

KUULAMINE

Task 1.

You are going to hear different news items. You will hear each item twice. Before you listen, read the headlines below. While you listen, match the headlines (**A** to **K**) to the news items and write letters **A** to **K** in the table given. There is one **extra** headline.

An example (0) has been done for you.

You now have 45 seconds to read the headlines.

Headlines	News item	Headline	
A Harmful effects on human body	0	J	(0)
B Millions generated	1		(1)
C Bosses responsible for deaths	2		(2)
D Safety precautions ignored	3		(3)
E An excuse for breaking the law	4		(4)
F Cause for alarm	5		(5)
G Disaster strikes	6		(6)
H A dog-walker trampled	7		(7)
I A fortune for rocks	8		(8)
J Cancer drug hope	9		(9)
K A key discovery			

This is the end of task 1.

Turn to task 2.

Task 2.

You are going to hear 6 announcements at the airport or railway station. You will hear each announcement twice. Before you listen, read the notes below. While you listen, answer the questions, choosing the correct letter (**A**, **B**, **C** or **D**).

An example (0) has been done for you.

You now have 60 seconds to read the notes.

ANNOUNCEMENT 1

(0) *Who is probably making the announcement?*

- | | | |
|----------|-------------------------------------|---------------------------------------|
| A | <input type="checkbox"/> | <i>a pilot</i> |
| B | <input type="checkbox"/> | <i>a flight attendant</i> |
| C | <input checked="" type="checkbox"/> | <i>an airport information officer</i> |
| D | <input type="checkbox"/> | <i>a ground crew member</i> |

10. What are business class passengers supposed to do?

- | | | |
|----------|--------------------------|--|
| A | <input type="checkbox"/> | Sit near gate 11 and wait. |
| B | <input type="checkbox"/> | Start getting on the plane through gate 11. |
| C | <input type="checkbox"/> | Wait until passengers with children have boarded the plane. |
| D | <input type="checkbox"/> | Have their passports ready and wait for the next announcement. |

ANNOUNCEMENT 2

11. What are the passengers asked to do?

- | | | |
|----------|--------------------------|---|
| A | <input type="checkbox"/> | Check if they have tickets for the right train. |
| B | <input type="checkbox"/> | Check if they are waiting on the right platform. |
| C | <input type="checkbox"/> | Check if they have bought the ticket from the right platform. |
| D | <input type="checkbox"/> | Check if they have enough money to buy their ticket on the train. |

12. When is the ticket office open?

- | | | |
|----------|--------------------------|--------------------|
| A | <input type="checkbox"/> | from 7.15 to 5.35 |
| B | <input type="checkbox"/> | from 7.50 to 5.45 |
| C | <input type="checkbox"/> | from 7.15 to 5.45 |
| D | <input type="checkbox"/> | from 11.15 to 5.35 |

ANNOUNCEMENT 3

13. What is the ultimate destination of the flight?

- | | | |
|----------|--------------------------|---------|
| A | <input type="checkbox"/> | Atlanta |
| B | <input type="checkbox"/> | Miami |
| C | <input type="checkbox"/> | Caracas |
| D | <input type="checkbox"/> | Lima |

14. What change has been announced?

- A** ☐ the flight number
- B** ☐ the gate number
- C** ☐ the arrival time
- D** ☐ the boarding time

15. What are the current weather conditions outside?

- A** ☐ it's raining
- B** ☐ it's cloudy
- C** ☐ it's hailing
- D** ☐ it's windy

16. What time does the flight board?

- A** ☐ 9:50 AM
- B** ☐ 12:15 PM
- C** ☐ 4:05 PM
- D** ☐ 8:45 PM

ANNOUNCEMENT 4

17. What time will the train leave for Edinburgh?

- A** ☐ at 12.25
- B** ☐ at 11.50
- C** ☐ at 11.05
- D** ☐ at 11.15

ANNOUNCEMENT 5

18. What is the news for the passengers?

- A** ☐ The plane will take off later.
- B** ☐ They will arrive in Seattle at 9.45.
- C** ☐ The flight will depart when a plane from Seattle has landed.
- D** ☐ The plane cannot take off because of heavy snow on the runway.

ANNOUNCEMENT 6

19. The announcement tells the passengers that

- A** ☐ the flight's ultimate destination will be Portland.
- B** ☐ the flight will be ready to depart in some time.
- C** ☐ they have to begin fastening their seatbelts.
- D** ☐ a storm might change the plane's direction.

This is the end of task 2.

Turn to task 3.

Task 3.

You are going to hear a conversation between a doctor and a parent on a teenager's sleeping disorders. You will hear it twice. Before you listen, read the notes below. While you listen, fill in the gaps in the notes. Write no more than **four** words in each gap.

An example (0) has been done for you.

You now have 60 seconds to read the notes.

NOTES

PROBLEM caused by lack of sleep (0) <u>Oversleeping</u> for school
SOLUTION (20) _____ times at schools

PROBLEM Inability to (21) _____ in class
SOLUTION Establish (22) _____ and stick to them

PROBLEM Low (23) _____
SOLUTION Avoid (24) _____ after 4 PM

PROBLEM Slowed (25) _____
SOLUTION Avoid violent movies and books with (26) _____ right before bed

PROBLEM Feeling (27) _____
SOLUTION Stay away from bright lights, listen to (28) _____

PROBLEM (29) _____ during classes
SOLUTION Don't (30) _____ much in the daytime

PROBLEM (31) _____ up in the morning
SOLUTION Don't (32) _____ before the test

Task 1

Read the extract from Bill Bryson's book 'Down Under' and do the two tasks.

Later, Steve, Trevor and I went down the hill to the White Cliffs Hotel, the local **hostelry** (A), and the **appeal** (B) of the little town became more evident still. The White Cliffs was as nice a pub as I have ever been in. Not to look at, for Australian country pubs are nearly always **austere** (C) and **utilitarian** (D) places, with linoleum floors, laminated surfaces and glass-doored coolers, but rather for the **congenial** (E) and welcoming atmosphere. Much of this is a **tribute** (F) to the owner, Graham Wellings, a **chipper** (G) man with a firm handshake, a matinee-idol hairstyle and a **knack** (H) for making you feel as if he settled here in the hope that one day some folks like you would drop by.

I asked him what had brought him to White Cliffs. 'I was an **itinerant** (I) sheep shearer,' he said. 'I came here in '59 to **shear** (J) sheep and just never left. It was a lot more **remote** (K) back then. Took us eight hours from Broken Hill, the roads were that bad. You can do it in three now, but back then the roads were **rough** (L) as guts every inch of the way. We **tumbled** (M) in here **gasping** (N) for a cold beer, and of course there were no coolers in those days. Beer was room temperature – and room temperature was 110 degrees. No air conditioning either, of course. No electricity at all, unless you had your own generator.'

'So when did you get electricity in White Cliffs?' He thought for an instant. 'Nineteen ninety-three.' I thought I had misheard him. 'When?' 'Just about five years ago. We have telly now, too,' he added suddenly and enthusiastically. 'Got that two years ago.' He seized a remote control unit and pointed it at a television mounted on the wall. When it warmed to life, he ran through their choice of three channels, turning to us at each with an expression that invited **staggered** (O) admiration. I have been in countries where people still ride wagons and gather hay with **forks** (P), and countries where the per capita gross domestic product would not buy you a weekend at a Holiday Inn, but nowhere before had I been invited to regard television as a **marvel** (Q).

He switched off and put the remote back on the shelf as if it was a treasure relic. 'Yeah, it was a different world,' he said musingly. Still is, I thought.

Task 1.1.

Decide which statement is correct according to the text and put a tick in the correct box.

An example (0) has been done for you.

(0) *The place the author describes in the passage is*

- | | | |
|----------|-------------------------------------|----------------------------|
| A | <input type="checkbox"/> | <i>a little town.</i> |
| B | <input checked="" type="checkbox"/> | <i>a small local pub.</i> |
| C | <input type="checkbox"/> | <i>a small restaurant.</i> |

1. The White Cliffs was

- | | | |
|----------|--------------------------|--|
| A | <input type="checkbox"/> | the most attractive place in the town. |
| B | <input type="checkbox"/> | one of the most attractive pubs the author had been to. |
| C | <input type="checkbox"/> | like the other pubs the author had been to in Australia. |

2. The owner of the pub had

- | | | |
|----------|--------------------------|---|
| A | <input type="checkbox"/> | made the atmosphere very pleasant. |
| B | <input type="checkbox"/> | lately renovated the place. |
| C | <input type="checkbox"/> | recently installed a cooler in the pub. |

3. Graham Wellings

- A** ☐ was a very hospitable man.
B ☐ had hoped for years that the author would visit his pub.
C ☐ was happily surprised when the author visited his pub.

4. Graham Wellings

- A** ☐ couldn't leave White Cliffs because the roads were so bad.
B ☐ had first come to White Cliffs because of the work he did then.
C ☐ had been fortunate to drink cold beer at the White Cliffs.

5. Back in 1959

- A** ☐ they had used generators to cool the room.
B ☐ generators were used for coolers only.
C ☐ some people had their own generators.

6. The author was amazed that in White Cliffs they

- A** ☐ couldn't afford a weekend at a Holiday Inn.
B ☐ had only recently got electricity.
C ☐ still used hay wagons and forks.

7. Graham Wellings thought that

- A** ☐ life had changed in White Cliffs.
B ☐ life was different outside White Cliffs.
C ☐ life was a relic in White Cliffs.

Task 1.2.

Match the definitions with the words in **bold** in the text. Write the appropriate letter (**A** to **Q**) in the box before each definition. There are **three** more words than you need.

An example (0) has been done for you.

- | | | |
|-----|--------------------------|--|
| (0) | J | <i>v to cut the wool off a sheep</i> |
| 8. | <input type="checkbox"/> | <i>v to move in an uncontrolled way, as if falling or likely to fall</i> |
| 9. | <input type="checkbox"/> | <i>n a tool with a long handle and three or four points</i> |
| 10. | <input type="checkbox"/> | <i>adj uneven or not smooth, often because of being in bad condition</i> |
| 11. | <input type="checkbox"/> | <i>n something that you say which shows your respect and admiration for someone</i> |
| 12. | <input type="checkbox"/> | <i>adj without comfort; plain and without decoration; severe</i> |
| 13. | <input type="checkbox"/> | <i>n a bar or pub</i> |
| 14. | <input type="checkbox"/> | <i>adj very happy</i> |
| 15. | <input type="checkbox"/> | <i>v to want or need something very much</i> |
| 16. | <input type="checkbox"/> | <i>adj very shocked or surprised</i> |
| 17. | <input type="checkbox"/> | <i>adj far away in distance, time or relation</i> |
| 18. | <input type="checkbox"/> | <i>adj travelling from one place to another, usually to work for a short period</i> |
| 19. | <input type="checkbox"/> | <i>n the quality in someone or something that makes them attractive or interesting</i> |
| 20. | <input type="checkbox"/> | <i>n a skill or an ability to do something easily and well</i> |

Task 2.

Read the instructions for applying for Rotary Foundation scholarship and decide whether the statements following it are true (**T**), false (**F**) or there is no information (**NI**) about it in the text. An example (0) has been done for you.

STUDY INSTITUTIONS for Academic-Year & Multi-Year Scholarship Applicants

Please read carefully before proceeding.

In placing scholars in study institutions worldwide, The Rotary Foundation Trustees *aim* for an equitable geographic distribution. Therefore, **candidates must be flexible with their preferred study institutions**. You are expected to have thoroughly researched these institutions to determine if they offer your program of study and what funds, in addition to the scholarship, would be required to meet costs associated with your studies. Applicants who request and are assigned to an institution where total costs exceed the flat grant amount will be responsible for covering costs beyond that amount.

Restrictions:

All applicants must list five institutions in at least three countries. All countries listed must contain a Rotary club and cannot be the applicant's sponsoring country. Rotary clubs can be found in more than 160 countries.

- List no more than two institutions in any one country.
- All institutions listed must be located in different cities.
- Study fields that limit the applicant to one study institution or country may make it impossible to assign a preferred institution and may result in rejection of the application.
- The scholarship may not be used in conjunction with a "study abroad" program operated by an institution other than the assigned institution.
- **Applicants should not request assignment to an institution where they will already be enrolled before the scholarship year. Scholars will not be assigned to areas of a country where they have previously lived or studied for more than six months before the scholarship year.**

T F NI

0. Candidates must read these instructions before completing the form.

(0) ☒ ☐ ☐

21. The Rotary Foundation wishes to send students to different parts of the world.

21. ☐ ☐ ☐

22. Candidates must be ready to change their choices of study institutions.

22. ☐ ☐ ☐

23. The Rotary Foundation will give you all the necessary information about the institution where you want to study.

23. ☐ ☐ ☐

24. All scholars are given a scholarship to meet costs associated with their studies.

24. ☐ ☐ ☐

25. The Rotary Foundation will advise you about finding funds.

25. ☐ ☐ ☐

26. The grant amount depends on whether total costs at an institution are exceeded or not.

26. ☐ ☐ ☐

27. All candidates are offered a program of study to determine which institution to prefer.

27. ☐ ☐ ☐

28. Applicants are supposed to pay additional costs beyond the flat grant amount.

28. ☐ ☐ ☐

29. The local Rotary club can help an applicant with information on scholarship restrictions.

29. ☐ ☐ ☐

30. The scholarship is only valid in the assigned institution.

30. ☐ ☐ ☐

Task 3.

Match the journalist's questions and Daniel Tammet's answers in the interview below. Write the letter (**A** to **M**) of the correct question in the box next to the number of the answer. There are **two** questions that do not have a corresponding answer. *An example (0) has been done for you.*

(0)

: Right. Thanks to this condition I experience numbers as colours, sensations and even landscapes. Unlike many autistics, I retain the ability to converse.

31.

: For most people, numbers are just squiggles on a page. For me they're much more dynamic and visual. So when I think about numbers it's immediately an emotional experience, and a visual one that involves me and interests me.

32.

: My brother also has synesthesia. When he plays guitar he will see the colour orange, for example. It's your ability to associate emotions with things you wouldn't normally associate emotions with. I don't have this with music, but I do have this with words and numbers.

33.

: Ten. But my exposure to them varies and also how I get to use them.

34.

: I learn it visually. I was reading as much as I could, and reading out loud to have my pronunciation checked.

35.

: I have a very deep relationship with numbers because of the way I experience them. The same can be said of words and languages. I like learning languages, and it's partly because it helps me connect with people in a way I find difficult otherwise.

36.

: I've become much less scared of people. As this has happened I've been spending more time with people and less time with numbers. Language has become more important for me, as I can't communicate with people in numbers.

37.

: Iceland is such a beautifully visual country, and there are places where I think it does look a little like pi, which is such a vast number. When I see a distinctive landscape, stark and beautiful standing out on the horizon, I see pi.

38.

: Probably nine because he's tall. It's a tall number.

39.

: Six I don't like so much. It's a small number – tiny. Six is tiny and black. I get very few feelings from it, so I don't like it.

40.

: No. I really like thirteen. It's a prime number. It's blue-green, the colour of the sea.

Task 1.

Choose the correct answer (**A**, **B**, **C** or **D**) to fill in the gaps in the text.

An example (0) has been done for you.

Arbury Hall, (0).....^A in the midst of rolling lawns, (1)..... by many acres of beautiful parkland, seven miles from the centre of England, (2)..... the home of the Newdegate family since the 16th century. This lovely Elizabethan mansion house with its 12th century monastic origins (3)..... by Sir Roger Newdegate during the second half of the 18th century and with its soaring fan vaults, plunging pendants and filigree tracery, (4)..... as (5)..... and complete example of early Gothic Revival architecture.

Arbury (6)..... important collections of paintings, furniture, glass and china (7)..... through the centuries by successive generations of the Newdegate family.

George Eliot, (8)..... on the estate in 1819 where her father was the agent, (9)..... Arbury in several of her novels, especially “Scenes of Clerical Life” where in “Mr Gilfil’s Love Story” she portrays Arbury as Cheverel Manor and gives (10)..... many of the rooms in the house including The Saloon and The Dining Room.

<i>(0) A standing</i>	<i>B is standing</i>	<i>C stands</i>	<i>D stood</i>
1. A is surrounded	B was surrounded	C surrounded	D surrounding
2. A is	B was	C has been	D had been
3. A Gothicised	B is Gothicised	C was Gothicised	D has Gothicised
4. A stand	B stands	C is stood	D standing
5. A striking	B the striking	C the more striking	D the most striking
6. A contain	B contains	C is containing	D contained
7. A collected	B is collected	C was collected	D collecting
8. A born	B was born	C was borned	D has born
9. A feature	B featuring	C is featured	D features
10. A detailed descriptions from	B detailing descriptions from	C detailed descriptions of	D detailed descriptives of

- A** What about your brother? Are there any numbers you associate with him?
- B** Is there a link between your aptitude for numbers and languages?
- C** Do you ever see something in the world or have an emotion and associate it with a number?
- D** Many people are just scared of numbers. They have to use a calculator for everything. How would you encourage these people?
- E** Is there any number that sets you on edge or gives you some kind of solace?
- F** Your ability isn't just limited to arithmetic. You also have a predilection for collecting languages. How many do you speak now?
- G** Are you the only one in your family with a penchant for numbers?
- H** You have an actual emotional response to digits. You claim that each number has a distinctive shape and feel. Which number do you like best?
- I** Autism is often accompanied by a certain difficulty in communicating with other people, but you can express yourself so effortlessly. Have you always been social?
- J** *Daniel Tammet, you are a number lover. Your unique talent for mental calculations is the result of a rare condition called synesthesia.*
- K** There are some numbers that already have certain associations determined by superstition. Do these popular notions have any effect on how you feel about a number?
- L** Two years ago you were challenged to learn Icelandic in one week. What's your strategy for learning a language?
- M** People develop affinities for some strange things nowadays... computers, minke whales and peanut butter. But numbers?

Task 1.

Choose the correct answer (**A**, **B**, **C** or **D**) to fill in the gaps in the text.

An example (0) has been done for you.

Arbury Hall, (0).....^A in the midst of rolling lawns, (1)..... by many acres of beautiful parkland, seven miles from the centre of England, (2)..... the home of the Newdegate family since the 16th century. This lovely Elizabethan mansion house with its 12th century monastic origins (3)..... by Sir Roger Newdegate during the second half of the 18th century and with its soaring fan vaults, plunging pendants and filigree tracery, (4)..... as (5)..... and complete example of early Gothic Revival architecture.

Arbury (6)..... important collections of paintings, furniture, glass and china (7)..... through the centuries by successive generations of the Newdegate family.

George Eliot, (8)..... on the estate in 1819 where her father was the agent, (9)..... Arbury in several of her novels, especially “Scenes of Clerical Life” where in “Mr Gilfil’s Love Story” she portrays Arbury as Cheverel Manor and gives (10)..... many of the rooms in the house including The Saloon and The Dining Room.

<i>(0) A standing</i>	<i>B is standing</i>	<i>C stands</i>	<i>D stood</i>
1. A is surrounded	B was surrounded	C surrounded	D surrounding
2. A is	B was	C has been	D had been
3. A Gothicised	B is Gothicised	C was Gothicised	D has Gothicised
4. A stand	B stands	C is stood	D standing
5. A striking	B the striking	C the more striking	D the most striking
6. A contain	B contains	C is containing	D contained
7. A collected	B is collected	C was collected	D collecting
8. A born	B was born	C was borned	D has born
9. A feature	B featuring	C is featured	D features
10. A detailed descriptions from	B detailing descriptions from	C detailed descriptions of	D detailed descriptives of

Task 2.

Read the text and look carefully at each line. Tick (✓) the **three** correct lines. Seven lines have an extra word. Cross out the word and write it after the number in the margin.

An example (0) has been done for you.

(0) Tired of others dictating ~~to~~ your holiday plans? Fancy

(0) to

11. getting in touch with your inner self and really

11 _____

12. meeting up the locals? Then it's time to go solo.

12 _____

Anna speaks about her holiday for singletons:

13. "I wasn't originally intending to go on a singles' break, but when I was

13 _____

14. trawling the internet for activity holidays and Speedbreaks.co.uk came up to.

14 _____

15. As I was single at the time I thought about, "why not?" It was a great deal

15 _____

16. in an amazing place and I felt I had nothing to lose. I went to Zell am See

16 _____

17. in the Austrian Alps, having first flown to Salzburg. We stayed around by a

17 _____

18. lake in a small town in the mountains. I was worried about the whole singles

18 _____

19. aspect at the first, but everyone was lovely. After the first night when we all

19 _____

20. went out, it felt like being we'd known each other for ages. Everyone

20 _____

seemed to get along as mates."

Task 3.

Read the following paragraph and fill each gap with a suitable word to complete the text.
An example (0) has been done for you.

We expect the bonds between children and parents, (0) **or** between lovers or close friends, (21) _____ be fierce and complex, and that makes (22) _____ easy to understand.

We expect the bonds between people and their pets (23) _____ be simple and innocent, an antidote to human judgment and (24) _____ fog of human speech, and that can make the bond paradoxically harder to track or explain.

How do we feel (25) _____ the nonhuman animals (26) _____ company we desire? We think we know. Our pet is our best friend, (27) _____ member of the family, a surrogate child for the adults, *in loco parentis* for the kids and the best possible pillow for whoever (28) _____ the privilege.

Pets are growing ever more popular. In 2006, according (29) _____ the American Pet Products Manufacturers Association, 63 percent (30) _____ American households had a pet.

Task 4.

Choose the correct word from the bank and use it in its correct form to complete the text below.
Use each word only **once**.
An example (0) has been done for you.

~~be~~, commit, concern, employ, lead, live, reach, result, seem, specify, take

World peace

In my opinion, the two most important global issues that need the urgent attention of our governments (0) **are** those of poverty and world peace. However, as far as the global economy (31) _____, I imagine gulfs will always exist between rich and poor states despite the recent steps (32) _____ to write off the Third World debt. As for (33) _____ a general consensus on the expansion of fair trade and the relaxation of trade barriers – that still (34) _____ a long way off. So if I must focus on a single global issue, I would (35) _____ the attainment of world peace as our most important political objective.

If our statesmen could work together to achieve this, the benefits would be far-reaching. Effective arms control should ultimately (36) _____ in the significant reduction of defence budgets, and this financial resource could then be (37) _____ to support society rather than destroy it. If populations (38) _____ in peace with each other, there would be more mutual understanding and respect for different cultures. In an ideal world, this (39) _____ to the disappearance of prejudice and discrimination, the eradication of racism and human rights violations, and an end to horrific crimes such as the ethnic cleansing and genocide (40) _____ on such a massive scale during twentieth century conflicts.