

Task 6. Questions 53–60

Read the opinions on taking a gap year (**A–E**) and the sentences below (**53–60**). Then decide which sentence is about which opinion and write a letter (**A–E**) after the sentence. The letters can be chosen more than once. *An example (0) has been done for you.*

Taking a gap year

- A Adam:** This is a wonderful opportunity for students who may want to explore alternatives to immediately starting college, especially for those who are not ready financially or for other reasons. However, students considering taking a year off need to be careful too. The new-found independence gained by having a real job and paycheck, sharing an apartment with friends or being able to travel can be very enticing, but it can also make it very difficult to go back to school as a college freshman later.
- B Barbara:** I think a gap year is a great idea for a lot of students. It is a chance to consider the direction in which you would like to take your college studies before you even begin, as well as a chance to gain a little maturity and wisdom. That said, it does not have to be a big affair with international travel and specially planned programmes, just find a temporary job to pay the bills, which can be a bonus if it is related to something you might like to study or ultimately pursue as a career. Just try to relax and enjoy life, see where it leads you.
- C Catherine:** I took a year off to go abroad where I worked, saved up and practised the language I went on to study. My parents were not in a position to support me financially at the time, so most of my time I concentrated on surviving. It has proved tremendously beneficial, but nevertheless I would not want to force it on anybody. It is a very tough proposition for an 18-year-old to become self-sufficient in a foreign culture and, although I had a good time, I do feel it probably forced me to grow up quicker than I was comfortable with.
- D David:** I was on a gap year last year, and it was the worst time of my life. My plan was to just work for the year and raise money for university, but I just ended up getting rejection after rejection from job applications. My friends were all having fun living the university life. This resulted in feeling pretty depressed. It got to the point where I had to force myself just to leave the house. Throughout the space of a year I only worked for about six weeks as I had two temporary jobs. I started at university in September and have been slowly building my confidence back up. Moral of the story: make sure your gap year is well planned.
- E Edward:** I spent a gap year volunteering at a hospital in rural Zimbabwe and came away forever changed. Fortunately, I had my parents' full support, so that was not an issue. At first I was as homesick as can be, but was in too remote a place to change my mind. The experiences I had could fill a book, from medical experience I gained at the hospital to the cultural experience of living with a Zimbabwean family, to the personal learning experience of being the only non-Zimbabwean for many, many miles around. I would almost think it should be made compulsory for all students.

New York Times

This person thinks that taking a gap year...

- was difficult for him/her first but he/she has no regrets. 0. _____C
- may change your mind about continuing your studies. 53. _____
- was difficult but valuable. 54. _____
- altered his/her personality and outlook. 55. _____
- does not have to involve travelling abroad. 56. _____
- should not be made compulsory. 57. _____
- had a negative impact on his/her self-esteem. 58. _____
- might as well be made mandatory. 59. _____
- is a good way to gain knowledge in the field you want to study later. 60. _____

INGLISE KEELE KATSEEKSAM

9. APRILL 2013

Eksamitöö täida sinise või musta tindi- või pastapliiatsiga.

Task 1. Questions 1–9

You are going to hear an interview with an American who has worked in Togo, Africa. **You will hear the interview only once.** Before you listen, read the text below. While you listen, fill in the gaps in the text. Write **no more than four** words in each gap. *An example (0) has been done for you.* You now have **45 seconds** to read the text.

Michael is a member of (0) Peace Corps. This is an organisation that sends volunteers to work in (1) _____ or education.

Michael worked as a (2) _____ in Togo.

Michael had to get (3) _____ in order to work in West Africa. He had (4) _____ a day.

Michael always felt as an (5) _____ and the kids (6) _____.

In Togo, it would often rain and when the sun came out, you could actually see (7) _____.

Michael would go to Togo again if he (8) _____.

Yet, Michael would not want to go to Togo (9) _____.

Täidab hindaja

+/-/9

1
2
3
4
5
6
7
8
9

Task 2. Questions 10–16

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 (B to K) to the news items and write letters B to K in the table given. There are **two extra** headlines that you do not need to use. *An example (0) has been done for you.* You now have **30 seconds** to read the headlines.

Headlines

A	Dangerous piece of art
B	Early track found
C	Hi-tech cutlery
D	New method of preservation
E	The wrong name
F	Amazing record
G	Altering maps
H	Fascinating outlook
I	Chattiness explained
K	Newsroom challenges

News item	Headline
0	A
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Task 5.1. Questions 37–45

Nine phrases have been removed from the text. Put them into gaps. Write the letters (B–L) after the numbers (37–45) in the text. There are **two extra phrases** that you do not need. *An example (0) has been done for you.*

A	through things like solar panels and energy-efficient air conditioning
B	guests see that we are not just cherry picking
C	starting with a new solar power plant
D	by buying offsets to cover each room’s carbon dioxide emissions
E	it will in time become a tool for individual travellers
F	the company will begin using a new solar power plant in the Maldives
G	by selling their shares
H	hotels often do not go beyond their own onsite operations
I	reducing the hotels’ carbon footprint
J	on the hotels’ radar screen
K	together to develop a protocol for measuring and reporting
L	such as waste management and transportation

Task 5.2. Questions 46–52

Some of the words in the text are written **in bold**. Match the words to their definitions (46–52). There are **two extra words in bold** that you do not need. *An example (0) has been done for you.*

0. emissions – *n.* gases that go into the air
46. _____ – *n.* company that sells a product or a service
47. _____ – *adj.* present everywhere
48. _____ – *v.* to balance the effect of something
49. _____ – *n.* the right to a more important status
50. _____ – *adj.* not clear enough to describe
51. _____ – *v.* to make a judgment about a situation
52. _____ – *adj.* involving a lot of organisations working together

Macmillan English Dictionary

Täidab hindaja

+/-/9

46
47
48
49
50
51
52

Task 5

Read the text and complete the two tasks on the next page.

Can hotels be truly carbon neutral?

In the age of the **ubiquitous** “eco-hotel”, where buzzwords sometimes take **precedence** over actual sustainability, a few places are working toward true carbon-neutral status. First they reduce their energy use as far as possible — (0) A — and then they pay to **offset** any energy they do use by supporting carbon-reduction projects, such as forestry programs or schemes that capture carbon from the atmosphere and store it underground.

For example, the Saunders Hotel Group, a family-owned chain of six hotels headquartered in Boston, has received carbon neutral certification (37) _____. But paying for offsets is the easy part, and on a per-room basis it is not very expensive. The hard part, explained Ted Saunders, the group’s chief sustainability officer, is (38) _____ by investing in things like a more energy-efficient boiler or using a local **supplier** to cut down on transportation **emissions**. It has to be a comprehensive effort, he said, so “(39) _____”.

The luxury Soneva resort chain, with properties in the Maldives, Greece and Thailand, is striving to fully **decarbonise** by 2015. Arnfinn Oines, who’s in charge of chain’s “social and environmental conscience”, said (40) _____. The company is also aiming to offset guests’ air travel – in Thailand, for example, Soneva owns a reforestation project to plant new trees.

Stephen Russell, a senior associate at the World Resources Institute, an environmental think tank based in Washington DC, noted that (41) _____ when they talk about carbon neutrality, which he calls a “broad, **nebulous** term”. There are also emissions associated with goods and services purchased by hotels, (42) _____.

However, Russell has seen an increase in hotels striving to reduce emissions, particularly in the last five years and particularly among hotels that cater to corporate clients. In fact, 23 global hotel groups have recently come (43) _____ the carbon footprint of hotel stays and corporate meetings. So far, the standardized approach, which was launched in June 2012 and is spearheaded by the International Tourism Partnership and the World Travel and Tourism Council, is geared toward companies that book conferences and corporate travel. But Russel has no doubt (44) _____ to **gauge** just how environmentally friendly hotels really are.

When Russel first started working on emission-reduction issues in 1989, he said the issue of carbon neutrality was not even “(45) _____”. But in recent years, he added, the **urgency** has never been greater among hotel operators. “It is encouraging to see that all the big players in the industry are taking this seriously and are putting together **concerted** efforts,” he said.

Task 3. Questions 17–26

You are going to hear an interview with a psychologist talking about exam preparation. You will hear the interview **twice**. Before you listen, read the text below. While you listen, fill in the gaps in the text. Write **no more than four** words in each gap. *An example (0) has been done for you.* You now have **45 seconds** to read the text.

Advice given by Dr Cynthia Green

Reasons why people cannot remember what they have studied:

- (0) _____ *nervousness*
- not enough (17) _____

Techniques to reduce anxiety:

- take (18) _____
- count (19) _____
- visualization — imagine something you find relaxing

Ways of answering multiple-choice questions:

- figure out (20) _____
- eliminate (21) _____
- remind yourself of the main point

Things that parents should do:

- teach your kids good (22) _____
- make sure the kids sleep and eat well
- teach them how to (23) _____
- remind them that the last days before the test should be used for (24) _____

What everyone should know about cramming:

- the main danger is that we can (25) _____
- if you have to cram, (26) _____

Task 4. Questions 27–33

You are going to hear different introductions to radio cooking shows. You will hear each introduction **twice**. Before you listen, read the topics below. While you listen, match the topics (**B** to **K**) to the introductions and write letters **B** to **K** in the table below. There are **two extra** topics that you do not need to use. *An example (0) has been done for you.* You now have **30 seconds** to read the topics.

Topics

A	Health from roots
B	A recall of seasonal veggies
C	September in season
D	Holiday delights
E	Easily prepared food
F	Great vegetables in summer
G	Healthy pots for big families
H	The beginner of green season
I	The lost art of real cooking
K	Expensive originals with cheaper substitutes

Introduction	Topic
0	A
27.	
28.	
29.	
30.	
31.	
32.	
33.	

Täidab
hindaja

+/-/9

17

18

19

20

21

22

23

24

25

26

Task 3. Questions 19–26

You are going to read extracts from an article containing information about six museums in London. For questions **19–26** on the next page, choose from the extracts **A–F**. The extracts may be chosen more than once. *An example (0) has been done for you.*

- A HMS Belfast** — A part of Imperial War Museums, tells the stories of life on board this warship during the Second World War and beyond. Imagine sleeping in one of the tightly-packed hammocks during convoy duties in Arctic waters. Explore nine decks of amazing history, from the heavily protected Shell Rooms to the sights and sounds of the interactive Operations Room. Hear veterans’ stories in the Life at Sea exhibition, and immerse yourself in the midst of a battle in the Gun Turret Experience.
- B Natural History Museum** — Hundreds of exciting, interactive exhibits in one of London’s most beautiful landmark buildings. Highlights include the popular Dinosaurs gallery, Mammals with its unforgettable model blue whale and the spectacular Central Hall, home to the Museum’s iconic Diplodocus skeleton. The Museum offers a wide-ranging programme of temporary exhibitions and events including chances to join experts in topical discussions about science and nature.
- C The British Museum** — Founded in 1753, the British Museum’s remarkable collection spans over two million years of human history. Enjoy a unique comparison of the treasures of world cultures under one roof, centred around the magnificent Great Court. World-famous objects such as the Rosetta Stone, Parthenon sculptures, and Egyptian mummies are visited by up to 6 million visitors per year. In addition to the vast permanent collection, the museum’s special exhibitions, displays and events are all designed to advance understanding of the collection and cultures they represent.
- D The Old Operating Theatre Museum** — One of the most unusual museums in London. It is the only 19th century operating theatre in England. Come and explore the history of surgery and herbal medicine in this beautifully restored museum. The operating theatre is located in the top of an old church. Visitors can watch demonstrations of surgical techniques from the past, volunteer to be “operated on” and explore the herb garret, where herbs were dried and stored for the hospital’s apothecary.
- E Wellcome Collection** — A free destination for the incurably curious. Explore what it means to be human through a unique mix of galleries, events and meeting, reading and eating places. Many of the collections are nothing short of bizarre, showcasing everything from a Peruvian mummified man to a robot used in the human genome project. The venue offers visitors contemporary and historic exhibitions and collections, lively public events, the world-renowned Wellcome Library, a café, a bookshop and conference facilities.
- F Dennis Severs’ House** — Visitors are invited to enter a time capsule and wander silently through the former house of artist Denis Severs who created the atmosphere left behind by an imaginary 18th century family. You sense their presence by the things they have left behind. The smell of food about to be eaten, beds are slept in and unmade. So, it is not what you see that makes sense, but what you have just missed and are being asked to imagine.

www.visitlondon.com

Task 1. Questions 1–10

Read the text below and decide which word (**A, B, C** or **D**) best fits each gap (**1–10**). Write the letter in the gap. *An example (0) has been done for you.*

Hula Hoop

You may think that the Hula Hoop was a (0) A born in the 1950s, but in fact people (**1**) _____ much the same thing with circular hoops made (**2**) _____ grape vines and stiff grasses all over the ancient world. More than three thousand years ago, children in Egypt played with large hoops of grapevines. The toy (**3**) _____ along the ground with a stick or swung around at the waist.

During the fourteenth century, a “hooping” trend swept England, and was (**4**) _____ popular among adults as kids. The records of doctors at the time attribute numerous dislocated backs and heart attacks to “hooping.” The word hula became associated (**5**) _____ the toy in the early 1800s when British sailors visited the Hawaiian Islands and noted similarities between “hooping” and hula dancing.

In 1957, (**6**) _____ Australian company began making wood rings for sale in retail stores. Wham-0, a California toy manufacturer, produced a plastic hoop in a (**7**) _____ of bright colours. Knerr and Melin promoted it (**8**) _____ months in 1958 on Southern California playgrounds where they would do demonstrations and give away hoops to get the children to learn and play. Their perseverance turned the Hula Hoop into the greatest fad the country has ever seen. Twenty-five million (**9**) _____ in four months!

The fad died out in the sixties, but Hula Hoops are now very much (**10**) _____ us again thanks to the fitness mania.

www.ideafinder.com

0. A craze	B graze	C grease	D crease
1. A do	B were doing	C was doing	D have done
2. A from	B by	C in	D off
3. A was propelling	B propels	C was propelled	D had propelled
4. A so	B that	C much	D as
5. A by	B with	C of	D on
6. A –	B a	C an	D the
7. A variety	B various	C varied	D vary
8. A in	B over	C for	D by
9. A sold	B was sold	C were sold	D had been sold
10. A with	B at	C on	D by

Task 2 Questions 11–18

Read the article and decide which statement (A, B or C) is true according to the text.
An example (0) has been done for you.

Earworms: Why catchy tunes get trapped in our heads

Psychologist Tom Stafford reveals why our brains find it hard to get rid of annoying, catchy songs, but he offers a possible solution. “Earworms”, some people call them. Songs that get stuck in your head and go round and round, sometimes for days, sometimes for months. For no apparent reason, you cannot help yourself from humming or singing a certain tune. The most interesting thing about earworms to psychologists is that they show a part of our mind that is clearly outside of our control. Earworms arrive without permission and refuse to leave when we tell them to. They are parasites, living in a part of our minds that rehearses sounds.

We all get these musical memories, and people appear to have different ones, according to a team at Goldsmiths University in London, who collected a database of over 5,000 earworms. True, the songs that we get stuck with tend to be simple and repetitive, but it seems we are not all singing the same number one song at the same time. Music is defined by repetition, just like earworms, and this might make earworms so hard to shake — they are musical memories that loop, say a particular verse or a hook, forever repeating rather than running to completion. Some people report that singing an earworm to the end can help get rid of it (others report in frustration that this does not work at all).

Another fact about earworms is that they often seem to have something interesting or unusual about them. Although they will often be simple and repetitive bits of music, tunes that become earworms have a little peculiarity, something that makes them “catchy”, and perhaps this is a clue as to why they can take hold in our memory system. If there was nothing unique about them, they would be swamped by all the other memories that sound similar too.

If you have got a particularly persistent earworm, you can suffer an attack of it merely by someone mentioning the tune, without having to hear it. This proves that earworms are a phenomenon of long-term memory, rather than merely being a temporary “after-image” in sound. But this is not the whole story. Human memory researchers have identified so called “slave systems” in our short-term memory, components of the mind which capture sights and sounds, keeping them alive for a short time while we focus on them. One slave system is the “inner ear”, the part we use for remembering phone numbers, for instance. It is this part that seems to get infected with earworms. Rather than rehearse our plans for the day, idle thoughts, or lists of things to remember, the inner ear gets stuck on a few short bars of music or a couple of phrases from a song. A part of us that we normally do not have to think about has been turned against us, tormenting us with a jukebox request that we never asked for.

Fortunately, psychology can provide some vital intelligence on how to deal with an unruly mind. One option is to try not to think about the problem. This, however, involves a paradox: by trying not to think of a thing you constantly have to be checking if you are still thinking of it — re-invoking precisely the thing you are trying not to think of.

The general solution for the problem is to do something else to avoid thinking of it. For earworms, the solution may be the same. Our inner ear, a vital part of our cognitive machinery for remembering and rehearsing sounds, has become infected with an earworm. This is a part of ourselves which is not under our control, so just sending in instructions to “shut up” is unlikely to be of much help. Much better is to employ the inner ear in another task, preferably something incompatible with rehearsing the earworm.

If earworms survive because of their peculiarity, the hook that makes them catch, then Stafford’s prediction for ridding yourself of an earworm is to sing songs that are similar. By this theory it will erode the uniqueness of the memory habitat that lets the earworm survive.

0. What are earworms?

- A ☐ Catchy songs played on the radio.
- B ☒ Irritating tunes in your head.
- C ☐ Parasites living in your ears.

11. Psychologists say that earworms

- A ☐ are an involuntary phenomenon.
- B ☐ can be controlled by will.
- C ☐ need our permission to activate.

12. Earworms are usually

- A ☐ number one hits.
- B ☐ complete songs.
- C ☐ parts of songs.

13. Singing an earworm song to the end

- A ☐ magnifies your irritation.
- B ☐ may help you discard it.
- C ☐ is a proven way to get rid of it.

14. Songs that become earworms usually have

- A ☐ a simple rhythm.
- B ☐ repetitive lyrics.
- C ☐ a unique twist.

15. The exact part that an earworm corrupts is our

- A ☐ inner ear.
- B ☐ long-term memory.
- C ☐ short-term memory.

16. Sounds and sights in our brain are captured by

- A ☐ temporary focal memory systems.
- B ☐ parts of long-term memory systems.
- C ☐ specific short-term memory systems.

17. Intentionally not thinking about an earworm

- A ☐ causes it to disappear.
- B ☐ creates a contradiction.
- C ☐ re-invokes certain memories.

18. One way to get rid of an earworm is to

- A ☐ get engaged with something different.
- B ☐ tell yourself to stop humming the tune.
- C ☐ keep repeating the tune until it disappears.