crisp brown sandwiches depends on the type of bread, fillings and your personal taste. Use a non-metallic utensil (e.g. wooden spatula) to remove the toasted sandwich from the sandwich maker. Do not use sharp or abrasive kitchen utensils.
- B.** Unplug the sandwich maker and let it cool down before cleaning. Clean the baking plates with a damp cloth or sponge. Avoid water running into the appliance. Never immerse the appliance into water.
- C.** Prepare the ingredients for your toasted sandwich. For each sandwich you need two slices of bread and a suitable filling. You can refer to the suggested recipes. To obtain an even golden brown result, you can slightly butter the side of the bread in contact with the plate. Lay the slices of bread with the buttered side on the lower cooking plate, place your filling and cover with the second slices of bread with buttered sides up. You can toast only one sandwich if you wish. For optimal result, fillings should be placed well within the sandwich slices.

D. The sandwich maker has a cord storage feature on the base of the appliance.

E. The appliance can be stored in a vertical position.

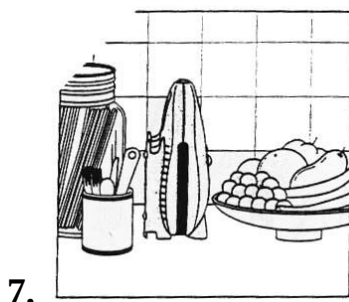
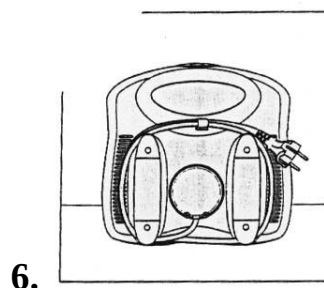
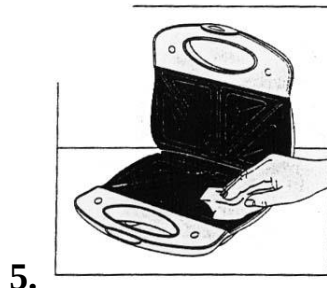
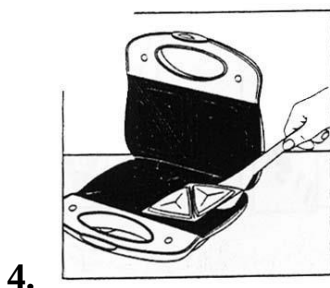
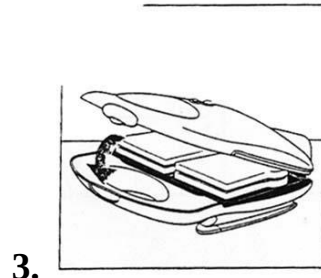
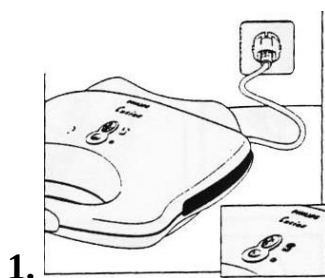
F. Remove the wooden spatula from its protective covering. Heat up the hotplates slightly. Rub the stick into the dirty areas.

G. Plug in the sandwich maker and heat up the plates until the green Ready To Cook pilot light goes off. The sandwich maker is ready for use.

H. Lower the upper cooking plate carefully onto the bread until the sandwich maker is tightly clamped.

2. Match the instructions A – H with the pictures (1 – 7). There is one extra part that you do not need to use. Write your answers in the boxes.

1	2	3	4	5	6	7



SUPERFOODS: PROTECT YOUR BODY BY EATING RIGHT

1. Read a news story by San Francisco CBS 5 Dr. Kim Mulvihill.

In North Beach in San Francisco, where some pretty super food gets served every night.

"Absolutely very super food! " "I really like the taste" are comments by two diners.

But we're not just talking about taste. Research now shows some foods, including tomatoes, onions, garlic, and olive oil – are among the superfoods. Superfoods are packed with powerful chemicals that may offer your body great protection against chronic disease –

"Including cancer, obesity, and heart disease. Vibrantly coloured red yellow orange and green all giving you different types of phytochemicals!"

Natalie Ledesma is a registered dietician at U.C.S.F. She says compounds found in superfoods – called phytochemicals – can reduce the risk of cancer, boost the immune system, and even protect the heart. She showed us what everyone should try to eat each week for optimal health.

On her shopping list? Herbs!

"Dark green ones (herbs), like rosemary and thyme. And any intensely coloured spice, like turmeric or red pepper. Both of those have anti-inflammatory properties."

Turmeric may reduce the risk of leukemia, skin, and liver cancers. Hot peppers may reduce the risk of colon, stomach, and rectal cancers. Also on the list: green veggies, but not just any green veggies.

"Brussel sprouts are part of the cruciferous vegetable family that has significant anti-cancer properties," said Ledesma. "That family also has a very favourable effect on hormone metabolism."

Other cruciferous veggies include cabbage, broccoli, and cauliflower. And don't forget the tomato.

"It is probably the best source of lycopene, which is one of the phytochemicals that has shown significant anticancer properties, especially with prostate and potentially lung and breast cancer as well," said Ledesma.

As for fruit, citrus contains Vitamin C, limonoids, and phenols, which inactivate cancer cells and strengthen the immune system. Cantaloupes, mangos, and carrots contain cancer-fighting carotenoids. And berries are bursting with flavonoids and ellagic acid – antioxidants that protect against cancer, ulcers, and viruses. Natalie recommends organic.

"Organic fruits and veggies have shown not only to have lower pesticide toxicities and lower pesticide levels, but also now have been shown to have higher phytochemical content," she said.

Don't forget the fatty fish or flaxseed – both are excellent sources of Omega Three fatty acids that inhibit the growth of cancer cells and boost the immune system, olive oil, which may reduce breast, prostate, or colon cancer, and soy.

"Soy has protective effects for heart disease as well as osteoporosis, potentially," Ledesma said.

And finally onions, garlic, and shallots. They may protect the heart, fight cancer, and help with asthma.

2. Choose the correct answer.

1. Phytochemicals may

- a. reduce the risk of cancer.
- b. boost the immune system.
- c. protect against heart disease.
- d. all of the above.

2. Which of the following is not a superfood, according to the article?

- a. Tomatoes.
- b. Onions.
- c. Milk.
- d. Garlic.

3. Turmeric is a(n)

- a. spice.
- b. herb.
- c. green vegetable.
- d. fruit.

4. Which foods contain carotenoids?

- a. Citrus and cantaloupes.
- b. Cauliflower and cantaloupes.
- c. Citrus and berries.
- d. Mangos and carrots.

5. How do omega three fatty acids help the body?

- a. They have anti-inflammatory properties.
- b. They inhibit the growth of cancer cells.
- c. They reduce the risk of prostate cancer.
- d. They prevent osteoporosis.

6. Which green vegetable is the healthiest, according to Ms. Ledesma?

- a. Beans.
- b. Broccoli.
- c. Lettuce.
- d. Cucumber.

7. Brussel sprouts are a kind of _____

- a. herb.
- b. spice.

- c. vegetable.
- d. fruit.

8. To reduce your risk of catching a viral infection such as a cold, Ms. Ledesma recommend eating _____

- a. turmeric.
- b. brussel sprouts.
- c. cantaloupe.
- d. berries.

9. Organic fruits and vegetables

- a. have higher levels of lycopene.
- b. have higher levels of phytochemicals.
- c. both (a) and (b).
- d. only (b).

10. According to Ms. Ledesma, you do not need to eat _____ to be healthy.

- a. green herbs
- b. cruciferous vegetables
- c. fish or flaxseed
- d. meat

MICROWAVING

1. Read the text. Six sentences or parts of sentences have been removed.

Microwaving is a method of cooking where food is bombarded by microwaves, usually within an appliance called a microwave oven which excite the water, fat and sugar molecules, thereby heating (cooking) both the outside and center of the food at the same time. **1. _____**. (A common myth is that a microwave oven cooks from the center of the food outward. This appears to happen because heat generated at the surface escapes more readily from the surface of the food into the surrounding air.) One advantage of microwaving is that small amounts of food can be heated very quickly, making it useful for reheating leftovers.

The disadvantage is that food which is microwaved does not undergo some of the chemical reactions, such as browning, which makes the food visually attractive. Primitive microwave ovens often do not cook evenly, leading to a concern that bacteria easily killed by more traditional cooking methods may survive the quick cooking time in "cold spots", though the food item as a whole is cooked to a safe average temperature. **2. _____**. Some high-end microwave ovens are combined with a convection oven which basically cook the food using microwave and hot air simultaneously to achieve both the fast cooking time and browning effect.

3. _____.

However microwave ovens are used in some fast food chains and special microwave bags are available for cooking fowl or large joints of meat.

Professional chefs generally recommend using microwaves for a limited set of tasks, including: melting fats (such as butter) and chocolate, cooking grains like oatmeal and grits, cooking rice, thawing frozen meats and vegetables before cooking by other methods and quickly reheating already-cooked foods.

Using a microwave to boil water is potentially dangerous, due to superheating. In a microwave, water can be raised quickly to a temperature above the boiling point before major bubbles form, especially if it is purified and in a very clean glass vessel.

4. _____.

This effect is rare, even for scientists who try to deliberately recreate it, and any seed whatsoever for boiling is likely to prevent the problem. Boiling water with, for instance, a teabag already in it will prevent any dangers by providing a seed, as will using a mug that is not perfectly clean.

The risk greatly increases when water has already been boiled once in the same container. This situation can occur if the user of the oven boiled the water once, forgot about it, then came back later to boil it again. The first time the water boils, the seed bubbles (microscopic bubbles of air around which larger steam bubbles grow) are used up and largely eliminated from the water as it cools down. When the water is heated again, the lack of seed bubbles causes superheating, and a risk of a steam explosion when the water's surface is disturbed.

Placing something in the water before heating can mostly alleviate this risk. If you are planning to mix something with the water, say tea or hot chocolate, adding it before heating will insure that the water boils. Otherwise, placing a wood object, for instance a chopstick, in the water before heating will also work.

Care should be taken when removing heated water from a microwave. Make sure that the hands are protected from possible liquid boil-over, place the container on a level, heat-proof surface and stir liquid with a warm spoon. Also, never add powdered substances (such as instant coffee or cocoa mix) to the container taken from the microwave, due to the addition of all those seed bubbles and the potential for violent, spontaneous boiling. 5. _____.

Metal objects, such as metal utensils, in a microwave oven can lead to dangerous situations. Metals do not absorb microwaves effectively. Instead, metals reflect microwaves, thereby preventing the latter from reaching the food.

6. _____.

Thin metal layers, such as metal foil and mugs with metal trim can melt or burn due to the strong electrical currents that are generated in metal objects. However, small solid metal objects, such as spoons, in combination with a large amount of absorbing food or liquid, normally do not lead to problems.

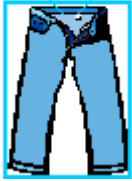
2. Choose from the sentences A – G the one which fits each gap (1 – 6). Remember, there is one extra sentence you do not need to use.

A. Using a microwave for cooking a large food mass is difficult due to limited penetration of microwaves.

- B.** This can be overcome by leaving the food to stand for a few minutes when cooking is completed.
- C.** It is advised that the water should be poured slowly into another container that already contains the powder.
- D.** In this way, buying a microwave oven with a turntable ensure the food is cooked throughout.
- E.** Conversely the microwaves do not heat glass, ceramic and plastic containers.
- F.** If the microwaves are not absorbed inside the oven, the oven can be damaged by electrical arcs and overheating of the microwave source.
- G.** When water in that state is disturbed, it can suddenly and unexpectedly boil violently.

**Level A 2****READING CLOTHING LABELS**

1. Look at the clothing labels.
2. Answer the questions.

100% RAYON Dry clean only Made in U.S.A. L 100% COTTON Machine wash in cold water. No bleach. Tumble dry low. Remove promptly. Made in U.S.A. XL   Garment A Garment B	1. Which garment can be washed in the washing machine?	* Garment A. * Garment B. * Both garments.
	2. Is it OK to wash the jeans in hot water?	* No, it isn't. * Yes, it is. * No information given.
	3. Which garment is larger?	* Garment A. * Garment B. * Both garments are the same size.
	4. Which garment was made in the United States?	* Garment A. * Garment B. * Both garments.
	5. Which garment must be dry-cleaned?	* Garment A. * Garment B. * Both garments.
	6. Is it OK to put the dress in a dryer?	* No, it isn't. * Yes, it is. * No information given.
	7. Which store sells these two garments?	* Wal-Mart. * Target. * No information given.
	8. Which garment is made of a natural fabric?	* Garment A. * Garment B. * Both garments.
	9. Which garment is made of a synthetic fabric?	* Garment A. * Garment B. * Both garments.
	10. Which garment can not be bleached?	* Garment A. * Garment B. * Neither garment.

HOME COMFORT DIVISION ONE-YEAR LIMITED WARRANTY



Introduction: A humidifier is a machine that puts water into the air in a house. It is a good machine to have in a place like Colorado where the air is very dry. In the box with the humidifier is an instruction book and this Warranty paper.

The Warranty

The Bemis by Essick Air humidifier warranty covers defects in materials and workmanship for a period of one year from date of retail purchase. This warranty applies only to the original purchaser of the product.

Within the first 12 months from date of purchase, Essick Air will repair or replace, at its discretion, any defective part of the humidifier covered by this warranty.

This warranty gives you specific legal rights, and you may also have other rights which vary from state to state or province to province.

This warranty does not cover damage resulting from misuse or abuse of the humidifier, accidents or alterations to the product, commercial use or damage during shipment. Misuse includes malfunctions caused by negligence in cleaning or parts fouled with mineral deposits due to hard-water conditions. Alterations to the product include the substitution of non-Bemis by Essick Air brand components including, but not limited to, wicks.

If service becomes necessary, take or send the product to any Bemis by Essick Air service center.

2. Choose the correct answer.

1. What is a good definition for 'warranty'?

- a. Product.
- b. Guarantee.
- c. Problems.
- d. Protection.

2. What is a good definition for 'covers'?

- a. Is on top of.
- b. Has information about.
- c. Will fix or replace.
- d. Is hiding.

3. What is a good definition for 'defects'?

- a. Information about the machine.
- b. Parts of the machine.
- c. Problems with the machine.
- d. Negative effects.

4. I bought this humidifier and gave it to my cousin. My cousin used it for 2 days but then he noticed it was defective (not working). He took it to the company to ask for a refund. According to the warranty, will the company give him a refund?

- a. No, because he used it for 2 days.
- b. No, the warranty is good only for the person who bought the machine.
- c. Yes, because it was only used for 2 days.
- d. Yes, the warranty covers defects.

5. For how long does the warranty cover the humidifier?

- a. 30 days.
- b. 1 year.
- c. forever.
- d. 12 days.

6. If the machine is defective, the company will ...

- a. give you a new machine.
- b. give you your money back.
- c. repair the part that is defective.
- d. apologize.

7. Check all the situations that are covered by the warranty.

- a. normal use (for example, 6 hours/day in a bedroom).
- b. misuse (for example, putting gasoline in the water container).
- c. using it in your house.
- d. commercial use (for example, using it in a big store).
- e. the person who made the machine did not do it correctly.
- f. abuse (for example, if you put the machine outside in the rain).
- g. problems with the materials.

8. What should I do if the machine is defective?

- a. Return it to the store where I bought it.
- b. Take it to the Bemis service center.
- c. Call the Bemis company.
- d. Complain to the manager.

FAMILY FASHION

1. Read the text. Six sentences have been removed.

Zara and Robbie both work in a fashion boutique in London. But they are more than just colleagues – they are brother and sister. **1.** _____.
Their parents own the shop.

Zara on Robbie: ‘We weren’t very close when we were young. I was eight years older than my brother and we used to argue a lot. Then I went to college and did a degree in fashion, and started working for my father.

2. _____.
 When he left college, he said he never wanted to work with his family. He tried to go his own way. 3. _____.
 So about two years ago he joined me in the family shop after all!
 Actually, it’s worked out brilliantly. 4. _____.
 Robbie is interested in display and the look of the shop, but I decide what clothes we sell. We get on much better now, and even see each other outside of work! Our business talents are different, but we both like the same music, and love James Bond movies. 5. _____.
 And we have fun at work, too. Once Robbie was in the basement, and I phoned down and said Madonna was in the shop looking at trousers. Of course she wasn’t, but Robbie believed me. 6. _____.
 He was really angry with me at first, but then he saw the funny side of it!’

2. Choose from the sentences A – G the one which fits each gap (1 – 6). There is one extra sentence you do not need to use.

- A. Sadly, things didn’t go well for him.
- B. We’re good at different things.
- C. In fact, it’s a family business.
- D. He ran up the stairs so fast, he fell over!
- E. We go to see them together, because none of our friends like them!
- F. But Robbie was different.
- G. I don’t like working with him

Level B 1

SHOPPING IN THE OLD TOWN OF EDINBURGH

1. Read six advertisements for shops in Edinburgh.

A. Designs on Cashmere	B. Royal Mile Pharmacy	C. Rock Sensations
Come and visit the cashmere specialists. See the usual and the unusual in cashmere. Shop in a friendly, relaxed atmosphere - no pressure to buy. Custom-made sweater service available. Mail order catalogue too. 28 High Street, Royal Mile, Edinburgh Tel: 031 556 6394	Just up from John Knox's house in the High Street is the Royal Mile Pharmacy. We specialise in Films; Toiletries; Medicine; Herbal Remedies; One Hour Film Processing 67 High Street, Edinburgh, EH1 1SR. Tel: 031 556 1971	A rock shop of a different kind on the Grassmarket. Rock Sensations specialises in rock'n'roll memorabilia and novelties, recapturing the spirit of the 50s and 60s. The shop's centrepiece is a fully operational antique Seeburg jukebox, stocked with old Beatles and Elvis 45s. Open Mon – Sat 9.30am - 5.30pm & 11.30am – 4.30pm Sun 108 West Bow, Edinburgh. Tel: 031 225 7710

D. The Castle Books	E. Scottish Countrywear	F. Edinburgh Woollen Mill
This family business established in 1980 has a large selection of Scottish art, children's, travel, natural history, literature and many other subjects. Rare and second-hand books bought and sold. Member of P.B. F.A. Open Mon – Sat 12 noon - 5 pm. 204 Canongate, The Royal Mile, Edinburgh, EH8 8 DQ. Tel: 031 556 0624	Scottish Countrywear (just a stone's throw from the Castle). For a superb range of top quality Scottish and Celtic design in Shetland, Lambs Wool and Cashmere. Representing Belinda Robertson, Smith & Telford and Johnstons of Elgin. We also stock a huge range of outdoor wear. 514 Castlehill, Edinburgh. Tel: 031 226 5323.	Just below the famous Edinburgh Castle, the Edinburgh Woollen Mill offers traditional Scottish knitwear and garments of high quality direct from our own mills. Also a large selection of Scottish food, and gifts in a range of tartans. Natural value guaranteed! 453-455 Lawnmarket, Edinburgh, EH1 2NT. Tel: 031 225 1525

2. Answer the questions. Write the best letter in the boxes. You can use a letter more than once.

1	2	3	4	5	6	7

- Which shop sells raincoats?
- Where can you buy pills?
- From which shop is it possible to buy things from home?
- Which shop is open on Sunday, too?
- Which shop sells and buys things, too?
- Where can you buy shampoo?
- Which shop sells something to eat?

CLOTHES

1. Read the text.

Clothing is a distinctly human artifact. Even more than the use of tools, it distinguishes humans from the other creatures on this planet. While there are other creatures which use implements to a greater or lesser degree, clothing is unique to humanity. Clothing is also uniquely human, in that it serves more than one function. The basic purpose of clothing was originally utilitarian. By putting on an artificial skin, humans were able to move into regions where they otherwise would have been unable to cope with the climate. An extreme example of this use of clothing can be seen among the Eskimos, and other people who live with extreme cold. However, clothing was not only used for protection from the elements, but has also been a means of displaying one's status and sense of style for as long as humans have had civilisation. Thus clothing also developed in countries where there is no real practical need for it, apart from the other, very human function of preserving the modesty of the wearer.

Clothing tells us many things about the wearer. It can be used to indicate whether she is a member of a particular group or organisation, the most extreme example of this type of clothing being a uniform. It tells us a lot about the importance of clothing that the clothes a person was wearing have been, literally, the difference between life and death. In war, soldiers recognise friends and enemies by their uniforms. Spies may be shot if captured, but if they go about their business in the uniform of their country, they are regarded as legitimate members of that country's armed forces.

Uniforms can also be less formal. Anyone who has seen a group of teenagers walking together will have noticed that their clothing conforms to the standard set by their particular group. Nor are teens the only ones who are subject to such pressures. It is a rare businessman who does not feel the need to wear a suit and tie. Most politicians also try to be neat and well-dressed. People who wish to impress others often do so by the selection of their clothes – sometimes by choosing more expensive versions. This can be seen particularly in the fashion industry, where clothing by a particular designer fetches prices which are out of all proportion to the actual utilitarian value of the material.

The significance of what we wear and how we wear it is, if anything, becoming more rather than less important as the cultures of the world mix and sometimes come into collision. There have been cases on holiday islands where the locals have a strict conservative tradition and have been outraged by visitors – especially female visitors – who wear far less than the minimum that the locals consider decent. The humble headscarf has become a symbol of conformism to religious values, and some westerners are as affronted by a woman wearing one as others in the middle east are upset by its absence. (Yet in medieval Europe, both men and women habitually kept their heads covered in public, and almost always when outdoors.) Indeed, the signals given by clothing as worn by men and women has not decreased because many women now wear what were once "men's" garments. For example today most women are very comfortable wearing jeans. Yet the sight of a man in a dress would raise eyebrows in most western cultures. For even though the signals given by clothing change over time – the ancient Romans thought that only barbarians wore trousers – the signals themselves are as strong as ever. It is impossible not to signal something about yourself in the clothes you wear, for even not trying to say anything is itself a strong signal.

Therefore, even though we are steadily managing to adjust our micro-environments to temperatures which are as close to ideal as the human body wants, and even though sexual taboos of undress are being steadily eroded, it is highly unlikely there will be no use for clothing in our future, unless humanity evolves into a completely new species.

2. Choose the correct answer.

1. Clothes are uniquely human because they

- a. are artifacts.
- b. have many different functions.
- c. are made by tools.
- d. are worn when they are unnecessary.

2. *The author thinks that*

- a. clothing is an implement.
- b. there is no real need for clothing in some countries.
- c. clothes are principally for protection from the weather.
- d. people will always wear clothes.

3. *Which of the following does the author NOT give as a function of clothing?*

- a. To show how wealthy or powerful the wearer is.
- b. To show the wearer's taste.
- c. To adjust our micro-environment.
- d. To avoid indecency.

4. *According to the article, uniforms*

- a. are mainly worn by soldiers.
- b. have many functions.
- c. show membership of a group.
- d. are always worn by teenagers.

5. *The author suggests that fashion in clothing*

- a. is ridiculous.
- b. is a part of its social function.
- c. is used to show membership of a group.
- d. makes clothes too expensive.

6. *Teenagers wear very similar clothing to their friends*

- a. because they have the same climate.
- b. to avoid looking different from the others.
- c. because of sexual taboos of undress.
- d. to display their status and style.

7. *In future clothing will ...*

- a. be worn by other species.
- b. be less needed for its original function.
- c. be steadily eroded.
- d. become ideal for the needs of the human body.

8. *What might be a suitable title for the article?*

- a. The function of clothing.
- b. Clothing as fashion.
- c. The future of clothes
- d. The story of clothes.

WHERE DID YOU GET THAT DRESS?



As a young child Gwen Crowley would often borrow her older sister's clothes and dress up as a princess or an actress. Gwen, 38, still likes to put on other people's clothes, only now the blouses and dresses she wears belong to famous film stars. She also buys clothes from celebrities such as Cher in order to sell them in her second-hand clothes shop, Star Wares, in Los Angeles.

1. Read a magazine article about a woman who buys clothes from famous people and then sells them in her shop. Eight sentences have been removed from the article.

Cher tends to get rid of a lot of things each year and we just go over with a truck and pick them up. I've met her a few times, although I've never been wearing any of her clothes at the time. **1.** _____.

I love Cher's style. I have her shoes, her jewellery and even some of her furniture. They're a real bargain because I pay less for them than she did originally. Many of my customers don't wear the clothes they buy and just keep them as memorabilia.

2. _____.

I also had a denim shirt which I bought from Mel Gibson. I wore it all the time, even when I was decorating the house. **3.** _____. I really liked that shirt and it was great fun telling people which famous person owned it before.

My first ever purchase was a white T-shirt of Cher's that had peace signs all over it and which I wore until it fell to pieces. But my favourite item of clothing at the moment is a black shirt of hers by Ghost. I'm a little bigger than her, so her clothes are often quite tight on me. **4.** _____. It's a plain, flowing shirt that feels really nice to wear – except when it's raining.

5. _____. The shirt shrank and the sleeves, which were long, suddenly went up past my elbow. I was really upset. I had to go into the bathroom and put it under the dryer. Luckily it survived. Now I wear it just about everywhere – around the house, out shopping, at work.

Sometimes I see Cher in magazines and think, I'd like that top or dress, and a few months later it comes into the shop. If she's worn the item on a CD cover or something, I don't usually buy it because then it becomes a collector's item and can be very expensive. **6.** _____.

Although my husband doesn't share my passion, he was delighted when I bought him Cary Grant's silver cigarette case for his 40th birthday. **7.** _____. It's a real talking point at parties because my husband is called Lou and everybody asks: "Why does it say Cary?" When he tells them, they're amazed.

It's wonderful to have a part of someone that you admire, that you can actually hold, look at, enjoy and wear. At the moment I've got my eye on a very special costume from my all time favourite TV programme. **8.** _____. It's not the sort of thing you can wear to the shops, but it would certainly attract attention at a fancy dress party!

2. Choose from the sentences A – I the one which fits each gap (1 – 8). There is one extra sentence you do not need to use.

- A.** If it was something I really liked, though, I would buy it, no matter how much it cost.
- B.** I got paint on it and all sorts of other stains, but it broke my heart when I finally had to throw it away.
- C.** It's in a cloth bag and has the actor's name inscribed on the front.
- D.** However, I like to enjoy my clothes and I always wear Cher's things until they're worn out.
- E.** It's Dr McCoy's original tunic from the *Star Trek* series.
- F.** I once wore it to a TV interview and got caught in a storm.
- G.** They don't go with any of my other clothes but they still look good on me!
- H.** This one, though, is a lot looser and fits me perfectly.
- I.** I'm not sure how she'd react if she saw me in one of her old sweaters or skirts.

Level B 2

BRANDING

1. Read the extracts from a text about branding.

A

Having a good brand identity is critical. It can not only position a company above its competitors, but it also communicates to your customers the reason why they should choose you instead of your competitors. But developing a strong brand image takes time, money and effort, and it involves much more than redesigning a logo or developing a new tagline. Your new brand identity should evolve from your previous identity. Be careful not to start from scratch and come up with something completely new, as you may end up losing loyal customers who have forged emotion ties with your product.

B

It's important to understand that changing the visual aspects of your company, your logo, your packaging and so forth, you are not actually changing your brand identity. Your brand identity is the promise a company makes to its customers – its features, quality, values and service support. Just modernising visual image does not entail a change in brand values. Many companies, sadly, are led to believe by branding agencies that visual changes will alter customer's perception of their products. But

such changes only inform consumers that a company is concerned about how it looks. At best, they will assume the company is modern; at worst they will accuse the company of unnecessary extravagance.

C

Successful branding may not be actually connected with the product at all, but may represent a greater sense of purpose or a more satisfying experience. They may affirm that drinking a cup of coffee can really make a difference, or that exercising may bring about a sense of challenge and personal achievement. Many successful brands study emerging societal ideals and trends, so that they can take advantage of how customers wish they could be. Then they push forward the message that by using their product, their dreams can be fulfilled, and the customer can gain the lifestyle he or she is looking for, be it a sense of glamour, freedom, popularity or self-satisfaction.

D

Lack of consistency is probably the most common pitfall when it comes to designing an image for your brand. You need to provide a consistent message in your proposals and presentations so that your company develops credibility and gets noticed and remembered. To ensure that your branding is consistent, gather all the information that leaves your company, be it faxes, emails, advertisements, invoices or packages. Examine them for discrepancies in your company's image. Doing so will also give you the chance to evaluate the image you are trying to portray.

2. Choose which section (A, B, C or D) each statement (1 – 7) refers to.

1. a list of some items which should display your brand identity	a. Having a good brand. b. It's important. c. Successful branding. d. Lack of consistency.
2. the difference between brand identity and logo design	a. Having a good brand. b. It's important. c. Successful branding. d. Lack of consistency
3. brands which do not reflect the product itself	a. Having a good brand. b. It's important. c. Successful branding. d. Lack of consistency
4. how companies are fooled by companies offering branding services	a. Having a good brand. b. It's important. c. Successful branding. d. Lack of consistency
5. what is involved in creating an image for your brand	a. Having a good brand. b. It's important. c. Successful branding. d. Lack of consistency
6. why companies study current social trends to develop a brand	a. Having a good brand. b. It's important.

	c. Successful branding. d. Lack of consistency
7. a warning about redesigning your brand	a. Having a good brand. b. It's important. c. Successful branding. d. Lack of consistency

COOKIE SALE

1. Read the text.



The idea that a sales team can learn something from Girl Scouts will come as a surprise to many. What has this out-dated organisation got to do with the fast-moving, corporate world of today? But in the girl scouts' annual cookie drive, two hundred million units are sold per year, and their revenues exceed \$700 million. And these figures are achieved only in a three-month period in the spring.

True, the organization has changed greatly in latter years, ever since the appointment of CEO Kathy Cloninger in 2003. Her mission was to revitalize a 95-year tradition-bound icon, famous only for camping, crafts and cookies. She has worked on instilling leadership qualities in the girls, developing new funding opportunities, creating an efficient organisational structure and developing a reinvigorated brand which is relevant to the modern world.

And nowhere are these changes more noticeable than in the annual cookie sale. No longer relying on neighbourhood door-to-door sales to obtain a meagre revenue, the organisation now utilises a wide range of savvy, modern methods which businesses worldwide can learn from.

Firstly, the girl scouts organization focuses on providing the girls with life skills. By investing in the girls, the organization creates a team with strong leadership and communication skills. 'Cookie College' training courses develop the scouts' business acumen, providing them with presentation, marketing and money management skills; skills which will be invaluable in their future lives. Through role-playing, case studies and tasks, the girls become inspired and passionate about their role as a salesperson.

And the proof of the pudding – or should I say cookie – is in the eating. These well-trained salesgirls can turn out exceptional results. Scout Markita Andrews sold over \$80,000 dollars worth of cookies in the twelve years she was a girl scout. Her success is for the most part due to the incentive. By selling the greatest number of cookies, Markita won a trip around the world. Rewards are not only given to the lucky winners, however. Scouts earn reward points as they sell more cookies. 1,500 cookies gets the scout a Wii game system.

But Girl scouts are not only training and motivating their workforce, but they are also changing their tactics. Gone are the days when girls went door-to-door around the neighbourhood selling to family and friends. They now go in for the bulk sales strategy. They sell to large organisations and businesses, where cookies can be offered as sales incentives or part of corporate gift baskets. This way, girls are able to shift a greater number of cookies and maximise their sales time.

2. Choose the correct answer.

1. When do the Girl Scouts sell cookies?

- a. All year round.
- b. For three months per year.
- c. Every three years.
- d. Every spring since 2003.

2. What was the view of the girls scout organisation before Kathy Cloninger became CEO?

- a. Not well-known.
- b. Old-fashioned.
- c. Efficient.
- d. Surprising.

3. Which of the following is not taught at 'Cookie College'?

- a. How to look after finances.
- b. How to promote your products.
- c. How to bake cookies.
- d. How to speak in front of other people.

4. A girl scout can get a trip round the world if she

- a. gets a certain number of reward points.
- b. sells cookies for twelve years in a row.
- c. sells \$80,000 worth of cookies.
- d. sells more cookies than anyone else.

5. A new selling strategy used by girl scouts is

- a. selling cookies outside local businesses.
- b. giving scouts free cookies as an incentive.
- c. selling from door to door.
- d. selling large amounts of cookies at once.

6. Which of the following sales techniques is NOT mentioned in the passage?

- a. Motivating the sales team.
- b. Finding new avenues for sales.
- c. Offering discounts for bulk orders.
- d. Training the sales team.

ROLL-PLAY? NO – THE WORKING REALITY OF A SANDWICH BAR

1. Read the text. Six paragraphs have been removed from the article.

Sonya and I wanted to start a business of our own, rather than work in a big company environment. We considered a number of different businesses but felt there was a gap on many High Streets for a quality sandwich shop – an alternative to the standard fast food choice of McDonald's or Burger King.

We did quite a lot of research, such as questionnaires and pedestrian counts, building up as much information as we could. We weren't fixed in terms of where we wanted to set up, as the ideal location was all-important, so we visited Leeds, Bristol, and Portsmouth as well as Southampton.

1. _____.

We had just a few thousand pounds between us so it was a matter of approaching the banks. The Midland Bank agreed to lend us £30,000 under the Small Firms Loan Guarantee Scheme, where part of the loan is guaranteed by the government. We also secured £5,000 from a business trust.

2. _____.

We had fixed ideas about what we wanted to sell. The baguettes had to be just right: not too thin and not too big. We decided right from the start that our French bread would indeed be French and we'd get it from a distributor and part-bake it. We were ready to open in December 1995, well into the Christmas season and typically a very good month for business. We opened right from the start with four staff.

3. _____.

Gradually the business pulled round and we got into a routine with our systems, which are vital for any fast-food operation. There tend to be some very busy periods during the day. You certainly don't want queues. And you need staff who work well together.

4. _____.

We offer a variety of breads from sun-dried tomato to white farmhouse and if you take into account our salad toppings as well as fillings we offer 44 million combinations of sandwich.

5. _____.

The daily routine involves staff coming in at 7.30 a.m. to start doing the preparation. The more work that can be done in advance, the more time you can save when the shop gets full of people. And then by 8 a.m. we are open for the breakfast trade.

6. _____.

We close at 6 p.m. (7 p.m. on Thursday) but some nights we have to work late. Sonya and I are now working on opening a new shop in Southampton, and also further expansion.

I think where we've succeeded is that we've never compromised on what we offer. We are a sandwich bar and have never ventured into selling jacket potatoes or chips. It's our intention to open other outlets and possibly franchise the concept and become a national operation. We have the energy, and time, on our side.

2. Choose which of the paragraphs A – G fit into the gaps. There is one extra paragraph which does not fit in any of the gaps.

A. Once we had the money organized we had to find a place. The site we chose was a former clothes shop which made it ideal because it already had the right kind of floor and lightning. The lease was typical of properties in the area at between £30,000 and £35,000 and we had to put in an oven, counter, upstairs preparation area, tills, fridges and freezers, making our start-up costs around £50,000.

B. The first day, however, was a real trial. We took £200, less than even half of what we need to break even, and we had the prospect of the less busy January and February season approaching.

C. The busy time is obviously the lunchtime but that can extend to 3.30 p.m. Our business continues longer than many sandwich bars where that lunch-hour trade is the be-all and end-all.

D. Our families were incredibly supportive and helpful. My father, a carpenter by trade, helped out with the shop fitting, while Sonya's aunt was a fund of useful ideas for sandwich fillings and types of bread. She was so enthusiastic she wanted to help out in the shop but we felt that at 86 she was better off at home.

E. Other preparations that we felt were important included trying to gain some practical experience. Sonya had worked in a small Gloucestershire café and I had spent two months in McDonald's.

F. Getting the right people was very important and we rejected about nine out of ten people. It is important to build an efficient team who can work together in a friendly way, and deal politely and efficiently with the public.

G. However, people are generally still conservative in this market. Our biggest sellers are chicken, cheese, ham and tuna. More exotic fillings such as marinated red pepper and goat cheese have fewer takers. Four or five types of bread are very popular.

**Level A 2****POSTCARDS FROM THE NORDIC COUNTRIES**

1. Last summer Jim, Tim and Nina went for a holiday in the Nordic countries. Read the postcards they sent to their families and try to guess where they have been.

Hallo.

We are in a very exciting country. We have been on a ride on some nice horses. The horses were quite small, but they were not ponies. We have seen glaciers and a geyser. Tomorrow we will go for a bath in a spa located in a lava field.

We are in 1. _____

Love Jim, Tim and Nina.

- a. Denmark.
- b. Finland.
- c. Iceland.
- d. Norway.
- e. Sweden.

Hallo again.

We have travelled by airplane and have arrived in a nice country that is a big contrast to where we came from. Here are no mountains or glaciers, but fields and nice beaches. It is quite windy here, and we can see modern windmills in many places. Tomorrow we plan to visit Tivoli for some fun after we have seen the little Mermaid.

We are in 2. _____

Love Jim, Tim and Nina.

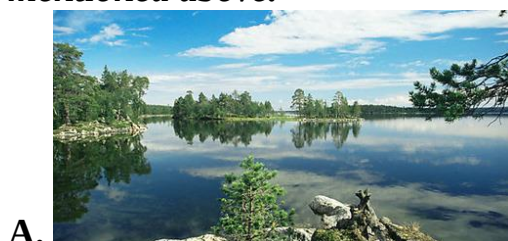
- a. Denmark.
- b. Finland.
- c. Iceland.
- d. Norway.
- e. Sweden.

Hallo once more. This is the most fantastic holiday. Today we have walked on a glacier. It was really great, but a bit hard. Yesterday we were on a boat trip on the deep fjord, but it was too cold for swimming. We visited a copy of a Viking village where some people had dressed up as Vikings. They even had a small Viking ship. We are in 3. _____ Love Jim, Tim and Nina.	a. Denmark. b. Finland. c. Iceland. d. Norway. e. Sweden.
--	--

Hallo. The wind sighs through the birches in the land of Emil and Pippi. We visited their “hometown” where we met several of their friends, like Karlsson-on-the-Roof and Ronia the Robber's Daughter. They are not real of course, but characters from children literature. We are in 4. _____ Love Jim, Tim and Nina.	a. Denmark. b. Finland. c. Iceland. d. Norway. e. Sweden.
--	--

Hallo. Our holiday comes to an end soon, but we have one more country to visit, the home of the Moomins and Nokia phones. This is the country of thousands of lakes and islands, and large forests. In the capital we saw the Sibelius monument. It looked like a funny organ. We are in 5. _____ Love Jim, Tim and Nina.	a. Denmark. b. Finland. c. Iceland. d. Norway. e. Sweden.
--	--

2. Read the postcards once again and match each postcard with the country mentioned above.



This postcard is from ...



This postcard is from ...



C.

This postcard is from ...



D.

This postcard is from ...



E.

This postcard is from ...

THE SAVANNAH

1. Read the text.

The tourist looking at the African savannah on a summer afternoon might be excused for thinking that the wide yellow grass plain was completely deserted of life, almost a desert. With only a few small thorn trees sticking out through the veldt, there seems to be almost no place for a living creature to hide.

However, under those trees you might find small steenbok, sleeping in the shade, and waiting for the night to fall. There may even be a small group of lions somewhere, their bodies exactly the same shade as the tall grass around them. In the holes in the ground a host of tiny creatures, from rabbits and badgers to rats and snakes are waiting for the heat to finish.

The tall grass also hides the fact that there may be a small stream running across the middle of the plain. One clue that there may be water here is the sight of a majestic Marshall eagle circling slowly over the grassland. When he drops, he may come up with a small fish, or maybe a grass snake that has been waiting at the edge of a pool in the hope of catching a frog.

The best time to see the animals then, is in the evening, just as the sun is setting. The best time of the year to come is in late September, or early August, just before the rains. Then the animals must come to the waterholes, as there is no other place for them to drink. And they like to come while it is still light, so they can see if any dangers are creeping up on them.

So it is at sunset, and after the night falls, that the creatures of the African veldt rise and go about their business.

2. Choose the correct answer.

1. This text is for people interested in

- a. eagles.
- b. wildlife.
- c. travel.
- d. biology.

2. The savannah appears to be empty because

- a. the animals are sleeping.
- b. the animals have gone about their business.
- c. they have been frightened by an eagle.
- d. the temperature prevents much activity.

3. The writer suggests that

- a. the savannah is a desert.
- b. the Marshall eagle eats fish.
- c. it has not rained for a long time.
- d. tourists should not come in dry weather.

4. By "go about their business" the writer means

- a. tourism in Africa is big business.
- b. the animals go to the river to drink.
- c. the animals go on with their normal activity.
- d. the animals are observed by naturalists.

5. What kind of book does the text seem to be from?

- a. A book for experts on wildlife.
- b. A fictional story.
- c. A history of Africa.
- d. General non-fiction.

TWO GIANT PANDAS ARRIVE IN SCOTLAND



1. Read this news article about the UK's newest guests. Five sentences have been removed from the article.

Tian Tian and Yang Guang arrived at Edinburgh Airport at 1pm on a specially-chartered non-stop flight from China. The eight-year-old breeding pair are destined for Edinburgh Zoo, which will be their new home for the next 10 years.

1. _____. "I am delighted to confirm that the FedEx Panda Express has safely touched down at Edinburgh International Airport," said Captain Paul Cassell.
2. _____.
Although every flight is unique, this flight has been particularly special – carrying such rare animals made the journey very exciting for all of us."
They will now have two weeks to settle into their new enclosure before going on display to the public.
3. _____.
The Scottish Government and tourism officials hope the animals' presence will boost the economy and visitor numbers to the country.
4. _____.
First Minister Alex Salmond is in China at the moment.
Online footage of the two animals, from four hidden "panda-cams" in their enclosures, is expected to attract viewers from around the world.
5. _____.
The rest of the plant is to be imported from Amsterdam in the Netherlands.
- 2. Choose from the sentences A – G the one which fits each gap (1 –5). There is one extra sentence you do not need to use.**
- A.** It is hoped that the pandas, the first to live in the UK for 17 years, will eventually give birth to cubs.
- B.** Four pilots with "extensive experience" in transporting some of the world's most precious cargo, including white rhinos and penguins, were also on the flight.
- C.** Edinburgh Zoo is to grow about 15% of the bamboo needed to feed the giant pandas.
- D.** Tian Tian and Yang Guang – the names translate as Sweetie and Sunshine – are the first giant pandas to live in the UK for 17 years, in what is seen as a reinstatement of "panda diplomacy".
- E.** Edinburgh Zoo is to grow about 15% of the bamboo needed to feed the giant pandas.
- F.** It was an absolute privilege and honor to fly Tian Tian and Yang Guang, and to be part of this significant moment to bring the pandas to their new home in the UK.
- G.** Scottish ministers also said the loan of the pandas symbolises a "growing friendship" between Scotland and China.

LET'S MAKE THE WORLD A BETTER PLACE

1. Read a magazine article about various local campaigns.



A. Homes For All

Organisations that help the homeless are warning that people will face even greater hardship this winter unless urgent action is taken to offer shelter to those without a home. This warning follows publication of figures showing an increase in the number of homeless people. Susan Evans of the organisation 'Homes for All' said: "With a shortage of accommodation, more people than ever before – young and old – are having to sleep rough. A cold winter is predicted this year which means that these people will have to put up with sub-zero temperatures. Action must be taken urgently to offer these people shelter." A nationwide demonstration to raise awareness of the problem will take place this weekend. Supporters welcome.



B. Village Protest

Residents of local village, Shilden, are preparing for a night of protest to save their village from Government planners. Proposals for a new motorway to be built that will run within 2 kilometres of Shilden have caused uproar amongst residents. They claim that they were given insufficient time to respond to the proposal. Tony Fellows, spokesperson for the 'Village Protest' campaign explains: "The planned route cuts across some of the most picturesque countryside in the region. Shilden welcomes thousands of tourists each year. Many of the shopkeepers depend on this trade and would almost certainly face ruin if tourists were put off coming by the damage this road is likely to cause". The all-night protest will take place in the fields where the building work is likely to begin.



C. New Youth Club

Youngsters in the city-centre will lose out on a much-loved project if substantial funds are not found this year. The 'New Youth Club', which is open to young people from the ages of 10 to 17, is being threatened with closure by Health and Safety officials who claim the building is unsafe. The club, built 30 years ago, was badly damaged by heavy storms last year and city engineers estimate that one hundred thousand pounds is needed to repair structural damage. With only limited funds at their disposal, managers fear the club will have to close. Youngsters from the club have organised an Open Day on Tuesday in an effort to raise some of the money needed to enable the repairs to be undertaken. "This alone won't be enough, however" warned Adam Ross, Youth Leader.



D. Save Lea Valley

A rare species of butterfly and many native plants face extinction if the 'Lea Valley office complex' project goes ahead. This is the claim made by local environmentalists

involved in the 'Save Lea Valley' campaign. They argue that the proposed development, to be built on the site of woodland dating back hundreds of years, will rob the country of several rare species of wildlife. 'Local people would be horrified if they knew of the consequences of this project,' claimed environmentalist Ian Wilson yesterday. "We need to instigate a local campaign to alert everyone to the dangers. We are starting by writing letters to everyone in the area asking for their support. The office complex developers must not be allowed to do this."

2. Choose which section (A, B, C or D) each statement (1 – 15) refers to.

1. Local businesses could be badly affected.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
2. People in the area are not aware of the problem.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
3. There are plans to build a brand new building.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
4. The campaign supporters do not have to meet together.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
5. The problem affects all age groups.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
6. The problem was caused by bad weather.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
7. If the plan goes ahead it will spoil the look of the area.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
8. The campaign cannot raise enough money on its own.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
9. The problem was announced shortly after a report was published.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.

10. Young people are in danger.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
11. Local people are very angry.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
12. A meeting will inform people of the problem.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
13. People did not have the opportunity to argue against the plan.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
14. A demonstration is planned across the country.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.
15. A fundraising event has been planned.	a. A. Homes For All. b. B. Village Protest. c. C. New Youth Club. d. D. Save Lea Valley.

CITIES

1. Read the article.

Some cities are located by chance. A wagon breaks down, the driver spends some time in repairs, finds that he is in a congenial spot, and settles down. Later another person builds a house near his, and later someone adds an inn. Someone else starts selling farm produce there. Soon there is a little market, which grows to a town, and later to a city.

Other places were destined by nature to become cities. London, for example, is on what is called the head of navigation – the point where it becomes too difficult for ocean-going ships to continue upriver, and must transfer their cargoes. As with London, the head of navigation is also the point where the river can be conveniently bridged. In fact, the location of a bridge is often the reason for the birth of a town – as Cambridge or Weybridge in England show. Again, a good harbour will generally lead to a city growing up about it. New York and San Francisco began life as ports, as did Cape Town in South Africa.

Some places were created mainly for military purposes, such as Milan, and the host of English cities finishing with – cester, which is derived from castra which means camp in Latin. Chester itself, created to guard the Welsh border is a very good

example. Other such military bases are Manchester, Doncaster, and of course, Newcastle.

A few cities are not created by accident, but by intention. This was the case with Milton Keynes in England, but the most famous examples of such cities are capitals. Brasilia, Canberra and Washington are capitals created in modern times, but even their greatest admirers will admit that they lack a certain character. It is no co-incidence that there are famous pop songs about New York, ("New York, New York") Chicago ("My kind of Town") San Francisco ("Going to San Francisco") and many other US cities, but none about the nation's capital. On the other hand any Londoner can give you at least three songs about the place.

2. Choose the correct answer.

1. This article is about

- a. why capital cities are created.
- b. places where cities might begin.
- c. urban life.
- d. why some city sites are chosen.

2. London owes its origin to

- a. a river.
- b. a bridge.
- c. an army camp.
- d. because ships could sail there.

3. The writer feels that

- a. cities are created by chance.
- b. planned cities lack soul.
- c. that no-one can tell why a city will develop.
- d. some cities were planned by generals.

4. Which is NOT given as a reason for a new city?

- a. Wars.
- b. Random events.
- c. Trade.
- d. Politics.

5. "Congenial" in the first paragraph means

- a. on the coast.
- b. on a river.
- c. near an army camp.
- d. none of these.

6. The article suggests that English cities of military origin

- a. can be found from their locations.
- b. can be found from their names.
- c. are more common than other cities.
- d. always end with end with -cester.

7. There are no songs about Washington because

- a. the city has little character.
- b. it is too modern.
- c. it is the national capital.
- d. songwriters don't like politics.

8. This article is mainly about

- a. geography.
- b. history.
- c. music.
- d. rivers.

THE SHRINKING LAKE

1. Read about this disappearing lake in central Africa. Seven sentences have been removed from the article.



Rikki Mbaza has a very English name but his part of central Africa is suffering from a problem that few in England would have to put up with: a lack of rain so acute that Rikki's livelihood is literally evaporating away. "I would love to have the English weather here in Chad. Then the lake would not go away."

Rikki Mbaza lives in the town of Bol near the shores of Lake Chad, a lake that has shrunk by 90% in the last 40

years.

1. _____.

"I am a fisherman. For me, it is like watching my life draining away every day. The fishing is getting worse and worse in the lake. They are getting smaller and I think the fish breeding has been disrupted by the reduction in area and in depth." Lake Chad is only a metre deep in most places.

Rikki struggles now to provide enough food and income for his wife Achta and their four children. Achta has had to take up pottery in her spare time in order to try and boost the amount of money coming into the household every month.

"Our rent doesn't go down with the level of the lake unfortunately," Mbaza complains. "We still have six mouths to feed but I need assistance from the government.

2. _____."

While one can understand Rikki Mbaza's frustration with his government, his accusatory tone is perhaps a little unfair.

3. _____.
Angela Muscovite at the Center For African Politics at UCLA sees little reason for optimism in the case of the shrinking lake in the African heartland.

4. "_____.
This is a body of water that, in 1960 was over 25,000 km² in size – now it's less than 10% of that."

"It has been so over-exploited and it is an issue the whole international community, obviously more so those governments in Africa, need to co-operate on to find a resolution. And that isn't going to happen any time soon.

5. _____.
It's sad but that's how I see things panning out."

The guilty parties, as so often in these cases, blame each other for the problems that now beset the lake. Charlie Vaughan, who teaches Environmental Science at Cambridge University in Britain, explains why the lake is going the way of the Dodo.

6. "_____.
Chad, Niger, Nigeria and Cameroon all lay claim to the waters of this lake and you only need a five metre shoreline to be able to extract water from it. The whole area has been a target for massive irrigation schemes over the last couple of decades with each country's agricultural ministry blaming the other three for the problems.

7. _____.
This is a dry area."

None of this gesturing and buck-passing will help Rikki, Achta and their four children in the near future. "I am learning how to fix cars. I don't think cars will be disappearing soon and will certainly last longer than this lake will," muses the glum-looking fisherman. "There won't be any more fishermen in this area in ten years." And with that, he says he has to go and study how to remove and repair brake pads.

2. Choose from the sentences A – H the one which fits each gap (1 – 7). There is one extra sentence you do not need to use.

A. The water is moving further and further away. We believe desertification has contributed most to the demise of Lake Chad.

B. The main culprit is geography funnily enough.

C. A lack of rain is only one of many culprits being blamed for this emerging disaster.

D. They have left me to fend for myself in a desperate situation.

E. In an area with plentiful rainfall, it wouldn't be so much of a problem.

F. The Chad government has often seemed like a powerless, rudderless boat caught in the storm of international politics.

G. By the time it does, they'll be arguing over a puddle in the middle of the desert.

H. The story of Chad Lake is a modern day environmental tragedy.

ANIMALS AND WILDLIFE

1. Read five advertisements.

1	2
Cranesbridge House Safari Park and Attractions as featured on Zoology Planet's African Cats' series House and Gardens: \$13.00 adults, \$6.00 children Gardens only: \$6.00 adults, \$3.00 children House, Gardens and Safari: \$20.00 adults, \$12.00 children Maze, Pirate Ship, Park Train, Butterfly House and Steamboat extra Special All-inclusive Day Ticket Available House, garden and attractions open all year round, Tues – Sun, closed Mondays. 10.00-5.00 Safari open March-October Call 05778 0945783 to find out about: • School visits • Up-coming events	Kingsmarsh Wetlands A 300 hectare conservation area. An astounding array of wildlife including swans, flamingos and ducks. Feed the rarest goose in the world! Get muddy in the Bog Zone! View our feathered friends in our 20 hides! Take a guided walk with our experts Try a Land Rover safari or Canoe expedition!* \$10 adults and \$5 children Or why not... Become a member and enjoy unlimited days out and wetland centres throughout the state, and receive our bi-monthly Waterworld magazine? Open every day except national holidays *additional charges apply
3	
Kirby Wildlife Park Set in 200 acres of parks and gardens. Home to a huge collection of mammals, reptiles and birds Visit our website to: -watch our live webcams -adopt an animal -book an educational visit Adults \$12.00, children and senior citizens \$8.00 * charges apply Discounts available for groups of 10 people and over. Why not get involved? • Experience work as an animal keeper for a day (ages 18 and over)* • Get hands-on experience with the animals (ages 6 and over) (choose from: penguins, lemurs, giant tortoises or tapirs)*	

Summer opening: Every day except Wednesdays (March-September) Winter opening: Thursdays to Sundays (October - February) 10.00 – 5.00pm	
4	5
<i>Elvenwood Country Park</i> A 500 acre Woodland Conservation area Feed the farm animals in the Petting Zoo Adventure Playground (under 16s only) Caravan and Campsite Cafeteria with Local Produce Miniature woodland railway Seasonal Events Meet Santa! - Winter Craft Market! - Ice Skating! Ask us about our Children's Party package Entry: Adults \$6, Children \$3. Attractions extra. Open Wed - Sun, 9am-5pm excluding national holidays.	<i>Lulworth Lakes</i> A beautiful and tranquil nature reserve situated on the River Wylde. Comprehensive visitors centre with information of the insects and flowers of the area. Bird Hides Toilet facilities available. Open all year round, free of charge. Coarse Fishing available. Please call 0478 488377 for permit prices.

2. Choose which section (A, B, C or D) each question (1 – 11) refers to.

1. Which location does not physically tend the animals?	a. 2 b. 3 c. 4 d. 5
2. Which location does not feature mammals?	a. 1 b. 2 c. 3 d. 4
3. Where can you arrange an event to celebrate your child's birthday?	a. 1 b. 2 c. 3 d. 4
4. Where can you stay overnight?	a. 1 b. 3 c. 4 d. 5
5. Where can you buy a ticket which pays for all the attractions at the site?	a. 1 b. 2 c. 3 d. 4

6. Where can someone experience what it is like to work at the site?	a. 1 b. 2 c. 3 d. 4
7. Where can visitors take part in water sports?	a. 2 and 3 b. 2 and 4 c. 4 and 5 d. 2 and 5
8. Where can a teacher take a group of school children?	a. 1 and 2 b. 1 and 3 c. 3 and 4 d. 1 and 4
9. In which two locations are there age restrictions for some activities?	a. 1 and 3 b. 2 and 3 c. 3 and 4 d. 4 and 5
10. Where can you ride on a train?	a. 1 and 2 b. 1 and 3 c. 1 and 4 d. 1 and 5
11. Which locations have the same opening hours all year round?	a. 1, 3 and 5 b. 2, 3 and 5 c. 2, 3 and 4 d. 2, 4 and 5

FISH DINNER

1. Read a news story by a San Francisco CBS 5 reporter Barbara Roger.



For someone who watches her diet as much as Wendy Moro, the symptoms didn't add up.

"Severe fatigue and vertigo, very weak. I was at one point able to leg press two hundred pounds, (but) I could barely walk down the block," says Wendy Moro.

Why, she wondered, would someone who eats so healthily feel so unhealthy? She says doctor after doctor misdiagnosed her condition. Then, Wendy and her current doctor begin to suspect the answer was on her plate.

"A few times a week I was having fish, whether it was once or three times or four times," says Wendy.

"What kind of fish? Swordfish, ahi, tuna and sea bass, the highest mercury-content fish sold in the commercial market," says Dr. Jane Hightower.

Mercury enters the ocean with commercial pollution. It works its way up the food chain, and apparently into to some of the most popular fish on the market. Wendy's doctor, Dr. Jane Hightower, was so suspicious that she began testing dozens of her Bay

Area patients. All consumed substantial amounts of fish, and an overwhelming majority tested high for mercury in their systems.

"I was seeing hair loss, fatigue, muscle ache, headache, feeling just an ill feeling." Hightower said.

The symptoms began to clear up when Hightower cut the amount of fish in their diets.

"It was so obvious that this was the problem," she said. "I wanted to rent a tent and a tambourine." (A tambourine is a small one-sided drum with metal disks around its rim).

Her published findings drew national attention. But despite her study, there is still fierce debate over how much fish is safe to eat, and how much mercury consumers are actually ingesting. So we decided to do our own test.

CBS 5 joined with Jane Kay, a reporter for the San Francisco Chronicle. We drove to more than half a dozen high-end fish markets around the Bay Area, and purchased tuna, Alaskan halibut, swordfish, and Chilean sea bass. But instead of the dinner table, our samples wound up packed in ice, and on their way to a testing lab in Washington State.

According to the EPA (Environmental Protection Agency), the safe level of mercury intake for a 120-pound woman like Wendy is a little over 38 micrograms per week. (A microgram is one-millionth of a gram. It is a measurement of weight. One ounce of weight equals more than 28 million micrograms.) Our results? Only halibut was under that limit. On average, a single serving of tuna purchased here in the Bay Area contained more mercury than the EPA recommends a woman of Wendy's size eat for an entire week. Sea bass had nearly twice that level, and swordfish nearly six times the EPA's safe mercury intake for a week, in a single serving.

"When you realized that the problem was on your plate, what did you say?"

"If I had known, I could have prevented so much heartache and illness in my life," said Wendy.

While there is little scientific data on how the body reacts to high levels of mercury, it has been linked to symptoms ranging from muscle pain to hair loss, birth defects, and muscle fatigue. And, as in our testing, the evidence is mounting that the larger the fish, the more the exposure.

"I'm very frustrated," Wendy said. "I feel the government, the FDA (Food and Drug Administration), had this knowledge. This information should have been shared with the public."

"It is a schizophrenic way of thinking to think that we can have a substance that is the second-most toxic element next to plutonium, mercury. We tell people it is so toxic you can't do controlled trials on human subjects with it – yet it's ok to eat it, it won't bother you? What's wrong here? Is anybody listening?" Hightower said.

Note: The Environmental Protection Agency website explains how mercury gets into the fish we eat:

"Mercury occurs naturally in the environment and can also be released into the air through industrial pollution. Mercury falls from the air and can accumulate in streams and oceans and is turned into methylmercury in the water. It is this type of mercury that can be harmful to your unborn baby and young child. Fish absorb the methylmercury as they feed in these waters and so it builds up in them. It builds up more in some types of fish and shellfish than others, depending on what the fish eat, which is why the levels vary."

2. Choose the correct answer.

1. What amount of mercury is the safe level of weekly intake for a 120-pound woman like Wendy Moro?

- a. 38 micrograms per week.
- b. 38 grams per week.
- c. 3.8 ounces per week.
- d. 3 pounds per week.

2. How is Wendy feeling now?

- a. Very happy.
- b. Very frustrated.
- c. Very symptomatic.
- d. Very misdiagnosed.

3. What happened when Dr. Hightower cut the amount of fish in the diets of her patients?

- a. They started eating too many desserts.
- b. Their food bills went up.
- c. Their food bills went down.
- d. Their symptoms began to clear up.

4. Where did the newspaper and television reporters get the fish they tested for mercury?

- a. In the state of Washington.
- b. On the dinner tables of Dr. Hightower's patients.
- c. In fish markets around the San Francisco Bay Area.
- d. From the local restaurants.

5. What did Dr. Hightower do with the information she discovered?

- a. She published the results of her study.
- b. She hired a lawyer.
- c. She went to the police with information.
- d. She stopped eating fish.

6. According to the article, different fish have differing amount of mercury in their bodies. Given the examples in the story, which fish would be safest for Wendy to eat?

- a. Tuna.
- b. Sea bass.
- c. Swordfish.
- d. Halibut.

7. When Dr. Hightower says she “...wanted to rent a tent and a tambourine” what does she mean?

- a. Dr. Hightower would like to be a circus performer or a musician.
- b. Dr. Hightower wants to call attention to the connection between the symptoms in her patients and the amount of fish they ate.
- c. Dr. Hightower is tired of being a physician.
- d. Dr. Hightower thinks this is “schizophrenic”.

8. When the article says there is still a “...fierce debate over how much fish is safe to eat...”, what does that mean?

- a. Everyone agrees with Dr. Hightower about her results.
- b. No one thinks that any fish is safe to eat.
- c. People have different ideas of what is the safe amount of fish for people to eat.
- d. The Environmental Protection Agency (EPA) doesn't care about this problem.

9. What does it mean to say, “...the larger the fish, the more the exposure.”?

- a. Larger fish are more expensive.
- b. Larger fish get sunburns because of exposure to the sun.
- c. Larger fish are more popular as food, so they have more exposure to people.
- d. Larger fish have higher mercury contents, so people get greater exposure to mercury if they eat the larger fish.

A NAME TO BEAR

1. Read the story by Leland Waldrip. Six sentences have been removed from the text.

Three thousand head of bawling Hereford cattle were being collected from little grassy patches and wooded breaks up in Togwotee Pass country. The cool mountain air was relatively free from the swarms of biting flies and gnats that would have kept them miserable at the lower elevations and the high meadows had made the red and white cattle sleek and fat during the spring and summer. **1.** _____.

Fall was coming to the northern Wyoming mountains at the southern edge of the Absaroka range. It was time to push the animals back into the low country for the shelter of the valleys and the grass that had grown there during the long summer days. Eighteen hands from the Hayrake Ranch out from Dubois had moved into the high country with a chuck wagon and a forty-horse remuda for the three-day roundup.

A leather-faced Jamie Alden sat hipshod in his saddle at the edge of one of the high meadows; hand rolled cigarette pinched between his thumb and forefinger.

2. _____. He had been "brush bustin'" steadily since he had mounted the big rawboned dun at first light.

The large, muscular man patted the sweating horse on the neck, soothing the fidgeting animal, "Just rest a minute. We'll catch up to 'em." He would work this horse until noon, then pull a sleek bay gelding out of the remuda for the afternoon.

The herd dogs had just routed a large old cow and two calves from a gully at the edge of the meadow. After a few futile lunges and bawls at the yipping dogs, the old cow remembered her lessons from years gone by. She conceded the dodging contest to the persistence of the two black and white shepherds, and led her bleating twins in a bounding retreat down the draw to join the other upset cows and calves bawling on a grassy bench fifty yards down the slope.

As the lowing, yipping and bleating receded from the meadow, Jamie thought he heard a strange noise in a draw over a couple of small ridges. **3.** _____. It sounded like a calf bleating, but he had seen two of the other cowboys working that area just as he had come into the meadow.

"Well, I reckon we better check. Those boys musta missed somethin'." He pinched the fire off the spent cigarette and pulled the paper from the remaining butt, scattering little shreds of black and brown tobacco on the ground at the horse's hoofs. The dun responded to the neckreining and headed in the direction indicated by the cowboy, scrambling up the steep little scree and greasewood brush slope of the second ridge. At the top Jamie scanned from one side to the other, looking over the little brushy valley for any signs of Hereford. **4.** _____.

"Well, we better get on back, ol' buddy. Guess it musta been my 'magination." He started to neckrein the horse back toward the drive activity when something caught his eye in the lower part of the draw. To a seasoned cowboy the bright red stain on the leaves was something that must be checked out. It looked like blood.

Bringing his horse down the slope several yards closer confirmed his suspicions. **5.** _____. Keeping a tight hold on the reins, he walked slowly to the side of the draw where the commotion had occurred.

There was blood on the ground and on one of the scrubby greasewood bushes nearby. It had obviously been spilled within the last half hour or so. It was still bright red all the way across the little pools and splashes. None of it had started to turn dark at the edges. A lot of scuffed area in the leaves and rocks told of a struggle here this morning.

"Cougar kill a calf here?" He spoke the question to himself, not unusual for someone used to working so much alone. He also talked to his horse often.

"I reckon I didn' hear this calf. It happened before I got up this high. Mmmm. They usually just choke 'em, don't bleed 'em right away." The unmistakable partial prints where the claws of the bear had scuffed the leaves and trash away to hard ground in the attack were obvious.

"Bear would be more likely to choke 'im, too. **6.** _____. Either way, wouldn't be no blood like this. Unless this blood come from a real young calf. That's it. Musta been tender enough that its throat tore when th' bear grabbed him. Hmmm, mebbeso that ol' mamma cow ... naw, this track was made by one o' them big bulls.

"I reckon this ol' bull made it hot for th' bear, an th' calf's throat come loose from th' wrench o' th' fightin. Anyway th' bear got th' calf. Yeah, there's some more blood leadin off up th' draw. An' judgin' by th' size o' that track there, it must be a big un."

He studied the marks on the disturbed ground a few minutes. "We don't get many blacks that big an' I ain't seen a griz in these parts for a while. I think we got one now, though. 'Em boys at th' chuck's gonna be mighty innerested in these doins."

The cowboy looked past the head of the draw. There were numerous rock lined, scree-filled gullies coming off the upper part of the mountain. "Reckon he's prob'ly up there somewheres fillin' his gut about now."

2. Choose from the sentences A – G the one which fits each gap (1 – 6). Remember, there is one extra sentence you do not need to use.

A. Or break his neck.

B. The dun looked at him nervously as he started to gallop.

C. It may have been his saddle creaking, but with the noise in the background, he wasn't sure.

D. No cattle appeared to be in the area.

E. But now their summer "vacation" was ending.

F. He dismounted from the nervous dun.

G. His mid-morning smoke break was needed.