

**SCUOLA DI SCIENZE UMANISTICHE  
LETTORATO DI INGLESE**

**SELECTED TEXTS**

**2015/16**

## **LETTORATO DI INGLESE: 2015/16**

### **Lower Intermediate Texts:**

Clandfield, *Global Pre-intermediate Coursebook and e-Workbook*, Macmillan  
 Vince, *Macmillan English Grammar in Context: Intermediate*, Macmillan  
 “Selected Texts 2015-16”

### **Intermediate Texts:**

Clandfield, *Global: Intermediate Coursebook and e-Workbook*, Macmillan  
 Vince, *Macmillan English Grammar in Context: Intermediate*, Macmillan  
 “Selected Texts 2015-16”

### **Upper Intermediate Texts:**

Clandfield & Jeffries, *Global Upper Intermediate Coursebook and e-Workbook*,  
 Macmillan  
 “Selected Texts 2015-16”

### **Course/Exam Topics:**

1. Consumer Issues & Media Studies
2. Culture: Food & Customs
3. Education
4. Crime & Conflict
5. Gender Studies
6. Work & Economics
7. The Arts
8. Geography & Tourism

### **Grammar Topics:**

1. simple present/present continuous
2. past simple/past continuous/past perfect, *used to*
3. present perfect
4. future forms: be going to/will
5. modal verbs
6. *-ing* vs. infinitive
7. conditionals
8. reported speech
9. passive
10. nouns (countable/uncountable), pronouns, quantifiers

11. adjectives, comparative/superlative
12. linking words
13. relative clauses

## The Lettorato Exam:

The English *lettorato* prepares students for different exams at the undergraduate level, so it is fundamental that you know which exam is required for your particular degree. For this information consult the specific course requirements for your degree. The main exams are *Lingua e Traduzione Inglese* (called *Lingua Inglese Prima Annualità* for AA students) and *Lingua Straniera Inglese (LET0420)*. The *Lingua e Traduzione (LT)/Lingua Inglese Prima Annualità* exam is divided into two parts, the *lettorato* exam and an exam in translation (done with Profs. Borgogni, Cimarosti or Oddenino), and the final mark is the average of these two exams. *Lingua Straniera Inglese LET0420 (LS)*, instead, consists only in a *lettorato* exam, and the final mark is PASS/FAIL.

The *lettorato* exams are made up of 5 parts: Dictation, Grammar and Vocabulary, Verbs, Reading Comprehension and Writing. The main difference between the *lettorato* exams regards the composition. While the LT and 1° Anno students will be asked to write about a personal experience or opinion, the LS students will have to write about a topic linked to a specific series of texts. The text packet for exams in June 2016, September 2016 and February 2017 is entitled “United States” (available in February 2015). The text packet for the January-February 2016 exam is entitled “Australia” and is available at Torino Copy, in Via Roero di Cortanze, and on the Culture e Letterature del Mondo Moderno page (see Avvisi e News or Insegnamenti-Lettorato di Inglese).

When you decide to take the final exam, you will need to sign up on the university website. Online exam enrolment can be very confusing; for this reason, before enrolling in an exam, please check the dates in the notice posted on Culture e Letterature del Mondo Moderno, Avvisi e News, ‘Appello di...’ approximately one month before the exam session.

To take the *lettorato* exam, you must have it in your *piano carriera*. Only the following students may take the exam without having it in their *piano carriera*:

- students who have attended the *lettorato* course and received the Attendance Point
- students who have one of the following certificates: PET with Distinction (**not** PET or PET with Merit), FCE, CAE , IELTS minimum 5.5 or TOEFL iBT minimum 72

Part of the *lettorato* exam will be corrected electronically. On the next pages, you will find an example of the *lettorato* exam and a sample marksheet with instructions. The exercises contained in this handout pack all come from real exams. Those entitled “Test practice” are based on the new exam format, in effect since January 2015. The exercises entitled “Extra practice” are taken from an older version of the exam but are still good practice!

**UNIVERSITÀ DEGLI STUDI DI TORINO  
SCUOLA DI SCIENZE UMANISTICHE  
SAMPLE EXAM**

- ◊ Prova di Lettorato (Lingua e Traduzione)  
◊ Prova di Lettorato (Lingua Inglese 1° anno)  
◊ Lingua Straniera Inglese 0420

Cognome \_\_\_\_\_ Nome \_\_\_\_\_

N. di matricola \_\_\_\_\_

**SEZIONE A: GRAMMAR AND VOCABULARY (10 POINTS)**

**Leggete il seguente testo e scegliete l' espressione che completa correttamente la frase. Sulla scheda delle risposte, annerite la casella corrispondente alla propria scelta.**

There are map-loving people that lavish more attention on the sheets of coloured paper (1)\_\_\_\_\_ on the coloured land rolling by. I have (2)\_\_\_\_\_ to the accounts of such travellers, in (3)\_\_\_\_\_ every road number was remembered and every distance recalled. This kind of traveller requires to know in terms of maps exactly where he is located every moment and feels some kind of safety in black and red lines, in dotted indications and squirming blue of lakes and the shadings that indicate mountains. (4)\_\_\_\_\_ is not so with me. I was born lost and take very (5)\_\_\_\_\_ pleasure in being found. Besides, roads change, increase, are widened or abandoned with such frequency in our country that one (6)\_\_\_\_\_ to buy road maps constantly. But since I know the passions of the mapifiers, I can report that I moved north in Maine roughly parallel to US Highway 1 through Houlton, Mars Hill, Presque Isle and Caribou. I can report this information (7)\_\_\_\_\_ I have a map in (8)\_\_\_\_\_ of me; (9)\_\_\_\_\_, the things I remember have absolutely (10)\_\_\_\_\_ to do with the numbers and coloured lines and squiggles.

[Adapted from J. Steinbeck, *Travels with Charley*]

- |                |           |                 |             |
|----------------|-----------|-----------------|-------------|
| 1. A. from     | B. of     | C. than         | D. that     |
| 2. A. felt     | B. heard  | C. listened     | D. talked   |
| 3. A. that     | B. where  | C. which        | D. who      |
| 4. A. These    | B. This   | C. They         | D. He       |
| 5. A. many     | B. little | C. few          | D. lot      |
| 6. A. can      | B. must   | C. could        | D. has      |
| 7. A. because  | B. why    | C. so           | D. such     |
| 8. A. front    | B. next   | C. opposite     | D. near     |
| 9. A. despite  | B. but    | C. nevertheless | D. although |
| 10. A. nothing | B. no-one | C. anything     | D. anybody  |

**SEZIONE B: VERBS (10 PUNTI)**

**Leggete il seguente testo e scegliete l' espressione che completa correttamente la frase. Sulla scheda delle risposte, annerite la casella corrispondente alla propria scelta.**

As they sat in the dark, looking up at the stars projected on the planetarium dome, the fourth-grade class could have been on a field trip to the Museum of Science in Boston. But instead, they \_\_\_1\_\_\_ in the gym at Sutton School having a lesson on the planets in an inflatable planetarium set up that morning by the museum.

Over the last few years, museum trips \_\_\_2\_\_\_ in many schools, partly because of tight budgets. To make up for the decline in visits, many museums \_\_\_3\_\_\_ traveling programs at the schools themselves. "Even if they can't come to the museum, we can bring the excitement of science to the school," said a traveling educator at the Boston museum.

At the Museum of Science, where school visits \_\_\_4\_\_\_ about 30 percent since 2007, demand for the school travel programs is booming. In fact, Annette Sawyer, director of education and enrichment programs, says that the museum \_\_\_5\_\_\_ almost 1,000 travel programs next year. On a spring morning, the Sutton school has brought in the planetarium program. "Going to the museum costs \$275 a bus," \_\_\_6\_\_\_ Michael Breault, the principal. "Usually we \_\_\_7\_\_\_ for field trips from a magazine fund-raiser, but this year, we didn't sell as many magazines." Travel programs cost less but they \_\_\_8\_\_\_ the excitement of a museum. Nor is the experience of \_\_\_9\_\_\_ posters in class the same as seeing an authentic painting in an art gallery. A spokesman for the Natural History Museum said for the moment it \_\_\_10\_\_\_ on materials that could be used in class. ([Tamar Lewin](#), NYTimes 5/2010)

- |    |                         |                             |                     |                       |
|----|-------------------------|-----------------------------|---------------------|-----------------------|
| 11 | A. was                  | B. are                      | C. were             | D. have been          |
| 12 | A. have reduced         | B. have been reduced        | C. had been reduced | D. are reduced        |
| 13 | A. are using            | B. uses                     | C. are used         | D. using              |
| 14 | A. would drop           | B. had dropped              | C. are dropped      | D. have dropped       |
| 15 | A. going to do          | B. does                     | C. will do          | D. would do           |
| 16 | A. said                 | B. told                     | C. asked            | D. informed           |
| 17 | A. are going to pay     | B. pay                      | C. are paying       | D. are paid           |
| 18 | A. should not replicate | B. not be able to replicate | C. cannot replicate | D. must not replicate |
| 19 | A. for to look at       | B. to look at               | C. for looking at   | D. looking at         |
| 20 | A. are concentrating    | B. was concentrating        | C. concentrates     | D. have concentrated  |

### SEZIONE C: READING COMPREHENSION (20 PUNTI)

Leggete il seguente testo e completate gli esercizi.

1 Paris is many things: a city of romance, a hotbed of culture, and the inspiration for countless artists, musicians and poets. **It** is a place that, for more than 40 years, had a special relationship with the **jazz** trumpeter **Miles Davis**. It was also one of the last major cities he played in, shortly before his death on 28 September 1991. Now the relationship between musician and city is celebrated in a new exhibition at the Musée de la Musique.

2 In 1949, a 22-year-old Davis travelled to Paris, as part of a quintet that included the pianist Tadd Dameron. The quintet was **booked** to play at the first Paris international jazz festival since the war ended. In the US, Davis was already a rising star in the jazz world, but while he was highly respected among his peers, in mainstream America he was seen as a second-class citizen. **\*A** But France was a different story, and nothing could have prepared Davis for the reception he would receive in Paris. "This was my first trip out of the country," recalled Davis in his autobiography. "Paris was where I understood that all white people were not the same, that some weren't prejudiced." French jazz pianist René Urtreger adds: "Miles was proud and **ouched** by the fact that in France, jazz was considered to be very important music."

3 The Miles Davis and Tadd Dameron quintet played at the Salle Pleyel concert hall, and Davis was soon befriended by Boris Vian, a 29-year-old French polymath, whose numerous talents included writing, engineering and playing jazz trumpet. Vian introduced Davis to Picasso and Jean-Paul Sartre, and **the group** would sit together in hotels, cafés and clubs in the Saint-Germain district, using a mixture of broken French, broken English and sign language to communicate. Davis also met another acquaintance of Vian's, the actor and singer Juliette Gréco. **\*B** Davis and Gréco would often explore Paris together, walking hand-in-hand by the banks of the Seine, drinking in cafés and listening to music in clubs.

4 Davis wasn't the only black American musician who fell for the charms of Paris, and some decided to stay in France rather than return to a harsher life in the US. But back home, Davis had a partner and two young children. He said goodbye to Gréco (although they would remain in touch all **their** lives) and returned home. But back in America, jazz was in crisis. Depressed by his **longing** for Gréco, his status in American society and deteriorating work prospects, Davis became a heroin addict. It would take him four years to kick the habit.

5 In 1956, a cleaned-up Davis returned to Paris for the start of a European tour. "In England, you had union laws that restricted the number of American jazz artists who could play **there**, but in France, we welcomed everybody", Urtreger said. The following year, Davis was asked by French director Louis Malle to compose the soundtrack to the film noir "Ascenseur pour l'Echafaud" (Lift to the Scaffold). The soundtrack, consisting of improvised music played by Davis, Urtreger and others, was a huge success.

6 Davis regularly returned to Paris throughout the rest of his life. In 1989, he

received one of Paris's highest awards, the Grande Médaille de Vermeil, **which** was presented to him by the then mayor of Paris Jacques Chirac. The following year, he played the role of a jazz trumpeter in the movie "Dingo". "I'll never forget after we had shot the final scene," says the director Rolf De Heer. "Miles turned to me and said, 'I just don't want this to end,' and part of the reason was that he was so comfortable being in Paris."

7 On 10 July 1991, Davis played a remarkable concert in the city at the Grande Halle de la Villette. Entitled "Miles and Friends", it saw the trumpeter and his current band playing with many of his old associates. The French pianist Katia Labèque spoke to Davis in his dressing room afterwards. **\*C** Six days later, Davis was back in Paris to receive one of France's highest cultural awards: he became a Knight of the Legion of Honour. **Hardly** two months later, the musician was dead.

8 But Paris's love affair with Davis lives on. In October, a major Miles Davis exhibition opened at the Musée de la Musique. Called "We Want Miles", it gathers together some 400 Davis-related items (including music scores, videos, instruments and photographs) from around the world. Exhibition curator Vincent Bessières says that the number of visitors is expected to reach 50,000-70,000 – similar to the numbers who attended previous exhibitions on John Lennon and Jimi Hendrix.

**We Want Miles – Miles Davis: Jazz Face to Face with Its Legend is at the Musée de la Musique, Paris, until 17 January, and in Montreal from April to August.**  
[By G. Cole, January 2010]

### Text Organization (5 punti)

Tre delle seguenti 5 frasi appartengono a questo testo, mentre le altre due vengono da altre fonti. Identificate dove vanno inserite nel testo le tre frasi (vedi le lettere precedute dall'asterisco all'interno del testo) e sulla scheda delle risposte annerite la casella (A, B o C) corrispondente alla propria scelta. Annerite la casella D per le due frasi che non appartengono a questo testo.

21. \_\_\_\_\_ In the fall of 1944, following graduation from high school, Davis moved to New York City to study at the **Juilliard School** of Music.

22. \_\_\_\_\_ It was a time when discrimination was widespread, and most US states enforced segregation laws.

23. \_\_\_\_\_ The first half of the 1950s was, for Davis, a period of great personal difficulty.

24. \_\_\_\_\_ They were introduced and fell in love.

25. \_\_\_\_\_ "He was very moved and very happy about the show," she notes.

**Comprehension: True or False (5 punti)**

Indicate A se le seguenti frasi sono vere e B se sono false secondo ciò che è scritto nel testo. Sulla scheda delle risposte, annerite la casella corrispondente alla propria scelta.

26. \_\_\_\_\_ In Paris, Davis was introduced to important artists and intellectuals of the 19th century.

27. \_\_\_\_\_ Davis discovered that there was less racism against black people in France than in the US.

28. \_\_\_\_\_ It is expected that the Miles Davis exhibition will attract fewer visitors than the previous Jimi Hendrix exhibit did.

29. \_\_\_\_\_ Davis eventually recovered from his drug addiction.

30. \_\_\_\_\_ Visitors to Paris this summer will not be able to see the Miles Davis exhibition.

**Comprehension: Multiple Choice (2 punti)**

Per ognuna delle 2 domande, annerite la casella corrispondente alla propria scelta sulla scheda delle risposte.

31. Which is the best title for the text?

- A) "Miles Davis exhibit goes unnoticed by critics"
- B) "Jazz is alive and well in Paris"
- C) "Paris museum decides to go with music over art"
- D) "Exhibition celebrates jazz giant"

32. What is this text?

- A) a review
- B) an excerpt from a dictionary of Jazz musicians
- C) a journal extract
- D) a newspaper article
- E) an interview

**Vocabulary (4 punti)**

Per ognuno dei seguenti vocaboli (scritti in corsivo nel testo), scegliete la definizione o il sinonimo che corrisponde di più al significato del vocabolo nell'accezione in cui viene usato nel testo. Sulla scheda delle risposte, annerite la casella corrispondente alla propria scelta.

33. *booked* (§ 2)

- A. volume
- B. scheduled
- C. reservation
- D. read

34. *touched* (§ 2)

- A. felt
- B. unimpressed
- C. moved
- D. contacted

35. *longing* (§ 4)

- A. desire
- B. nostalgic
- C. distance
- D. measure

36. *Hardly* (§ 7)

- A. Difficulty
- B. Exactly
- C. Rigidly
- D. Just about

**Reference (4 punti)**

A cosa si riferiscono le seguenti parole (sottolineate nel testo)?

Esempio: *It* (§ 1) = Paris

Sulla scheda delle risposte, annerite la casella corrispondente alla propria scelta.

37. *the group* (§ 3)

- A. Vian and Davis
- B. Sartre and Picasso
- C. Vian, Davis and Sartre
- D. Vian, Davis, Sartre and Picasso

38. *their* (§ 4)

- A. Davis and Gréco
- B. lives
- C. Black American musicians
- D. partner and children

39. *there* (§ 5)

- A. in the US
- B. in England
- C. in France
- D. in Paris

40. *which* (§ 6)

- A. awards
- B. Grande Médaille de Vermeil
- C. mayor
- D. Paris

**SEZIONE D: WRITING (20 PUNTI) LINGUA E TRADUZIONE/PRIMA ANNUALITA'/DAMS**

Su un altro foglio, scrivete 120-150 parole su UNA delle seguenti tracce. Il testo deve essere organizzato in più paragrafi e il numero minimo/massimo di parole deve essere rispettato. Inventate un titolo e scrivetelo in cima alla pagina.

1. Discuss something you learned about yourself while travelling abroad.
2. Do you think it is important for people to learn to play a musical instrument?
3. Describe a recent museum exhibition you have enjoyed.

**SEZIONE D: WRITING (20 PUNTI) LINGUA STRANIERA 0420**

Su un altro foglio, scrivete 120-150 parole su UNA delle seguenti tracce, facendo riferimento a quanto letto nella dispensa "India". Il testo deve essere organizzato in più paragrafi e il numero minimo/massimo di parole deve essere rispettato. Inventate un titolo e scrivetelo in cima alla pagina.

1. Discuss the role that hierarchy plays in Indian culture.
2. Describe Gandhi's experience in South Africa.
3. Discuss some factors that led to the end of the British Raj in India.

QuickTime™ and a  
decompressor  
are needed to see this picture.



QuickTime™ and a  
decompressor  
are needed to see this picture.

## Some Practical Guidelines for Composition Writing

At the exam, you will be asked to write a composition of 120-150 words. You will have three choices and must choose one of them. Some possible questions are:

### **LINGUA E TRADUZIONE/AA: PRIMA ANNUALITA'/DAMS:**

1. Do you consider yourself a 'shopaholic'? Why/why not?
2. What kind of sales tactics do stores use to get customers to buy products?
3. Describe a recent 'nightmare' shopping experience.

### **LINGUA STRANIERA LET0420:**

1. Discuss some of the powers of the legislative branch of the US government.
2. Discuss an aspect of the US education system that appeals to you.
3. Describe the early years of cinema in the United States.

Once you have chosen which question you are going to write about, you should write a rough copy on one of the back pages of the exam. You also have to invent a title for your composition.

For example: "What the Consumer Doesn't Know" (Question 2)

There are certain things that are very important when you write a composition in English. In addition to using correct grammar and vocabulary, you need to express your ideas in a clear and structured way. Here are some guidelines:

### **Organization**

First of all, you need to organize your composition into three general parts.

Introduction: Here, you make it clear to the reader what your composition is about.

Body: Here, you give specific information or examples about what you have mentioned in your introduction.

Conclusion: Here, you need to give your composition an appropriate ending. It might be a brief summary of what you have stated in your composition or something that makes your composition sound complete.

The general rule is that you do NOT want to have single-sentence paragraphs, especially in the body of your composition. Remember, a paragraph should express a complete thought, and for that reason it should have at least two sentences.

### **Paragraphing**

In English, you need to show the reader where one paragraph ends and where the next one begins. There are two ways to do this:

1. Indent: Indenting simply means that you leave a small space at the beginning of each new paragraph (*rientranza*).

2. Skip a line between each paragraph.

This way, it is easier for the reader to follow your various thoughts. It also forces you to organize your thoughts in a logical order.

It is also very useful to use linking words (**in addition, for example, therefore, however**, etc.). This makes your sentences sound more natural and more connected.

## **Punctuation**

There are various differences between English and Italian when it comes to punctuation, especially in composition writing.

### **1. Commas (,)**

In English, a comma is not strong enough to join two clauses (*proposizioni*). You can either use a comma with a conjunction (**and, but, or, so**, etc.), use a semi-colon (;) or use a full stop (.).

For example:

Yesterday I worked all day at the mall, **and/so** I was tired.

Yesterday I worked all day at the mall; I was tired.

Yesterday I worked all day at the mall. I was tired.

NOT: Yesterday I worked all day at the mall, I was tired.

### **2. Colons ( : )**

It is very uncommon to use a colon in composition writing because it makes your composition sound too much like a shopping list. Instead, you can use a dash (--), a full stop (.) or a semi-colon (;).

### **3. Points of ellipsis (...) / etc.**

Instead of using points of ellipsis or **etc./ecc.** it is much better to use expressions like **such as, for example** or **like**.

For example:

Department stores are convenient because there you can find many different products, such as clothes, sports equipment and kitchen goods.

NOT: Department stores are convenient because there you can find clothes, sports equipment, kitchen goods, etc.

## **Sample Compositions**

Below are two acceptable compositions regarding Question 2 above. Note the use of indents to separate each paragraph.

Composition 1: “What the Consumer Doesn’t Know”

Superstores use many different sales tactics to get customers to purchase items. Unfortunately, the methods are not always obvious to the shopper.

One strategy involves the way products are displayed. For example, store label items are shelved where people will see them first. Research also shows that large, well-stocked displays sell more products.

Another method involves the amount of lighting that is used around the store. While bright lights are very effective at the cosmetics counter, soft lighting in the liquor aisle will produce better sales.

A third tactic is to keep superstores open on Sundays. Sunday trading makes it possible to sell produce that would otherwise be thrown away.

These are just a few of the many strategies used by stores today. Victims of this ‘hidden persuasion’, consumers often buy things that they might not need or be able to afford.

(148 words)

## Composition 2:

## “What the Consumer Doesn’t Know”

Superstores use many different sales tactics to get customers to purchase items. Unfortunately, the methods are not always obvious to the shopper.

One strategy involves the way products are displayed. For example, store label items are shelved where people will see them first. Research also shows that large, well-stocked displays sell more products. Another method involves the amount of lighting that is used around the store. While bright lights are very effective at the cosmetics counter, soft lighting in the liquor aisle will produce better sales. A third tactic is to keep superstores open on Sundays. Sunday trading makes it possible to sell produce that would otherwise be thrown away.

These are just a few of the many strategies used by stores today. Victims of this ‘hidden persuasion’, consumers often buy things that they might not need or be able to afford.

(148 words)

**What is wrong with the following composition?**

In this text, the author discusses the sales tactics used by superstores to get customers to purchase items.

One strategy is to shelve products where people will see them first; in fact, research shows that products located at eye-level are selected more often than those on the bottom shelf.

Another method is to use a certain kind of lighting depending on the type of merchandise being sold; for example, soft lights in the wine section increase sales.

Still another tactic is to keep superstores open on Sundays in order to sell produce that would otherwise be thrown away.

As a result of these forms of ‘hidden persuasion’, consumers unfortunately buy things that they might not need or be able to afford.

(121 words)

## Writing: Your Voice

When writing a composition it is essential that you have something to say. The best writing tells its reader about the writer's experiences; what (s)he knows about the subject. The worst tells us nothing.

**I.** Look at this example:

"I think travelling is a lot of fun and interesting. When you travel you meet people from many different countries and learn about their ways of life. You can also try to speak different languages."

Does this paragraph tell you what the writer knows?

The reader then asked the writer about his ideas, but read what he actually said:

Reader: When did you last travel?

Writer: In August. We went to France and Spain.

Reader: Did you speak any foreign languages?

Writer: No, I went with a group of my friends, so we usually just spoke Italian.

Reader: Oh, I guess that's too bad. So did you have a good time?

Writer: Oh, yes except when we went out to see the sights there were a lot of boys that followed us around, and wouldn't leave us alone. We didn't feel free to go where we wanted to go.

Reader: But you said in the composition that you liked travelling because you could meet foreigners and speak their language...?

Writer: Oh, well, you know, just something to say...

**Ideas:** Where can you get ideas from?

Most of us do have something to say, so say it! Don't bore your reader with "hot air".

**Daily life** – family, friends, your workplace, school

**Your own direct experience** – what have you seen, heard, where have you been

**News/world event** – your knowledge of the world from reading, talking, studying

**Books and magazines**

**TV/films**

Finally, Tell about your experience and attitude, take a stand. What do you think about the topic?

Give examples and illustrations – real examples from your life. Compare your opinion, life experiences and knowledge with that of others, the past/future, other places.

*Rack your brain*, and then *choose those ideas* which might go together to *form a composition*.

**II. Write.** Now it's your turn. Here is a very open topic. Your purpose is to find something you really want to say about it and write a composition (120-150 words) in which we can hear your voice speaking.

### Television

Even if you already have some ideas, spend some time and rack your brain. Remember: the aim is to find something you want to say – not to fill up a piece of paper.

Choose one good main idea from the ones you have generated. Obviously it should include several of the other points you have thought of, but forget the ones that may not be relevant. You could try to decide on the ending before you begin writing to help direct your thoughts.

### **III. Post writing check:**

Does the composition follow the presentation requirements?

Is it laid out in paragraphs?

How many ideas are there? (Count them)

Is the writing accurate?

Is it correctly punctuated?

Does it use vocabulary specific to the subject (television)?

Is it interesting?

### **IV. Read.** Now you can read a short article on television.

1. What is Nickelodeon?
2. Who is this TV station for?
3. Why will Nickelodeon stop transmitting TV programs from 12.00 to 3.00pm?
4. Who is Kenderick?
5. How has Nickelodeon's program helped him?

What is the main idea in this article?

How is this idea developed? What is described first, second, etc.

How does it end? Do you like the way it ends? Could you find a better ending?

Look at the vocabulary in the text. There are two main lexical areas. What are they?

Compile a list of the words specific for each one.

1. \_\_\_\_\_ :

2. \_\_\_\_\_ :

## Nickelodeon: Hey you kids, turn off the TV

**LOS ANGELES, California (AP)** -- When its television screens go blank on Saturday, the Nickelodeon cable network is advising its viewers not to fiddle with the buttons -- but to go outside and play. The three hours of dead air the children's network will begin broadcasting at noon (EDT/PDT) are part of its fourth annual worldwide day of play, an encouragement to kids to get outside and work on getting in shape.

Later that day, any kids who have gotten the exercise bug might tune into the network's "Let's Just Play Go Healthy Challenge" (6 p.m. EDT/PDT) and compare what they did with other kids whose exercise regimens have been spotlighted on the show. If they have been following the program, an effort of the network and the Alliance for a Healthier Generation, they'll see that one of those kids has made some impressive gains.

The 13-year-old, identified only as Kenderick from Little Rock, Arkansas, was a chubby youth and self-described "couch potato who played video games and didn't go outside much" when he joined the program in April.

Since then, he says he has dropped 40 pounds and learned to swim and ride a bike. "I could have learned to swim before, but I was really scared of the water," he told The Associated Press recently. "I got a bike for Christmas. I touched it once, fell off and never rode it again." Over the past several months, however, he overcame those fears and got in good enough shape to take part in a triathlon in which he swam 100 yards, biked four miles and ran one mile.

Kenderick, whose family has a history of heart disease and diabetes, said he hopes he might have been an inspiration to some of the 750,000 kids the network says made a promise on its Web site to do their part to fight childhood obesity.

In the meantime, he still has some goals he wants to achieve. "I still want to lose weight but I want to work on my muscles now," he said. "I want to get ripped now."

## Guidelines for Dictation

In any dictation exercise the text will be dictated with instructions on punctuation and layout. So it is important to know the English terms concerned.

### 1. Punctuation

Make sure that you know the following terms:

|     |                  |
|-----|------------------|
| ,   | comma            |
| .   | full stop        |
| :   | colon            |
| ;   | semi-colon       |
| —   | dash             |
| ?   | question mark    |
| !   | exclamation mark |
| “ ” | inverted commas  |
| ( ) | brackets         |

**Note the instructions for a word or phrase in inverted commas or brackets.**

“Yes” is dictated as follows: *open inverted commas, Yes, close inverted commas.*

(always) is dictated as follows: *open brackets, always, close brackets.*

### 2. Layout

Make sure that you know the following expression:

|                |
|----------------|
| New paragraph. |
|----------------|

This means that you must start a new line and indent. To ‘indent’ is to begin the line not at the left-hand margin but a short distance in from it (about two centimetres is usually sufficient). The purpose of this is to help the reader identify where a new paragraph begins.

In English it is usual to begin every paragraph by indenting, especially in handwritten texts, so you will be expected to do so in a dictation. Note that **the first paragraph must also be indented**, even though you will not hear an instruction to indent at the beginning of the dictation.

Do not make the mistake of starting a new paragraph after every full stop. At a full stop you should only create a new paragraph if you hear the instruction ‘New paragraph’.



Indenting can be illustrated by the following examples:

**(i) The recommended layout: indented paragraphs**

The following paragraphs are indented. This is the layout you are recommended to use in a dictation.

No state of the US has stronger connections with Britain than Virginia. The 400th anniversary of the founding link makes it an ideal time to visit this beautiful and diverse region, which is the historic heartland of the US: 60 per cent of 10,000-plus Civil War battles were fought on Virginian soil. And besides a depth of antiquity not found elsewhere in America, Virginia has some spectacular scenery and excellent opportunities for exploring the great outdoors. There is a sombre mood in the state, after the appalling shootings on the campus of Virginia Tech in the far west. This is an area into which visitors rarely stray, with most places of historic interest located in the east.

This month marks four centuries since the first permanent English settlement in North America took place. On 13 May 1607, 104 adventurers arrived in three ships and landed on a wooded peninsula in Chesapeake Bay. The establishment of this settlement, named Jamestown, is being commemorated by year-long celebrations and special events in Virginia and elsewhere. A highlight this weekend, which the Queen is witnessing, is the re-enactment of the colonists' arrival using replica ships.

A succession of special events organised by the Jamestown-Yorktown Foundation takes place throughout the year at Jamestown Settlement and Yorktown Victory Centre. For example, The World of 1607 exhibition has just opened at Jamestown Settlement (until the end of 2008; open daily 9am-5pm; combined admission \$17.75/£9.90). A replica of the Godspeed - one of the three ships - will sail to Alexandria for an eight-day visit to the Old Town Waterfront from 27 May, where she will be open to visitors.

**(ii) An alternative layout: not indenting but leaving a line between paragraphs**

Not indenting paragraphs may be acceptable, but only if a blank line is left between the paragraphs. If this is done, the blank line will make the distinction between the different paragraphs sufficiently clear.

However, this kind of layout is more common in business letters or other texts written with a computer, rather than by hand, so it is not recommended for handwritten dictations.

The following paragraphs are of this kind – not indented but distinguished by a blank line between paragraphs.

No state of the US has stronger connections with Britain than Virginia. The 400th anniversary of the founding link makes it an ideal time to visit this beautiful and diverse region, which is the historic heartland of the US: 60 per cent of 10,000-plus Civil War battles were fought on Virginian soil. And besides a depth of antiquity not found elsewhere in America, Virginia has some spectacular scenery and excellent opportunities for exploring the great outdoors. There is a sombre mood in the state, after the appalling shootings on the campus of Virginia Tech in the far west. This is an area into which visitors rarely stray, with most places of historic interest located in the east.

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### (iii) **An unacceptable layout: with no indentation and no blank line between paragraphs**

The following paragraphs are not clearly distinguished from each other either by indenting or by a blank line. This kind of layout is normally regarded as incorrect in English.

No state of the US has stronger connections with Britain than Virginia. The 400th anniversary of the founding link makes it an ideal time to visit this beautiful and diverse region, which is the historic heartland of the US: 60 per cent of 10,000-plus Civil War battles were fought on Virginian soil. And besides a depth of antiquity not found elsewhere in America, Virginia has some spectacular scenery and excellent opportunities for exploring the great outdoors. There is a sombre mood in the state, after the appalling shootings on the campus of Virginia Tech in the far west. This is an area into which visitors rarely stray, with most places of historic interest located in the east.

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## 3. **Some advice on handwriting**

It is in your own interest to write as clearly as possible. Write in cursive or in unconnected lower-case letters; don't write all in capitals.

Make sure that lower-case letters are clearly distinguishable from capitals. If they are not, you will be penalized, because one of the purposes of a dictation is to test your knowledge of capitalization in English.

## 4. **Capitalization**

Be careful about the differences in capitalization between Italian and English. Remember that the following are capitalized in English:

- days of the week
- months of the year
- adjectives and nouns of nationality (Italian, British, American, Spanish; an Italian, a Briton, an American, a Spaniard, etc)

In titles of books, films, etc, it is not just the first word that is capitalized, but all important words (nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions - e.g. *as*, *because*, *although*). The following kinds of word are not capitalized: *to* as part of an infinitive, articles, prepositions and co-ordinating conjunctions (*and*, *but*, *or*)

Examples:

Pride and Prejudice, The Name of the Rose, If Not Now, When?, Indiana Jones and the Kingdom of the Crystal Skull, The Last of the Mohicans, Fly Me to the Moon, The Way We Live Now

## 1. CONSUMER ISSUES & MEDIA STUDIES



### Test Practice

#### ***Grammar and Vocabulary***

The History of Love

#### ***Verbs***

Consumer Electronics Show

Giorgio Armani

In an Antique Land

#### ***Reading/Writing:***

Leather

Technology and Relationships

#### ***Dictation***

Shopping Online

The Big Issue

Haggling at Market Stalls

Online Shopping

Shawn Fanning's Napster

## Test Practice

### Grammar and Vocabulary (10 points): *The History of Love*

Choose the correct answer. Only one answer is correct.

I took the bus uptown. I told myself I (1)\_\_\_\_\_ not go to my son's funeral in a wrinkled suit. I didn't want to embarrass him. More (2)\_\_\_\_\_ that, I wanted him to be proud. I stopped at Madison Avenue and walked along, looking in the windows. I didn't know where to go. Finally, I just chose a store that looked nice. I fingered the material on a jacket. A giant in a shiny beige suit and cowboy boots approached me. I thought he was going to tell me to leave. *I'm just feeling the fabric*, I said. *You want to try it* (3)\_\_\_\_\_? he asked. I was flattered. He asked me my (4)\_\_\_\_\_. I didn't know. He looked me over, showed me into a changing room, and hung the suit on the hook. I took my clothes off. There were three mirrors. I was exposed to parts of myself I hadn't seen (5)\_\_\_\_\_ years. I took a moment to examine them. Then I put on the suit. The pants were stiff and narrow and the jacket practically came down to (6)\_\_\_\_\_ knees. I looked just (7)\_\_\_\_\_ a clown. The shop assistant ripped aside the curtain with a smile. *Fits you perfectly*, he announced. (8)\_\_\_\_\_ *you wanted*, he said, pinching some material at the back, *we could take it in a drop here*. (9)\_\_\_\_\_, *you don't need it. Seems like it was* (10)\_\_\_\_\_ *for you*. I thought: What do I know about fashion? I asked him the price. He reached into the back of my pants. *This one's. . .a thousand*, he announced. I looked at him. *A thousand what?* I said. He laughed politely.

[Adapted from N. Krauss, *The History of Love*]

- |                    |             |          |            |
|--------------------|-------------|----------|------------|
| 1. A. can          | B. could    | C. might | D. have    |
| 2. A. than         | B. then     | C. of    | D. as      |
| 3. A. to           | B. on       | C. in    | D. over    |
| 4. A. dimension    | B. measure  | C. cut   | D. size    |
| 5. A. for          | B. since    | C. from  | D. of      |
| 6. A. my           | B. mine     | C. its   | D. their   |
| 7. A. how          | B. as       | C. why   | D. like    |
| 8. A. So           | B. If       | C. Do    | D. Until   |
| 9. A. Although     | B. Despite  | C. But   | D. However |
| 10. A. constructed | B. finished | C. made  | D. done    |

## Test Practice

### **Verbs (10 points): Consumer Electronics Show**

**Choose the correct answer. Only one answer is correct.**

I (1)\_\_\_\_\_ the past three days wandering around the biggest gadget exhibition in the world – the Consumer Electronics Show in Las Vegas – on the hunt for exciting new products. I'm afraid I (2)\_\_\_\_\_ something alarming to report – alarming, at least, for a technology geek like me. In several days of (3)\_\_\_\_\_ around the massive conference centre, I haven't seen a single invention that (4)\_\_\_\_\_ me or that made me think: 'This changes everything.' That's what great, revolutionary technology (5)\_\_\_\_\_ to do.

Interestingly, almost nothing at the show this year (6)\_\_\_\_\_ as revolutionary; instead, everything was described as this or that gadget redefined or re-imagined. The newest thing is internet TV - getting yet more channels on to our sets from our internet connections. Essentially, this (7)\_\_\_\_\_ another five hundred channels of junk - not exactly what we need given that Britain is just about to license the thousandth channel. Still, I (8)\_\_\_\_\_ and turning my back on the world of gadgets - despite the disappointment of Las Vegas. I'm more like a film critic who's disheartened by the current crop of movies.

There were plenty of reasonably fun products to keep me amused. Sony's new camcorder - with a built-in projector - is clever. There was also a product (9)\_\_\_\_\_ the HeadMan: a helmet for watching 3D films in private, as you walk around. Brilliant. But a clever improvement on a device isn't an entirely new thing. Perhaps we consumers have become lazy, expecting (10)\_\_\_\_\_ revolutionary new ideas year after year. All I want is to continue to be amazed and enchanted.

[from an article by Jonathan Margolis]

1. A. have spent B. spend C. did not spend D. am spending
2. A. have been B. would have C. should have D. have
3. A. walking B. walk C. to walk D. I have walked
4. A. exciting B. excited C. excite D. have excited
5. A. ought B. need C. will D. should
6. A. advertised B. was advertising C. was advertised D. advertising
7. A. meaning B. would have meant C. means D. is meaning
8. A. will not give up B. do not give up C. must not give up D. am not giving up
9. A. was called B. called C. calling D. has called
10. A. feeding B. to be fed C. being fed D. to feed

## Test Practice

### Verbs (10 points): *Giorgio Armani*

Choose the correct answer. Only one answer is correct.

One morning in June, Giorgio Armani (1)\_\_\_\_\_ to the sound of sirens and the spectacle of smoke pouring from the ground floor of his palazzo in Milan. Trapped in his lavish living quarters on the top floors, the 67-year-old dean of Italian design (2)\_\_\_\_\_ the stairs. So he waited while the firemen (3)\_\_\_\_\_ their jobs. "I stayed very cold, very philosophical," he (4)\_\_\_\_\_ a couple of hours later, (5)\_\_\_\_\_ behind his desk in an immaculate white T-shirt and blue jeans. "This happened. It's over. That's life."

Always cool, stoical, controlled, Armani is famous for his reticence. Yet in this and other exclusive interviews he (6)\_\_\_\_\_ NEWSWEEK last month, Armani came to speak openly about his determination (7)\_\_\_\_\_ control of the billion-dollar House of Armani, a move that could prove to be a major business coup. It's an unusual and risky strategy, born from the death of an intimate friend and business partner.

Over a four-decade career Armani (8)\_\_\_\_\_ many chapters in the history of fashion, and another may be fast approaching. Armani revolutionized the way men and women dressed in the 1970s. He redefined the look of Hollywood in the 1980s by making glamour subtle, and he built a billion-dollar-a-year retail-clothing empire in the 1990s selling blue jeans as well as business suits. Now, despite the world's precarious economy - and his age - he (9)\_\_\_\_\_ hundreds of millions of dollars on plans to expand into realms of style that he's never before explored: cosmetics, shoes, jewelry - even furniture. It (10)\_\_\_\_\_ possible to buy an all-Armani lifestyle.

[NEWSWEEK, 9/01]

1. a. had woken up                      B. has woken up                      C. wake up                      D. woke up
2. A. might not get down   B. could not get down   C. should not get down   D. must not get down
3. A. made                                      B. had made                                      C. did                                      D. had done
4. A. has explained              B. told                                      C. spoken                                      D. said
5. A. seating                                      B. sitting                                      C. sat                                      D. was sitting
6. A. has given                                      B. gave                                      C. was given                                      D. given
7. A. gain                                      B. to be gained                                      C. gaining                                      D. to gain
8. A. has defined                                      B. will define                                      C. is defining                                      D. defines
9. A. is risked                                      B. risk                                      C. risked                                      D. is risking
10. A. must soon be              B. soon be                                      C. will soon be                                      D. is soon

## Test Practice

### Verbs (10 points): In an Antique Land

Choose the correct answer. Only one answer is correct.

A few minutes later when I (1)\_\_\_\_\_ over a bunch of grapes with a travelling fruit-vendor from Damanhour, I (2)\_\_\_\_\_ by surprise to hear Busaina's voice, shouting angrily over my shoulder.

'Say that again,' she challenged the fruit vendor. 'I want to hear you (3)\_\_\_\_\_ that again. Fifty *piastres* for that rotten bunch - is that what you want to charge him?'

The vendor stood his ground, but a sheepish look came over him as he began to explain that it wasn't his fault, things were getting more and more expensive day by day, and he (4)\_\_\_\_\_ come all the way from Damanhour in his donkey-cart. 'And besides,' he ended lamely, his voice (5)\_\_\_\_\_ to a high-pitched whine, 'they're good grapes, just try them and see. I (6)\_\_\_\_\_ too much - that's exactly what it costs.'

'I go to the market every day,' said Busaina. 'Don't try to fool me. I know, you're having fun at his expense.'

'But he's from the city,' the vendor protested. 'Why (7)\_\_\_\_\_ he pay city prices - since he'll only take them back with him?'

'He lives here now,' said Busaina, 'he's not in the city any more.' She snatched the grapes out of my hand and thrust them back on to his cart. 'Thirty *piastres*, not a *girsh* more.'

'Never!' shouted the vendor, with an outraged yell. 'Never, never - I (8)\_\_\_\_\_ my wife!'

'Why (9)\_\_\_\_\_ it? said Busaina. 'You'll see: she (10)\_\_\_\_\_ her hands and cry "Praise God".'

[A. Ghosh, *In an Antique Land*]

1. A. have bargained    B. was bargaining    C. was being bargained    D. bargaining
2.     A. took                      B. have taken                      C. was taken                      D. was being taken
3. A. say                              B. saying                      C. are saying                      D. to say
4. A. had to                      B. should have                      C. should                      D. must have
5.     A. arising                      B. rising                      C. rose                      D. arisen
6. A. am not asking    B. hasn't asked                      C. wasn't asked                      D. am not asked
7.     A. should                      B. shouldn't                      C. could                      D. must
8. A. would rather divorce    B. would have rather divorced    C. will rather divorce    D. rather divorce
9. A. do you do                      B. are you not done    C. will you do                      D. don't you do
10. A. did clap                      B. will clap                      C. clapping                      D. going to clap

## Test Practice

### Reading / Writing (20 + 20 points): *Leather*

Read the following text and answer the questions.

1 Whether or not **you** choose to wear leather usually depends on your position towards meat, be it vegetarian or carnivore. The issue of whether or not you approve of the practices of the meat industry is one for your own conscience: this **column** aims merely to provide some facts in an area where there is frequent misconception.

2 Many people happily wear leather because they believe that it is a byproduct of meat production and therefore a form of recycling. But is leather really a byproduct? It's very difficult to get any statistics because the big meat companies are under no obligation to publish **figures**, but the selling of animal skins can certainly be very profitable. You could therefore argue that by buying leather, you are supporting the meat industry. Meat companies don't sell hides out of the kindness of their hearts or from a desire to minimise waste. They are in a moneymaking business and need to maximise profits, and the leather industry is worth billions, if not trillions, of dollars annually.

3 **\*A** While cows, of course, provide most of the leather we use, there's an increasing demand for more exotic varieties. For example, in South Africa, ostrich farms are a developing industry. But there, the conventional picture is reversed: the skins account for about 80% of the bird's value, and it is the meat that is sold as a byproduct. Again, if the bird's death doesn't bother you, there's no moral problem, but don't fool yourself that the leather would have gone to waste if someone didn't buy **it**.

4 Another oddity is that demand is rising for organic meats, as an increasing number (though still a very small minority) of people try to obtain their food as ethically as possible. Yet many of these same people will happily buy cheap leather. If you refuse to eat a steak that came from an animal, why buy **its** skin? Given the fact that much of the leather we use comes from countries where animal welfare is at the bottom of the list of priorities, don't imagine your handbag previously led a happy life.

5 The softest, most luxurious leather comes from the skin of newborn or even unborn calves. Sometimes it is from the same veal calves whose lives of misery are well documented. Many **committed** carnivores refuse to eat veal for this reason: why then wear calfskin? As I have tried to emphasise, if none of this troubles you, then buying leather goods **poses** no problem. Clearly, it would be hypocritical to happily eat a piece of veal but refuse to buy a soft leather bag. **\*B** If it makes you feel terrible, stop buying leather altogether. It's your choice.

6 The usual method of processing leather is incredibly toxic and results in carcinogenic chromium (VI) being released into the water system. While most factories in Europe and America now have to adhere to environmental regulations, the same is not true for the vast leather industry in China, **where** many bags, jackets, and shoes begin life - including many meant for the luxury market. While leather can be processed using non-toxic vegetable dyes, chrome processing is faster and produces a flexible leather that's better for luxury bags and coats, so there's no incentive for factories to change.

7 So are there any alternatives? **\*C** Vegetable-tanned or recycled leather is used to make Terra Plana's ethical shoes, which also have natural rubber soles. And if you're hunting for accessories rather than shoes, look no further than Matt & Nat, a fantastic company that will provide you with gorgeous bags, purses and wallets.

8 Of course, some plastics used in leather alternatives have environmental problems of their own, which I will talk about in future columns, but many ethical companies, including Bourgeois Boheme, avoid these by using a mix of recycled or biodegradable elements. And before you reply that leather is biodegradable, don't forget that archaeologists frequently find leather items dating back 12,000 years. **That** is a very long time in a city dump.

[Kate Carter, *The Guardian*, 27/8/08]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ But if it makes you feel a bit uncomfortable, you should consider reducing your leather purchases.
2. \_\_\_\_\_ Yes, and they're increasing all the time.
3. \_\_\_\_\_ A section on ethical shopping in Goldsmith's book advises us to buy organic products.
4. \_\_\_\_\_ The profit depends on the animal used.
5. \_\_\_\_\_ Many major fashion houses, such as Prada and Hermès, often use ostrich leather.



**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Leather can be processed in various ways, some of which are more toxic than others, such as chrome-based processing.
7. \_\_\_\_\_ The author doesn't approve of people who buy organic meats.
8. \_\_\_\_\_ Environmental regulations regarding leather processing are respected throughout the world.
9. \_\_\_\_\_ Both Bourgeois Boheme and Matt & Nat are ethical companies.
10. \_\_\_\_\_ Nowadays, more ostrich leather is sold than cow leather.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. What is the best title for this text?  
 A. "Vegetarians live healthier lives than meat-eaters"  
 B. "Don't *hide* from the truth about leather"  
 C. "Leather considered best material by leading designers"  
 D. "Ethical shops replace traditional stores in Britain"
12. What is this text?  
 A) an obituary                      B) a journal extract  
       C) an opinionated newspaper article      D) an advertisement              E) a fashion review

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **column** (§ 1)  
 A. text organized vertically                      B. article in a newspaper                      C. support      D. post
14. **figures** (§ 2)  
 A. pictures                      B. important people                      C. shapes                      D. numbers
15. **committed** (§ 5)  
 A. illegal                      B. sick      C. dedicated                      D. convince
16. **poses** (§ 5)  
 A. behaves                      B. stands                      C. causes                      D. positions

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: you (§ 1) = the reader**

17. **it** (§ 3)  
 A. the bird                      B. the leather                      C. the ostrich                      D. cows
18. **its** (§ 4) =  
 A. steak                      B. leather                      C. animal                      D. people
19. **where** (§ 6) =  
 A. China                      B. Europe                      C. America                      D. leather industry
20. **That** (§ 8) =  
 A. archaeologists                      B. 12,000 years                      C. leather items                      D. ethical companies

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Discuss some of the things you consider important when buying a product (food, clothes, etc.).
2. Talk about a book, film or news article that deals with animal or human rights.
3. Describe an unusual meal you have had.

## Test Practice

### Reading / Writing (20 + 20 points): *Technology and relationships*

Read the following text and answer the questions.

1 A few weeks ago, my friend Isabel met her husband for a romantic lunch in a favourite London restaurant. **They** were there to celebrate their fourth wedding anniversary, and her husband had even taken the afternoon off work so they could share the day together, just the two of them. Except it wasn't just the two of them at all. "As soon as I saw his iPhone on the table, I felt resentful," she says. "He's on Twitter, for work he says." They'd barely got beyond their aperitif when a row started. "I refuse to have a three-way conversation. I won't have you typing some meaningless observation into the ether when you're supposed to be talking to me."

2 Isabel is increasingly resentful of her partner's reliance on mobile technology, promising, as it does, a gateway to a new virtual world of communication, socialising, music downloads, video clips, football scores, and the rest of the ephemera of the cyber dimension. We've long known about the compulsive attraction of the BlackBerry, as well as **its** younger relative the iPhone, but with the advent of Facebook, and particularly Twitter, a new level of distractedness is developing.

3 According to research **carried out** last year by Professor Nada Kakabadse at Northampton University, a growing number of people are becoming overdependent on their BlackBerries, mobile phones and other digital devices. "You'd be surprised how many people had their BlackBerry next to their beds," Kakabadse says. **\*A** One in particular, she recalls, went so far as to hide her BlackBerry in a pot plant in the bathroom because her husband objected so strongly to her nocturnal fix.

4 It is the ubiquity of these super-phones that make **them** so pernicious. The fatal day for many people's relationships came last summer when the iPhone was relaunched, faster and more elegant than ever before. Subsequent competition between iPhone and BlackBerry also means that they are no longer the exclusive **preserve** of the business world. Such technology, it seems, is designed to hook the user in, leaving a partner feeling even more irritated and excluded. I'm painfully aware of this as a BlackBerry user myself and, shamefully, have to admit to ignoring small children's pleas and my husband's protestations, to automatically reach for the device whenever that green turns to red — meaning that new mail has arrived.

5 "There is something quite compelling about contemporary gadgetry," says Martin Lloyd-Elliot, a relationships psychologist. "These new **designs** seem to activate part of the brain that wants to be completely absorbed and, like computer games, they can create a strange altered state in the user, in which he or she is with you but not available to you." Lloyd-Elliot's patients frequently report a strange dislocated feeling when a partner is immersed in another virtual hemisphere. "Sometimes it's an almost tragic scene. The couple are on holiday with their children and dad's eyes are glued to a bit of electronic gadgetry. **\*B** The very technology that is meant to bring people together is increasingly separating us from **those** we need to attend to most."

6 Philip, 34, a software designer, used to be addicted to his latest iPhone until he struck a compromise with his long-suffering girlfriend: "I've agreed that it's fine to use at work, but as soon as I'm in the home, putting the kids to bed and being with my family, I switch it off. At weekends, I've agreed reluctantly that I can 'check in' for an hour a day, but not in the evenings or when we're out. My partner was getting so annoyed, I knew I had to reduce my habit."

7 This method of limiting usage to certain times and places, in agreement with your partner, is one that Lloyd-Elliot encourages his patients to adopt. However, the only way a new **etiquette** can really work is through increased self-awareness on the part of the user. In the first place, users have to realise how their behaviour can affect others. As Lloyd-Elliot says: "There is something arrogant about the attitude that goes with this trend — the sense of always thinking that what you've got to say is so important **it** can't wait. There's also an absence of consideration; how you are making those around you feel."

8 Dr Emma Short, a senior lecturer in psychology, agrees. "It's about being conscious of the choices you make. Whenever you take a call or reply to a message in front of someone, you are prioritising what is an absent presence." You should always think, she says, about who you are giving importance to when you hear that beep or see that flashing light. **\*C** If in doubt, cast your mind back to last year, when Madonna confessed that she and Guy Ritchie "lie with our BlackBerries under our pillows. It's not unromantic. It's practical." Six months later they'd separated. Take heed — turn off that green flashing light now. [Emma Cook, June 13, 2009.]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ "They picked up messages two or three times a night."
2. \_\_\_\_\_ The phones are expected to go on sale in China next year.
3. \_\_\_\_\_ Finally, don't allow any mobile device beyond your bedroom door, and never in the marital bed.
4. \_\_\_\_\_ The BlackBerry will remain in police hands until further inquiries have been made.
5. \_\_\_\_\_ He's present but he's absent at the same time.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ The author never allows modern gadgets to interfere with her family life.  
 7. \_\_\_\_\_ Professor Kakabadse's research indicates that people do not use their mobile phones as much as they should.  
 8. \_\_\_\_\_ The software designer Philip has cut down his use of the iPhone because it was creating problems with his girlfriend.  
 9. \_\_\_\_\_ Madonna and Guy Ritchie used mobile technology a lot.  
 10. \_\_\_\_\_ Martin Lloyd-Elliot thinks his patients should be free to use their iPhones and Blackberrys at all times.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which is the best title for the text?  
 A. People have become more dependent on mobile phones recently.  
 B. Never take gadgets on holiday.  
 C. The difficulty of balancing technology and relationships  
 D. The selfishness of modern life.

12. What is this text?

- A) a research project                      B) an obituary  
 C) a newspaper article                  D) an extract from a journal                      E) an essay

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **carried out** (§ 3)

- A. taken outside                  B. distorted                  C. ruined                  D. done

14. **preserve** (§ 4)

- A. jam                  B. field                  C. keep                  D. give before

15. **designs** (§ 5)

- A. models                  B. drawings                  C. decorates                  D. intentions

16. **etiquette** (§ 7)

- A. label                  B. clothes                  C. stamp                  D. code of behaviour

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: its (§ 3) = Blackberry**

17. **They** (§ 1)

- A. my friend and me                  B. Isabel                  C. Isabel's husband                  D. Isabel and her husband

18. **them** (§ 4)

- A. super phones                  B. ubiquity                  C. people                  D. relationships

19. **those** (§ 5)

- A. children                  B. us                  C. people                  D. who

20. **it** (§ 7)

- A. attitude                  B. trend                  C. sense                  D. what you've got to say

**SEZIONE D: WRITING (20 POINTS)**

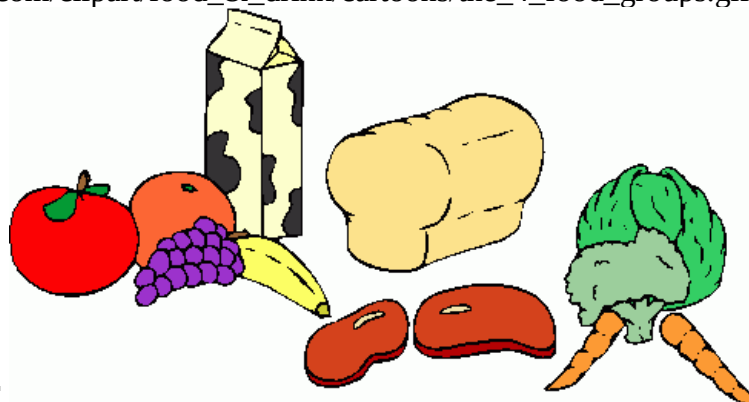
**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

- How important is mobile technology in your life?
- Do you prefer writing letters or emails? Explain why.
- Describe an occasion in your life when having a mobile phone has proved particularly useful.

## 2. CULTURE: FOOD & CUSTOMS

INCLUDEPICTURE

"http://www.clipartheaven.com/clipart/food\_&\_drink/cartoons/the\_4\_food\_groups.gif" \\*



MERGEFORMATINET

### Test Practice

#### ***Grammar and Vocabulary***

Rosewater and Soda Bread  
Three Men in a Boat  
First Indian Restaurant in London

#### ***Verbs***

Food Revolution  
Caffè Al Bicerin  
Medieval Diet  
Languages in New York City  
Debaptism  
Bullfighting

#### ***Reading/Writing***

Gene Smith and Tibetan Culture  
The Columbian Exchange  
Winemaking in the UK

#### ***Dictation***

Billy Ocean: Family Life in the Caribbean and in England  
Pubs in the UK  
Leisure Activities  
The Modern Family  
Indian Immigration to the UK  
Food Festivals in London and Manchester  
Concern about Obesity  
Eating Habits  
McDonald's or Diners?  
A Survey in Britain

## Test Practice

### **Grammar and Vocabulary (10 points): Rosewater and Soda Bread**

**Choose the correct answer. Only one answer is correct.**

Bahar Aminpour covered her head with the veil. She turned to the tarnished mirror in the bedroom above the café. In this dim light, and with \_\_\_1\_\_\_ face concealed, her profile took on entirely new dimensions; she could be anybody. Under this veil she \_\_\_2\_\_\_ sixteen again, young and full of adventure. (...)

Suddenly she felt \_\_\_3\_\_\_ Scheherazade, that exotic princess with the gift of tales, donning a servant's chador to sneak out of her nightmarish palace.

Just as Scheherazade had done, Bahar had \_\_\_4\_\_\_ covered herself. In fact, that morning when she slipped out of the apartment she shared with her \_\_\_5\_\_\_ husband, she vowed she wouldn't \_\_\_6\_\_\_ put on another chador or veil. \_\_\_7\_\_\_, here she was, placing one on her own head. Stranger things have happened, Bahar told herself.

Turning away from her reflection, she shuffled softly to the bedroom door; she had locked it as an extra precaution. \_\_\_8\_\_\_ was with her; she was safe for at least another quarter of \_\_\_9\_\_\_ hour. Layla was probably reading.... And Marjan was in the kitchen.

Bahar held the dress up to her body and studied her reflection. Yes, everything had changed once again; now she was happy to be alone, happy to \_\_\_10\_\_\_ a veil again.

[Adapted from M. Mehran, *Rosewater and Soda Bread*]

- |                |            |            |              |
|----------------|------------|------------|--------------|
| 1. A. the      | B. his     | C. her     | D. its       |
| 2. A. was      | B. had     | C. did     | D. have      |
| 3. A. so       | B. as      | C. same    | D. like      |
| 4. A. addition | B. also    | C. too     | D. as well   |
| 5. A. Iran     | B. Iranian | C. Iran's  | D. Iranian's |
| 6. A. no       | B. never   | C. ever    | D. no longer |
| 7. A. Although | B. But     | C. Despite | D. However   |
| 8. A. No-one   | B. None    | C. Anyone  | D. Anybody   |
| 9. A. the      | B. an      | C. a       | D. one       |
| 10. A. try     | B. dress   | C. put     | D. wear      |

## Test Practice

### **Grammar and Vocabulary (10 points): *Three Men in a Boat***

**Choose the correct answer. Only one answer is correct.**

We roamed about Sonning (1)... an hour or so and then we decided to go back to one of the Shiplake islands, and put up there for the night. It was (2)... early when we got settled, and George said that (3)... we had plenty of time, it would be a splendid opportunity to make a good supper. He suggested that with the vegetables and general odds and ends we (4)... make an Irish stew.

It seemed a fascinating idea. George gathered wood and (5)... a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking. The job turned out to be the biggest thing of its kind I have (6)... been in. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off, there was no potato left – at (7)... none worth speaking of. [...]

I forget the other ingredients, but I know (8)... was wasted, and I remember that towards the end, Montmorency, who had shown great interest in what was going on, went away and then reappeared a few minutes (9)... with a dead water-rat in his mouth, (10)... he evidently wished to present as his contribution to the dinner.

[Jerome K. Jerome, *Three Men in a Boat*]

- |                 |            |             |                |
|-----------------|------------|-------------|----------------|
| 1. A. since     | B. from    | C. for      | D. until       |
| 2. A. ever      | B. still   | C. already  | D. just        |
| 3. A. so        | B. why     | C. like     | D. as          |
| 4. A. can       | B. have    | C. should   | D. ought       |
| 5. A. put       | B. did     | C. made     | D. constructed |
| 6. A. ever      | B. never   | C. no       | D. always      |
| 7. A. late      | B. least   | C. last     | D. later       |
| 8. A. no-one    | B. nothing | C. anything | D. someone     |
| 9. A. after all | B. late    | C. later    | D. then        |
| 10. A. where    | B. whose   | C. that     | D. which       |

## Extra Practice

### Grammar and Vocabulary (10 points): First Indian Restaurant in Britain

Complete the text with these words. Remember, however, that there are more words than you need and you cannot use a word more than once.

ago                      away                      died                      Ireland's                      like  
although                      best                      early                      Irish                      other  
another                      better                      from                      last                      which  
as                      dead                      however                      least                      who

Almost 200 years (1)\_\_\_\_\_, Mahomed, a Muslim soldier, founded the first Indian restaurant in Britain. Yesterday, the Lord Mayor of Westminster recognised the heroic culinary achievement of Sake Dean Mahomed and unveiled a new sign marking the spot where his first restaurant stood, at 102 George Street. Like the spices that he popularised, Mahomed travelled (2)\_\_\_\_\_ the Indian subcontinent to take a special place in English society. As an 11-year-old he entered the East India Company Army in 1769, rising to the rank of captain. He became (3)\_\_\_\_\_ friends with a Captain Godfrey Baker and accompanied him on his return to Ireland. In Cork, Mahomed married Jane Daly, the daughter of a wealthy (4)\_\_\_\_\_ family, and wrote *The Travels of Dean Mahomed*, the first book in English published by an Indian. Mahomed is also reputed to have introduced shampoo to England while working at a 'vapour bath' in Portman Square.

In 1810, Mahomed opened his Indian restaurant, (5)\_\_\_\_\_ *The Epicures Almanak* of the day described as a place "for the nobility and Gentry, where they might enjoy Indian dishes of the highest perfection." Sadly, Mahomed appeared to be at (6)\_\_\_\_\_ a century ahead of his time. He was declared bankrupt in 1812 and was forced to work (7)\_\_\_\_\_ a valet to wealthy gentlemen. (8)\_\_\_\_\_, he later revived his career by opening special treatment baths in Brighton, where he became "shampoo surgeon" to the dandyish Prince of Wales, George IV, and then to William IV. He published (9)\_\_\_\_\_ book, *Shampooing or Benefits Resulting from the Use of Indian Medical Vapour Bath* in 1822, which became a bestseller. He (10)\_\_\_\_\_ in December 1850. A tombstone in St. Nicholas' churchyard in Brighton marks the last resting place of Britain's first Indian restaurateur. It reads simply: "Sake Dean Mahomed of Patna Hindoostan."

#### Circle the correct answer.

- Sake Dean Mahomed is most famous for  
A. writing two books in English.  
B. opening the first Indian restaurant in London.  
C. introducing shampoo to England.
- The Epicures Almanak*'s review of Mahomed's restaurant was  
A. positive.                      B. negative.                      C. indifferent.
- Mahomed lived most of his life during  
A. the 17<sup>th</sup> century.                      B. the 18<sup>th</sup> century.                      C. the 19<sup>th</sup> century.
- Mahomed held various job titles during his life, but he was **NEVER** ?  
A. an author.                      B. a doctor.                      C. a soldier.
- This text was taken from  
A. a newspaper.                      B. a textbook.                      C. a dictionary.

## Test Practice

### Verbs (10 points): Food Revolution

Choose the correct answer. Only one answer is correct.

On the shop shelves, in canteens and, most importantly, in homes, a quiet revolution (1)\_\_\_\_. People have started to eat more healthily.

Market research shows that a sharp divide (2)\_\_\_\_\_ between the sales of healthy and unhealthy foods. In a new initiative, government advisers recommended yesterday that chocolates, sweets and fizzy drinks ought (3)\_\_\_\_\_ from all school vending machines. The recommendations come from the School Food Trust, which (4)\_\_\_\_\_ by ministers after Jamie Oliver's Channel 4 series about school dinners last year.

A recent survey of 3,000 Britons paints a picture of rising consumption of fresh produce and more home cooking. Where once people (5)\_\_\_\_\_ have eaten crisps, they now snack on dried fruit.

Paul Moody, head of Britvic, which makes drinks such as Tango and 7Up, (6)\_\_\_\_\_ to reporters in an interview in February: "The decline this year has been more severe than anything in the past." The soft drinks company (7)\_\_\_\_\_ £136m in share value yesterday. McDonald's was another casualty this week when it revealed that falling UK sales (8)\_\_\_\_\_ global profits.

With makers of unhealthy foods (9)\_\_\_\_\_ tens of millions of pounds, a race has begun in the food industry to reformulate products to appeal to health-conscious shoppers. It is too early to say whether the changes (10)\_\_\_\_\_ health, but the healthy eating trend appears to be well underway.

[The Independent, 3/3/06]

1. A. is now happened      B. now happens      C. now happened      D. is now happening
2. A. opening up      B. opens up      C. has opened up      D. is opened up
3. A. to be removed      B. remove      C. be removed      D. are removed
4. A. founded      B. was founded      C. was found      D. found
5. A. had to      B. might      C. can      D. should
6. A. has said      B. told      C. has asked      D. explained
7. A. is dropped      B. has dropped      C. drop      D. dropped
8. A. are damaged      B. had damage      C. were damaging      D. would have damaged
9. A. losing      B. lose      C. lost      D. have lost
10. A. is improving      B. are improved      C. will be improved      D. are going to improve



## Test Practice

### Verbs (10 points): Caffè Al Bicerin

Choose the correct answer. Only one answer is correct.

If you (1)\_\_\_\_\_ through the doorway of Caffè Al Bicerin on your next trip to Turin, Italy, you will enter a sanctuary of sweets. Shelves behind the counter hold dozens of glass jars full of rainbow-colored candies. This wondrous space (2)\_\_\_\_\_ best of all for its version of the city's beloved *bicerin*, a beverage (3)\_\_\_\_\_ chocolate, cream, and espresso. Although a café (4)\_\_\_\_\_ on these premises in 1763, Al Bicerin took its current name a half century or so later, when the drink (5)\_\_\_\_\_ popular. While there (6)\_\_\_\_\_ be some debate among Turinese about which café first created bicerin, all agree that it is descended from the warm 17th-century brew called *bavareisa*, a blend of coffee, chocolate, and milk. In contrast, the revised concoction was carefully composed of discrete layers—its ingredients poured separately into a small clear glass called a bicerin.

During the 1800s, cafés were primarily the province of men, but that changed when women took over the operation of Al Bicerin and made it one of the few places in town civilized enough for unaccompanied females. It was a place (7)\_\_\_\_\_ chocolate, nibble on spoonfuls of *zabaione*, or, most daringly, enjoy a glass of vermouth. Over the centuries, the café (8)\_\_\_\_\_ a long line of artists and intellectuals, such as the Count of Cavour, Alexandre Dumas, Friedrich Nietzsche, and Italo Calvino. "If you are a very famous person, you can sit there and read, and nobody (9)\_\_\_\_\_ you," the owner, Alberto Landi, (10)\_\_\_\_\_ of the café as he prepares yet another bicerin.

[Afar, 7/11]

- 1 A. to step    B. would step    C. will step    D. step
- 2 A. is known    B. knows    C. has known    D. known
- 3 A. contained    B. contains    C. is containing    D. containing
- 4    A. had originally opened    B. has originally opening  
     C. is originally opened    D. was originally to open
- 5 A. become    B. became    C. is become    D. used to become
- 6 A. can't    B. ought    C. may    D. would have
- 7 A. drink    B. for to drink    C. to drink    D. drinking
- 8 A. also attracts    B. has also attracted    C. is also attracted    D. was also attracted
- 9 A. has disturbed    B. disturb    C. disturbs    D. is disturbing
- 10 A. spoke    B. tell    C. says    D. asks

## Test Practice

### Verbs (10 points): Medieval Diet

Choose the correct answer. Only one answer is correct.

Life in the middle ages, we (1)\_\_\_\_, was nasty, brutish and short. But now one pharmacy chain would have us believe that there are lifestyle lessons (2)\_\_\_\_ from medieval England. Our ancestors may have died from smallpox and pestilence, but they did so, it seems, with athletic figures and clean arteries. Research (3)\_\_\_\_ the average medieval diet was a model for healthy living: low in saturated fats, high in vegetables, and supplemented by a working life of invigorating outdoor exercise.

So (4)\_\_\_\_ we all be following the Medieval Diet? Well, yes and no. We could do a lot worse than model ourselves on a medieval farmer, (5)\_\_\_\_ pulses and wholegrains, home-grown fruit and vegetables, a little meat and fish, and no refined sugar, the whole lot (6)\_\_\_\_ with weak ale (safer than drinking dirty water).

The diet of the average aristocrat, however, was more alarming. Conspicuous consumption was the order of the day; the wealthy (7)\_\_\_\_ vegetables in favour of gigantic quantities of meat and fish (often salted, thanks to the fact that fridges (8)\_\_\_\_), followed by elaborate sugary confections and creamy custards. And they cultivated a taste for expensive wines on top of their usual daily allowance of eight pints of beer.

That, of course, raises the interesting question of how much of world history (9)\_\_\_\_ by the ruling classes being drunk all the time. As for the medieval diet, the real lesson is of global importance: the rich (10)\_\_\_\_ too much meat, salt and sugar, leaving the poor uncertain of being able to eat at all.

[Adapted from an article by Helen Castor in *The Guardian*, 19/12/07]

1. A. are usually told      B. usually telling      C. are usually say      D. are usually said
2. A. that learning      B. for learn      C. of learn      D. to be learned
3. A. will show      B. shows      C. is shown      D. showing
4. A. have      B. should      C. ought      D. will
5. A. who has eaten      B. who eat      C. eating      D. that eating
6. A. washed down      B. to washing down      C. wash down      D. be washed down
7. A. were reject      B. have rejected      C. rejected      D. is rejecting
8. A. were yet been invented      B. weren't yet be invented  
C. haven't yet been invented      D. hadn't yet been invented
9. A. can be explained      B. may explaining      C. may to be explain      D. can explain
10. A. did always eaten      B. have always eaten      C. has always eat      D. used always eat

## Test Practice

### Verbs (10 points): Languages in New York City

Choose the correct answer. Only one answer is correct.

The chances of \_\_\_1\_\_\_ a conversation in Vlashki, a variant of Istro-Romanian, are greater in Queens than in the remote mountain villages in Croatia. At a Roman Catholic church in the Bronx, Mass \_\_\_2\_\_\_ once a month in Garifuna, an Arawakan language that originated with descendants of African slaves shipwrecked in the Caribbean and later exiled to Central America. Today, Garifuna is virtually as common in the Bronx and in Brooklyn as in Honduras and Belize.

And Rego Park, Queens, is home to Husni Husain, who \_\_\_3\_\_\_ the only person in New York who speaks Mamuju, the Austronesian language he learned growing up in the Indonesian province of West Sulawesi. Mr. Husain, 67, has nobody to talk to, not even his wife or children. “My wife is from Java, and my children \_\_\_4\_\_\_ in Jakarta — they \_\_\_5\_\_\_ with the Mamuju,” he said. “I only speak Mamuju when I go back or when I talk to my brother on the telephone.”

These are just some of the languages that make New York the most linguistically diverse city in the world. They are part of a remarkable treasure of endangered tongues that \_\_\_6\_\_\_ in New York in recent years. With as many as 800 languages spoken in New York now, the city \_\_\_7\_\_\_ ways to keep these endangered languages alive.

Daniel Kaufman, an adjunct professor of linguistics at the Graduate Center of the City University of New York \_\_\_8\_\_\_ reporters: “We’re sitting in a hot spot where we are surrounded by languages that \_\_\_9\_\_\_ around even in 20 or 30 years.” In an effort to keep those voices alive, Professor Kaufman has helped start a project, the Endangered Language Alliance, \_\_\_10\_\_\_ and record dying languages. New York has become a Babel in reverse.

(Sam Roberts, NYTimes 5/2010)

- 1 A. overhear      B. to overhear      C. overhearing      D. for overhear
- 2      A. has said      B. is said      C. says      D. has been said
- 3 A. might be      B. can be      C. ought to be      D. doesn’t have to be
- 4      A. born      B. are born      C. were born      D. have been born
- 5 A. don’t ever socialize      B. no ever socialize      C. aren’t ever socializing      D. not ever socializing
- 6      A. take root      B. have taken root      C. were taken root      D. taking root
- 7 A. would look for      B. looked for      C. looks for      D. is looking for
- 8      A. told      B. explained      C. said      D. asked
- 9 A. are not being      B. will not be      C. are not to be      D. not going to be
- 10      A. to identify      B. for to identify      C. to identifying      D. identifies

## Test Practice

### Verbs (10 points): Debaptism

Choose the correct answer. Only one answer is correct.

For many of us in Western nations, it's our first 'public' appearance, a landmark event in our infancy, but one that we \_\_1\_\_ remember nothing about. Of course, I'm referring to infant baptism. Later, in adult life, however, this routine acknowledgement of faith \_\_2\_\_ seen as an imposition and some want to formally cancel it out in an act of debaptism.

This is exactly what John Smith, a 56 year-old nurse from South London, \_\_3\_\_ in 2009, in a landmark case which brought the term debaptism into the media, raising general awareness. Smith argued that, as a baby, he had no say in the fact that he \_\_4\_\_ into Christianity; Smith wanted his baptism to be 'undone' because he \_\_5\_\_ God since early adolescence. Becoming debaptised proved more difficult than expected. Although Roman Catholic law today, which \_\_6\_\_ a person's baptism as membership of the church, allows debaptism, \_\_7\_\_ it a 'formal act of defection' from the faith, the Church of England \_\_8\_\_ debaptism. His diocese \_\_9\_\_ him that the best way to renounce his baptism was to make a statement in the *London Gazette*, an official journal dating back to the 17th century. With the assistance of the UK's National Secular Society, he managed \_\_10\_\_ a debaptism certificate. (NYTIMES 19/12/09)

- 1 A. should    B. must    C. can    D. could
- 2 A. may be    B. may    C. may have been    D. are
- 3    A. has done    B. did    C. is done    D. was doing
- 4 A. had initiated    B. is initiated    C. has been initiated    D. was initiated
- 5 A. has rejected    B. rejects    C. is rejecting    D. is rejected
- 6 A. has viewed    B. is viewed    C. is viewing    D. views
- 7 A. for calling    B. calling    C. to call    D. for to be called
- 8 A. will register not    B. will not register    C. not going to register    D. are not registered
- 9 A. told    B. said    C. explained    D. questioned
- 10 A. for acquire    B. acquiring    C. acquire    D. to acquire

## Test Practice

### Verbs (10 points): Bullfighting

Choose the correct answer. Only one answer is correct.

It looks like bullfighting could be banned in part of [Spain](#) as the Catalan parliament prepares to vote tomorrow on whether to prohibit one of the country's most emblematic, and bloodiest, traditions. Last week, a petition with 127,000 signatures \_\_1\_\_ by campaigners against bullfighting to the region's parliament. Under local laws, the parliament first \_\_2\_\_ on whether to accept the petition and then draw up a law.

However, parliament deputies \_\_3\_\_ that they will not prohibit Catalan fiestas in which people chase bulls through the streets and torment them. The campaigners \_\_4\_\_ Catalonia's animal cruelty law and protect 'fighting' bulls from any kind of torture. "If the deputies \_\_5\_\_ like proper representatives of the people, then they will have to accept the ban," \_\_6\_\_ Manuel Cases, of the Catalan Animal Rights Association.

The move is creating an impassioned debate in a country where matadors are big stars. Among those who want bullfighting to continue are a group of local artists and writers, \_\_7\_\_ artist Miquel Barceló and theatre director Calixto Bietito. "Outlawing the bullfight would take away part of our liberty," they \_\_8\_\_ in a manifesto yesterday.

Campaigners hope, however, that other Spanish regions will follow in the same way. "Everywhere in Spain most people \_\_9\_\_ bullfights," Cases said. "Over time, this practice \_\_10\_\_. If not, we will be back in the stone age." [The Guardian, 17/12/09]

- 1 A. sent                      B. has sent      C. was sent      D. has been sent
- 2 A. ought to vote B. must to vote    C. has to vote    D. will to vote
- 3 A. already states    B. are already stated    C. already stating              D. have already stated
- 4 A. want that the government change    B. want the government to change  
C. want changed the government              D. are wanting the government change
- 5 A. behaved                      B. behave                      C. would behave              D. will behave
- 6 A. said    B. told              C. spoke                      D. explained to
- 7 A. included                      B. including    C. includes              D. include
- 8 A. have written    B. are written    C. had been written    D. wrote
- 9 A. not want to have    B. doesn't want to have    C. would prefer not to have    D. wants not to have
- 10 A. won't allow    B. will not be allowed    C. isn't going to allow    D. isn't allowed

## Test Practice

### Reading / Writing (20 + 20 points): Gene Smith and Tibetan Culture

Read the following text and answer the questions.

1 Gene Smith, who died on December 16 aged 74, was long regarded as the most knowledgeable of all Western scholars of Tibet and as the person who almost single-handedly ensured the survival of Tibetan literature after the Chinese invasion in 1950.

2 Smith had travelled to India in 1965 to carry out research for a *doctoral* thesis on Tibetan literature, one of the most complex and extensive written cultures in the world. But by the time he arrived many *dpe cha* – the long, rectangular woodblock prints wrapped in cloth that are Tibetan books – had been lost or annihilated following the Chinese invasion of Tibet 15 years earlier. **\*A**

3 At the time of his arrival in the region, Communist Party zealots were roaming the Tibetan countryside, destroying the monasteries that served as Tibet's libraries, printing presses and schools. Six years previously, however, the Dalai Lama and 80,000 other Tibetans had fled across the Himalayas to the safety of India and Nepal, carrying with them *dpe cha* that in many cases they regarded as their most precious possessions. Smith took it upon himself to *trace* copies of whatever works of Tibetan literature remained. He was armed with a list of the most important works in the Tibetan corpus, given to him before he left the United States by a famous Tibetan lama-scholar, Deshung Rinpoche, who had been brought by the Rockefeller Foundation to Seattle in 1959 to help in the teaching of Tibetan *there*.

4 In India, Smith learnt of other crucial texts from exiled lamas and scholars and gradually was able to locate rare and precious manuscripts. By 1985, when he left India, he had amassed a collection of some 12,000 volumes, widely considered the largest and most important of *its* kind in the world outside China. But Smith was not interested in collecting: what mattered to him was the distribution of knowledge. He found his solution in an arcane project *run* by the Library of Congress known as the Public Law 480 programme, through which the American government dispensed excess grain supplies to India and received notional payment in the form of culture, such as books.

5 In 1968 he joined the New Delhi office of the Library of Congress as a consultant, and by 1980 had risen to become Field Director of its South Asia office. The programme allowed him to purchase Tibetan books from the refugees and to print copies – usually 20 or so – which he and his team then shipped to research institutions in the United States. The texts covered not just religion and philosophy, but also art, medicine, astronomy, history and biography. *This* more than anything made possible the flourishing of advanced Tibetan studies in the United States and the world beyond. Leonard van der Kuijp, professor of Tibetan studies at Harvard, described Smith as having "single-handedly put Tibetan studies on the map... Tibetan literary culture was one of the most prodigious in the world."

6 Ellis Gene Smith was born at Ogden, Utah, on August 10 1936. **\*B** He was formidably intelligent as well as enterprising, and went on to study at small colleges in the north-west of the United States and at the University of Utah before turning to Asian studies at the University of Washington in Seattle in 1960. In 1964 he travelled to Leiden in Holland for advanced studies in Sanskrit and Pali (the language of the earliest Buddhist scriptures).

7 Professionally, Smith was a librarian, and after leaving the New Delhi office of the Library of Congress in 1985, he went on to serve with *it* in Jakarta (1985-94) and in Cairo (1994-97), becoming expert in Indonesian and Egyptian cultures too (he was said to have been able to read in 32 languages). He took early retirement in 1996 and returned to the United States, where he worked as acquisitions editor for a Buddhist publishing company. But with his customary insistence on doing one job in the daytime and several others in the early hours, he had already started a project in 1999 which would again revolutionise Tibetan studies. Called the Tibetan Buddhist Resource Center, it was to repeat digitally what he had achieved on paper 30 years before. Smith devoted the rest of his life to adding to his 12,000 volumes, scanning them, and placing them online. By the time of his death he and his team of 12 had *scanned* seven million pages of text. The online database ([www.tbrC.org](http://www.tbrC.org)) contains information on all Tibetan literary works and authors and is searchable in English, Tibetan and Chinese. **\*C**

8 Gene Smith received many awards, but perhaps the most moving accolade came in January 2010, when representatives of more than 300 Tibetan Buddhist monasteries in Tibet, India, Nepal and Bhutan unanimously nominated him for a lifetime achievement award. The ceremony was held in Bodhgaya, Bihar, India, where the Buddha gained enlightenment some 2,550 years ago. (Jan. 2011)

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ He showed early signs of initiative by selling fudge ice lollies while still at school.
2. \_\_\_\_\_ So, instead of writing a dissertation about the Tibetan corpus, Gene Smith devoted his life to recovering it, one volume at a time.
3. \_\_\_\_\_ It is used by some 3,000 people a day and has become the premier site for Tibetological research in the United States, and perhaps the world.
4. \_\_\_\_\_ She has been instrumental in keeping it alive.
5. \_\_\_\_\_ A year later, he won the fellowship from the Ford Foundation which enabled him to go to India.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Smith was highly regarded both by Western scholars and Tibetan monks.
7. \_\_\_\_\_ Many Tibetans, including the Dalai Lama, escaped to India and Nepal in the early 1950s.
8. \_\_\_\_\_ After a long career spent abroad, Smith decided to retire and return to the US, where he practised Buddhism.
9. \_\_\_\_\_ Smith's first trip abroad was to India in 1965.
10. \_\_\_\_\_ The Tibetan *dpe cha* included texts dealing with both humanistic and scientific subjects.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which statement best summarizes the text?
  - A. A librarian who dedicated his life to preserving Tibetan heritage has passed away.
  - B. A Western Buddhist has made Tibet and its culture accessible to everyone.
  - C. Thanks to Tibetan monks, many ancient texts were saved from being destroyed during the Chinese invasion.
  - D. Many Tibetan documents are now available online.

12. Where did this text most likely appear?

- A. in a dictionary      B. in a journal
- C. in a university catalogue      D. in a travel brochure      E. in a daily

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. doctoral (§ 2)

- A. special      B. Ph.D.      C. degree      D. medical

14. trace (§ 3)

- A. copy      B. tracks      C. discover      D. look

15. run (§ 4)

- A. organized      B. raced      C. manager      D. course

16. scanned (§ 7)

- A. observed      B. studied      C. examined      D. copied

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: who (§ 1) = Gene Smith**

17. there (§ 3)

- A. in the United States      B. in Seattle      C. in Tibet      D. in India and Nepal

18. its (§ 4)

- A. volumes      B. Smith      C. kind      D. collection

19. This (§ 5)

- A. texts      B. the fact that Smith shipped many texts to research institutions
- C. Smith      D. the flourishing of advanced Tibetan studies

20. it (§ 7)

- A. Library of Congress      B. New Delhi office      C. expert in Indonesian and Egyptian cultures      D. Jakarta and Cairo

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Describe a memorable experience you have had as a university student.
2. Talk about a literary work that has left a mark on you.
3. Imagine you had to abandon your country for ever. Talk about one personal item that you would take with you.

## Test Practice

### Reading / Writing (20 + 20 points): *The Columbian Exchange*

Read the following text and answer the questions.

1 At his home in rural Massachusetts, Charles C. Mann likes to eat food that has traveled directly from his own garden: heirloom tomatoes, eggplant, bell peppers, kale, chard, lettuce and other foods for his table. He and his family belong to a farm-share program in which they advance money each year to a farmer a few miles away in return for the farm's crops. He loves local food, but he knows too much about it to be a truly devout 'locavore', that is, someone who only eats **produce** grown locally.

2 Mr. Mann realizes that even though these foods are growing close to his home, most of the plant species are not native to Eastern North America. They grow there today only because they were brought there from other parts of the world, many years ago. While today's locavores worry about the sustainability of the globalized modern system of agriculture, Mr. Mann sees today's food system as nothing new. The foods we consider local are results of a globalization process that has been in operation for more than five centuries, ever since Columbus landed in the New World. Suddenly all the continents were linked, mixing plants and animals that had evolved separately for millennia.

3 What resulted, Mr. Mann argues in his fascinating new book, "1493: Uncovering the New World Columbus Created," was a new epoch in human life, the Homogenocene. For the first time, crops, worms, parasites and people traveled among Europe, the Americas, Africa and Asia — the Columbian Exchange, as it was **dubbed** by the geographer Alfred W. Crosby. "The Columbian Exchange," Mr. Mann writes, "is the reason there are tomatoes in Italy, oranges in the United States, chocolates in Switzerland and chili peppers in Thailand. To ecologists, the Columbian Exchange is arguably the most important event since the death of the dinosaurs."

4 The consequences were devastating for many ecosystems and people conquered by Europeans. **Prior to** Columbus, nearly all the large cities were in warm regions outside Europe. **\*A** After the Columbian Exchange, the cities of Europe became the planet's boom towns, and it wasn't just because of the Europeans' culture and guns. Europeans prevailed by changing ecosystems, often in inadvertent ways that have only recently been measured by scientists. The earthworms that traveled with the English settlers to Jamestown destroyed the forests and the crops of the Indians. The island of Hispaniola was overrun by fire ants after the Spanish arrived. Throughout the Americas, the settlers introduced organisms that spread horrific epidemics like malaria, yellow fever and smallpox. Meanwhile people in Europe were gaining nutritional benefits from the Columbian Exchange. **\*B**

5 Mr. Mann has come to sympathize with both sides in the debate over globalization. The opponents of globalization correctly realize that trade produces unpredictable and destructive consequences, he says, but globalization also leads to more and better food, better health, longer life and other benefits that affluent Western locavores take for granted. "The lesson of history is that the costs are high — and higher than the **advocates** of free trade often admit — but the gains are higher still," he said in an interview.

6 That lesson, though, has always run counter to the intuition of people all over the world. Like today's locavores, monarchs in Spain and China during the 16th century were deeply suspicious of becoming dependent on foreign food. **\*C** "People in Brazil still talk bitterly about the Brits stealing their rubber seeds and planting them in Asia," Mr. Mann said. "Brazilians will denounce this horrible 'bio-piracy' while they're standing in front of fields of bananas and coffee — plants that originated in Africa." Two other leading crops in Brazil, soybeans and sugar, he noted, are from Asia. "There's no way the Industrial Revolution could have occurred so quickly and so widely if the world had depended solely on Brazilian rubber trees," Mr. Mann said. Indeed, the Asian plantations proved crucial when Brazilian trees were struck by disease.

7 "On the whole, there are lots more winners than losers from the Columbian Exchange," Mr. Mann said. "**I** don't want to tell Italians they can't have tomatoes, or people in Sichuan they can't have peppers. I know nothing in my garden is native, but I still have this idiotic feeling that it's my home." How does he reconcile this feeling with this book? What's a locavore to do? Mr. Mann doesn't presume to dictate anyone's food preferences, but he does offer one tip for locavores: go easy on the preaching.

"I'm willing to pay more to get fresh vegetables grown by nice people farming nearby," he said. "But if your concern is to produce the maximum amount of food possible for the lowest cost, which is a serious concern around the world for people who aren't middle-class foodies like me, this seems like a crazy luxury. It doesn't make sense for my aesthetic preference to be elevated to a moral imperative."

By J. Tierney

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ For example, Europeans' diets improved radically from the introduction of potatoes.
2. \_\_\_\_\_ Despite being half a world apart, the two gardens grow many of the same plants, hardly any of which are native to either place.
3. \_\_\_\_\_ We cannot have one without the other.
4. \_\_\_\_\_ For this reason, Columbus was seeking a new route to Asia because the economies were more advanced there.
5. \_\_\_\_\_ They also resented losing their own crops, a feeling that persists today.



**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ The writer of this text finds Mann's book to be fairly dull.
7. \_\_\_\_\_ Mann sees a contradiction in Brazil's position on 'bio-piracy'.
8. \_\_\_\_\_ Mann is a confirmed locavore who refuses to accept globalization.
9. \_\_\_\_\_ The Columbian Exchange refers to the mixing that takes place exclusively between North American and European plants and animals.
10. \_\_\_\_\_ The Columbian Exchange was accompanied by a growth in European cities.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which is the best title for the text?
  - A. "Battle against globalization continues 5 centuries later"
  - B. "Fresh and direct from the garden an ocean away"
  - C. "Tomatoes are not native to Europe"
  - D. "Man(n) prefers locally grown products"

12. What is this text?

- A. an advert      B. a history lecture
- C. a journal extract      D. an interview      E. a newspaper report

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **produce** (§ 1)

- A. fruit and vegetables      B. make      C. items      D. productions

14. **dubbed** (§ 3)

- A. spoken      B. title      C. invented      D. named

15. **Prior to** (§ 4)

- A. Above all      B. First      C. Precedent      D. Before

16. **advocates** (§ 5)

- A. lawyers      B. supporters      C. believes      D. businesspeople

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer.**

**Example: his (§ 1) = Charles Mann('s)**

17. **they** (§ 1)

- A. farm share program      B. crops      C. Mann and his family      D. farmer

18. **their** (§ 6)

- A. Brazilians(')      B. rubber seeds      C. monarchs      D. locavores

19. **I** (§ 7)

- A. J. Tierney      B. Columbian Exchange      C. someone      D. Charles Mann

20. **which** (§ 9)

- A. vegetables      B. cost      C. producing the maximum amount of food for the lowest cost      D. luxury

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Discuss at least one food movement that is popular today.
2. Write about a nonfiction book that you have read recently.
3. Describe a form of cultural exchange that you have participated in.

## Test Practice

### Reading / Writing (20 + 20 points): *Winemaking in the UK*

Read the following text and answer the questions.

1 Last month it was announced that the British Government is giving £1.6 million to fund wine courses for our growing wine industry. Although many are not aware of this, British wine-makers have been producing wine at a rapidly increasing rate: an estimated three million bottles this year alone. Despite this rapid increase in production, however, expertise has not kept pace.

**\*A** Hence the classes, which will be held at Plumpton College in Sussex. Here students learn not only how to make and taste wine but how to plant, pick and prune as well, for Plumpton has ten hectares of vineyards and its own winery. Once they have finished their degrees, the majority will go on to work in the English wine industry. The numbers doing so are increasing each year.

2 The courses, which will be 90 per cent subsidised by government money, will deliver intense shots of knowledge to workers from the wine industry in day-long sessions. They will learn everything from how to fertilize and plant vines to grape processing, bottling and label design. It is hoped that the students will learn as much from each other as from their teachers. "English winemakers are all quite scattered and don't often get to talk to each other," explains the **head** of the college, Chris Foss. "These courses will act as a sort of forum, enabling them to come together and to discuss their problems and their experiences with their fellow winemakers."

3 I decide to visit the college to see how the courses work. Chris escorts me to the classroom. **\*B** Each has several glasses of wine in front of them, which they taste, sniff and then spit into buckets. "Wine-tasting," explains Chris sternly, "is a very important part of all the courses here. It's not recreational." Nonetheless, I take my seat with enthusiasm. The lecturer, Matthew Hudson, begins by producing a bottle wrapped in a purple cloth. Having poured a glass for himself, he passes the bottle among the pupils. "You are going to identify this wine," he says. The lesson has begun. The aim of the exercise is to guess the wine, whose identity has been hidden behind the purple cloth. "Colour?" demands Matthew. We pupils study our glasses intently. "A green tinge?" **ventures** one. Matthew nods. "And taste?" Here the students really blossom. "Camomile," says one. "Seaweed," says another. "Iodine," says a third. Matthew looks pleased.

4 Next there is a session in the winery, which is full of bottles and vats. The students bustle about, pouring grapes into the grape crusher. **\*C** Overseeing the process is Richard Cohen, a second-year student who already, at the tender age of 28, owns his own bar in Soho. He joined the wine course for personal and business reasons. Since coming on the course Richard has started to **run** his own training courses. "I can educate my staff so much better, which means that they are more knowledgeable and interested. And that, ultimately, makes my business more profitable." Which is just the sort of dissemination that, according to Foss, the industry badly needs.

5 It would be wrong, however, to exaggerate the difficulties faced by English wine production. As a whole, the industry is doing extremely well. Unlike French winemakers, who are suffering from chronic overproduction, English winemakers are struggling to meet demand. Several factors are going in their favour. First, the small-scale regional production typical of English wine is very much in vogue. Second, its lighter floral flavours go well with more modern styles of cooking. And perhaps most significantly, in these days of health-conscious drinking, English wine has a very low alcohol content: around 11 to 12 per cent, as opposed to the 14 to 15 per cent of many other wines.

6 International competitions are now recognising its quality and in recent years English wine has won numerous silvers and bronzes in the International Wine Challenge. If current climate patterns continue, it is likely to get even better, and perhaps surpass the quality of French wine in some areas. For while the *appellations* of France might be *contrôlées*, their weather is not. "Though they won't acknowledge it yet, I think the French are already having problems with the changing weather," says Foss. "The styles of their wines have changed tremendously in recent years." The temperature increases that are causing French winemakers such difficulty are actually helping us. It is rumoured that French champagne makers are **currently** buying up tranches of the South Coast of England to migrate to. Soon Shoreham might be making better champagne than Champagne. As Foss says: "It's really quite exciting. It's generally agreed that, if the climate keeps changing in this way, then our wine has a great future." So English wines are now becoming excellent less in spite of and more because of our infamous weather.

Catherine Nixey, *The Times*, November 12, 2009

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ "Running a bar can become pretty repetitive," he says.
2. \_\_\_\_\_ As a result, many workers in the British wine industry are still lacking in basic knowledge.
3. \_\_\_\_\_ Though few would phrase it with such economy, many winemakers would agree.
4. \_\_\_\_\_ Inside, students sit at illuminated laboratory benches.
5. \_\_\_\_\_ Nowadays, apparently, they are not crushed by the feet of merry peasants but in a sterile drum.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ The writer of the article was pleased to attend the lesson on wine-tasting.
7. \_\_\_\_\_ The taste of English wine is suited to modern types of cuisine.
8. \_\_\_\_\_ Most of the money for the courses at Plumpton College is provided by the British government.
9. \_\_\_\_\_ English wine-makers come from a single area and are always in close contact with each other.
10. \_\_\_\_\_ Changes in the climate mean that English wine will get worse in the future.

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which is the best title for the text?  
 A. A wine-making school and the future of English wine  
 B. A visit to a wine-making factory  
 C. The effect of the weather on wine production  
 D. The differences between French and English wine-making
12. Which section of the newspaper did this article appear in?  
 A. life and style                      B. weather  
 C. science                              D. world news                      E. politics

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. **head** (§ 2)  
 A. brain                      B. director                      C. score                      D. lead
14. **ventures** (§ 3)  
 A. travels                      B. possibilities                      C. suggests                      D. risks
15. **run** (§ 4)  
 A. flow                      B. organize                      C. race                      D. melt
16. **currently** (§ 6)  
 A. continually                      B. in fact                      C. actually                      D. now

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: **his** (§ 4) = Richard Cohen's.

17. **the majority** (§ 1)  
 A. students                      B. degrees                      C. English wine industry                      D. numbers
18. **It** (§ 3)  
 A. courses                      B. important part                      C. wine-tasting                      D. Chris
19. **their** (§ 5)  
 A. factors                      B. English winemakers(')                      C. French winemakers(')                      D. overproduction
20. **it** (§ 6)  
 A. international competitions                      B. English wine                      C. French wine                      D. International Wine Challenge

**SEZIONE D: WRITING (20 POINTS)**

On a separate sheet of paper, write a **120-150-word composition on ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. How careful are you about what you eat and drink?
2. Do you prefer eating at home or in a restaurant? Explain why.
3. Describe an enjoyable meal you have had together with friends or family.



### 3. EDUCATION

INCLUDEPICTURE

"http://www.clipartheaven.com/clipart/education\_&\_schools/cartoons/studying\_1.gif" \\*



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## Test Practice

### ***Grammar and Vocabulary***

The British Museum is Falling Down

Lucky Jim

Rotter's Club

### ***Verbs***

New College of the Humanities

Gifted Students

Dropouts

Reading Workshop

### ***Reading/Writing***

Sammy Gitau

Going International in Choosing a School

### ***Dictation***

A-Levels and Universities

Studying in South Korea

Accredited Online Courses

Living on Campus

## Test Practice

### **Grammar and Vocabulary (10 points): *The British Museum is Falling Down***

Choose the correct answer. Only one answer is correct.

Adam weaved his way to the row of desks where he and Camel usually worked, and noted the familiar figures at (1)\_\_\_\_\_ sides he had worked since the day he had begun his thesis, without (2)\_\_\_\_\_ exchanging a word with them: earnest, efficient Americans, working more smoothly (3)\_\_\_\_\_ dynamos, powered by Guggenheim grants; turbanned Sikhs, all called Mr Singh, and all studying the links between India and English literature; pimply, bespectacled women smiling cruelly (4)\_\_\_\_\_ they noted an error in somebody's footnote; and then the Museum characters – the gentleman with the beard that reached to his feet, the lady in shorts, the man (5)\_\_\_\_\_ odd shoes and a yachting cap reading a Gaelic newspaper with a one-stringed lute propped up on his desk, the constantly sniffing woman. Adam recognized Camel's coat and briefcase at one of the desks, (6)\_\_\_\_\_ the seat was unoccupied.

Eventually he discovered Camel in the North Library. This was used especially for consulting rare and valuable books, and there (7)\_\_\_\_\_ also several seats reserved for the exclusive use of eminent scholars, (8)\_\_\_\_\_ enjoyed the privilege of leaving their books on their desks (9)\_\_\_\_\_ indefinite periods. These desks were usually occupied only (10)\_\_\_\_\_ piles of books and cards bearing distinguished names, and they seemed to Adam like a waxwork from which all the exhibits had been withdrawn for renovation.

[David Lodge, *The British Museum is Falling Down*]

- |                   |            |             |             |
|-------------------|------------|-------------|-------------|
| 1. A. who         | B. which   | C. whose    | D. where    |
| 2. A. yet         | B. soon    | C. never    | D. ever     |
| 3. A. that        | B. of      | C. then     | D. than     |
| 4. A. as          | B. like    | C. during   | D. whereas  |
| 5. A. carrying    | B. wearing | C. dressing | D. taking   |
| 6. A. in contrast | B. however | C. but      | D. in spite |
| 7. A. had         | B. was     | C. were     | D. did      |
| 8. A. they        | B. who     | C. their    | D. them     |
| 9. A. for         | B. since   | C. long     | D. to       |
| 10. A. from       | B. by      | C. of       | D. at       |

## Test Practice

### Grammar and Vocabulary (10 points): *Lucky Jim*

Choose the correct answer. Only one answer is correct.

‘They slipped up rather \_\_\_\_1\_\_\_\_, though,’ the Professor of History said, and his smile, \_\_\_\_2\_\_\_\_ Dixon watched, gradually faded. ‘After the interval we did a \_\_\_\_3\_\_\_\_ piece by Dowland – for recorder and keyboard, you know. I played the recorder, of course, and young Johns...’ He paused; it was as if \_\_\_\_4\_\_\_\_ different man had momentarily taken his place; then he went on again: ‘... young Johns played the piano. He’s a very versatile musician; the oboe is \_\_\_\_5\_\_\_\_ best instrument, really. Well, anyway, the reporter \_\_\_\_6\_\_\_\_ have been listening, because there it was in the *Post*: Dowland, yes, they’d got him right; Messrs Welch and Johns, yes; but what do you think came after that?’

Dixon shook his head, ‘I don’t know, Professor,’ he said. How Welch loved \_\_\_\_7\_\_\_\_ called Professor, he thought.

‘Flute and piano.’ ‘Oh?’ said Dixon.

‘Flute and piano; not recorder and piano.’ Welch laughed. ‘Now a recorder, you know, is different \_\_\_\_8\_\_\_\_ a flute, though it’s the flute’s immediate ancestor, of course. \_\_\_\_9\_\_\_\_ the first place, it’s played what they call *à bec*, that’s to say you blow into it, you see. A present-day flute’s played what’s known as *traverso*, which means you blow across a hole instead of...’ As Welch again paused, walking even \_\_\_\_10\_\_\_\_ slowly, Dixon relaxed at his side.

[K. Amis, *Lucky Jim*]

- |               |          |             |          |
|---------------|----------|-------------|----------|
| 1. A. badly   | B. bad   | C. more bad | D. worst |
| 2. A. whereas | B. as    | C. during   | D. like  |
| 3. A. many    | B. lot   | C. little   | D. few   |
| 4. A. an      | B. one   | C. some     | D. each  |
| 5. A. her     | B. its   | C. his      | D. it’s  |
| 6. A. must    | B. could | C. may      | D. can’t |
| 7. A. be      | B. being | C. having   | D. have  |
| 8. A. from    | B. then  | C. of       | D. to    |
| 9. A. on      | B. in    | C. at       | D. for   |
| 10. A. more   | B. a lot | C. most     | D. very  |

## Test Practice

### **Grammar and Vocabulary (10 points): Rotter's Club**

Choose the correct answer. Only one answer is correct.

One clear night (1)\_\_\_\_\_ Berlin in the year 2003, two young people sat down to dinner. (2)\_\_\_\_\_ names were Sophie and Patrick. (3)\_\_\_\_\_ two people hadn't seen each other before today. For a short period, Patrick's father had been infatuated with Sophie's mother (4)\_\_\_\_\_ they were still at school. But they hadn't spoken to each other (5)\_\_\_\_\_ 1974.

"Does your father talk (6)\_\_\_\_\_ about his schooldays?" Sophie asked.

"Well, it's funny. He never used to. (7)\_\_\_\_\_ some of the people he knew back then have reappeared recently," Patrick said.

"I've heard the story from my mother. She has perfect recall of that period," said Sophie. She poured sparkling mineral water into her glass and said, "Come with me, then, Patrick. Let's go back in time to a country that neither you (8)\_\_\_\_\_ I would recognize. Britain, 1973."

"Was it really that different, do you think?" asked Patrick.

"Just think of it! A world without mobiles or videos or Playstations. There were three television channels back then. And the unions were so powerful that if they wanted to, they (9)\_\_\_\_\_ close one of the TV stations down for a (10)\_\_\_\_\_ night. Imagine!"

[Adapted from J. Coe, *The Rotter's Club*]

1. A. at            B. in            C. to            D. on
2.    A. They            B. Their            C. Theirs            D. Of them
3.    A. A            B. That            C. These            D. This
4. A. whereas            B. during            C. before            D. while
5. A. since            B. for            C. from            D. in
6.    A. many            B. lot            C. much            D. none
7. A. But            B. However            C. Despite            D. In spite
8.    A. but            B. or            C. and            D. nor
9. A. ought            B. could            C. will            D. can
- 10    A. every            B. entire            C. all            D. whole



## Test Practice

### Verbs (10 points): New College of the Humanities

Choose the correct answer. Only one answer is correct.

A new private university in London employing some of the world's most famous academics \_\_\_1\_\_\_ degrees in the humanities, economics and law from 2012 at a cost of £18,000 a year, double the normal rate. The Oxbridge-style university college intends \_\_\_2\_\_\_ a new British elite with compulsory teaching in science literacy, critical thinking, ethics and professional skills on top of degree subjects \_\_\_3\_\_\_ in one-to-one tutorials. New College of the Humanities, based in Bloomsbury, \_\_\_4\_\_\_ by private funding and will aim to make a profit. Its first master will be the philosopher AC Grayling, and top lecturers from Harvard, Princeton, Oxford and Cambridge \_\_\_5\_\_\_ to work there.

Grayling, one of the founders, \_\_\_6\_\_\_ he was motivated in part by the fear that government cuts to humanities and arts courses in universities \_\_\_7\_\_\_ leave “society poorer as a result”. “Society needs us to be thoughtful voters, good neighbours, loving parents and responsible citizens,” he added. “\_\_\_8\_\_\_ and inspire the next generation of lawyers, journalists, financiers, politicians, civil servants, writers, artists and teachers, we must educate to the highest standards and with imagination, breadth and depth.” Some critics, however, argue that if others \_\_\_9\_\_\_ this example, the result will be the creation of two classes of university: private ones with rich students who are guaranteed a good career, and public ones which \_\_\_10\_\_\_ too poor even to provide a basic education.

[Robert Booth, *The Guardian*, 5 June 2011]

- 1 A. offer    B. offering    C. should offer    D. is going to offer
- 2     A. to educate    B. is educating    C. will educate    D. educate
- 3     A. are taught    B. taught    C. teaching    D. have been taught
- 4     A. is being backed    B. is backing    C. backing    D. backed
- 5     A. will invite    B. are inviting    C. have been invited    D. being invited
- 6     A. told    B. said    C. is said    D. is told
- 7 A. can    B. could    C. ought    D. must
- 8     A. discovering    B. discover    C. for to discover    D. to discover
- 9 A. follow    B. would follow    C. will follow    D. are followed
- 10    A. are    B. being    C. has been    D. to be

## Test Practice

### Verbs (10 points): Gifted Students

Choose the correct answer. Only one answer is correct.

When the kindergartners at the Brooklyn School of Inquiry, one of New York City's schools for gifted students, \_\_1\_\_ neat boy-girl rows for the start of playtime, the lines of girls well outnumber the lines of boys. A similar imbalance exists at gifted schools in East Harlem, where almost three-fifths of the students are girls. When asked about the boy-girl ratio in his class Alec Kulakowski, a seventh grade boy at New Explorations in Science and Technology and Math, \_\_2\_\_ us, "It's kind of weird to have so few boys in the class". Weird or not, similar programs across the city \_\_3\_\_ problems balancing the gender makeup: though the school system over all is 51 percent male, generally gifted classrooms can expect \_\_4\_\_ more girls. Around the city, the current group of gifted kindergartners, for example, is 56 percent girls, and in the 2008-9 year, 55 percent were girls.

Educators and experts \_\_5\_\_ for many years now that not as many boys as girls graduate from high school or enrol in college, but now they \_\_6\_\_ that the disparity is also visible at the very beginning of the school experience. Why more girls than boys enter the programs is unclear, though there are some theories. Among the most popular is the idea that young girls \_\_7\_\_ by the standardized tests the city uses to determine admission to gifted programs, because they tend to be more verbal and socially mature at ages 4 and 5 when they sit for the exam.

In 2008, the city's Department of Education \_\_8\_\_ the use of Dr. Bracken's test. Before that, individual schools and districts each \_\_9\_\_ its own. In the future the city \_\_10\_\_ the gender of those who took and passed the test in order to monitor the situation more thoroughly.

(Sharon Otterman, NYTimes 5/2010)

- 1      A. form                      B. are formed              C. is forming      D. forms
- 2      A. asked                    B. said                      C. told      D. explained
- 3      A. are to have      B. are having              C. has      D. having
- 4      A. of comprising      B. comprising      C. to comprise      D. for to comprise
- 5      A. have known              B. are known              C. known              D. know
- 6      A. have concerned      B. concerned              C. are concerned              D. concern
- 7      A. might be favoured      B. ought to be favoured      C. can favour      D. should be favoured
- 8      A. was ordered              B. was ordering              C. has ordered      D. ordered
- 9      A. has devised              B. had devised              C. was devised      D. was devising
- 10     A. will record      B. is recording              C. records              D. going to record

## Test Practice

### Verbs (10 points): Dropouts

Choose the correct answer. Only one answer is correct.

About twenty percent of American high school students \_\_\_1\_\_\_ out nowadays, and in some schools students have only a 50-50 chance \_\_\_2\_\_\_ a diploma. Recent enquiries before the House education committee suggest that if Congress wants to solve this problem, federal, state and local governments \_\_\_3\_\_\_ intensely on the schools that \_\_\_4\_\_\_ a majority of the nation's dropouts.

The country \_\_\_5\_\_\_ much further along the road to dealing with this true educational crisis, but the Bush administration's supervision of the 2002 law "No Child Left Behind" was terrible. This law \_\_\_6\_\_\_ that schools needed to report dropout rates annually. Yet, too many states falsified those statistics.

A change in the law \_\_\_7\_\_\_ last year requiring the states to keep track of students from the time they enter high school to the day they get their diplomas — or leave school without one.

If there is any good news here, it is that the problem is localized. According to Robert Balfanz, of Johns Hopkins University's Everyone Graduates Center, half of the country's dropouts come from just 12 percent of the nation's 20,000 high schools. If the government \_\_\_8\_\_\_ on these high schools, the country would have a good chance of keeping in school millions of potential drop outs.

Several states and localities \_\_\_9\_\_\_ dropout rates significantly already by providing help to students and the schools they attend. In order \_\_\_10\_\_\_ "dropout factories" into productive schools, public money must go into prevention programs that keep children in school.

[NYTimes, May 19 2009]

- 1      A. are dropping      B. has dropped      C. are going to drop      D. dropped
- 2      A. receiving      B. receive      C. for to receive      D. of receiving
- 3      A. must focus      B. must to focus      C. had to focus      D. has to focus
- 4      A. creating      B. create      C. has created      D. creates
- 5      A. can be      B. be      C. will be      D. would be
- 6      A. promised      B. told      C. said      D. asked
- 7      A. issued      B. was issued      C. has been issued      D. is issued
- 8      A. focus      B. would focus      C. focused      D. will focus
- 9      A. have lowered      B. had lowered      C. are lowered      D. were lowered
- 10      A. making      B. to make      C. doing      D. to do

## Test Practice

### Verbs (10 points): Reading Workshop

Choose the correct answer. Only one answer is correct.

For years Lorrie McNeill \_\_\_1\_\_\_ “To Kill a Mockingbird,” an American classic. However, for the first time, after 15 years, “Mockingbird” - or any novel for that matter - \_\_\_2\_\_\_ on her reading list. Instead she decided her seventh- and eighth-grade students \_\_\_3\_\_\_ which books to read in her English classes at Jonesboro Middle School in Atlanta.

Ms. McNeill’s approach is part of a movement to revolutionize the way American schools teach literature. While there is no clear consensus among English teachers, the reading workshop, a variation on the approach, \_\_\_4\_\_\_ popular.

In New York City many elementary schools and some middle schools already employ versions of reading workshops. In September Seattle’s middle schools will allow students \_\_\_5\_\_\_ most of their own books. And in Chicago a pilot program has been in place since 2006 in 31 of its 483 elementary schools to give students in grades 6, 7 and 8 more control over what they read.

In the more traditional English class students read a novel together and \_\_\_6\_\_\_ the themes and literary technique. That tradition, proponents hold, is the best way to prepare students for standardized tests. Yet fans of the reading workshop \_\_\_7\_\_\_ that when students choose their own books they build a lifelong love of reading. Nevertheless, Joan Dabrowski, director of literacy for Boston’s public schools, says teachers \_\_\_8\_\_\_ to give students some choices; however, a core curriculum \_\_\_9\_\_\_ specific books for 6<sup>th</sup> grade and up. Many schools, in fact, take a combination approach, \_\_\_10\_\_\_ some titles while allowing students to select others.

*NY Times August 2009*

- 1 A. is loving teaching      B. has loved teaching    C. was loved teaching    D. loves teaching
- 2    A. not been    B. were not      C. didn’t be      D. was not
- 3    A. was able to choose    B. could to choose    C. could choose    D. is able to choose
- 4    A. is becoming      B. becomes      C. are becoming      D. become
- 5    A. to select      B. for to select      C. selecting      D. for selecting
- 6    A. examining    B. have examined    C. are examining    D. examine
- 7    A. say    B. reply    C. tell    D. ask
8.    A. will urge    B. are urging    C. will be urged    D. be urged
- 9    a .going to designate    B. will designate    C. designate    D. is designating
- 10    A. dictate    B. are dictating    C. to dictate    D. dictating

## Test Practice

### Reading/Writing (20+20 points): Sammy Gitau

Read the following text and answer the questions.

1 When Sammy Gitau, a child of one of Nairobi's most notorious slums, discovered an information pack about Manchester University in the rubbish, **he** kept it as a reminder of what life could be like. Like thousands of other poor children in the Kenyan capital's oldest slum, there seemed to be no means of escape. But today, at the age of 30, Mr Gitau is to become the English university's most remarkable graduate.

2 Although Gitau only had two years of formal education in Nairobi, he has completed an advanced **degree** in international development project management (IDPM) at Manchester, and even received a merit for his dissertation, **which** focused on his community projects in Nairobi. "It feels amazing as a personal achievement but also as a message to everyone – that it is possible to succeed, even when you are from a community that nobody thought anything good could come from," he said. Mr Gitau's programme director at Manchester University, Dr Pete Mann, said he had never heard of someone from a **background** of such adversity attending the university. **\*A**

3 Attracted by the colourful picture on the cover of the booklet, and the name – which reminded him of one of the city's football clubs, Manchester United – Mr Gitau could never have dreamt that one day he would actually go to the university. Given Mr Gitau's education thus far, it would have been remarkable for him even to reach high school. For the two years when he was in school, his time was divided between the family business, which sold illegal liquor, and his books. **\*B** "I ended up sleeping in lessons, because I was up so late, and I couldn't concentrate on work", he explained.

4 With very little education behind him, Mr Gitau became the family's main money-earner at 13, when his father was murdered in a gang attack. After his father died, the young boy turned to drug dealing and theft to bring money home for his mother and 10 siblings. However, Mr Gitau turned his life around in 1997, after a nearly fatal cocaine overdose. When he recovered, he said he felt a duty to change, and decided to begin helping slum children who were going through the same struggles.

5 Mr Gitau's projects, which were helping 20,000 children to find a way out of poverty, caught the attention of other organisations in the area. His community resource centres for young slum children addicted to drugs cost just £50 a month to run. When Monica Quince, the wife of the EU's head of delegation in Nairobi, and a colleague, Alex Walford, took an interest in his projects, **they** provided not only resources but the vital advice that led to Mr Gitau's Manchester adventure. It was during a chat with Mr Walford about his aspirations that Mr Gitau began to tell him about the course of his dreams. After looking up Manchester University on the internet, Mr Walford found details of the course, and started helping him.

6 Mr Gitau's vast practical experience caught the eye of the university's course directors, who quickly understood how much others could learn from his success as a project manager. The university paid his fees, but he still needed a way to pay for his living costs. "I had nothing to cover my accommodation or survival," he said. "So I contacted people who had visited my project in Kenya. **\*C** I could not have done it without **them**."

7 However, that was not the end of his problems. In 2005, immigration officials refused him a **visa** because, as they saw it, he could not be a serious university candidate because of his lack of previous education. But **eventually**, Mr Gitau arrived in Britain, visa in hand and abroad for the first time, to start the course that he had dreamed of for so many years. While his spoken English was good, he had no experience of essays or research, so a tutor was brought in to support **him**.

8 Today, Mr Walford will be among the proud spectators as Mr Gitau receives that longed-for certificate. The Kenyan said: "For the past few days I haven't been able to sleep – I've been too excited. So many doors had been shut in my face because I didn't have this or that. Now, finally, I can think big. Now I can go back to my projects in Kenya and make sure they do well."

(Dec. 2007)

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ So many came back to me and donated really generously.
2. \_\_\_\_\_ Quietly, he says "I think maybe we'll live like this forever."
3. \_\_\_\_\_ They have more than 9,200 rooms available, most of which are within two or three miles (5km) of the University campus.
4. \_\_\_\_\_ "I don't think we have ever taken someone without even high-school education; so it's a massive accomplishment," he said.
5. \_\_\_\_\_ He would try to do homework on the same table where customers drank the illegal alcohol.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ It was Gitau's practical experience and not so much his educational record that got him accepted to Manchester University.
7. \_\_\_\_\_ It took Gitau many years to complete his studies in England.
8. \_\_\_\_\_ When the text was written, Sammy Gitau had already taken part in the graduation ceremony at Manchester University.
9. \_\_\_\_\_ Although Gitau's community projects for young drug addicts cost a lot, they were noticed by other organizations.
10. \_\_\_\_\_ In Africa, Gitau's education was limited by the need to support his large family.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. What is the best title for this text?  
 A. "Drugs and theft on the increase in Nairobi"  
 B. "Gitau opens new community centre for young Africans"  
 C. "Adversity doesn't stop student from reaching his goal"  
 D. "Manchester University welcomes new students"
12. What is this text?  
 A. an essay  
 B. a text based on interviews  
 C. a journal entry  
 D. an interview with an African student  
 E. a text from a teaching manual

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **degree** (§ 2)  
 A. grade  
 B. prize  
 C. measurement  
 D. university certificate
14. **background** (§ 2)  
 A. history  
 B. passed  
 C. story  
 D. behind
15. **visa** (§ 7)  
 A. money  
 B. sight  
 C. entry permit  
 D. credit card
16. **eventually** (§ 7)  
 A. perhaps  
 B. probably  
 C. in the end  
 D. at least
17. **which** (§ 2)  
 A. merit  
 B. IDPM  
 C. dissertation  
 D. community projects
18. **they** (§ 5)  
 A. Quince and the delegation  
 B. Walford and Gitau  
 C. Quince and Walford  
 D. projects
19. **them** (§ 6)  
 A. people who had visited Gitau's project in Kenya  
 B. Gitau's project  
 C. course directors  
 D. accommodation or survival
20. **him** (§ 7)  
 A. Walford  
 B. research  
 C. tutor  
 D. Gitau

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Describe a memorable experience you have of high school.
2. Describe a personal achievement that you are proud of.
3. Discuss some of your plans or ambitions after graduation.

## Extra Practice

### Reading (20 points): Going International in Choosing a School

Read the following text and answer the questions.

1 International schools are often viewed as places where diplomats park their kids during foreign assignments. But in Italy, **they** are increasingly chosen by Italians themselves, say parents and faculty from some of Italy's broad range of international schools. "Italian parents send their children here because it's a place where they can study English and learn in English and still be able to go through the Italian examination system," says Joanne Reykdal, the **principal** of the American Overseas School in Rome.

2 But learning the language isn't actually the end goal, Reykdal says. **\*A** For some students, like 12-year-old Linda Vaccari, being able to deal with other cultures will probably be **handy** before adulthood. Linda's mother, Anna Amodeo, works for a publishing house in Milan, while her father, Lanfranco Vaccari, is the editor-in-chief of the Milan daily *City*. Linda spent the first three years of her life in Japan before moving here, where her parents enrolled her in the Sir James Henderson School.

3 "My husband is a journalist, and he can change countries often," Amodeo said. "In **that kind of job**, it's really necessary to have children who are prepared to go to school in another country, and there aren't Italian schools all over the world." But Amodeo says she prefers international schools anyway, because she feels underfunding at Italian schools affects their quality. "The programs at the schools depend very much on the personality of the teacher," she says. "If you're lucky, you'll get a good teacher that your kids will remember forever. **\*B**"

4 Like Amodeo, Margherita Crepax feels the Henderson faculty teaching her children Leone, 14, and Natalia, 13, are of a uniformly high standard. Both women say **the school** focuses on participation rather than simple instruction, which makes learning English easier. "The most important thing for them is to know English," Crepax says. "**It** will lead them to the best jobs and allow them to move freely in the world. When they change countries they will be able to read the newspapers and know how things go in the world from a different point of view." International schools are **pricey**, but Amodeo says she and her husband chose to afford the expense. "We decided we wanted to put our money in education to give our children the opportunity to follow their needs and desires."

5 Nicholas Rigillo, 33, is a Rome correspondent for the German press agency, Deutsche Presse-Agentur. He says he still reaps the benefits of his education at St. George's British International School **there**. "I'm a Scotland-born Italian married to a Danish woman and working for a German company," he says with a laugh. "If it wasn't for St. George's, I don't think I'd be this mixed up." There is a down side, though, he says. **\*C** "I don't feel Italian and I don't feel British."

6 But the benefits **outweigh** the disadvantages. "Today I can deal with an African, an Asian, and American or a European and find myself pretty much at ease," he says, noting he went to school with students of 64 nationalities. Rigillo is now considering moving his family elsewhere, and says his education will help him do so. "It gives me that flexibility, that peace of mind. I know I can go somewhere abroad as an alien and find my way." And, he adds, wherever he goes, "I can always **call up** an old friend from school."

(Margaret Rankin, 'The International Herald Tribune', October 29, 2002)

### Text organization

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ "There are a lot of laboratories around. He likes big projects," she says.
2. \_\_\_\_\_ "The primary benefit of an international education is that one learns to work with a lot of different cultures, and to work with them in a common setting," she says.
3. \_\_\_\_\_ "I'm a little surprised she has not come dressed like a distracted professor."
4. \_\_\_\_\_ You don't really feel at home anywhere.
5. \_\_\_\_\_ But if you're not, it's a disaster.

**Comprehension: True/False**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ Reykdal and Crepax agree on what the most important aspect of international schooling is.
7. \_\_\_\_\_ According to her mother, attending an international school will help Linda Vaccari pursue a career in journalism.
8. \_\_\_\_\_ More Italians are attending international schools now than in the past.
9. \_\_\_\_\_ The second mother interviewed criticizes her children's teachers.
10. \_\_\_\_\_ Rigillo feels that as a result of attending an international school he has become a confused and emotionally unstable adult.

**Comprehension: Multiple Choice**

Choose the correct answer. Only one answer is correct.

11. What are the disadvantages for Italian children attending international schools?
- A. The content of what is taught is too simple.
  - B. When their parents bring them to school it is difficult to find parking.
  - C. They cannot get an Italian middle school certificate or high school diploma.
  - D. They do not have a strong sense of national identity.

**Vocabulary**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

**12. principal (§1)**

- A. main                      B. basic idea                      C. head                      D. guiding value

**13. handy (§2)**

- A. manual                      B. useful                      C. useless                      D. mobile phone

**14. pricey (§4)**

- A. inexpensive                      B. expensive                      C. excellent                      D. costs

**15. outweigh (§6)**

- A. are more important than                      B. are heavier than                      C. are equal to                      D. are outside of

**16. call up (§6)**

- A. recall                      B. telephone                      C. visit                      D. name again

**Reference**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: they (§1) = international schools

17. that kind of job (§3) =

18. the school (§4) =

19. It (§4) =

20. there (§5) =



## 4. CRIME & CONFLICT



### Test Practice

#### ***Grammar and Vocabulary***

The Empire of the Sun

#### ***Verbs***

2XL Programme

Fighting Crime in Thailand

Ginetta Sagan

#### ***Reading/Writing***

Auschwitz Painter

Dorothy Height and the Civil Rights Movement

Counterfeit Paintings

Dith Pran and the Killing Fields in Cambodia

Rwanda

#### ***Dictation***

Bloomberg's Ban

John Harvey

Mum, the Con-artist

## Test Practice

### Grammar and Vocabulary (10 points): *The Empire of the Sun*

Choose the correct answer. Only one answer is correct.

Jim was glad to be left (1)\_\_\_\_\_ himself. After the Japanese soldier had knocked him from his bicycle, Jim had barely been able to return to the Maxteds' house, and he slept on Patrick's bed for (2)\_\_\_\_\_ of the day. The bruise on his cheek had begun to subside, leaving his face thinner (3)\_\_\_\_\_ he remembered it, his mouth a tighter and older shape. Looking at himself in the mirror of Patrick's bathroom, at his dusty shirt, he wondered if his mother and father (4)\_\_\_\_\_ recognize him. (5)\_\_\_\_\_, Jim realized that there were certain advantages in being poor. He didn't have to be worried about somebody trying to cut off his hands to steal his watch.

The Maxteds' pantry was filled with cases of whisky and gin, but there were only a (6)\_\_\_\_\_ jars of olives and a tin of cocktail biscuits. Jim ate a modest breakfast at the dining-room table, and after a (7)\_\_\_\_\_ he set about repairing his bicycle. He needed the machine to get himself around Shanghai, to find his parents and surrender to the Japanese. A peculiar space was opening around him, (8)\_\_\_\_\_ separated him from the secure world he had known before the war. At (9)\_\_\_\_\_ he had been able to cope with the disappearance of his parents, while now he felt nervous and slightly cold all the time, even in the mild December weather. He dropped and broke things in a way that he hadn't (10)\_\_\_\_\_ done before, and found it difficult to concentrate on anything.

[Adapted from J. G. Ballard, *The Empire of the Sun*]

- |                 |             |                 |            |
|-----------------|-------------|-----------------|------------|
| 1. A. from      | B. by       | C. with         | D. at      |
| 2. A. more      | B. most     | C. many         | D. lot     |
| 3. A. than      | B. then     | C. of           | D. that    |
| 4. A. ought     | B. can      | C. must         | D. would   |
| 5. A. Despite   | B. Although | C. Nevertheless | D. Whereas |
| 6. A. some      | B. many     | C. little       | D. few     |
| 7. A. during    | B. whereas  | C. while        | D. long    |
| 8. A. which     | B. who      | C. whose        | D. whom    |
| 9. A. beginning | B. first    | C. start        | D. early   |
| 10. A. never    | B. ever     | C. yet          | D. again   |

## Test Practice

### Verbs (10 points): 2 XL Programme

Choose the correct answer. Only one answer is correct.

Dexter Padmore \_\_\_1\_\_\_ in Brixton, south London, and couldn't stay out of trouble. At primary school he might have been a good student, but there was little, if no, support at home. When he refused to attend his first few weeks of secondary school, he was handed over to a pupil referral unit, an alternative form of education for children who \_\_\_2\_\_\_ from school.

At 15 he became a member of a local gang and \_\_\_3\_\_\_ a life of petty crime, including car theft and street robbery. He had already been to court many times. Then he heard about the 2 XL programme, an initiative the local government had set up \_\_\_4\_\_\_ the growing problem of gang culture in the Brixton area. For Padmore, the programme offered a chance to rewrite his future.

The programme, led by local youth workers, centres around peer support. Ira Campbell, youth support manager, \_\_\_5\_\_\_, "At that time we knew that a grey-haired, middle-class social worker \_\_\_6\_\_\_ anything in troubled neighbourhoods while seeing other young people transform their lives might." Launched after 21-year-old Adrian Marriott was shot dead by a gang in Brixton in 2004, the programme \_\_\_7\_\_\_ young people to change their lifestyle by \_\_\_8\_\_\_ peer counselling and support, leadership training and one-to-one therapy.

Now 19, Padmore \_\_\_9\_\_\_ an access course at college and \_\_\_10\_\_\_ to study criminal law at university. In the meantime, he volunteers on the 2 XL project.: "Like a lot of young people", he told us, "I got involved in a gang because I wanted to feel like a leader. Now I'm a leader in a positive way." *The Guardian* June 2009

- 1 A. grew up      B. grown up      C. grew up      D. have grown up
- 2 A. have been excluded      B. are been excluded      C. have excluded      D. excluded
- 3      A. is leading      B. was leading      C. leads      D. has led
- 4      A. for to deal with      B. for deal with      C. to deal with      D. deal with
- 5      A. says      B. tells      C. asks      D. replies
- 6 A. may not change      B. won't change      C. wouldn't change      D. mustn't change
- 7      a. have encouraged      B. encourage      C. to encourage      D. encourages
- 8      A. for combining      B. to combine      C. combined      D. combining
- 9      a. will start      B. starting      C. going to start      D. are starting
- 10      A. had decided      B. has decided      C. decided      D. decides

## Test Practice

### Verbs (10 points): *Fighting Crime in Thailand*

Choose the correct answer. Only one answer is correct.

Bar girls are going idle, taxi drivers (1)\_\_\_ money and nightclub owners are enraged, but Thai authorities have refused to end a campaign that has shut down Bangkok after midnight. The interior minister, Purachai Piemsombun, has decided (2)\_\_\_ a “new social order” in the city famous for its red-light districts, where all year long foreigners (3)\_\_\_ to bars, sex shows and all-night parties.

Bar managers say their earnings (4)\_\_\_ by half since they were forced to serve the last drinks at 1 a.m. and lock the doors an hour later, under licensing laws which until a short time ago (5)\_\_\_ . Late-night roadside cafes where people go for bowls of rice porridge are also feeling the effects after (6)\_\_\_ to stop selling beer and whisky after midnight.

The campaign has wide support among the public concerned about a crisis of drug addiction among Thai youth, fed by masses of cheap methamphetamines made in jungle laboratories along the Burmese border and sold in nightclubs and school yards.

But critics say that Mr Purachai has been too heavy-handed and that the drug tests and oppressive police presence (7)\_\_\_ Bangkok’s reputation and scare away tourists.

But the Tourism Authority of Thailand backs the campaign and says Bangkok could (8)\_\_\_ without the kind of people who (9)\_\_\_ here only to sample the bars and nightclubs.

“Our thought is that this government policy is good,” (10)\_\_\_ a spokesman for the tourism authority, Paisan Wangsai, last week. “We want to promote Thailand as a quality tourist destination”.

*(International Herald Tribune, 10-01)*

- |                       |                        |                  |               |
|-----------------------|------------------------|------------------|---------------|
| 1. A.lose             | B.losing               | C.have been lost | D.are losing  |
| 2. A.to create        | B.create               | C.creating       | Dcreates      |
| 3. A.ran              | B.running              | C.have run       | D.run         |
| 4. A.are dropped      | B.drop                 | C.have dropped   | D.will drop   |
| 5. A.had been ignored | B.have ignored         | C.are ignored    | D.had ignored |
| 6. A.telling          | B.told                 | C.being told     | D.were told   |
| 7. A. should blacken  | B.would have blackened | C.will blacken   | D.blackens    |
| 8. A.to do            | B.do                   | C.be doing       | D.doing       |
| 9. A.has come         | B.is coming            | C.comes          | D.come        |
| 10.A.said             | B.has said             | C.told           | D.had told    |

## Test Practice

### Verbs (10 points): *Ginetta Sagan*

Choose the correct answer. Only one answer is correct.

Ginetta Sagan, the “Topolino” or “Little Mouse” who was imprisoned, raped and tortured by Italian fascists during World War II but survived to help (1)\_\_\_\_\_ Amnesty International, has died. She was 75.

Born in Milan to a Jewish mother and Catholic father who were both physicians and anti-fascists as Benito Mussolini came to power, Sagan (2)\_\_\_\_\_ working for the northern Italian Resistance as a teenager.

(3)\_\_\_\_\_ by an infiltrator, Sagan was captured in 1945 by Mussolini’s Black Brigade, and imprisoned, raped and tortured for 45 days. At one point, a loaf of bread (4)\_\_\_\_\_ into her cell. When she tore it apart she found a matchbox (5)\_\_\_\_\_ a tiny slip of paper with a single word scrawled on it: *coraggio*, Italian for ‘courage’.

“My greatest fear, greater even than the fear of death, which seemed almost a certainty,” she (6)\_\_\_\_\_ in an article published in *The Times* in 1996, “was that I (7)\_\_\_\_\_ my comrades to the Black Brigade. But to all the torturers’ questions I managed to say, ‘I don’t know, I don’t know,’ even after the Black Brigade ‘nurse’ (8)\_\_\_\_\_ me with Sodium Pentothal.”

Another surprise occurred one night while Sagan (9)\_\_\_\_\_ at a villa in Sondrio, Italy. Two German soldiers made her Italian fascist guards release Sagan to them for their own questioning. They put her into a waiting car and sped toward what she assumed would be her execution.

“It was a beautiful night with a lot of stars,” she recalled. “I thought, I (10)\_\_\_\_\_ another *aurora* (Italian for ‘dawn’).”

The ‘Germans’, who turned out to be working with the Resistance, delivered her to a hospital run by Catholic nuns. She was free and safe.

1. A. to building                      B. building                      C. build                      D. built
2. A. has begun                      B. began                      C. was begun                      D. was beginning
3. A. Betrayed                      B. Betraying                      C. Having betrayed                      D. Was betrayed
4.     A. is thrown                      B. has been thrown                      C. was throwing                      D. was thrown
5. A. has contained                      B. contain                      C. containing                      D. was containing
6. A. told                      B. said                      C. complained                      D. asked
7. A. would have betrayed                      B. would betray                      C. betraying                      D. will betray
8.     A. had injected                      B. would inject                      C. has injected                      D. should inject
9. A. was interrogating                      B. had been interrogated                      C. was being interrogated                      D. interrogated
10. A. will never have seen                      B. will never see                      C. must never see                      D. am never seeing

## Test Practice

### Reading / Writing (20 + 20 points): *Counterfeit paintings*

Read the following text and answer the questions.

1 His expertise at imitating the style of great **masters** using ordinary house paint fooled art experts around the world and earned him millions of pounds before he was put in jail. Now the man believed to be the world's most prolific art forger, John Myatt, is holding an exhibition of his latest paintings created after **he** succeeded in producing some of the most audacious art frauds of the 20<sup>th</sup> century. Myatt, 60, whose paintings now go for anywhere from £850 to £4,700, is exhibiting more than 100 works at St. Paul's Gallery, in Birmingham, from 12 May. **\*A**

2 From 1987 to 1994, Mr Myatt produced counterfeit works that were presented as authentic originals and sold to auction houses such as Sotheby's and Christie's. Yesterday he recounted the extraordinary story – soon to be made into a film starring Michael Douglas – that saw him sell about 200 works painted “in the style of” Picasso, Van Gogh, Chagall and Giacometti as originals to art collectors across the world. Then an art teacher, he moved towards forgery after placing an advertisement in *Private Eye* for his painting services. “I got quite a lot of customers, so I was **actually** able to make a living from home. **Some** would give me a family portrait and want me to paint them in the style of Gainsborough or Reynolds,” he said.

3 One such customer, John Drew, who claimed to be a physics professor, kept coming back for more paintings, until one day he told Mr Myatt he had sold a painting in the style of German Cubist painter, Albert Gleizes, for £25,000. “He gave me half the money. It was as much money as I earned as a teacher in a year. I just couldn't believe it. **It** was not even painted in oil. As more were sold, I couldn't believe that experts could not tell the difference,” he said. Although Myatt had recently separated from his wife and was having to **bring up** their young son and daughter alone, he does not wish to make excuses. **\*B** He began by producing imitation Giacomettis; he would drive to Liverpool to see an exhibition of the Swiss surrealist's work and then rush back to his home in Staffordshire to make the first brush stroke. Around 80 of Myatt's fakes are still believed to be in circulation with owners unaware that they have been the victim of a fraud, **which** has been estimated to be worth more than several million pounds.

4 Myatt was caught in 1995 when Drew's wife went to the police (they were going through a bitter separation) and Scotland Yard searched Myatt's house. At first he denied everything, but when the officers discovered an unposted letter to Drew in his briefcase saying that he wanted to stop, Myatt realised that it was over. “The letter was basically a signed confession. The police were very nice about it. We ended up sitting round the kitchen table discussing art.” Mr Myatt served four months in Brixton Prison, where he was affectionately known as “Picasso” for his portraits of fellow inmates, commissioned in exchange for phone-cards. On his release, he resolved never to paint again, but then he got a phone call from the officer who had arrested him, asking for a portrait of his family. This was followed by a **commission** of a Giacometti from a member of the prosecution team at his trial and a version of Dufy's *Casino at Nice* for the Bar Council.

5 In the past decade, **his** “genuine fakes” have received critical acclaim, and he set up his company, Genuine Fakes Limited, four years ago. His paintings are works by the very same artists he used to imitate when he was a criminal, and they even come with the master's signature. The only difference is that on the back of the canvas is a computer chip and the legend “Genuine fake” written in indelible ink. Myatt said, “I'm not copying a painting. I'm making a new painting that someone such as Picasso may have painted in say, 1911.” **\*C**

[A. Akbar, *The Independent*, 29/4/06]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ So I study everything he was producing in that year, read as much as I can about him, and then begin.
2. \_\_\_\_\_ It includes previously unseen paintings in the style of Joan Miro, Monet and Gigliani.
3. \_\_\_\_\_ His work includes the bestselling novel, *The Crimson Petal and the White*.
4. \_\_\_\_\_ But critics also understand that they must keep a low profile.
5. \_\_\_\_\_ The truth, he says, is that he also enjoyed it.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Art critics have shown appreciation for Myatt's work.
7. \_\_\_\_\_ While in prison, Myatt continued to make a lot of money by painting.
8. \_\_\_\_\_ Myatt still imitates the style of famous artists like Picasso, but now he cannot sell his paintings.
9. \_\_\_\_\_ It was Drew's idea to pretend that Myatt's paintings were authentic originals by famous artists.
10. \_\_\_\_\_ After painting illegally for nearly 10 years, Myatt was arrested when his partner confessed their crime to the police.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. What is the best title for this text?  
 A. "Exhibition honours the forger who fooled"  
 B. "Michael Douglas steals the show in art fraud film"  
 C. "Life goes on after prison"  
 D. "John Myatt and his new company Genuine Fakes"
12. Which section of the British newspaper *The Independent* did this article appear in?  
 A. Obituaries                      B. Business                      C. Opinion  
 D. Arts and Entertainment              E. International News

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **masters** (§ 1)  
 A. owners                                      B. paints                      C. artists                      D. masterpieces
14. **actually** (§ 2)  
 A. currently                      B. in fact                      C. now                      D. reality
15. **bring up** (§ 3)  
 A. look at                                      B. take place                      C. care for                      D. mention
16. **commission** (§ 4)  
 A. official group                      B. bonus                      C. money                      D. request
17. **Some** (§ 2)  
 A. painting services                      B. customers                      C. advertisement                      D. painting services
18. **It** (§ 3)  
 A. Gleizes                                      B. the painting                      C. German Cubist painter                      D. Drew
19. **which** (§ 3)  
 A. owners                                      B. victim                      C. fakes                      D. fraud
20. **his** (§ 5)  
 A. Myatt's                                      B. Genuine Fakes Ltd.                      C. Bar Council                      D. critical acclaim

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Discuss the most common crime/s in your town or neighbourhood.
2. Whose life story would you like to see made into a film?

3. Describe a recent visit to an art exhibition or museum.



## Test Practice

### Reading / Writing (20 + 20 points): *Dith Pran and the Killing Fields in Cambodia*

Read the following text and answer the questions.

- 1 Dith Pran, the Cambodian-born photographer, journalist and interpreter whose extraordinary personal story was the inspiration for the 1984 film, “The Killing Fields”, has died in the United States at the age of 65 from pancreatic cancer.
- 2 The film, which was directed by Roland Joffé and won three Oscars, told the true-life story of Dith’s friendship with the American journalist Sydney Schanberg, and his survival through the four years of Khmer Rouge **rule** in Cambodia, during which between 1.5 million and 2 million people died. After surviving unimaginable horrors, Dith was reunited with Schanberg, who helped him settle in the US and make a new life with his family as a photographer on the *New York Times*.
- 3 Dith was born during the years of Cambodia’s Japanese occupation, in the northern town of Siem Rep. His father was a public works official, first in the occupation government, and then in the French colonial administration that returned at the end of the second world war in 1945. It was subsequently replaced in 1953 by a constitutional monarchy under King Sihanouk.
- 4 After graduation from high school, in 1960 Dith started working as a translator of English and French with the military. Later, in 1972 he began working for the *New York Times*, specifically as a translator and **helpmate** for the paper’s correspondent, Schanberg. Then in April 1975, the Khmer Rouge, a communist guerrilla group, came to power and renamed the country the Democratic People’s Republic of Kampuchea. The first act of the Khmer Rouge government was to make people leave the main cities. Some 60% of Cambodia’s 5 million people were forced out to work in the countryside. **\*A**
- 5 During their investigations, Dith and Schanberg visited a hospital in Phnom Penh with a group of other western reporters, including the British journalist Jon Swain. They were surrounded by soldiers and threatened with arrest. At great risk to his own life, Dith managed to convince the soldiers not to shoot the foreigners dead. In the end, they were released, but he was taken away in a military vehicle.
- 6 As later portrayed in “The Killing Fields”, Dith was forced to return to a village in the **infamous** northern zone of Cambodia, where many of the mass murders took place. **\*B** During this period, he also managed to return to his childhood home to look for his family: his father had starved to death, four of his siblings had been killed and there were skulls and bones covering the fields.
- 7 The Khmer Rouge, under the French-educated Saloth Sar (better known as Pol Pot) reduced Cambodia to a slave society for four years. Then, in January 1979, the Vietnamese invaded Cambodia, and sent the Khmer Rouge leadership into exile. That July, Dith Pran, who had been one of the few intellectuals to survive the Khmer Rouge years, escaped to Thailand. Three months later, in October, he was dramatically reunited with Schanberg, who had been circulating photographs of his missing friend in the border region in the hope of getting news.
- 8 Schanberg’s Pulitzer-prizewinning article “The Death and Life of Dith Pran” in 1980 was to be the inspiration for the film, in which Schanberg was played by Sam Waterston, and Haing S Ngor, a fellow survivor of what had come to be called the Cambodian killing fields, played Dith. **\*C**
- 9 For the rest of his life, Dith continued working to inform people about the tremendous and tragic effects that Khmer Rouge rule had had on Cambodia, writing numerous articles and books. His best-known **work** is *Children of Cambodia’s Killing Fields* (1997). Like many survivors, Dith wanted to see justice brought to the remaining leaders of the Khmer Rouge regime, although the main perpetrator, Pol Pot, was to die from natural causes in 1998, after a long period of refuge in the Thai-Cambodia border area. The recent UN trials for the few leaders still living were only the most partial attempts to deliver justice. Dith’s story, and his inspiration for “The Killing Fields”, ensured that awareness of this terrible story reached a wide audience.
- 10 He is survived by his companion Bette, three sons and a daughter.

(Kerry Brown, 1 April 2008)

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Pol Pot officially resigned from the party in 1975.
2. \_\_\_\_\_ Dith managed to get his wife, Ser Moeun, and four children out of Cambodia on a US truck, but he decided to stay behind to observe the events first-hand.
3. \_\_\_\_\_ In this scene, Schanberg calls Pran’s family with the news that Pran is alive and safe.
4. \_\_\_\_\_ He was to win an Academy award as best supporting actor.
5. \_\_\_\_\_ There, his diet at one point was reduced to a single spoonful of rice a day.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Both Dith Pran and Haing S. Ngor experienced life under the Khmer Rouge first-hand.
7. \_\_\_\_\_ One of Dith Pran's happiest memories was when Pol Pot, the leader of the Khmer Rouge, was finally convicted.
8. \_\_\_\_\_ Dith Pran experienced various types of governments while growing up in Cambodia.
9. \_\_\_\_\_ Dith Pran was able to prevent Khmer Rouge soldiers from killing a group of journalists.
10. \_\_\_\_\_ Dith Pran, the father of four sons, died in his 60s from pancreatic cancer.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. What is the best title for this text?  
 A. "NY Times honours Cambodian journalist and photographer"  
 B. "'Killing Fields' survivor loses battle to cancer"  
 C. "Cambodia devastated by Khmer Rouge regime"  
 D. "Justice comes late for Cambodia"
12. What is this text?  
 A. a journal entry                      B. a review                      C. an obituary                      D. an interview  
 E. an excerpt from a history textbook

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **rule** (§ 2)  
 A. regulation                      B. govern                      C. control                      D. political
14. **helpmate** (§ 4)  
 A. assist                      B. aide                      C. dependent                      D. employer
15. **infamous** (§ 6)  
 A. unknown                      B. celebrated                      C. notorious                      D. knew
16. **work** (§ 9)  
 A. composition                      B. opera                      C. test                      D. job

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: whose (§ 1) = Dith Pran**

17. **who** (§ 2)  
 A. photographer                      B. *New York Times*                      C. Schanberg                      D. Dith Pran
18. **It** (§ 3)  
 A. French colonial administration                      B. second world war                      C. occupation government                      D. Pran's father
19. **the country** (§ 4)  
 A. Khmer Rouge                      B. Cambodia                      C. Democratic People's Republic of Kampuchea                      D. communist guerrilla group
20. **their** (§ 5)  
 A. hospital                      B. Western reporters                      C. investigations                      D. Pran and Schanberg('s)

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Discuss an important world event you have heard about in the news recently.
2. Talk about a film or book that has had an important effect on you.

3. Describe a difficult situation you have had to deal with.

## Test Practice

### Reading / Writing (20 + 20 points): *Auschwitz Painter*

Read the following text and answer the questions.

1 At 83, Dina Gottliebowa Babbitt still recalls the easel where in 1944, under orders from the *infamous* Nazi doctor Josef Mengele, she painted watercolors of the tired faces of Gypsy prisoners. But her memories of the Auschwitz concentration camp, vivid though they are, aren't enough for Mrs. Babbitt. Seven of the 11 portraits that saved Mrs. Babbitt and her mother remain not far from where she created them, on display at the Auschwitz-Birkenau Memorial and Museum in Poland.

2 “\*A They belong to me, my soul is in them, and without these paintings I wouldn't be alive, my children and grandchildren wouldn't be alive,” Mrs. Babbitt said with a Czech accent as she served schnitzel in her cottage here in the hills outside Santa Cruz, California. “I created them. Who else's could they be?”

3 Her three-decade effort to retrieve them, which has stagnated for years, is drawing renewed interest this summer as a heart problem threatening Mrs. Babbitt's health reinvigorates her supporters' efforts to resolve the dispute. Recently, a letter to the Auschwitz museum was signed by 13 artists, art dealers and museum curators, including a *former* executive director of the United States Holocaust Memorial Museum. “Reuniting Mrs. Babbitt with her paintings would be a sign of the museum's dedication not only to history but also to humanity,” said the letter.

4 The Auschwitz museum, which considers the watercolors to be its property, has argued that they are rare artifacts and important evidence of the Nazi genocide, part of the cultural heritage of the world. Teresa Swiebocka, the museum's deputy director, wrote by e-mail that the portraits “serve important documentary and educational functions as a part of the permanent exhibition” about the murder of thousands of Gypsy, or Roma, victims. Mrs. Babbitt's case is unusual among the property disputes to emerge from the Holocaust because it involves artwork created under the pressure of Nazis, not property confiscated by the Nazis.

5 Dina Gottliebowa was a 19-year-old art student in Prague in 1942 when she first went to a concentration camp. In September 1943 she and her mother, Johanna, were moved to Auschwitz, where she tried to cheer the imprisoned children by painting a mural of a Swiss mountainside and “Snow White and the Seven Dwarfs.” The work drew the attention of Mengele, whose experiments focused on finding scientific evidence to support Nazi racial theories. \*B Mengele came up to her, Mrs. Babbitt recalled, in March 1944, on a day when thousands of other prisoners were being taken to be exterminated. She said that she demanded of Mengele that he also spare her mother or she would commit suicide by touching an electrified fence. Her first subject was a Gypsy woman named Celine. Celine is shown with a scarf covering her shaved head and one ear protruding, Mrs. Babbitt said, because Mengele linked the shape of Gypsy ears to inferiority.

6 After this, Mrs. Babbitt and her mother were imprisoned in two more concentration camps before liberation in May 1945. Following the war she found work as an *animator* in Paris and was hired by the American who would become her husband, Art Babbitt. They married, moved to California and had two daughters. The Babbitts divorced in 1962, and Mrs. Babbitt returned to animation, working on characters like Tweety Bird, Wile E. Coyote and Cap'n Crunch.

7 In 1973 the Auschwitz museum told her that the watercolors had survived. The artist borrowed money to fly to Poland to authenticate the work, carrying a briefcase that she planned to use to take the *watercolors* home. When museum officials refused to give them to her, the long-running dispute began. The museum insists that it respects Mrs. Babbitt's position, informing her regularly about the status of the material and asking her permission whenever the works are to be reproduced or published. \*C

8 Displayed on an easel in her cottage is her attempt to repaint the Gypsy woman Celine as the young woman might have wanted to be painted — with longer hair and without her ear protruding from her scarf.

9 “Every single thing, including our underwear, was taken away from us,” Mrs. Babbitt said. “Everything we owned. My dog, our furniture, our clothes. And now, finally, something is found that I created, that belongs to me. And they refuse to give it to me. This is why I feel the same helplessness as I did then.”

[S. Friess, *The New York Times*, 30/8/06]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Watercolor proponents prize it as a studio medium for its lack of odor.
2. \_\_\_\_\_ Frustrated that photographs did not accurately depict Gypsy skin color, he wanted her to paint them.
3. \_\_\_\_\_ Babbitt is a member of the American Academy of Arts and Letters and he is also a Fellow of the American Academy of Arts and Sciences.
4. \_\_\_\_\_ They are definitely my own paintings.
5. \_\_\_\_\_ To Babbitt, this is an acknowledgment that the museum recognizes that the works belong to her.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ After World War II, Ms Babbitt found work using her artistic talent.
7. \_\_\_\_\_ For the last fifty years, Ms Babbitt has been involved in a legal battle to get her portraits back.
8. \_\_\_\_\_ Ms Babbitt and her mother were sent to various concentration camps before they were finally released in 1945.
9. \_\_\_\_\_ The portrait of the Gypsy woman in Ms Babbitt's house is identical to the one she painted at Auschwitz.
10. \_\_\_\_\_ Ms Babbitt has very vague memories of her experience at Auschwitz.

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which statement best summarizes the text?
  - A. Dina Babbitt has finally been reunited with the portraits she painted at Auschwitz.
  - B. Dina Babbitt's poor health is linked to her years of suffering in concentration camps.
  - C. Dina Babbitt continues in her struggle to get back the portraits she painted in Auschwitz.
  - D. Many Gypsy prisoners were killed while Dina Babbitt was at Auschwitz.
12. What is this text?
 

|                           |  |
|---------------------------|--|
| A. an historical document | B. a newspaper article based on an interview |
| C. a journal article      | D. an interview                              |
|                           | E. an obituary                               |

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. **infamous** (§ 1)
 

|               |              |            |         |
|---------------|--------------|------------|---------|
| A. celebrated | B. notorious | C. unknown | D. knew |
|---------------|--------------|------------|---------|
14. **former** (§ 3)
 

|             |          |          |           |
|-------------|----------|----------|-----------|
| A. previous | B. first | C. young | D. passed |
|-------------|----------|----------|-----------|
15. **animator** (§ 6)
 

|             |                |           |               |
|-------------|----------------|-----------|---------------|
| A. artistic | B. entertainer | C. design | D. cartoonist |
|-------------|----------------|-----------|---------------|
16. **watercolors** (§ 7)
 

|              |             |           |            |
|--------------|-------------|-----------|------------|
| A. paintings | B. subjects | C. paints | D. depicts |
|--------------|-------------|-----------|------------|

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: she (§ 1) = Dina Babbitt

17. it (§ 4) =
 

|              |            |                       |                      |
|--------------|------------|-----------------------|----------------------|
| A. Holocaust | B. artwork | C. Mrs Babbitt's case | D. property disputes |
|--------------|------------|-----------------------|----------------------|
18. where (§ 5) =
 

|                   |              |                       |           |
|-------------------|--------------|-----------------------|-----------|
| A. September 1942 | B. Auschwitz | C. Swiss mountainside | D. Prague |
|-------------------|--------------|-----------------------|-----------|
19. her (§ 8) =
 

|                  |                  |             |                  |
|------------------|------------------|-------------|------------------|
| A. Gypsy woman's | B. Mrs Babbitt's | C. Celine's | D. young woman's |
|------------------|------------------|-------------|------------------|
20. us (§ 9) =
 

|                         |                |                |                                    |
|-------------------------|----------------|----------------|------------------------------------|
| A. Mrs Babbitt's mother | B. Gypsy women | C. Mrs Babbitt | D. Mrs Babbitt and other prisoners |
|-------------------------|----------------|----------------|------------------------------------|

**SEZIONE D: WRITING (20 POINTS)**

On a separate sheet of paper, write a **120-150-word composition on ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. Explain who you think should get the paintings, Dina Babbitt or the Auschwitz Museum.
2. Discuss a painter or a work of art that you admire.
3. Describe a situation involving racism that you have experienced or witnessed in Italy or abroad.

## Test Practice

### Reading / Writing (20 + 20 points): *Dorothy Height and the Civil Rights Movement*

Read the following text and answer the questions.

1 If Rosa Parks was the mother of the modern US civil-rights movement, Dorothy Height was **its** queen. Parks's refusal to give up her seat on a segregated bus in the southern state of Alabama one December day in 1955 caught the attention of the world, an unforgettable gesture of defiance against the evil of racism. **\*A** Yet for more than 60 years Height fought on two fronts at the highest level of the movement, not just for the equality of black Americans, but for the equality of women as well.

2 As an activist, Height started taking part in protests in Harlem during the 1930s. She had dealings with the administrations of every president from Franklin Roosevelt to George W. Bush, **who** awarded her the Congressional Gold Medal, the country's highest civilian award, in 2004. Height was a close adviser to Martin Luther King, and was with him on the platform on the Washington Mall when he delivered his "I have a dream" speech on 28 August 1963. Yet, typically, she was sitting to one side, scarcely noticed. **\*B** The only female voice heard belonged to the gospel singer Mahalia Jackson, who performed an old negro *spiritual*.

3 By then, Height was already president of the NCNW, the National Council of Negro Women, a post she held until 1997 when she was 85 years old. At the end of her long career, as at its beginning, she was elegant, dignified and quietly commanding.

4 Dorothy Height grew up in Rankin, Pennsylvania, a suburb of Pittsburgh where the schools were integrated. In 1929 she won a student contest for public speaking, along with a university *scholarship*. After her victory, she was admitted to the prestigious Barnard College in New York City, but was then denied entry to this university because Barnard had already filled the two places it gave each year to African Americans.

5 After graduating from New York University she was first trained as a social worker, before turning her attentions to the emerging struggle for civil rights. Her mentors were Adam Clayton Powell, minister at the Abyssinian Baptist Church in Harlem, and then his son, the Reverend Adam Clayton Powell Jr, who would later represent Harlem in the House of Representatives in Washington. Her most important alliance, however, was with Mary McLeod Bethune, the educator and civil-rights *advocate* who founded the NCNW in 1935 and became Franklin Roosevelt's Adviser for Minority Affairs. Height took over her role, specifically as head of the National Council and more generally as the pre-eminent female figure in the struggle for racial equality.

6 Apart from her leadership of the NCNW, her most visible function was as an administrator of the women's organization YWCA, whose desegregation she helped *secure* in the 1940s. In the 1960s, at the height of the civil-rights struggle, Height also ran the "Wednesdays in Mississippi" group, bringing black and white women together to promote understanding between the races. But her most important role was backstage, as an adviser, mediator and quiet counsellor to King and the other male giants of the civil-rights movement. "**We** were a group of peers," she told an interviewer in the 1990s. "There were times when the men differed with each other and I could help bridge the gap. Yes, when the pictures were taken, I was at the end of the row, and sometimes cut out. But I had great respect for those men. **\*C**"

7 In fact, it was Dorothy Height whom King asked to go to Birmingham, Alabama to comfort the families of the four little girls killed when the 16th Street Baptist Church was bombed by the Ku Klux Klan, less than three weeks after the epochal march in Washington. That outrage helped shock the Kennedy administration into action. But even when the civil-rights acts of the 1960s had been signed into law by Lyndon Johnson, Height believed black Americans would have to fight to exercise the new rights that were now *theirs* on paper. Gradually she came around to the notion of more militant "black power", saying: "White power in the system in which we live is a reality. Simply talking about bettering race relations without changing the power relations will get us nowhere."

8 Today the most imposing physical monument to Height is the handsome headquarters of the NCNW, on Pennsylvania Avenue in the heart of monumental Washington, on the site of an old slave market, almost in the shadow of the Washington Capitol, where on 20 January 2009 she occupied a place of honour at the inauguration of America's first black president.

9 Her views, however, never changed. **The country**, Dorothy Height continued to insist, had still not removed institutional racism. "We must keep on struggling for jobs and freedom. We have to make the laws work."

*Dorothy Irene Height, civil-rights activist: born Richmond, Virginia 24 March 1912; President, National Council of Negro Women 1957-1997; died Washington DC 20 April 2010.* [Rupert Cornwell, April 2010]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ The funeral service at the [Washington National Cathedral](#) was attended by President and Mrs Obama.
2. \_\_\_\_\_ To her enduring regret, neither she nor any other woman was on the programme as a speaker.
3. \_\_\_\_\_ By contrast, few people knew Height's name.
4. \_\_\_\_\_ We are not going to get there by talking alone.
5. \_\_\_\_\_ You may ask why I didn't step forward – but who steps ahead of Martin Luther King in a march?

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Height died nearly a year after witnessing the inauguration of the first black American president.
7. \_\_\_\_\_ Height began her protest work in the Thirties.
8. \_\_\_\_\_ Height stepped down as president of the National Council of Negro Women to work for the YWCA.
9. \_\_\_\_\_ Height often complained that she was always kept in the shadows by male civil rights activists.
10. \_\_\_\_\_ Height studied at Barnard College and New York University.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which is the best title for the text?
  - A. "Civil rights activist passes away"
  - B. "Dorothy Height: a living legend"
  - C. "Black feminist has just achieved her highest goal"
  - D. "Martin Luther King's dream finally comes true"
12. What is this text?
 

|                          |   |
|--------------------------|---|
| A. an encyclopedia entry | B. a text from the Barnard College homepage     |
| C. a journal extract     | D. an interview      E. a commemorative article |

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text. answer.**

13. *spiritual* (§ 2)
 

|           |               |         |             |
|-----------|---------------|---------|-------------|
| A. sacred | B. holy dance | C. song | D. religion |
|-----------|---------------|---------|-------------|
14. *scholarship* (§ 4)
 

|          |             |             |           |
|----------|-------------|-------------|-----------|
| A. grant | B. academic | C. learning | D. degree |
|----------|-------------|-------------|-----------|
15. *advocate* (§ 5)
 

|             |              |              |          |
|-------------|--------------|--------------|----------|
| A. activity | B. barrister | C. supporter | D. legal |
|-------------|--------------|--------------|----------|
16. *secure* (§ 6)
 

|           |           |              |        |
|-----------|-----------|--------------|--------|
| A. safety | B. obtain | C. protected | D. buy |
|-----------|-----------|--------------|--------|

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: its (§ 1) = modern US civil rights movement**

17. who (§ 2) =
 

|           |              |                    |         |
|-----------|--------------|--------------------|---------|
| A. Height | B. Roosevelt | C. administrations | D. Bush |
|-----------|--------------|--------------------|---------|
18. We (§ 6) =
 

|                                     |           |          |                                   |
|-------------------------------------|-----------|----------|-----------------------------------|
| A. Height, King and other activists | B. Height | C. peers | D. King and the other male giants |
|-------------------------------------|-----------|----------|-----------------------------------|
19. theirs (§ 7) =
 

|               |                    |                      |                       |
|---------------|--------------------|----------------------|-----------------------|
| A. new rights | B. black Americans | C. civil rights acts | D. Johnson and Height |
|---------------|--------------------|----------------------|-----------------------|
20. The country (§ 9) =
 

|                 |                |           |               |
|-----------------|----------------|-----------|---------------|
| A. Pennsylvania | B. rural areas | C. the US | D. Washington |
|-----------------|----------------|-----------|---------------|

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Talk about an important event that has occurred in your country in the last 100 years.
2. Describe a situation in which you think you were treated unfairly.
3. Talk about a personal achievement you are proud of.

## Test Practice

### Reading/Writing: Rwanda (40 points)

Read the following text and answer the questions.

1 The man who wanted to kill Immaculée Ilibagiza never knew exactly how close he had come to finding her. He was a member of the Interahamwe, the Hutu death squads of Rwanda during the country's brutal genocide.

2 Ms Ilibagiza was hiding. For 91 days **she** and seven other Tutsi women sat in a tiny bathroom as the country experienced a bloody wave of violence in 1994. The only thing stopping the Interahamwe killers from finding **them** was a wardrobe that had been placed in front of the door to the toilet. "I heard a guy saying he'd already killed 499 Tutsis and that he was determined to make me the 500th," says Ms Ilibagiza, now 37. She has since moved to New York and has two of her own children. "He was standing just behind the door when he said it. **\*A**"

3 Her story is the Rwandan equivalent of The Diary of Anne Frank - a remarkable **account** of how people can survive in the most inhumane conditions as the violence of man destroys everything around them. But unlike the young German-Jewish author, **who** was eventually found by the Nazis and died in the Bergen-Belsen concentration camp just weeks before its liberation, Ms Ilibagiza has lived to tell her tale. Her book, *Left to Tell: Discovering God Amidst the Rwandan Holocaust*, has gone on to sell more than 250,000 copies around the world. But what makes Ms Ilibagiza's experience truly stand out is the way she has learnt to forgive the people that destroyed her family and country. Now the story of her agonising three months in hiding has been made into a one-woman play and this week **it** is showing at the Edinburgh Fringe Festival as part of a world tour.

4 For 100 terrible days in the spring of 1994, Rwanda experienced a genocide of unimaginable savagery. On 6 April 1994, an aeroplane carrying Rwanda's Hutu President, Juvénal Habyarimana, was shot down. **\*B** "Within 10 minutes [of Habyarimana's death] the whole country changed," recalls Ms Ilibagiza. "Everyone hid in their houses just listening to the radio." The violence began almost immediately. The international community looked away as more than one million Tutsis and pro-Tutsi Hutus were exterminated.

5 Fearing that his daughter would be killed if caught by Hutu militiamen, Ms Ilibagiza's father sent her to hide in a nearby house owned by Simeon Nzabahimana who, despite being a Hutu, risked his life to hide her and seven other women. "It was a room measuring three feet by four feet, a small bathroom really," says Ms Ilibagiza. "It didn't even have a sink, just a toilet sunk into the ground. There was a door on to the next room and at night we could sometimes go there to lie down. But only at night." For the next three months the women sat in terror as the Interahamwe went from house to house butchering the Tutsi population. The only immediate **relative** of Ms Ilibagiza to survive the genocide other than herself was her third brother, Aimable, who was studying in Senegal at the time of the genocide.

**\*C**

6 By the time the women left their hiding place and arrived in a refugee camp that was run by French peacekeepers, Ms Ilibagiza's weight had dropped from 52 kg to just under 30 kg. By late summer the killing had finally stopped and Ms Ilibagiza decided to test how far her forgiveness could go. She found her father's killer in a nearby prison. The tables had been turned. Now he was imprisoned, filthy and terrified but the first words he heard from the woman who had come to see him were: "I forgive you."

7 This ability to forgive such atrocities was what inspired Leslie Lewis Sword, an American actress who came to know Ms Ilibagiza after attending one of **her** lectures, to dramatise her life. "Her message is forgiveness," Sword said earlier this week. The play itself, *Miracle in Rwanda*, in which Sword **plays** all the parts including Ms Ilibagiza, her family and an Interahamwe leader, has received great praise in the US press and is **currently** making a world tour. Her performances at Edinburgh have sold out each night. [11/8/07]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ His death gave the Hutu extremists a pretext for starting a highly organised, systematic campaign against the Tutsis.
2. \_\_\_\_\_ Immaculée Ilibagiza is a Rwandan author and inspirational speaker.
3. \_\_\_\_\_ Most Rwandans speak Kinyarwanda, and before the arrival of European colonists, there was no written history.
4. \_\_\_\_\_ He has chosen to remain in his country of birth and now works as a veterinarian.
5. \_\_\_\_\_ These people were our neighbours, people who just weeks earlier used to be our friends.



**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Ms Ilibagiza has written an opera based on her experience in Rwanda.
7. \_\_\_\_\_ The international community did very little to stop the violence in Rwanda during the spring of 1994.
8. \_\_\_\_\_ Although *Miracle in Rwanda* was well-received in the US, it has not been very successful in the U.K.
9. \_\_\_\_\_ Ms Ilibagiza's experience was especially difficult because she had to stay in a very small room all by herself.
10. \_\_\_\_\_ Aimable Ilibagiza, Immaculée Ilibagiza's brother, was studying abroad at the time of the 1994 killings.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which statement best summarizes the text?
  - A. The international community is to blame for the genocide in Rwanda.
  - B. A Rwandan refugee's incredible story is now being performed onstage in Edinburgh.
  - C. Ms Ilibagiza refuses to forgive the Hutus who killed her family.
  - D. Leslie Lewis Sword greatly admires Ms Ilibagiza.
12. What is this text?
  - A. an obituary
  - B. a review
  - C. an article from a legal journal
  - D. an interview
  - E. a newspaper article based on interviews

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **account** (§ 3)
  - A. bill
  - B. balance
  - C. review
  - D. story
14. **relative** (§ 5)
  - A. family member
  - B. parent
  - C. relationship
  - D. comparative
15. **plays** (§ 7)
  - A. games
  - B. amuses
  - C. performs
  - D. interpretations
16. **currently** (§ 7)
  - A. often
  - B. actually
  - C. usually
  - D. now

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: she (§ 2) = Ms Ilibagiza**

17. **them** (§ 2) =
  - A. killers
  - B. Ms Ilibagiza
  - C. 8 Tutsi women
  - D. 499 Tutsi
18. **who** (§ 3) =
  - A. Ms Ilibagiza
  - B. Anne Frank
  - C. Bergen-Belsen
  - D. Nazis
19. **it** (§ 3) =
  - A. Fringe Festival
  - B. world tour
  - C. play
  - D. story's
20. **her** (§ 7) =
  - A. Ms Ilibagiza's
  - B. Ms Ilibagiza's lectures
  - C. American actress'
  - D. Ms Sword's

**WRITING (20 POINTS)**

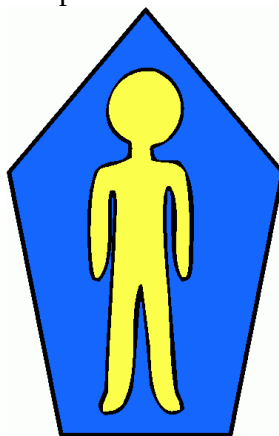
**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Do you know anyone who has lived through a war? Describe his or her experience.
2. Which genre of books do you prefer reading (novels, autobiographies, short stories, etc.)? Explain why.
3. Describe a recent experience you have had at the theatre.



## 5. GENDER ISSUES

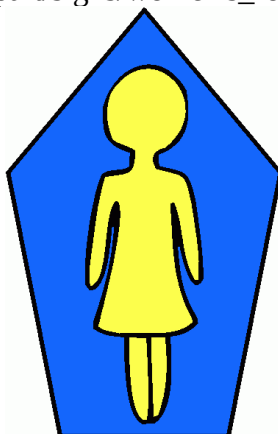
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### Test Practice

#### ***Grammar and Vocabulary***

Wild Swans

Women Workers' Rights

Women's Suffrage

#### ***Reading/Writing***

Women Film Directors

Spanish Riding School

Anne Scott James

#### ***Dictation***

The Suffragettes



## Test Practice

### Grammar and Vocabulary (10 points): *Wild Swans*

Choose the correct answer. Only one answer is correct.

All the women in my father's family were Buddhists and one of (1)\_\_\_ sisters was particularly devout. [...] My father's sisters were very (2)\_\_\_ to my mother. (3)\_\_\_ her initial formality, my grandmother was extremely relaxed and easygoing. She seldom passed judgment, and was (4)\_\_\_ critical. Aunt Jun-ying's round face was marked by the smallpox disease, but her eyes were (5)\_\_\_ gentle that anyone could see she was a kind person, (6)\_\_\_ they could feel safe with. [...] Aunt Jun-ying cooked delicious spicy Sichuan food, which is (7)\_\_\_ different from the bland food of northern China. The dishes had exotic names (8)\_\_\_ my mother loved. My mother went to the house often and would eat with the family, looking out at the (9)\_\_\_ trees in the garden. She found a warm, welcoming atmosphere in the Chang family, and felt loved by each (10)\_\_\_ in the house.

[Adapted from J. Chang, *Wild Swans*]

1. A. her                      B. hers                      C. his                      D. theirs
2. A. kindest    B. kinder                      C. kinds                      D. kind
3. A. Despite                      B. Nevertheless                      C. Although                      D. In spite
4. A. yet                      B. ever                      C. rare                      D. never
5. A. so much                      B. so                      C. such                      D. as
6. A. anyone                      B. someone                      C. no-one                      D. none
7. A. lot                      B. much                      C. quite                      D. quiet
8. A. that                      B. who                      C. whose                      D. to which
9. A. fruit                      B. fruit's                      C. fruits'                      D. fruits
10. A. women    B. people                      C. sisters                      D. woman

## Test Practice

### **Grammar and Vocabulary (10 points): Women Workers' Rights**

**Choose the correct answer. Only one answer is correct.**

Women led some of the greatest battles in the early struggle for workers' rights in Britain in the nineteenth century. One strike involved matchgirls at the Bryant & May factory, (1)\_\_\_\_ walked out in protest when (2)\_\_\_\_ colleagues were dismissed as punishment for being the sources for an article by Annie Besant, a journalist. (3)\_\_\_\_ accounts of the oppressive regime operated (4)\_\_\_\_ the factory owners became a *cause célèbre*. The women worked twelve hours (5)\_\_\_\_ day for a weekly wage of five shillings in appalling conditions. They were poisoned by the phosphorus that was used for (6)\_\_\_\_ the matches and punished for lateness or talking at work.

The matchgirls won, thanks to Ms Besant. (7)\_\_\_\_, women were largely excluded from the early union movement and had to form their own associations, (8)\_\_\_\_ the Women's Protective and Provident League, founded (9)\_\_\_\_ 1874. Sadly, the momentum generated by the early women labour leaders and the women's suffrage movement did not continue. Even though female union membership has grown, women do not figure prominently in leadership. In fact, women union leaders are less common (10)\_\_\_\_ female chief executives.

- |                |            |             |            |
|----------------|------------|-------------|------------|
| 1. A. they     | B. who     | C. that     | D. which   |
| 2. A. no       | B. any     | C. some     | D. a lot   |
| 3. A. She      | B. Its     | C. Hers     | D. Her     |
| 4. A. at       | B. from    | C. of       | D. by      |
| 5. A. a        | B. at      | C. at the   | D. the     |
| 6. A. making   | B. doing   | C. building | D. having  |
| 7. A. Although | B. However | C. But      | D. Despite |
| 8. A. as if    | B. such    | C. as       | D. like    |
| 9. A. on       | B. at      | C. in       | D. since   |
| 10. A. of      | B. then    | C. than     | D. that    |

## Extra Practice

### Grammar and Vocabulary (10 points): Women's Suffrage

Choose the correct answer. Only one answer is correct.

The first British woman suffrage committee was formed in Manchester in 1865. In 1866 Elizabeth Garrett, a physician, collected over 1,500 petition signatures demanding the right to vote for women.

Women's suffrage made progress at the municipal level in the (1)\_\_\_\_\_ 19th century. Since it was believed (2)\_\_\_\_\_ mothers should take an interest in their children's education and in local charities, local suffrage was more acceptable (3)\_\_\_\_\_ national suffrage.

The national movement became more active around 1905. It engaged in mass public demonstrations that generated publicity and attracted the interest not only of educated middle-class women but (4)\_\_\_\_\_ of women textile workers and poor women, notably in the East End of London. The moderate National Union of Women's Suffrage Societies, led (5)\_\_\_\_\_ Millicent Garrett Fawcett, expanded membership, organized speaking tours, and distributed a journal.

Emmeline Pankhurst and her two daughters, Christabel and Sylvia, founded the Women's Social and Political Union (WSPU) in 1903. In response to government inaction and police violence, the WSPU turned from nonviolent protest to destruction of property and many (6)\_\_\_\_\_ militant tactics in 1907. WSPU militants cut telegraph wires, broke windows on Regent Street in London, set buildings on fire and burned letter boxes. Suffragist militants--called by the press "suffragettes"--provoked arrest. In prison they went on (7)\_\_\_\_\_ strikes and were forcibly fed. (8)\_\_\_\_\_, when World War I broke out, Pankhurst, Fawcett, and (9)\_\_\_\_\_ of their followers stopped suffrage activities and committed themselves wholeheartedly to the war effort. (10)\_\_\_\_\_ the war was going on, women drove ambulances, helped the victims, and worked in munitions factories. After the war, public attitudes toward suffrage for women were more favorable. In 1918, women over 30 won the right to vote. A decade later, women were granted the vote on the same basis as men.

1. A. end                      B. final                      C. late                      D. last
2.    A. that                      B. which                      C. who                      D. where
3.    A. that                      B. of                      C. as                      D. than
4. A. too                      B. also                      C. so                      D. ever
5.    A. of                      B. from                      C. by                      D. at
6.    A. other                      B. another                      C. others                      D. otherwise
7. A. anger    B. hunger                      C. fame                      D. food
8.    A. While                      B. Despite                      C. However                      D. Although
9. A. lot                      B. much                      C. someone                      D. many
- 10    A. In                      B. During                      C. Despite                      D. While

## Extra Practice

True or False

If the statements are false, please explain why.

1. \_\_\_\_\_ Women textile workers showed little interest in extending the right to vote to women.
2. \_\_\_\_\_ Members of the suffrage movement responded to police brutality by destroying property.
3. \_\_\_\_\_ During World War I, women were granted the right to vote.
4. \_\_\_\_\_ 'Suffragettes' were members of the press who wrote about the military.
5. \_\_\_\_\_ It was not until 1928 that men and women had the same voting rights.



## Test Practice

### Reading/Writing (20 + 20 points): Women Film Directors

Read the following text and answer the questions.

1 For *Vanity Fair's* annual Hollywood issue a few years back, photographer [Annie Leibovitz](#) created a classic image of a film director at work. Posing beneath a stormy sky, George Clooney stood with **his** shirt open and his arms outstretched. His crew were a crowd of female models in flesh-coloured lingerie -- not the obvious costume for a camera operator. This was the *auteur* as masculine genius, a warrior in a sea of passive women. This has long been the archetype of the film director, but over the last few months many women have been looking for a change.

2 So, is this a new era for female film-makers? **\*A** In a study published last year, Professor Martha Lauzen of San Diego State University found that only 9% of Hollywood directors in 2008 were women -- the same figure **she** had recorded in 1998. If Bigelow is nominated for the best directing Oscar in March, it will be only the fourth time a woman has been nominated, out of more than 400 director nominations altogether (the other three were Lina Wertmüller in 1976, Jane Campion in 1993, and Sofia Coppola in 2003). No woman has ever won.

3 **Once**, the lack of women directors could be traced to the small numbers entering film school. However, Lauzen says women are now well represented in US film schools, and Neil Peplow, of the UK training organisation Skillset, says women **make up** around 34% of directing students in Britain. That translates into a large number of female graduates making short films, but **few** moving on to features.

4 Over the years, this failure to progress has often been blamed on a chauvinist culture; and certainly, talking to established directors, it's easy to uncover tales of overt sexism. The British film director Antonia Bird (*Priest*, *Mad Love*) says that on her first directing job, "I was the only woman there, and all the guys just **assumed** I was the producer's personal assistant." However, there are signs that this culture is changing. A 2009 report -- carried out by the UK networking organisation Women in Film and Television (WFTV) and Skillset -- found that while "a number of older participants reported direct experience of overt sexism, none of the younger participants [did]".

5 More subtle reasons have been mentioned to explain the absence of women at the top. One suggestion I heard is that women are brought up to negotiate in very different ways from men, which is problematic in a male-dominated environment. Director Martha Coolidge doesn't agree with this -- "there are plenty of women who are good negotiators" -- but Kate Kinninmont of WFTV says she has noticed that while "women are brilliant at promoting somebody else, **they** are not often good at promoting themselves". **\*B**

6 There is also the simple fact that if there are fewer women at the top, there will be fewer role models and mentors; those women who do move ahead often talk of having to actively ignore the figures. British director Beeban Kidron (*Bridget Jones: The Edge of Reason*) says that when she was making her first film, she had "a phone call from a journalist who said, 'Do you know you're only the third woman ever to make a feature film in Britain?' And I said, 'Oh, please don't tell me,' and put the phone down, because I didn't want the pressure."

7 It's true that men have directed the great majority of highly-profitable films over the last decade. The website indiewire.com recently reported that, of the 241 films that had made profits of \$100m or more in the US over the last 10 years, only seven were directed by women (*Shrek*, *Shark Tale*, *Twilight*, *What Women Want*, *The Proposal*, *Mamma Mia!*, and *Something's Gotta Give*). But a closer look at the figures reveals that women film-makers aren't a bigger financial risk. In 2008, Lauzen conducted a study called Women@the Box Office, which found that the key to big profits wasn't the gender of the film-maker, but the budget. **\*C**

8 I ask Lauzen whether she thinks female film careers are interrupted by motherhood, and she says no, as do Kinninmont and Coolidge. Kidron, however, says that motherhood has affected her career "more than gender". Bird agrees. "Film directing is more than a full-time job. Trying to have children and being a film director is virtually impossible unless you're rich." Bird doesn't have children: "If I look deep down inside myself," she says, "I'm quite sure that I never did it because I never really had time."

9 The problems facing female directors are structural and systemic, a mix of sexism, cultural differences between men and women and maternity **issues**; in this, they mirror the problems affecting many women in male-dominated workplaces. Thankfully, many women are prepared to fight.

[By Kira Cochrane, January 2010]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ "When women and men have similar budgets," she wrote, "the resulting box office profits are also similar."
2. \_\_\_\_\_ Filmmaking takes place all over the world, he said.
3. \_\_\_\_\_ I've heard people say that the kind of films they want to make are too difficult for a female director.
4. \_\_\_\_\_ Lauzen says reporters have told her that when they talk to a man, they can't shut him up, but when they talk to a woman, it's the opposite.
5. \_\_\_\_\_ Unfortunately, the numbers suggest otherwise.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ All the women directors in this text find it impossible to have a career in directing and be a mother.
7. \_\_\_\_\_ Martha Lauzen has been examining statistics on female directors for almost 10 years.
8. \_\_\_\_\_ Kidron is excited and happy that there are so few women directors in her country.
9. \_\_\_\_\_ According to a recent study in the UK, there now seems to be less overt sexism toward women directors than in the past.
10. \_\_\_\_\_ *Mamma Mia!* is an example of a financially successful film directed by a woman.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which is the best title for the text?
  - A. "Should women work in male-dominated fields like the film industry?"
  - B. "Why are there so few female film-makers?"
  - C. "How can women directors be mothers?"
  - D. "Who are better film directors, men or women?"

12. What is this text?

- |   |                       |
|---|-----------------------|
| A. an excerpt from a film school brochure | B. an obituary        |
| C. a journal extract                      | D. an interview       |
|   | E. a newspaper report |

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **once** (§ 3)

- |                  |                |          |          |
|------------------|----------------|----------|----------|
| A. only one time | B. in the past | C. often | D. while |
|------------------|----------------|----------|----------|

14. **make up** (§ 3)

- |              |                    |               |             |
|--------------|--------------------|---------------|-------------|
| A. represent | B. look attractive | C. compensate | D. increase |
|--------------|--------------------|---------------|-------------|

15. **assumed** (§ 4)

- |           |          |         |            |
|-----------|----------|---------|------------|
| A. belief | B. hired | C. knew | D. thought |
|-----------|----------|---------|------------|

16. **issues** (§ 9)

- |              |          |              |           |
|--------------|----------|--------------|-----------|
| A. arguments | B. gives | C. questions | D. copies |
|--------------|----------|--------------|-----------|

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: his (§ 1) = George Clooney**

17. **she** (§ 2)

- |          |            |                       |                 |
|----------|------------|-----------------------|-----------------|
| A. women | B. Bigelow | C. female film-makers | D. Prof. Lauzen |
|----------|------------|-----------------------|-----------------|

18. **few** (§ 3)

- |                     |                |             |                 |
|---------------------|----------------|-------------|-----------------|
| A. female graduates | B. short films | C. features | D. large number |
|---------------------|----------------|-------------|-----------------|

19. **they** (§ 5)

- |                    |                |          |        |
|--------------------|----------------|----------|--------|
| A. Kate Kinninmont | B. negotiators | C. women | D. men |
|--------------------|----------------|----------|--------|

20. **I** (§ 8)

- |           |                |               |             |
|-----------|----------------|---------------|-------------|
| A. Lauzen | B. K. Cochrane | C. the reader | D. Coolidge |
|-----------|----------------|---------------|-------------|

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Is there a job that you think a woman could do better than a man (or vice versa)? Explain.
2. Is there a film genre that you like in particular? Explain.
3. Why do you think there are so few successful women directors and so many successful women writers?

## Test Practice

### Reading/Writing (20+20 points): Spanish Riding School

Read the following text and answer the questions.

1 Dressed up in the traditional 19<sup>th</sup>-century-style uniform worn by pupils at the world's oldest riding school, Sojourner Morell, a 17-year-old British horsewoman, looks very much like a young man. Yet there is a very simple reason for the teenager's masculine appearance. **She** and her 21-year-old Austrian colleague, Hannah Zeithofer, have become the first women to be accepted to Vienna's elite, internationally renowned and male-dominated Spanish Riding School, a 481-year-old institution as famous and peculiar to **this Alpine nation** as Mozart. But being the first women to enter one of the last men-only bastions in Europe has had its sartorial price: "I guess they haven't got round to designing a uniform for women yet," admitted Sojourner. "Let's face it, it hasn't exactly been an **issue** at the school for about four hundred years."

2 Sojourner doesn't seem very much like a militant feminist activist. She adored horses as a child. She vividly remembers riding around on the back of ponies behind the family home in Saratoga Springs, New York, aged two. Her father comes from Birmingham, but the family moved to America when she was a child. "When you grow up with horses, you get to know about the Spanish Riding School almost automatically," she said. "I can't even remember how or when I first heard of **it**, but for me it was always an ideal, the ultimate goal for anyone who loves horses."

3 She first visited the Riding School two years ago while on a tour of Europe with her mother. She was so impressed by the place and by the elaborate performances of the school's legendary Lipizzaner horses that she sent a letter of application in September last year just to see what would happen. She was delighted when she received a reply inviting her to **attend** an interview. She was very surprised when she learnt the result. Only four candidates were accepted and she, along with Ms Zeithofer, who recently obtained a degree in equestrian science, were among them.

4 **\*A** It seems extraordinary, therefore, that an institution like the Spanish Riding School has had a ban on women for so long. This shows that some of the clichés about the Teutonic world being behind the Anglo-Saxons are actually true. Laws guaranteeing women equal rights only **came into force** in Germany in 1957 and it took until 1972 for the Swiss to give women the right to vote. Austria can hardly call itself the most emancipated nation in the world either; Vienna's Philharmonic Orchestra only hired a full-time female musician in 1997, after receiving massive public pressure to do so.

5 Vienna's Spanish Riding School reflected such conservatism for centuries. Founded back in 1527, its roots are in the military traditions in ancient Greece and the horsemanship of the post-medieval age. The school is described as Spanish because of the Spanish horses that Austria's ruling Hapsburg family imported in the 16th century. The horses gave rise to the famous Lipizzaner breed, a symbol of the country's strength during the Austro-Hungarian empire. The school attracts numerous tourists, who come to see its performances in the early 18th-century Winter Riding School building. Riders dressed in **period** uniforms and immaculately clean boots salute in front of a portrait of the Austrian emperor, Charles VI, before performing on **their** white Lipizzaner stallions.

6 It has taken a female manager from Vienna to break the school's male exclusivity. Early last year Elisabeth Gürtler, who owns the Sacher hotel next door, was named general director. An experienced businesswoman, she took over when the school was close to bankruptcy. Last January it had to cancel a tour to the US to cut spending. Part of Ms Gürtler's responsibility has been to modernise the school and "make it more open". **\*B** "Both men and women have to earn a living and prove themselves nowadays, nobody is against this," she says.

7 As first-year pupils or élèves, as the school calls them, **both women** are paid €700 a month and work a demanding eight-hour day that begins at 6 am. Riding lessons follow and students have to learn how to maintain perfect posture. **\*C** The young women say they encounter absolutely no resentment from the male riders and most are "totally nice". Andreas Hausberger, 43, a chief rider, says he is thrilled to have women at the school: "Thank God we are not living in the Middle Ages any more."

[T. Paterson, 11/12/08]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

- \_\_\_\_\_ The rest of the working day is spent cleaning stables and grooming the horses.
- \_\_\_\_\_ She sees the decision to admit women as an entirely natural process.
- \_\_\_\_\_ The Spanish Riding School is located in a number of buildings between Michaelerplatz and Josefsplatz in Vienna.
- \_\_\_\_\_ Horse riding is an activity in which women have been involved for centuries.
- \_\_\_\_\_ However, the Spanish Riding School was shown in a very recent Austrian euro coin.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Although Ms Gürtler is an experienced businesswoman, she has caused financial problems at the school.
7. \_\_\_\_\_ Though British by birth, Sojourner Morell grew up in the U.S.
8. \_\_\_\_\_ A male rider at the school has said he is afraid of the recent changes.
9. \_\_\_\_\_ When Sojourner Morell sent in her application, she didn't expect to be admitted to the school.
10. \_\_\_\_\_ Women in Anglo-Saxon countries were given the right to vote before 1972.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which statement best summarizes the text?
  - A. A young woman has seen her childhood dream come true.
  - B. Austria is a conservative country that has only now begun to recognise women's rights.
  - C. The Spanish Riding School is famous for its Lipizzaner stallions.
  - D. Sojourner Morell has been around horses all her life.

12. This text was most likely taken from

- |                                      |                      |
|--------------------------------------|----------------------|
| A. an Austrian tourist board website | B. a journal         |
| C. a brochure                        | D. a daily newspaper |
|                                      | E. a school annual   |

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **issue** (¶ 1)

- |           |             |           |            |
|-----------|-------------|-----------|------------|
| A. review | B. argument | C. result | D. problem |
|-----------|-------------|-----------|------------|

14. **attend** (¶ 3)

- |         |          |             |            |
|---------|----------|-------------|------------|
| A. wait | B. go to | C. frequent | D. present |
|---------|----------|-------------|------------|

15. **came into force** (¶ 4)

- |                  |                |                 |                 |
|------------------|----------------|-----------------|-----------------|
| A. became strong | B. made happen | C. were applied | D. was powerful |
|------------------|----------------|-----------------|-----------------|

16. **period** (¶ 5)

- |               |         |          |         |
|---------------|---------|----------|---------|
| A. historical | B. stop | C. point | D. time |
|---------------|---------|----------|---------|

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: She (¶ 1) = Sojourner Morell**

17. **this Alpine nation** (¶ 1)

- |                          |            |           |                   |
|--------------------------|------------|-----------|-------------------|
| A. Spanish Riding School | B. Austria | C. Vienna | D. Vienna's elite |
|--------------------------|------------|-----------|-------------------|

18. **it** (¶ 2)

- |                          |           |          |               |
|--------------------------|-----------|----------|---------------|
| A. Spanish Riding School | B. horses | C. ideal | D. Birmingham |
|--------------------------|-----------|----------|---------------|

19. **their** (¶ 5)

- |               |                          |                       |           |
|---------------|--------------------------|-----------------------|-----------|
| A. Charles VI | B. Lippizzaner stallions | C. uniforms and boots | D. riders |
|---------------|--------------------------|-----------------------|-----------|

20. **both women** (¶ 7)

- |                       |  |                      |           |
|-----------------------|--|----------------------|-----------|
| A. Andreas Hausberger | B. Sojourner Morell and Hannah Zeithofer | C. first-year pupils | D. élèves |
|-----------------------|--|----------------------|-----------|

**WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Describe a special achievement in your life that you are proud of.
2. Talk about a woman who has played an important role in history or in your life.
3. Discuss an important change that has taken place in your country recently.

## Test Practice

### Reading/Writing (20 + 20 points): Anne Scott-James

Read the following text and answer the questions.

1 Anne Scott-James was one of the first top-level women journalists to cross the barrier between writing principally for and about women to more universal topics. From 1960 to 1968 she wrote a widely-read column in the *Daily Mail*, a precursor of the group of opinionated female **columnists** who now proliferate in the national press. After leaving the column, she started a new career as a writer on gardens, so successfully that she was invited to join the Council of the Royal Horticultural Society.

2 When she quit Oxford University in 1933, two years before she would have taken her finals, journalism was not a realistic career choice for a woman of 20. It was rare for women of her generation and class – her father was a reasonably prosperous writer and critic – to think about taking a job; but she was determined not to do what was expected of her by playing the role of contented wife and mother, or at least not until she had started to make her way in some kind of satisfying employment. **\*A** In fact, it took her six months to find her first permanent post, on the fashion magazine *Vogue*, as assistant to the managing director.

3 In 1938 she made a further gesture of independence by buying a small cottage that she had always admired on the Berkshire Downs. It was one of the most important acts of her life, and it also fuelled the enthusiasm for gardening that marked the second half of her career.

4 She was still working for *Vogue* when the Second World War began. It was then, too, that she married Derek Verschoyle, the literary editor of *The Spectator*. In her 1993 **memoir**, “Sketches from a Life”, she recalled: “The marriage lasted just a few months and later, when we were divorced, it was as though it had never happened.” A year after the start of the war she wrote to the editor of *Picture Post*, the first British weekly magazine devoted to photojournalism, suggesting that he should commission an article about *Vogue*. He agreed, and she wrote and organised the text that accompanied the pictures. The following year *Picture Post*’s new editor, Tom Hopkinson, asked her to join his staff as women’s editor. It was a period when women were taking over many of the jobs left by men who had gone to fight in the war, and much of her work for the magazine reflected that.

**\*B** It was on *Picture Post* that she met her second husband, Macdonald Hastings. Yet although the marriage lasted 18 years, Anne confessed in her memoir that it had been effectively loveless: “The truth is that we were two decent people [...] but were totally incompatible. Mac was very **right-wing**, I am a convinced liberal. His ideal holiday was deer-hunting in Scotland, mine was church-crawling in France.”

5 A few weeks before the end of the war she left *Picture Post* to become editor of *Harper’s Bazaar*, a women’s magazine in direct competition with *Vogue*. Soon afterwards, however, she was invited to join the *Sunday Express* as women’s editor, and was given her own weekly column – the Anne Scott-James page. She travelled to some of the world’s major troublespots in the 1950s, notably the Soviet Union and the eastern bloc countries. Then, in 1960 she moved to the *Daily Mail* and soon began writing a weekly comment column that attracted a wide following for her astute comments on issues of the day. She much enjoyed the atmosphere and was especially gratified to be welcomed into the company of some of the big names of journalism – nearly all of them men.

6 Five years later she married Sir Osbert Lancaster, the cartoonist, writer and designer. Soon after that third marriage, she **gave up** her *Mail* column and began her second career as a freelance garden writer, as a result of an invitation to do a series on gardens and gardeners for *Queen* magazine. In later life she was never sure whether she had made the right decision: certainly she missed the excitement of the newspaper and its camaraderie.

7 In 1978, to her surprise, she was appointed to the Council of the Royal Horticultural Society for a four-year term. **\*C** But she took to it enthusiastically and for many years afterwards was a perceptive judge at RHS shows, including Chelsea. She was a regular at the Chelsea show until the last few years of her life, when she could not get about except in a wheelchair. *Anne Scott-James, writer and journalist: born 5 April 1913; married 1939 Derek Verschoyle (marriage dissolved), 1944 Macdonald Hastings (marriage dissolved, one son, one daughter), 1967 Sir Osbert Lancaster (died 1986); died 13 May 2009.*

[Michael Leapman, 18/5/09]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ For one article, she and other female journalists spent a few days experiencing this new way of life for working women.
2. \_\_\_\_\_ Although friends and relatives offered to take her there, she declined.
3. \_\_\_\_\_ She left the magazine to write a book on the fashion industry.
4. \_\_\_\_\_ In the middle of the Depression, that was not an easy aim to fulfil.
5. \_\_\_\_\_ She believed that the principal reason for the appointment was to get female representation on the Council.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ Scott-James and her second husband had few things in common, but they stayed together for many years.
7. \_\_\_\_\_ Important male journalists at the *Daily Mail* refused to accept Scott-James into their group because she was a woman.
8. \_\_\_\_\_ Scott-James never graduated from university.
9. \_\_\_\_\_ For many years, Scott-James tried to become part of the Royal Horticulture Society.
10. \_\_\_\_\_ As a journalist for the *Daily Mail*, Scott-James focused on topics for women and gardening.

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which statement best summarizes the text?
  - A. A female journalist wins an award for gardening and fashion.
  - B. Discrimination against female journalists still occurs today.
  - C. An eclectic female journalist has passed away.
  - D. Scott-James demands better working conditions for women.

12. This text was most likely taken from

- A. a book review supplement
- B. a journal
- C. a daily newspaper
- D. a brochure
- E. a script

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. **columnists** (§ 1)

- A. journalists
- B. writes
- C. supporters
- D. critic

14. **memoir** (§ 4)

- A. souvenir
- B. remember
- C. thought
- D. autobiography

15. **right-wing** (§ 4)

- A. directed
- B. conservative
- C. just
- D. tradition

16. **gave up** (§ 6)

- A. raised
- B. left
- C. continued
- D. suspension

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: she (§ 1) = Anne Scott-James

17. that (§ 3) =

- A. Berkshire Downs
- B. cottage
- C. gesture
- D. independence

18. then (§ 4) =

- A. while she was working for Vogue
- B. in 1993
- C. she married Verschoyle
- D. just a few months

19. it (§ 4) =

- A. memoir
- B. second husband
- C. *Picture Post*
- D. marriage

20. its (§ 6) =

- A. camaraderie's
- B. newspaper's
- C. excitement
- D. later life

**SEZIONE D: WRITING (20 POINTS)**

On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. Discuss a recent news event.
2. Do you think women and men have the same work opportunities nowadays? Explain why/why not.
3. Talk about why you have chosen to get a university degree.

## 6. Work & Economics



### Test Practice

#### ***Grammar and Vocabulary***

Sea of Poppies  
The Professor  
Dreams of My Father  
Boy  
Temping

#### ***Verbs***

Ferrero  
Poverty in Japan  
Lidl  
Work/Study Programme

#### ***Reading/Writing***

Child Labour

#### ***Dictation***

Happy Hours  
Vacation Vocations

## Test Practice

### **Grammar and Vocabulary (10 points): *Sea of Poppies***

Choose the correct answer. Only one answer is correct.

\_\_\_1\_\_\_ Deeti and Kalua had tried to find employment; \_\_\_2\_\_\_ , work was hard to get in Chhapra. The town was filled with impoverished transients, many of whom were willing to sweat themselves half to death for a little rice. Food was so hard to find that people were happy to drink the starchy water in \_\_\_3\_\_\_ rice had been boiled. Sometimes, when they were lucky, Kalua \_\_\_4\_\_\_ a little money by working on the riverfront.

As a river port, Chhapra was visited \_\_\_5\_\_\_ many vessels, and a \_\_\_6\_\_\_ coins could sometimes be earned by loading or unloading boats. When they were not begging at the temple, it was there that Deeti and Kalua \_\_\_7\_\_\_ much of their time. In the evenings, the riverfront was much cooler \_\_\_8\_\_\_ the town's congested interior; once the rains came, they would have to find \_\_\_9\_\_\_ spot, but for now this was \_\_\_10\_\_\_ good a place as any.

[Adapted from A. Ghosh, *Sea of Poppies*]

1. A. Neither                      B. Both                      C. Either                      D. And
2. A. even though      B. in spite                      C. but                      D. however
3. A. that                      B. where                      C. which                      D. who
4. A. achieved                      B. won                      C. made                      D. did
5. A. by                      B. from                      C. at                      D. to
6. A. lot                      B. little                      C. some                      D. few
7. A. did                      B. took                      C. spent                      D. past
8. A. that                      B. than                      C. of                      D. then
9. A. another                      B. other                      C. one another                      D. others
10. A. so                      B. as                      C. most                      D. more



## Test Practice

### Verbs (10 points): The Professor

Choose the correct answer. Only one answer is correct.

The September sunsets were at their reddest the week the Professor decided to visit Aïn Tadouirt, located in the warm country. He came down out of the high, flat region in the evening (1)\_\_\_\_\_ bus, with two small overnight bags full of maps, sun lotion and medicine. Ten years ago he had been in the village (2)\_\_\_\_\_ three days; (3)\_\_\_\_\_ it was long enough to establish a fairly strong friendship with the café-keeper, who had written him (4)\_\_\_\_\_ times during the first year after his visit. He closed (5)\_\_\_\_\_ eyes happily and lived for an instant in a purely olfactory world. The distant past returned – what part of it, he (6)\_\_\_\_\_ not decide.

The chauffeur, whose seat the Professor shared, spoke to him without taking his eyes from the road. “*Vous êtes géologue?*”

“A geologist? Ah, no! I (7)\_\_\_\_\_ a linguist.”

“There aren’t (8)\_\_\_\_\_ languages here. Only dialects.”

“Exactly. I’m making a survey of variations on Moghrebi.”

“Keep on going south,” the chauffeur (9)\_\_\_\_\_. “You’ll find some languages you haven’t (10)\_\_\_\_\_ heard of before.”

[Adapted from P. Bowles, “A Distant Episode”]

- |              |                  |             |             |
|--------------|------------------|-------------|-------------|
| 1. A. in     | B. on            | C. by       | D. at       |
| 2. A. since  | B. for           | C. from     | D. until    |
| 3. A. but    | B. although      | C. in spite | D. whereas  |
| 4. A. much   | B. several       | C. plenty   | D. a lot    |
| 5. A. their  | B. its           | C. his      | D. the      |
| 6. A. may    | B. should        | C. can      | D. could    |
| 7. A. make   | B. do            | C. work     | D. am       |
| 8. A. none   | B. any           | C. some     | D. many     |
| 9. A. told   | B. explained him | C. said     | D. demanded |
| 10. A. still | B. ever          | C. never    | D. already  |

## Test Practice

### **Grammar and Vocabulary (10 points): *Dreams of my Father***

**Choose the correct answer. Only one answer is correct.**

I flew out of Heathrow Airport under stormy skies. Once we were in the air, the young man sitting next to me asked where I was going, (1)\_\_\_ I told him I was traveling (2)\_\_\_ Nairobi to visit my family. He was going to Johannesburg, (3)\_\_\_ the government had arranged for him and his classmates to work with mining companies for a year as part of (4)\_\_\_ university degree program in geology. "They don't have (5)\_\_\_ skilled people in Johannesburg, and if we're lucky we'll get permanent (6)\_\_\_ . It's the best chance we have for a decent wage - unless you want to freeze on some terrible North Sea oil rig." I mentioned that if they could, most black South (7)\_\_\_ students would love to have similar training. The young man replied, "That's a question of politics. I try to stay out of politics if I (8)\_\_\_, you know. It's the same thing at home. Everybody's unemployed, and the old men in Parliament are always repeating the same old thing. The best thing to (9)\_\_\_ is to ignore it." He found his headphones and put them over his ears. "Wake me up when (10)\_\_\_ bring the food, will you," he said before leaning back in his seat for a nap.

[B.Obama, *Dreams from My Father*, 1995]

- |               |             |              |                |
|---------------|-------------|--------------|----------------|
| 1. A. since   | B. because  | C. so        | D. such        |
| 2. A. in      | B. to       | C. at        | D. for         |
| 3. A. where   | B. which    | C. there     | D. whose       |
| 4. A. one     | B. an       | C. her       | D. a           |
| 5. A. much    | B. many     | C. lot       | D. plenty      |
| 6. A. job     | B. works    | C. positions | D. assumptions |
| 7. A. African | B. Africa's | C. Africans  | D. Africa      |
| 8. A. can     | B. could    | C. should    | D. would       |
| 9. A. have    | B. be       | C. make      | D. do          |
| 10. A. we     | B. she      | C. them      | D. they        |

## Test Practice

### **Grammar and Vocabulary (10 points): Boy**

**Choose the correct answer. Only one answer is correct.**

(1)\_\_\_\_\_ my last year at Repton Public School, my mother said to me, ‘Do you want to go to Oxford or Cambridge when you leave school?’ In those days it was not difficult to get into such great universities as (2)\_\_\_\_\_ as you could pay.

‘No, thank you,’ I said. ‘I want to go straight from school to work for a company that will send me to wonderful faraway places (3)\_\_\_\_\_ Africa or China.’

You (4)\_\_\_\_\_ to remember that there was hardly (5)\_\_\_\_\_ air travel in the early 1930s. Africa was two weeks away from England (6)\_\_\_\_\_ boat and it took you about five weeks to (7)\_\_\_\_\_ China. They were distant and magic lands and nobody went to them just for a holiday. You went there to work. Nowadays you can go anywhere in the world in a short time and nothing is fabulous anymore. (8)\_\_\_\_\_ , it was a very different matter in 1933. (9)\_\_\_\_\_ when the time came, I applied for a (10)\_\_\_\_\_ only to companies that would be sure to send me abroad.

[Adapted from Roald Dahl, *Boy*]

- |               |            |                |              |
|---------------|------------|----------------|--------------|
| 1. A. During  | B. While   | C. When        | D. On        |
| 2. A. much    | B. soon    | C. well        | D. long      |
| 3. A. such    | B. as      | C. like        | D. so        |
| 4. A. should  | B. can     | C. have        | D. must      |
| 5. A. some    | B. any     | C. no          | D. none      |
| 6. A. by      | B. on      | C. in          | D. with      |
| 7. A. get     | B. arrive  | C. go          | D. reach     |
| 8. A. However | B. Despite | C. Even though | D. Whereas   |
| 9. A. As      | B. Because | C. Since       | D. So        |
| 10. A. work   | B. post    | C. jobs        | D. interview |

## Test Practice

### **Grammar and Vocabulary (10 points): Temping**

Choose the correct answer. Only one answer is correct.

#### Working as a Temp

\_\_\_\_1\_\_\_\_ people ask me why I do temping work rather than get a permanent job with one company. I guess it's partly because of my father. He was a computer programmer for\_\_\_\_2\_\_\_\_ enormous multinational company. Working was \_\_\_\_3\_\_\_\_important to him. \_\_\_\_4\_\_\_\_the long hours he worked, he often got home after nine o'clock pm, and naturally, we children were already\_\_\_\_5\_\_\_\_ bed. Sometimes I only saw him at weekends. \_\_\_\_6\_\_\_\_ his successful career, I don't think he was really happy doing what he was doing. Then when he retired he didn't know what to do and was even more unhappy. I don't\_\_\_\_7\_\_\_\_ want to be like that.

Temping means I don't have to work every day, and when I work I always do different things and see different people. I have been with the same agency\_\_\_\_8\_\_\_\_ 1998 and they know that I am a reliable worker, so I can choose the jobs I want. There is \_\_\_\_9\_\_\_\_ one negative aspect: I am not paid when I don't work. Consequently, if I am sick or want a holiday I don't get \_\_\_\_10\_\_\_\_ money.

1. A. Lot                      B. Any                      C. Much                      D. Some
2.    A. an    B. the                      C. a                      D. most
3.    A. much                      B. too                      C. very much                      D. very
4. A. Since                      B. Due to                      C. Given to                      D. Because
5.    A. on                      B. at                      C. in                      D. to
6.    A. Although                      B. Instead                      C. Whereas                      D. Despite
7. A. ever                      B. never                      C. still                      D. already
8.    A. ever from                      B. ever since                      C. for                      D. in
9. A. unique                      B. alone                      C. just                      D. solo
- 10    A. no-one                      B. none                      C. no                      D. any

## Test Practice

### Verbs (10 points): *Ferrero*

Choose the correct answer. Only one answer is correct.

The rolling hills of Piedmont's Langhe are exceptional for the cuisine they produce. However, it is not for its black truffles or Barolo wines that most people in Italy (1)\_\_\_\_\_ this little area, but rather a chocolate paste that millions spread on their toast every morning. This chocolate-hazelnut mixture (2)\_\_\_\_\_ a hit ever since the Ferrero family first produced it in 1946. They went on to produce a multibillion-pound confectionery empire that brought the world Tic Tacs and Ferrero Rocher.

But to understand why Italy is quite so shaken by Monday's sudden death of Pietro Ferrero, the soft-spoken heir to the \$18bn (£11bn) Ferrero fortune, you (3)\_\_\_\_\_ not just at his chocolate spread, but also at what the young magnate represented. The 49-year-old Mr Ferrero was a fit, widely liked and respected family man with three young children. He was a sort of anti-Berlusconi who (4)\_\_\_\_\_ by example. He fell ill at 4pm on Monday afternoon while (5)\_\_\_\_\_ on a coastal road near Cape Town, in South Africa. He (6)\_\_\_\_\_ dead of a suspected heart attack shortly after the ambulance arrived, according to Western Cape Police. Mr Ferrero was in South Africa with his 85-year-old father, Michele, and about 30 senior managers (7)\_\_\_\_\_ where to build Ferrero's 19th international plant.

The tributes came thick and fast. In the Langhe town of Alba, home to the Headquarters of Ferrero, Bruno Ceretto, a small-business owner, (8)\_\_\_\_\_: "Pietro spoke to everybody and went in all the bars. He (9)\_\_\_\_\_ and lived on the moon, but instead he chose to live in Alba. That's why the city feels devastated".

The tragic news (10)\_\_\_\_\_ people from eating Nutella, even if Mr Ferrero's death makes some wonder if the spread had something to do with it.

1. A. are known      B. knowing      C. knows      D. know
2. A. is      B. had been      C. has been      D. was being
3. A. must to look      B. have to look      C. should have looked      D. need looking
4. A. lead      B. leaded      C. have led      D. led
5. A. rode      B. has been riding      C. was riding      D. riding
6. A. has been declared      B. has declared      C. was declared      D. declared
7. A. to decide B. for to decide      C. for decide      D. decide
8. A. speak      B. said      C. told      D. has told
9. A. would have gone      B. would go      C. could have gone      D. must have gone
10. A. will probably not stop      B. won't stop probably  
C. probably aren't going to stop      D. aren't probably stopping

## Test Practice

### Verbs (10 points): Poverty in Japan

Choose the correct answer. Only one answer is correct.

For Satomi Sato, a 51-year-old widow, it was tough raising a teenage daughter on the less than \$17,000 a year she earned from two jobs. Still, she was surprised last autumn when the government \_\_1\_\_ for the first time an official poverty line — and she was below it. “I \_\_2\_\_ to use the word poverty, but I’m definitely poor,” said Ms. Sato.

Finally, after years of economic stagnation and widening income disparities, this once proudly egalitarian nation \_\_3\_\_ to the fact that it has a growing number of poor people. The Labor Ministry’s admission in October that almost one in six Japanese lived in poverty in 2007 shocked the nation and provoked a debate over possible remedies that \_\_4\_\_ ever since. Many Japanese were shocked to see that Japan’s poverty rate was close to the Organization for Economic Cooperation and Development’s figure for the United States, whose conspicuous social inequalities \_\_5\_\_ with scorn and pity here.

But perhaps just as surprising was the government’s admission that it \_\_6\_\_ poverty statistics a secret since 1998 while denying there was a problem. That ended when a left-leaning government replaced the long-governing Liberal Democratic Party last summer, \_\_7\_\_ to force Japan’s legendarily secretive bureaucrats to be more open.

The ministry’s announcement helped expose a problem that social workers \_\_8\_\_ is easily overlooked in relatively homogenous Japan. Experts say Japan’s poor \_\_9\_\_ hard to identify because they try to keep up the appearance of middle class comfort. Unlike Americans, they will smile, although crying on the inside, when relatives \_\_10\_\_ about luxuries they can’t afford. (M. Fackler, NYTimes 5/2010)

- 1 A. was announcing    B. is announced    C. announced    D. has announced
- 2     A. don’t want    B. am not wanting    C. wanted not    D. no want
- 3 A. now woke up    B. now going to wake up    C. now wakes up    D. is now waking up
- 4     A. is spread    B. spread    c has spread    D. was spreading
- 5 A. have been viewing    B. have viewed    C. are viewed    D. view
- 6     A. had kept    B. keeps    C. was kept    D. is keeping
- 7 A. was promising    B. promising    C. promised    D. to promise
- 8     A. say    B. informs    C. tell    D. ask
- 9 A. ought to be    B. should be    C. have to be    D. can be
- 10    A. talk    B. will talk    C. going to talk    D. is talking

## Test Practice

### Verbs (10 points): Lidl

Choose the correct answer. Only one answer is correct.

According to an article (1) \_\_\_\_\_ yesterday in the German magazine *Stern*, the supermarket chain Lidl uses Stasi methods to spy on its staff and collect intimate details about their personal lives.

*Stern* said it possessed hundreds of pages of reports on Lidl staff in Germany and the Czech Republic made by private detectives who (2) \_\_\_\_\_ on workers for the company. The magazine said their methods (3) \_\_\_\_\_ remarkably similar to those of the former East Germany's notorious Stasi secret police.

One report revealed that a Lidl store in the Czech Republic did not even allow women staff members (4) \_\_\_\_\_ the bathroom during working hours. In another report a Lidl cashier (5) \_\_\_\_\_ for wearing tattoos, because some customers, particularly elderly ones, could find them offensive.

The supermarket chain defended itself against the magazine's revelations, (6) \_\_\_\_\_ that it only employed the detectives to expose cases of "staff misconduct". But the state of Baden-Württemberg, where Lidl has its headquarters, announced, "We (7) \_\_\_\_\_ an immediate investigation into these accusations."

Achim Neumann, a spokesman for the German shopworkers' union Verdi, complained: "This is the kind of surveillance we (8) \_\_\_\_\_ in totalitarian states. Germany (9) \_\_\_\_\_ accept such behaviour." Accusations that Lidl was treating its staff badly first emerged in 2004 when Verdi accused the company of making people do unpaid work outside normal hours. At that time, Lidl (10) \_\_\_\_\_ that Verdi's accusations were just a "defamation campaign".

[Tony Paterson. *The Independent*, 27 March 2008]

- 1      A. were published    B. published    C. are published    D. have published
- 2      A. spies    B. has spied    C. was spying    D. had spied
- 3      A. would be    B. should be    C. were    D. will be
- 4      A. use    B. using    C. to use    D. of use
- 5      A. criticises    B. was criticised    C. criticised    D. has criticised
- 6      A. claims    B. to claim    C. they claim    D. claiming
- 7      A. make    B. are going to make    C. will made    D. is making
- 8      A. use to see    B. used to see    C. are seen    D. seeing
- 9      A. must not    B. might not    C. ought not    D. haven't
- 10      A. told    B. asked    C. said    D. spoke

## Test Practice

### Verbs (10 points): Work/Study Programme

Choose the correct answer. Only one answer is correct.

While they study for a university degree, students (1) \_\_\_\_\_ work at their schools in an attempt to encourage those from low-income homes into higher education. The pioneering project (2) \_\_\_\_\_ four years ago at Monkseaton High School, in North Tyneside and will soon be offered to schools, colleges and employers nationwide.

Students in this scheme (3) \_\_\_\_\_ as laboratory technicians, classroom assistants or computer software managers at schools, (4) \_\_\_\_\_ up to £6,000 a year. Some believe this major innovation (5) \_\_\_\_\_ young people from disadvantaged communities, as it offers the chance to earn and learn, rather than leave school for a job. Those employed in the project are limited to working for 20 to 25 hours a week to give them enough time for their studies. Jimmy Baldwin, 20, who has been studying for a science degree under the scheme, (6) \_\_\_\_\_ us: "This is the perfect way to study – you (7) \_\_\_\_\_ money and getting an education at the same time. My parents aren't super rich. I've got their support but not financially."

Suzanne Watson, who also (8) \_\_\_\_\_ 20, hopes to become a teacher through the scheme. After her school-leaving exams she took a round-the-world trip but returned to study for a degree in English. Next year she needs to take some courses (9) \_\_\_\_\_ a teaching certificate. "My fiancé is at university and (10) \_\_\_\_\_ through the traditional route. To finance his studies he has a job outside the university," she said.

[Independent, 3/3/08]

- 1 A. are being given      B. have given    C. is given      D. give
- 2      A. begun      B. began      C. has begun      D. is begun
- 3 A. has to work      B. must to work      C. can work      D. can to work
- 4      A. earned      B. are earning      C. earn      D. earning
- 5 A. attract      B. attracting    C. will attract    D. are attracting
- 6      A. said      B. told      C. asked      D. declared
- 7 a . are earning      B. have earned      C. is earning      D. earning
- 8      A. is being      B. has      C. have      D. is
- 9 A. gets      B. for getting      C. to get      D. for to get
- 10 A. has been studying      B. was studying      C. studying      D. have been studying



## Test Practice

### Reading/Writing: Child Labour

Read the following text and answer the questions.

1 Work starts early for the people of the Guatemalan countryside, sometimes as early as 5 or 6. Not the time, the age. Guatemalan children shine shoes and make bricks. **They** cut trees and clean floors. At some factories exporting to the United States, they sew and sort and chop, often in conditions so onerous they violate even Guatemala's very **loose** labor laws.

2 "**They** like us young people because we don't say anything when they yell at us," said Alma de los Angeles Zambrano, 15, who recently quit after 18 months at a food processing plant to work part time for an organization that is trying to improve conditions for young workers. This country's young workers, most of them poor indigenous people, say they often feel that nobody cares about them: not their parents, who send them off to the work force; not their bosses, who treat them like adults; not the dysfunctional government off in Guatemala City. "It's a major concern," said Manuel Manrique, Unicef's representative in Guatemala. "Child labor keeps children out of school. The numbers are very high and there's a social acceptance in this country that child labor is O.K."

3 **\*A** In some cases, though, the government can provide work permits to even younger children. Children under 14, who require parental permission to work, are supposed to do work appropriate for their age. Economic necessity in the family must also be shown, **which** is not a problem in this country where 80 percent of the population lives in poverty and two-thirds of that number, or 7.6 million people, live in extreme poverty. But with little enforcement of labor laws, those conditions are routinely violated. Guatemalan workplaces can resemble elementary schools, with adult supervisors standing over little laborers like the strictest of teachers. "Children have more energy and they don't complain or know anything about **unions**," said Carlos Toledo, whose Asociación Nuestros Derechos aids child laborers. **\*B**

4 An independent study of the situation estimated that about a million Guatemalan children under age 18 are working. The child workers are people like María, 16, who lamented her four years in the labor force but at the same time insisted that she not be fully identified so as not to endanger a job that is helping to support her parents and four brothers and sisters. "My father hits me and tells me I can't study," she said, tears running down her cheeks. "**He** stays home and drinks and I have to go to the factory." She studies, but her parents don't know this. On Sundays, her only day off, she goes to special classes for young laborers offered by the Center for Study and Support for Local Development, a small group known by its Spanish initials, Ceadel. Despite having worked at a factory since she was 12 and at home for years before that, María has now completed the equivalent of her third year at elementary school. She hopes that she will **eventually** complete her studies. "I can be so tired, so exhausted, but I feel so good when I come home and read," she said, her tears stopping and her face lighting up.

5 To draw attention to the **issue** of child labor, the National Labor Committee, an organization based in New York that has investigated severe labor violations worldwide, interviewed child workers in the area. **The group** focused on Legumex, a factory that exports broccoli, melons and other fruits and vegetables to the United States. **\*C** Charles Kernaghan, director of the labor group, traced the food exports to American food service companies that distribute to schools, hospitals, restaurants and the military. "It is very possible that children in the U.S. may actually be eating broccoli processed by other children in Guatemala," Mr. Kernaghan said in a statement.

6 But at Legumex, executives interviewed about child labor in general insisted that they were respecting labor laws. They said they paid low, but legal, wages because of the low prices paid for their products in the United States. "We're a developing country," said Hermann Peterson, the company's spokesperson. "We can't have the same conditions as factories in the United States."

[The New York Times, 12/3/07]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

- \_\_\_\_\_ In a report to be issued on Monday, they accuse Legumex of violating various labor laws, including employing children, some as young as 13, for shifts longer than permitted.
- \_\_\_\_\_ "If you walk away from your place once more, we're going to mark you absent for the day!"
- \_\_\_\_\_ "The workers in this Legumex factory have never even heard of a union."
- \_\_\_\_\_ Guatemala's labor code sets the minimum age for employment at 14.
- \_\_\_\_\_ "For a company, they are perfect."

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ María, a 16-year-old from Guatemala, works six days a week in a factory.
7. \_\_\_\_\_ Both the Asociacion Nuestros Derechos and the National Labor Committee are organizations that have taken an interest in child labour rights in Guatemala.
8. \_\_\_\_\_ Some factories have strict teachers who give lessons to young workers.
9. \_\_\_\_\_ Most of the population in Guatemala lives below the poverty line.
10. \_\_\_\_\_ Mr Kernaghan and Hermann Peterson have similar opinions regarding child labour at Legumex.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. What is the best title for this text?  
 A. "Legumex makes children suffer in Guatemala"  
 B. "Overworked, underpaid and underage in Guatemala"  
 C. "Guatemalan children go on strike against poor working conditions"  
 D. "Economy flourishes in Guatemala"
12. Which section of the American newspaper *The New York Times* did this article appear in?  
 A. Obituaries                      B. Job Opportunities                      C. Opinion  
 D. Local News                      E. World News

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **loose** (§ 1)  
 A. not strict                      B. not find                      C. liberated                      D. immoral
14. **unions** (§ 3)  
 A. marriages                      B. joins together                      C. workers' associations                      D. nations
15. **eventually** (§ 4)  
 A. most likely                      B. probably                      C. in the end                      D. lately
16. **issue** (§ 5)  
 A. argument                      B. publication                      C. preoccupation                      D. question

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: They (§ 1) = Guatemalan children**

17. **They** (§ 2)  
 A. labor laws                      B. young people                      C. factory                      D. employers
18. **which** (§ 3)  
 A. problem                      B. work permits                      C. showing economic necessity                      D. population
19. **He** (§ 4)  
 A. Maria's father                      B. Maria's family                      C. Maria's brothers and sisters                      D. Maria's mother
20. **The group** (§ 5)  
 A. factory                      B. National Labor Committee                      C. Legumex                      D. an organization

**WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Describe a work experience that has had an effect on your life.
2. Describe a job that you would **NOT** like to do. Explain why.
3. Discuss the factors that are important to you when buying a product.

## 7. THE ARTS



### Test Practice

#### ***Grammar and Vocabulary***

Flaubert's Parrot  
 The Fenice  
 Poetry  
 The Picture of Dorian Gray

#### ***Verbs***

Classical Music  
 Mona Lisa's Smile  
 Rubens  
 Ang Lee  
 Playwright Sarah Kane  
 Berthe Morisot

#### ***Reading/Writing***

Cézanne and Picasso  
 Nobel Prize for Literature  
 Fesojiv  
 Confucius  
 Music for the Homeless

#### ***Dictation***

Fringe Festival

## Test Practice

### **Grammar and Vocabulary (10 points): Flaubert's Parrot**

**Choose the correct answer. Only one answer is correct.**

I first met Ed Winterton when he put his hand on (1)\_\_\_\_\_ in the Europa Hotel. It was at a provincial booksellers' fair and I had reached a little more quickly (2)\_\_\_\_\_ he for the same copy of Turgenev's *Literary Reminiscences*. The conjunction induced embarrassed apologies from both of us. Ed murmured,

'Step outside and (3)\_\_\_\_\_ discuss it.'

Over an indifferent pot of tea we revealed our separate paths (4)\_\_\_\_\_ the same book. I explained about my love of Flaubert; he announced his interest in the nineteenth-century English writer Edmund Gosse. I meet (5)\_\_\_\_\_ American academics, and was pleasantly surprised that this one was bored by Bloomsbury. He was the sort of foreigner who (6)\_\_\_\_\_ wears a mackintosh in London because he knows that in this city rain falls out of a clear sky.

At one point, (7)\_\_\_\_\_ discussing the improbability of his Gosse biography ever being finished, let alone published, he paused and dropped his voice:

'But in any case I sometimes wonder if Mr Gosse would have approved of (8)\_\_\_\_\_ I'm doing.' 'You mean...', I said. I knew little of Gosse, and my widened eyes hinted perhaps (9)\_\_\_\_\_ clearly at scandal. 'Oh no, no, no,' he said. 'Just the thought of writing about him. He (10)\_\_\_\_\_ think it was a bit of a...low blow.'

[Adapted from Julian Barnes, *Flaubert's Parrot*]

- |                |             |             |              |
|----------------|-------------|-------------|--------------|
| 1. A. mine     | B. my       | C. our      | D. its       |
| 2. A. then     | B. than     | C. of       | D. that      |
| 3. A. will     | B. we       | C. let's    | D. shall     |
| 4. A. at       | B. to       | C. in       | D. on        |
| 5. A. few      | B. little   | C. a lot    | D. much      |
| 6. A. ever     | B. always   | C. everyday | D. rare      |
| 7. A. how      | B. whereas  | C. when     | D. during    |
| 8. A. those    | B. that     | C. what     | D. which     |
| 9. A. much     | B. too much | C. too      | D. very much |
| 10. A. have to | B. ought    | C. can      | D. might     |

## Test Practice

### Grammar and Vocabulary (10 points): *The Fenice*

Choose the correct answer. Only one answer is correct.

Shortly before nine o'clock in the winter of 1996, Archimede Seguso sat down to dinner. Before joining him, his wife went into the living room to lower the curtains, \_\_\_\_1\_\_\_\_ was her long-standing evening ritual. Signora Seguso knew that the neighbours could not see in, but it was a habit she had \_\_\_\_2\_\_\_\_ had.

\_\_\_\_3\_\_\_\_ Signor Seguso was 86 years old, he looked much younger. His hands were large and muscular, the hands of a true artisan. Throughout \_\_\_\_4\_\_\_\_ life, Signor Seguso had stood in front of a hot glassworks furnace for up to eighteen hours \_\_\_\_5\_\_\_\_ day.

Men in the Seguso family had been glassmakers for hundreds of years, \_\_\_\_6\_\_\_\_ the fourteenth century. Archimede Seguso no longer had the stamina to work eighteen- \_\_\_\_7\_\_\_\_ days, but he loved to go in regularly. On this particular day, in fact, he had gone in at 4:30 A.M., convinced as always that the pieces he was going to make would be more beautiful \_\_\_\_8\_\_\_\_ any he had ever made before.

The living room window looked onto the Fenice Opera House. \_\_\_\_9\_\_\_\_ she was lowering the curtain, Signora Seguso saw a flash. She thought it was lightning. \_\_\_\_10\_\_\_\_ she saw one more flash, and this time she knew it was fire. "Papà!" she cried out. "The Fenice is on fire!"

[Adapted from J. Berendt, *The City of Falling Angels*]

- |               |           |               |            |
|---------------|-----------|---------------|------------|
| 1. A. where   | B. who    | C. that       | D. which   |
| 2. A. ever    | B. always | C. already    | D. anymore |
| 3. A. Despite | B. But    | C. Although   | D. However |
| 4. A. his     | B. her    | C. the        | D. all     |
| 5. A. a       | B. all    | C. at         | D. at the  |
| 6. A. in      | B. for    | C. ever from  | D. since   |
| 7. A. hour's  | B. hours  | C. hour       | D. hours'  |
| 8. A. that    | B. than   | C. of         | D. then    |
| 9. A. during  | B. while  | C. whereas    | D. like    |
| 10. A. then   | B. after  | C. after then | D. late    |

## Test Practice

### **Grammar and Vocabulary (10 points): Poetry**

**Choose the correct answer. Only one answer is correct.**

What poets have to say in their poetry is just as important (most people would say even more important) (1)\_\_\_\_\_ the way it is said. This (2)\_\_\_\_\_ seem an obvious thing to state, but often discussion of a poem becomes an analysis of poetic technique that is divorced from the poem as a (3)\_\_\_\_\_. It is important to stress early on in this part of the book that (4)\_\_\_\_\_ rhythm, language, form and other elements of the poet's technique will be discussed as aspects of poetry, these poetic elements should always be seen as integral parts of the total meaning and impact of the poetry, rather (5)\_\_\_\_\_ as features to be considered in their own right.

Two things that people often think about poetry are that it is usually difficult to understand and that it is divorced from real life. However, poetry need not be difficult to understand, (6)\_\_\_\_\_ the following poem will show. As for the statement that poetry is usually divorced from real life, there is (7)\_\_\_\_\_ a huge body of poetry dealing with burning issues and people's real concerns that this argument can easily be disposed of.

The following (8)\_\_\_\_\_, "If he let us go now", deals very directly with an emotional situation faced by (9)\_\_\_\_\_ people. The poet is a black American woman and the idiom reflects Afro-American culture and language. Its theme is the woman's fear of losing the father of her child. The poet treats the theme in terms of an incident when the mother and child are about to leave on a car (10)\_\_\_\_\_ ; we follow the thoughts of the woman and we hear the words the man expresses to the woman.

[D. Shiach, *The Critical Eye*]

1. A. so                      B. than                      C. as                      D. so much
2. A. may                      B. ought                      C. cannot                      D. perhaps
3. A. together                      B. entirety                      C. whole                      D. all
4. A. despite                      B. however                      C. though                      D. instead
5. A. than                      B. that                      C. if                      D. of
6. A. so                      B. as                      C. like                      D. such as
7. A. very                      B. so                      C. very much                      D. such
8. A. poet                      B. poem                      C. poetry                      D. poetic
9. A. lots                      B. many                      C. much                      D. a lot
10. A. destination                      B. travel                      C. voyage                      D. trip

## Test Practice

### **Grammar and Vocabulary (10 points): *The Picture of Dorian Gray***

**Choose the correct answer. Only one answer is correct.**

"My dear Harry, my dear Basil, you both (1)\_\_\_\_\_ to congratulate me!" said Dorian, shaking each of his friends by the hand in turn. "I haven't (2)\_\_\_\_\_ been so happy in my life."

"There is really not (3)\_\_\_\_\_ to tell," cried Dorian as they took their seats at the small round table. " (4)\_\_\_\_\_ I left you last night, Harry, I went down at eight o'clock to the theatre. Sibyl was playing Rosalind. Of course, the scenery was terrible and the Orlando absurd. But Sibyl! When she came on in her boy's (5)\_\_\_\_\_ , she was perfectly wonderful. [...] Her hair clustered round her face (6)\_\_\_\_\_ dark leaves round a pale rose. She is simply a born artist. [...] After the performance was over, I went behind and spoke to her. As we were sitting together, suddenly there came into her eyes a look that I had never seen there (7)\_\_\_\_\_. My lips moved towards hers. We kissed each other. [...] I feel that I should not tell you all this, (8)\_\_\_\_\_ I can't help it. Of course, our engagement is a secret. She has not (9)\_\_\_\_\_ told her own mother. [...] I shall be of age in less (10)\_\_\_\_\_ a year, and then I can do what I like. I have been right, Basil, haven't I, to take my love out of poetry and to find my wife in Shakespeare's masterpieces?"

[Adapted from O. Wilde, *The Picture of Dorian Gray*]

- |                   |              |               |              |
|-------------------|--------------|---------------|--------------|
| 1. A. should      | B. must      | C. can        | D. have      |
| 2. A. already     | B. ever      | C. still      | D. never     |
| 3. A. any         | B. much      | C. many       | D. very      |
| 4. A. After       | B. Afterward | C. After that | D. After all |
| 5. A. habits      | B. dresses   | C. clothes    | D. customs   |
| 6. A. like        | B. so        | C. as         | D. as if     |
| 7. A. at the time | B. then      | C. previous   | D. before    |
| 8. A. however     | B. but       | C. in spite   | D. despite   |
| 9. A. even        | B. just      | C. at all     | D. also      |
| 10. A. of         | B. then      | C. than       | D. that      |

## Test Practice

### Verbs (10 points): Classical Music

Choose the correct answer. Only one answer is correct.

One of Britain's leading composers (1)\_\_\_\_\_ fellow classical musicians to drop the stuffy conventions that surround the concert hall and to adopt new and "blasphemous" ideas, such as amplifying the sound. Jonathan Harvey (2)\_\_\_\_\_ that British youth are alienated by the traditions that still dictate that classical music should be played to rows of silent, seated listeners. "Young people don't like concert halls and normally (3)\_\_\_\_\_ to one except for amplified music," he (4)\_\_\_\_\_ in a radio interview to be broadcast today. "There is a big divide between amplified and non-amplified music. The future (5)\_\_\_\_\_ things that are considered blasphemous, like amplifying classical music in an atmosphere where people can come and go, and even perhaps leave in the middle of a movement if they (6)\_\_\_\_\_ like it."

Harvey, 71, is one of the senior figures of classical music in Britain. A visiting professor of music at Oxford University and at Imperial College London, in his long life he (7)\_\_\_\_\_ four string quartets, three operas and choral and orchestral works. Last weekend he (8)\_\_\_\_\_ fears that if orchestras and conductors hang on to the orthodox method of performance they will end up playing to empty halls.

"Nobody (9)\_\_\_\_\_ of classical music, least of all by silly conventions," he said.

Other classical musicians disagree. Julian Lloyd Webber, the cellist, argues: "You can pick up an idea of the music while you're walking around and I think that does introduce it to a new audience. But if you (10)\_\_\_\_\_ people to come and go in a concert hall, you would change the nature of the whole experience. And to amplify music is to lose all sense of nuance, and that is a large part of what this kind of music is about."

[Vanessa Thorpe, in *The Guardian*]

1. A. is calling on B. is called on C. call on D. calling on
2. A. concerns B. has concerned C. is concerned D. concerning
3. A. hadn't gone B. aren't gone C. wouldn't go D. will go
4. A. says B. asks C. tells D. introduces
5. A. have brought B. will to bring C. bringing D. must bring
6. A. will feel B. feel C. would feel D. have felt
7. A. was composing B. has composed C. used to compose D. composed
8. A. voiced B. would voice C. has voiced D. had been voiced
9. A. ought to deprive B. must deprive C. needs deprive D. should be deprived
10. A. let B. conceded C. allowed D. permit



## Test Practice

### Verbs (10 points): *Mona Lisa's Smile*

Choose the correct answer. Only one answer is correct.

A Dutch scientist (1)\_\_\_\_\_ reporters that the Mona Lisa's smile is 83% happy. What would he think about some other famous portraits?

Nicu Sebe (2)\_\_\_\_\_ that he and his colleagues in the computer science department at the University of Amsterdam didn't expect the reactions they got last week when they revealed that the precise significations of Mona Lisa's smile (3)\_\_\_\_\_ as 83% happy, 9% disgusted, 6% fearful and 2% angry. "I just did it for fun, but someone from the *New Scientist* happened to be there" – and suddenly they (4)\_\_\_\_\_ themselves answering phone calls from reporters around the world.

Sebe (5)\_\_\_\_\_ on this research for years, along with scientists from the Beckman Institute at the University of Illinois. Their main goal is to enable "natural human-computer interaction", meaning that "they want the computer (6)\_\_\_\_\_ aware of the emotional state of the person who (7)\_\_\_\_\_ in front of it and to react accordingly". The technology would have many useful applications, including lie-detection tests and driver safety (cameras in cars that (8)\_\_\_\_\_ indicate when you are falling asleep).

The theory is straightforward. First, green lines follow the shape of the face under observation. The computer then (9)\_\_\_\_\_ twelve important facial features – two eyebrows, two eyelids, two cheeks, two lips, four points at the corners of the mouth – from a neutral position. The most accurate way to establish this position is to study variations in one person's face. The neutral position (10)\_\_\_\_\_ by taking an average from many faces. However, Sebe admits the software cannot necessarily distinguish between a real and a fake smile. For example, the Queen of England registers a 98.34% happiness rating. But can she really be that happy?

(Adapted from "The Guardian Unlimited", December 21, 2005)

1. A. said      B. had said      C. has told      D. has been told
2. A. insist      B. is insisted      C. insisting      D. insists
3. A. measuring      B. had to measure      C. used to measure      D. had been measured
4. A. founded      B. found      C. have founded      D. were found
5. A. works      B. is working      C. has worked      D. would have worked
6. A. is      B. be      C. to be      D. can be
7. A. sit      B. is sitting      C. are sitting      D. sitting
8. A. could      B. are able      C. could have      D. might be
9. A. is measured      B. measures      C. has measured      D. is measuring
10. A. to establish      B. establishing      C. is established      D. has established

## Test Practice

### Verbs (10 points): Rubens

Choose the correct answer. Only one answer is correct.

Biographers (1)\_\_\_\_\_ the great northern European painter Rubens as handsome, erudite, vigorous, charismatic and self-confident. Rubens (2)\_\_\_\_\_ an international celebrity by the time he was 35. He (3)\_\_\_\_\_ allegories, religious scenes, portraits and landscapes. In 1615 he helped (4)\_\_\_\_\_ a church while building an Italian-style palazzo next to his Antwerp house. On Sundays he often did book illustrations as relaxation. He (5)\_\_\_\_\_ : “My talents are such that (6)\_\_\_\_\_ without courage to undertake any design, however vast in size or diversified in subject.”

His love of family shines through the many portraits he made of his children. Some of his thousands and thousands of spectacular sketches, studies and drawings (7)\_\_\_\_\_ in *Peter Paul Rubens: The Drawings*, currently at New York’s Metropolitan Museum. At the exhibit’s core there are 30 masterpieces from the Albertina in Vienna, (8)\_\_\_\_\_ his famous, delightful study of his young son, “Nicolaas Rubens wearing a Coral Necklace”

For a 17<sup>th</sup>-century artist, drawings were precious, private and indispensable, the equivalent of modern research prototypes. The show’s curator is Anne-Marie Logan. (9)\_\_\_\_\_ “It’s almost certain Rubens would never have allowed his drawings to be shown in an exhibition such as this!” she (10)\_\_\_\_\_.

1. A. describes      B. have described      C. must describe      D. were used to describe
2. A. was become      B. had become      C. must become      D. did become
3.      A. was paint      B. is paint      C. was painter      D. painted
4. A. with to decorate      B. decorates      C. in decorate      D. decorate
5. A. could to declare      B. could to declaring      C. could declare      D. could declares
6. A. never I have been      B. never I been      C. I have never been      D. been I never
7.      A. can be seen      B. is being seen      C. can being seen      D. are be seen
8. A. including      B. included      C. it includes      D. they include
9. A. Logan has studied Rubens’ drawings since 20 years      B. Logan has studied Rubens’ drawings for 20 years  
C. It is for 20 years Logan studies Rubens’ drawings      D. Logan, since 20 years, studied Rubens’ drawings.
10. A. tells      B. says      C. tells to us      D. says us

## Test Practice

### Verbs (10 points): Ang Lee

Choose the correct answer. Only one answer is correct.

He is one of Taiwan's greatest film directors. Yet Ang Lee, whose accolades include an Oscar for his gay love story, *Brokeback Mountain*, yesterday \_\_\_\_\_ (1) that he found it difficult to direct his current comedy, *Taking Woodstock*, after 13 years of \_\_\_\_\_ (2) serious dramas.

Speaking about his film, which is a light-hearted story about the 1969 rock festival, Woodstock, he said it was a challenge for him. "Since my first movie, *The Ice Storm*, I \_\_\_\_\_ (3) six tragedies in a row over 13 years. I wanted to make a comedy without cynicism, and after 13 years, I have earned the right to do so. I was very happy but it was nerve-wracking at the same time. In comedy, if people \_\_\_\_\_ (4), you have failed. At least in drama you \_\_\_\_\_ (5) say they didn't understand it," he said.

He thought of the idea while \_\_\_\_\_ (6) to appear on a San Francisco talk show to discuss his film *Lust, Caution* in 2007. There he met Elliot Tiber, a writer who was on the show to discuss his memoir on which Lee's film \_\_\_\_\_ (7). Mr Tiber had written about his attempt to save his parents' motel business by hiring out rooms to the New York organisers of the summer festival.

The film \_\_\_\_\_ (8) an R classification in America for its graphic nudity and psychedelic scenes of drug taking. The British actress, Imelda Staunton, who is cast as Mr Tiber's uptight Jewish mother, spoke of her "surprise" at being picked for the part and admitted her role \_\_\_\_\_ (9) a difficult one to master.

Lee's film is in contention at the Cannes festival with 19 others, including Ken Loach's *Looking for Eric*, which \_\_\_\_\_ (10) tomorrow. [A. Akbar]

- 1 A. was revealed    B. revealed    C. reveal    D. has revealed
- 2    A. make    B. to make    C. making    D. made
- 3 A. directed    B. is directing    C. have directed    D. direct
- 4 A. doesn't laugh    B. don't laugh    C. not laugh    D. not laughing
- 5    A. can    B. could to    C. must    D. need
- 6 A. has waited    B. waiting    C. was waiting    D. to wait
- 7    A. basing    B. based    C. is based    D. bases
- 8 A. has been given    B. given    C. gave    D. has given
- 9    A. is been    B. had been    C. has be    D. was been
- 10 A. is show    B. will be shown    C. going to show    D. have to show

## Test Practice

### Verbs (10 points): Playwright Sarah Kane

Choose the correct answer. Only one answer is correct.

Five years ago this week the playwright Sarah Kane (1)\_\_\_ suicide. She was 28. The shock of her death is still (2)\_\_. No postwar British playwright became famous – or in her case, notorious – as fast as she did, only for her promising career to crash-land after just four years. She hanged herself while in hospital under treatment for depression. Those who were close to her weren't (3)\_\_. Her history of depression was well-known, and her plays, especially the last two, *Crave* and *4.48 Psychosis*, clearly reflected her own mental troubles.

When her dramas were first produced in Britain, (4)\_\_\_ by many critics, and since her death the British theatre community (5)\_\_\_ generous to Kane. Director Matt Peover (6)\_\_: “Kane reaches into the dark places. She ignores the need to entertain and asks questions about theatre, about form.” Outside the UK, by contrast, the reception of Kane's work borders on adulation. Before she died, a production of *Blasted* opened in Italy. Other plays have been produced in America, Italy, Germany, Brazil and Mexico. In Berlin, they (7)\_\_\_ her play *Crave* this spring.

In fact, it is especially in Germany that Kane is popular and I asked several leading directors there (8)\_\_. According to Peter Zadek, “A young writer like Kane is always searching, and he or she (9)\_\_\_ one really good thing and then not do so for years. Kane never gave herself the chance.”

Kane produced only five plays and it is right (10)\_\_\_ suspicious that her elevation to sainthood in Germany may partly be the result of her romantically short life and conflicts with a hostile UK establishment.. [The Financial Times. 19/2/04]

1. A. committed      B. commits      C. had committed      D. used to commit
2. A. be feeling      B. been felt      C. being felt      D. feeling
3. A. surprise      B. surprised      C. surprises      D. surprising
4. A. she attacked      B. she was attacked      C. she was attacking      D. was attacked
5. A. is not being      B. is not      C. has not been      D. was not
6. A. answers      B. asks      C. says      D. tells
7. A. are produce      B. are going to produce      C. produce      D. do produce
8. A. for the why      B. why is this so      C. why this was so      D. why was this
9. A. might write      B. ought to write      C. should write      D. write
10. A. be      B. being      C. to be      D. we are being

## Test Practice

### Verbs (10 points): *Berthe Morisot*

Choose the correct answer. Only one answer is correct.

Berthe Morisot was a founding member of the Impressionists. She (1)\_\_\_\_\_ in seven of their eight exhibits, from 1874 to 1886, and her critical reviews, as well as her prices, sometimes surpassed those of her more famous cohorts – Monet, Degas, Renoir, Pissarro, Sisley. But after her death in 1895, she slipped into semi-oblivion.

Now, in a retrospective show – the first in Europe since 1961 – Morisot is being given her long-deserved due. Currently at Lille’s Palais des Beaux-Arts, “Berthe Morisot 1841-1895” (2)\_\_\_\_\_ reopen at the Pierre Gianadda Foundation in Martigny, Switzerland on June 20. Many of the pictures (3) \_\_\_\_\_ in Europe since the 1890s.

(4)\_\_\_\_\_ into a wealthy bourgeois family, Morisot was hardly destined for life in the avant-garde, but by the time she was 15 she (5)\_\_\_\_\_ on an artistic career. She and her sister Edma took lessons with the academic painter Joseph Guichard, and eventually with Camille Corot. In 1868, while (6)\_\_\_\_\_ at the Louvre, the Morisot sisters were introduced to the decade-older Manet. Manet promptly portrayed Berthe as the central figure in *Le Balcon*, and during the next six years he painted 14 further portraits of her.

Although Manet (7)\_\_\_\_\_ by many to be the leader of the ‘new painters’, he always refused to show in their exhibits. But Morisot instinctively gravitated toward the open-air immediacy of Impressionism, gradually developing her own distinctive style. In the 1870s and 1880s, she was perhaps the most literally ‘impressionistic’ of them all, trying not so much (8)\_\_\_\_\_ light as to stop time. “I (9)\_\_\_\_\_ to paint fleeting moments,” she (10)\_\_\_\_\_ to her friends, “before they disappear forever”.

[Time, 6/6/2002]

1. A. participates                      B. participated                      C. has participated                      D. was participating
2. A. is                      B. is going                      C. would                      D. will
3. A. have not been seen                      B. were not seen                      C. are not seen                      D. have not seen
4. A. Been born                      B. Born                      C. Was born                      D. Is born
5. A. was decided                      B. decides                      C. had decided                      D. has decided
6. A. copying                      B. was copying                      C. copied                      D. were copied
7. A. was considered                      B. considered                      C. was considering                      D. has considered
8. A. capture                      B. capturing                      C. captured                      D. to capture
9. A. would                      B. want                      C. must                      D. can
10. A. said                      B. told                      C. has explained                      D. had suggested

## Test Practice

### Reading/Writing (20 + 20 points): Cézanne and Picasso

Read the following text and answer the questions.

1 Ochre earth, twisted silvery olive trees, blue skies, red roofs and sunflowers... Our visual image of the south of France has been defined by the artists who have painted there since the end of the 19th century, *drawn* by the fierce light of the Midi. Today the south of France must be the best place in the world to appreciate the landscapes that inspired the masters – Cézanne, Renoir, Van Gogh, Matisse, Picasso and a host of others – and to see their work in several world-class museums. "The Midi fires the senses: makes your hand more agile, your eye sharper, your brain clearer," wrote Van Gogh. But Cézanne was the first, a native of the Midi, born in Aix-en-Provence. After several periods in Paris and the north of France he returned home, to the strong light and dramatic shadows of his native land. His exploration of the underlying forms of nature was to inspire many artists after him, notably Picasso, who called Cézanne "the father of us all".

2 Now a major new exhibition at the Musée Granet in Aix-en-Provence will bring the two together, with around 100 works by both artists. It shows how Cézanne and Picasso used similar subjects, such as the still lifes of fruit and tablecloths, the harlequins and the naked bathers, how both struggled against the constraints of classical painting, and how Cézanne's experiments – his dogged attempts to explore all aspects of a subject – led *eventually* to the simplified geometric forms and fractured angles of Cubism.

3 You can combine a visit to the exhibition with time spent exploring Cézanne's own country, paying homage to Mont Sainte-Victoire, the sacred mountain of the region, which Cézanne painted obsessively (87 times). You can visit his studio, Les Lauves, just outside Aix, kept in reverent homage with his palette, brushes, and still-life objects, though the *view* the artist painted is now somewhat blighted by modern development. You can also tour the Jas de Bouffan, the house where he lived and painted for 40 years, the labyrinthine Bibémus quarries he painted (a Cubist inspiration if ever there was one) and do a circuit of viewpoints for Cézanne's paintings.

4 Picasso stayed faithful to Cézanne, buying several of his paintings for his personal collection, and eventually acquiring the 17th-century turreted chateau of Vauvenargues on the northern slopes of Sainte-Victoire itself. **\*A** Picasso moved here from the Riviera and stayed from 1958-1965 with Jacqueline Roque, his second wife and protective companion for the last 20 years of his life. He produced many fine paintings here, in muted colours, influenced by the austere mountain terrain.

5 Though he died in his villa in Mougins, in 1973 aged 92, it was at Vauvenargues that he chose to be buried. Now the owner of the chateau, the daughter of Jacqueline, has agreed to open the chateau to visitors. For the duration of the exhibition small groups of visitors will be permitted to see Picasso's studio - preserved with brushes, paints and still-life arrangements – and his bedroom, with its furniture and a mandolin that appears in several of his paintings. **\*B** And there is his tomb, adorned with his sculpture, *Woman with a Vase*, and now shared with Jacqueline, who committed suicide in 1986. The Aix exhibition includes intimate photos by veteran photojournalist David Douglas Duncan of the couple at Vauvenargues.

6 Access to Mont Sainte-Victoire itself is restricted in summer – it was ravaged by forest fires in 1989 – and a further threat has just appeared, with a proposal to *run* the new high-speed railway line from Marseille to Toulon at the foot of the mountain. Protest has been vociferous – from local wine-growers and olive farmers, and from those who want to protect the artistic heritage of the land. Ironically, one of the first pictures of Mont Sainte-Victoire painted by Cézanne, a fierce opponent of modern progress, was a protest against the proposed Aix-Rognac railway line, which would cut through the family estate. Nevertheless, the Provençal landscape that inspired these artists remains essentially unchanged: the exhibition will be a wonderful opportunity to see it all through their eyes and appreciate what Cézanne called his "promised land".

7 The exhibition runs until September 27, but see it before mid-June if you can – that way, you can visit Provence's other Picasso show, on the coast at Antibes. Unfortunately, it will be closing on June 14, but it's a lovely exhibition all the same, devoted to the fertile period after the second world war, when the artist spent a couple of months working in the Château Grimaldi, in Antibes. Perched on top of a cliff, with one foot in the azure waters of the Med, it's a stunning spot. In fact, it's probably even more beautiful than Aix. **\*C**

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ By 1905 Picasso became a favorite of the American art collectors Leo and Gertrude Stein.
2. \_\_\_\_\_ "I have just bought myself Cézanne's mountains," he said.
3. \_\_\_\_\_ But I'll leave you to decide, over a glass of chilled Provençal rosé, as the sun begins to set.
4. \_\_\_\_\_ Cézanne was 42 years older than Picasso, and never met his disciple.
5. \_\_\_\_\_ A mural by the artist over the bathtub remains untouched.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ The railways have completely transformed the Provencal landscape since the time of Cezanne.
7. \_\_\_\_\_ If you travel to Provence in August you will not be able to see the second exhibition of Picasso's works, on the coast.
8. \_\_\_\_\_ Picasso's tomb is adorned with a sculpture by Cézanne.
9. \_\_\_\_\_ The present owner of the Chateau de Vauvenargues is the daughter of Picasso's second wife Jacqueline.
10. \_\_\_\_\_ The south of France inspired many great artists to go to the museums.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which is the best title for the text?  
 A. Cézanne, the father of Cubism.  
 B. Two Picasso exhibitions in Aix en Provence.  
 C. See France through artists' eyes.  
 D. A chance to visit Cézanne's home.
12. What is this text?  
 A. a review      B. a journal entry      C. a newspaper article  
 D. part of a guidebook      E. a chapter from a book on the history of art

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. ***drawn*** (§ 1)

- A. attracted      B. depicted      C. sketched      D. tired

14. ***eventually*** (§ 2)

- A. perhaps      B. at present      C. in the end      D. chance

15. ***view*** (§ 3)

- A. scene      B. watch      C. opinion      D. look at

16. ***run*** (§ 6)

- A. organized      B. hurry      C. flow      D. put

**Reference (4 points/)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: he (§ 1) = Cézanne.**

17. **there** (§ 1)

- A. end of the 19<sup>th</sup> century      B. in the south of France  
 C. ochre earth, olive trees and blue skies      D. in Aix-en-Provence

18. **his** (§ 4)

- A. Cézanne      B. Picasso      C. personal collection      D. chateau

19. **the couple** (§ 5)

- A. Picasso and Roque      B. Picasso and Cézanne      C. Duncan and Vauvenargues      D. Picasso and Duncan

20. **it** (§ 6)

- A. summer      B. high speed railway line      C. Mont Sainte-Victoire      D. Vauvenargues

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. What influences you most in your choice of holiday: books, television or what people tell you?
2. What kind of museum/art gallery do you prefer going to? Explain why.

3. Describe a holiday you have been on which had a strong cultural component.



## Test Practice

### Reading/Writing (20 + 20 points): Nobel Prize for Literature

Read the following text and answer the questions.

1 The secretive Swedish Academy's reputation for unpredictability and immunity to trends in political correctness remained intact yesterday with its decision to award the Nobel Prize in Literature to Harold Pinter. The committee of intellectuals – known as *de aderton* (“the 18” in old Swedish) – that selects the winner of the Nobel Prize for Literature also demonstrated that Anglo-Saxon literature is its priority, failing once again to award the prize to a writer for work published in an Asian language, or Arabic that has not been translated into English. But pleasing itself, rather than readers, publishers or literary experts, has been the academy's *style* since 1901.

2 This year, with the talks on Turkey's entry into the European Union, many people hoped that the award would go to Orhan Pamuk, the author of the widely acclaimed *Snow*. Pamuk is to *go on trial* in Turkey on 16 December for commenting in a newspaper interview this year that his country had been guilty of a 20th-century genocide of Armenians and Kurds. **\*A**

3 Last year, experts expected the world's most prestigious literary prize to mark the end of a year of conflict in the Middle East with an award for the Syrian poet Ali Ahmad Said, also known as Adonis, or the Israeli writer Amos Oz. Instead, the Swedish Academy chose the Austrian writer Elfriede Jelinek. In 2001, after the 11 September attacks, the politically correct might have wished for a Muslim laureate to raise morale in a community that felt increasingly isolated. Instead, the award was given to V S Naipaul, a writer who is strongly anti-Islam.

4 Swedish journalist Jonas Thente says the prize is linked to the personal choices of the people who gather on the first floor of the old Stockholm stock exchange, the home of the Swedish Academy. “Every year, there are actually two winners, the laureate and the academy member who has tried to have him or her win for years, maybe decades,” he said. “With a little bit of knowledge about the academy members, you can work out a kind of nominator-winner's list.”

**\*B** The choice of Gao Xingjian in 2000 was a triumph for Goran Malmqvist, the Chinese writer's translator for the previous 12 years. Thente similarly explains the choice of the Hungarian Holocaust writer Imre Kertész in 2002 and that of Jelinek last year. “Every academy member has his or her own personal favourites,” Thente said. “It is human.” But if his theory is correct, it makes a farce of the formal nomination process, where 3,000 letters are sent every year to universities and leading literary *figures*, inviting suggestions.

5 Although the academy seems not to be influenced by popular trends, if you look at the list of past winners it is clear that it is, to a certain extent, *sensitive to* outside reactions. In the early years of the Nobel Literature Prize, primarily Nordic writers were honoured. As a result, observers say that now the academy will never award the literature prize to the very worthy, living Swedish poet Thomas Tranströmer because it does not want to be accused of favouritism.

6 It is not difficult, either, to draw up a long list of the academy's surprising omissions. They include Leo Tolstoy, James Joyce, Emile Zola, Mark Twain, Henrik Ibsen, August Strindberg, Joseph Conrad, Marcel Proust, Franz Kafka, Anton Chekhov, Gertrude Stein, Eugene Ionesco and Virginia Woolf. **\*C** Critics also claim Heinrich Böll received the prize in 1972 because the academy did not have the courage to reward the work of his countryman Gunter Grass, who had to wait until 1999 for his prize. Similarly, they say, when the academy takes political risks, it often attempts to correct its own boldness. The best example is the award to Mikhail Sjolochov in 1965, a choice that pleased the Soviet authorities who in 1958 had forbidden Boris Pasternak to collect his prize.

7 It is unlikely that any radical change will overtake the academy and its five-member Nobel committee, chaired by Per Wästberg. The secrecy of the Nobel process even guarantees that the names of the four other writers who were candidates this year alongside Pinter will not be known for 50 years. (A.D. Smith, *The Independent* 12/05)

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

- \_\_\_\_\_ The city is famous for its cleanliness and its large number of parks and open spaces.
- \_\_\_\_\_ Several of Pinter's plays were originally written for British radio or TV.
- \_\_\_\_\_ These were passed over for writers like Pearl Buck (who only wrote one important book) and the hardly translated Finnish writer Frans-Eemil Sillanpää.
- \_\_\_\_\_ According to the Thente theory, the 1997 award to the Italian left-wing playwright Dario Fo was the work of the academy poet and dramatist Lars Forssell.
- \_\_\_\_\_ His supporters felt a Nobel prize would come at a good time for him.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Decisions made by the Swedish Academy are completely immune to outside influence.
7. \_\_\_\_\_ Some possible candidates for the prize are suggested by universities and leading literary figures.
8. \_\_\_\_\_ The Nobel Prize is usually given to Anglo-Saxon writers.
9. \_\_\_\_\_ Few people hoped that Pamuk would receive the award this year.
10. \_\_\_\_\_ The names of the other candidates for this year's prize will never be revealed.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. The academy may have awarded Mikhail Sjolochov the Nobel in 1965 because:
  - A. the Soviets had not received many Nobels in the past.
  - B. it wanted to compensate for their politically bold choice in 1958.
  - C. it was challenging the Soviet authorities' decision to not allow their winners to collect the prize.
  - D. Boris Pasternak had decided not to accept his award in 1958.
12. Which section of the newspaper did this article appear in?
  - A. Obituaries
  - B. Travel
  - C. Art and Culture
  - D. Local News
  - E. Letter to the Editor

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. **style** (§ 1)
  - A. designer
  - B. language
  - C. elegance
  - D. practice
14. **go on trial**(§ 2)
  - A. compete
  - B. be tested
  - C. be examined in court
  - D. have a difficult experience
15. **figures** (§ 4)
  - A. shapes
  - B. people
  - C. numbers
  - D. characters
16. **sensitive to**(§ 5)
  - A. aware of
  - B. sensible about
  - C. delicate about
  - D. feelings for

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: its (§ 1) = the Academy or the Academy's**

17. **that** (§ 1)
  - A. Nobel Prize
  - B. winner
  - C. committee of intellectuals
  - D. old Swedish
18. **his** (§ 2)
  - A. O. Pamuk
  - B. Turkey
  - C. country
  - D. Armenians and Kurds
19. **him or her** (§ 4)
  - A. Swedish journalist
  - B. academy member
  - C. two winners
  - D. laureat
20. **who** (§ 6)
  - A. countryman
  - B. H. Boll
  - C. G. Grass
  - D. prize

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. How do you choose the books you read in your free time?
2. How important are international competitions and prizes, like the Nobel Prize or the Olympics?
3. Who is your favourite author?

## Test Practice

### Reading/Writing (20 + 20 points): Confucius

Read the following text and answer the questions.

1 For years, Barbara Fei heard **rumours** about a lost masterpiece by **her** father, the late Chinese film director Fei Mu. Produced in Shanghai during the Japanese occupation, the film, a historical drama about the Chinese philosopher Confucius, was well-received at its premiere in 1940. However, in the chaos of the following decades, all known prints of the film vanished.

2 “It seemed nobody knew where it was or what happened to it,” said Ms Fei, a retired classical singer who now lives in Hong Kong. Then, in 2001, Ms Fei received an intriguing call from the Hong Kong Film Archive, which collects and preserves artefacts from **the city’s** rich film history. A cache of film-related material had been discovered in a home and the anonymous owner wished to donate it. According to Sam Ho, the archive’s programmer, the cans gave off a strong almond aroma, the distinctive smell of nitrate film used before the 1950s. When **he** and his colleagues opened them, they realized they had found a nitrate negative of Fei’s lost film.

3 After years of careful restoration, the archive premiered a partially reassembled “Confucius” during April’s Hong Kong International Film Festival. Mr Ho said a more complete version should be ready by early next year. While Fei Mu’s slow-moving, meditative drama probably won’t outshine a forthcoming film about Confucius starring the Hong Kong film idol Chow Yun-Fat, it will give filmgoers a chance to get acquainted with a singular piece of China’s cinematic heritage.

4 “‘Confucius’ has always been considered a lost film,” Mr Ho said. “It’s always been a major missing piece in the puzzle of the cinema of Fei, because of the time it was made and his aesthetic development as an artist.” Though relatively few of his films have survived physically the passage of time, Fei is revered by fans of classic Chinese cinema.

5 “Confucius” dates from a particularly tumultuous period in both Fei’s career and China’s history. With the outbreak of the Sino-Japanese war in 1937, Fei, along with thousands of others, fled Shanghai for Hong Kong. There, he met a group of aspiring young movie producers, including Jin Xinmin, a herbal medicine merchant and movie-lover. Together, they came up with the idea of making a film biography of Confucius; it was a political gesture at a time when Chinese culture seemed under attack from all sides. Serena Jin, a Hong Kong professor of literary translation and the daughter of Jin Xinmin, said that the filmmakers were inspired more by patriotism than the prospect of making money. **\*A** “He was such a nice man,” Ms Jin said, “but he was a hopeless romantic.”

6 Ms Fei remembers her father as a quiet, scholarly gentleman **who** nevertheless demanded perfection on the **set**. Perhaps predictably, Fei’s ambitious biography of Confucius quickly overran its **modest** budget, eventually costing more than five times the producers’ original projection and taking an entire year to complete. Ms Fei recalled that while her father was away at work on the film, his family often spent their days beneath a table for fear of the Japanese bombers flying over Shanghai.

7 “Confucius” generated great excitement among the city’s cultural elite when it premiered in December 1940. In 1948, the film was re-cut and re-released by another studio. **\*B** Subsequently, however, it was left to languish in film studio warehouses, and prints of the movie simply disintegrated. And Fei’s reputation was certainly not helped by the fact that, after the Communist takeover of China in 1949, anything associated with Confucianism was considered to be counterrevolutionary.

8 By the time the nitrate negative was rediscovered in Hong Kong, time had very nearly destroyed **it** as well. To salvage what remained, Mr Ho and his colleagues at the film archive sent the film to L’Immagine Ritrovata, a renowned film restoration lab in Italy. The journey itself was dangerous. Because cellulose nitrate is flammable enough to spontaneously combust, the archive’s conservationists had to take classes in packing dangerous materials before shipping the film abroad. But the restoration opened a new mystery, Mr Ho said. Together with the nitrate negative, there was a reel of film containing nine minutes of dramatic and rather violent scenes that had apparently been cut from the film. **\*C**

9 Even with the dramatic scenes reintegrated, however, it is unlikely that Fei’s “Confucius” will be mistaken for an action film. In this slow costume drama, Confucius is a prophet without honour, moving between rival kingdoms and mistreated by political enemies. His wise **counsel** about promoting harmony and virtue is routinely ignored. In Fei’s original notes, preserved by his daughter after his death in 1951, the director writes that Confucius was “a victim of the politics of his time,” destined to be studied and embraced only long after his death.

[P. Ritter, 28/8/09]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Ms Fei phoned old friends in the film industry, hoping to find a surviving copy of the film.
2. \_\_\_\_\_ But Fei was so unhappy with the changes that he took out an ad in a Shanghai newspaper denouncing the new version.
3. \_\_\_\_\_ Her father, she said, put almost his entire family fortune into the production.
4. \_\_\_\_\_ Fei Mu is most famous for his love story “Spring in a Small Town”.
5. \_\_\_\_\_ In a process that is as much detective work as cinema, archive historians are now reintegrating the missing scenes.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ Fei's film was badly damaged and had to be sent abroad to be restored.
7. \_\_\_\_\_ "Confucius" was filmed while China and Japan were at war.
8. \_\_\_\_\_ Fei's film "Confucius" was especially popular during the Communist revolution in China.
9. \_\_\_\_\_ Like her father, Barbara Fei chose a career in the arts.
10. \_\_\_\_\_ The popular actor Chow Yun-Fat played the leading role in Fei's "Confucius".

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which is the best title for the text?  
 A. "A lost 'Confucius' returns to the silver screen"  
 B. "Hong Kong International Film Festival is a big success"  
 C. "Barbara Fei reunited with father's lost autobiography"  
 D. "New film about Confucius soon to be shown in cinemas"

12. What is this text?

- A. an interview      B. an article from a magazine      C. a film review  
 D. an editorial      E. an extract from a philosophy textbook

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. **rumours** (¶ 1)

- A. advice      B. noises      C. voices      D. gossip

14. **set** (¶ 6)

- A. film location    B. hold      C. establish      iv. pair

15. **modest** (¶ 6)

- A. timidly      B. sad      C. small      D. shy

16. **counsel** (¶ 9)

- A. lawyer      B. helpful      C. teachings      D. advises

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: **her** (¶ 1) = Barbara Fei('s)

17. **the city's** (¶ 2) =

- A. rich film history      B. Hong Kong's      C. Hong Kong Film Archive's      D. Shanghai's

18. **he** (¶ 2) =

- A. Barbara Fei      B. Sam Ho      C. Fei Mu      D. Ho's colleagues

19. **who** (¶ 6) =

- A. Fei Mu      B. Confucius      C. gentlemen      D. Ms Fei

20. **it** (¶ 8) =

- A. *L'Immagine Ritrovata*      B. film archive      C. time      D. nitrate negative

**WRITING (20 POINTS)**

On a separate sheet of paper, write a **120-150-word composition on ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. Talk about a filmmaker you admire.
2. Do you prefer seeing films at the cinema or watching them on TV? Explain.
3. Describe a recent cultural event you have enjoyed.

## Test Practice

### Reading/Writing (20 + 20 points): Music for the Homeless

1 Just three blocks from Lincoln Center, they arrived at the concert on Thursday night by shelter bus, not taxi or limousine. They took their seats around round folding tables. The menu was chicken curry and rice served on paper plates. These concertgoers were eight tired, homeless men who had been taken to the Holy Trinity Lutheran Church shelter for the night. They listened to the latest performance by Kelly Hall-Tompkins, a professional violinist who has been playing in shelters for five years for the organization Music Kitchen.

2 Ms. Hall-Tompkins is not the only do-gooder in the classical music world. Orchestras nationwide took part in a food *drive* this autumn, and Classical Action raises money for AIDS programs through concerts and other activities. **\*A** But most classical music institutions — orchestras, opera houses and conservatories — pour their philanthropic efforts into large-scale music education for children, supported by *hefty* fund-raising and marketing associations.

3 Music Kitchen has a catchy motto (“Food for the Soul”), T-shirts with a logo and a pool of donors. But the operation is essentially Ms. Hall-Tompkins, 38, an ambitious New York freelancer who plays in the New Jersey Symphony and has a mid-level solo and chamber music career. **\*B**

She invites musician friends to play and uses her networking skills to persuade prominent soloists to join. Ms. Hall-Tompkins asked Emanuel Ax, the pianist, to take part when he was playing a concerto with the New Jersey Symphony, and she invited Albrecht Mayer, a principal oboist of the Berlin Symphony Orchestra, in a Tokyo hotel hallway while both were on tour.

4 The concerts have an air of authenticity and directness that sometimes does not exist in concert halls. Not all the listeners are new to classical music. One woman at a concert said the experience had been bittersweet because it brought back memories of working at the Boston Symphony Orchestra and “how much my life has changed since.” For the performers, it can also be bittersweet. But the benefit is mutual. “The artists, I find, are just as moved as the people we’re actually trying to help.”

5 Music Kitchen concerts mainly occur at the Antonio G. Olivieri Drop-in Center for Homeless Women and at Holy Trinity. Ms. Hall-Tompkins’s first concert was in 2004, when her husband, Joe Tompkins, a percussionist who volunteered as a cook at Holy Trinity, suggested she play for the men there. Ms. Hall-Tompkins creates programs of beloved pieces that most string players know well, like the Schubert String Quintet, and she uses the concerts as dress rehearsals for works scheduled for more public performances.

6 On Thursday Ms. Hall-Tompkins had managed to *snare* a prominent player, Mark O’Connor, the fiddler and composer, who came with his manager, personal assistant and public relations man. She and Mr. O’Connor — who has played at shelters around the country — are planning to play together, including a Sept. 11 performance with the Evansville Philharmonic, in Indiana. Shortly before 8 p.m., the men quietly filtered into the basement of the church, at 65th Street and Central Park West, and picked out their bedding. They wheeled folding beds over to a wall and opened them. They took their seats around the tables under neon lights.

7 Ms. Hall-Tompkins introduced herself and Mr. O’Connor. “You have here one of the great violinists of our generation,” she said. “This is a guy who fills concert halls all over the place.” They plunged into a duet by Mr. O’Connor, “Appalachia Waltz.” As the two violins played nostalgic, homespun lines, the men watched intently, not touching their food. Next Mr. O’Connor took over with a medley of traditional American *tunes*, like “Boil the Cabbage Down” and “Arkansas Traveler,” a journey through blue grass, jazz and blues country.

8 “You guys are fantastic,” one of the men interjected. The audience members applauded politely between each number and finished their food. Afterward, Ms. Hall-Tompkins opened a discussion. “How in the world did you end up playing the violin?” asked a man in a black watch cap. Ms. Hall-Tompkins said she was shaped by a visit to her local orchestra as a child in Greenville, S.C.; by the music of Bach in her Lutheran church; and by Warner Brothers cartoons.

9 One asked about the musicians’ feelings about pop music. “I’m a rock girl,” Ms. Hall-Tompkins said. The shelter coordinator, Omowale Adewale, said he rarely saw the men so lively. **\*C** Mr. O’Connor said he was struck by how the men opened up after hearing the two violins in dialogue. “Maybe through this music there’s healing,” he said. One man, who identified himself by his nickname, Cleveland, said music helped him relax. Joseph Ruco said the music evoked childhood memories. “Classic music will never die,” he said. “I’m not stable right now. To hear them play, it motivates me to do what I have to do in the future.”

10 Ms. Hall-Tompkins scrupulously memorializes each concert. “I get a crazy kind of pleasure documenting the whole thing,” she said. In one card from Thursday night, a man named, Daryl, wrote: “It touched my heart to hear such nice tunes,” adding, “I will keep you in my prayers.”

(NYTimes Dec. 2009)

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Hospital Audiences brings musicians and other performers into wards.
2. \_\_\_\_\_ Music programs are not always effective ways to help the homeless.
3. \_\_\_\_\_ Often they collapse with exhaustion after eating. Some even skip the meal.
4. \_\_\_\_\_ “I like sharing music with people, and they have zero access to it,” Ms. Hall-Tompkins said of her homeless audiences.
5. \_\_\_\_\_ The homeless only want to hear rock music and soul.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ Kelly Hall-Tompkins' audience enjoyed her concert in a famous music hall.
7. \_\_\_\_\_ The Music Kitchen's motto is easy to remember.
8. \_\_\_\_\_ After playing as a percussionist at Holy Trinity Ms. Tompkins's husband suggested she play there as well.
9. \_\_\_\_\_ While Ms. Tompkins and Mr. O'Connor played their duet the men were too interested to eat.
10. \_\_\_\_\_ Cartoons influenced Ms. Tompkins' choice to play the violin.

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which statement best summarizes this article?
  - A. Eight homeless men listen to violin duets.
  - B. Music Kitchen gets important musicians involved in their concerts.
  - C. Ms. Tompkins enjoys her concerts for the homeless.
  - D. Music Kitchen concerts help fill a void in the life of the homeless
12. In which section of the *New York Times* did this text appear?
  - A. Health
  - B. Obituaries
  - C. Opinion
  - D. Employment Opportunities
  - E. The Arts

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. **drive** (§ 2)
  - A. energy
  - B. campaign
  - C. go by car
  - D. conduct
14. **hefty** (§ 2)
  - A. heavy
  - B. robust
  - C. gross
  - D. large
15. **snare** (§ 6)
  - A. catch
  - B. deceive
  - C. trick
  - D. noose
16. **tunes** (§ 7)
  - A. harmony
  - B. operas
  - C. songs
  - D. tone

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: **they** (§ 1) = these concertgoers

17. **the operation** (§ 3) =
  - A. Food for the Soul
  - B. Ms Hall-Tompkins
  - C. Music Kitchen
  - D. New York freelancer
18. **who** (§ 3) =
  - A. Ms Hall-Tompkins
  - B. Music Kitchen
  - C. New York
  - D. New Jersey Symphony
19. **that** (§ 4) =
  - A. concert halls
  - B. concerts
  - C. air of authenticity and directness
  - D. classical music
20. **it** (§ 4) =
  - A. benefit
  - B. experience
  - C. Boston Symphony Orchestra
  - D. performers

**WRITING (20 POINTS)**

On a separate sheet of paper, write a 120-150-word composition on **ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. What role does music play in your life?
2. Describe a charity group you think is worth supporting.
3. Discuss an experience you have had or would like to have as a volunteer worker.

## Extra Practice

### Reading/Writing (20 + 20 points): Fesojiv

Read the following text and answer the questions.

1 The sound emerges with the force of a tornado. This is Beethoven's fifth symphony as you will never hear **it** in Europe, played with such force that the walls seem to shake. More than a hundred Caracas children dressed in jeans and T-shirt, some so small that **their** feet do not touch the floor, are attacking Beethoven with ferocious intensity. The youngsters create sounds of raw terror and ecstatic joy from their battered instruments.

2 This is not a national youth orchestra. It's just the house orchestra of the Montalban music school, **one** of 90 similar institutions **across** Venezuela. In a country with a population of only 22 million, 75 per cent of whom live below the poverty line, there are 125 youth orchestras, 57 children's orchestras and 30 adult professional symphony orchestras.

3 "This is the most important thing happening in classical music anywhere in the world," declared the conductor Simon Rattle after a recent visit. You can see why **he** thinks so when you hear the children play. Nearly all of the Montalban musicians come from impoverished working-class families. The music school offers them free instruments and tuition from the age of three, every day after school and often at weekends. For most of them, music offers the way to a better life.

4 "Our first goal is not to create professional musicians," says Xavier Moreno, secretary of the Fundacion del Estado Infantil de Venezuela (the state foundation for Venezuela's youth and child orchestras, or Fesojiv). "Our goal is to rescue the children." **This** is not mere rhetoric. The grim slums surrounding the Montalban music centre testify to the difficulties of everyday life. Across the country, 250,000 children, 90 per cent of them from poor socio-economic backgrounds, are participating in Fesojiv. Venezuelans refer to it simply as *el Orquesta* or the *sistema*. And the musical results are astonishing.

5 Gustavo Dudamel came to the *sistema* hoping to play the trombone. "I knew the trombone because of salsa and popular music," he says. "But my arms were too short. My friends had violins, so I thought: 'well, why not?' Music certainly changed my life. I can look **back** now and see that many of the boys from my class went on to become involved in drugs and crime. Those who played music did not."

6 The violin led Dudamel on to an interest in composition and, in turn, to **conducting**. He showed exceptional talent. Jose' Antonio Abreu, the man who created the scheme, appointed him chief conductor of the Simon Bolivar National Youth Orchestra of Venezuela, when he was just 16 years old. Today, at 24, he is considered one of the most exciting talents of his generation, and has engagements with leading orchestras throughout Europe.

7 As more and more outstanding Venezuelan musicians **hit** the international circuit, the world is taking notice. Conductor Claudio Abbado spent more than two months working with the youngsters in Venezuela earlier this year. Zubin Mehta, Placido Domingo, Luciano Pavarotti and the late Giuseppe Sinopoli have come to work with the Venezuelan ensembles, and left expressing the highest praise. The programme has received awards from Unicef and Unesco and expressions of admiration from **figures** such as the former South African president Nelson Mandela.

8 It all started about 30 years ago, when Abreu, a qualified economist, organist and politician, resolved to change social conditions in his country. At the time, there were just two symphony orchestras in Venezuela, both employing largely European musicians. Abreu gathered 11 youngsters for a rehearsal in an underground car park, and told them that they were making history. At the next rehearsal, there were 25 musicians; the following day, 46; the day after, 75. Today, the *sistema*, employs 15,000 music teachers.

9 Extraordinarily, Abreu has persuaded seven successive changes of government to back his *sistema*. "The government funds **it** precisely because of the social emphasis of the programme," he explains. "The state has understood perfectly that this programme, although it works through music, is essentially a social project, a project for human development, which is the main aim of the Venezuelan state. "For the children that we work with, music is practically the only way to a dignified social destiny. Poverty means loneliness, sadness, anonymity. An orchestra means joy, motivation, teamwork, the aspiration to success. It is a big family dedicated to harmony." (By S Aphthorp)

### Comprehension: Multiple Choice (6 points)

Circle the correct answer.

a. What is the text?

- i) a news article about Gustavo Dudamel winning an international competition.
- ii) an article based on an interview with one outstanding person.
- iii) an article about drugs and corruption in Venezuela.
- iv) an article about an innovative social programme in Venezuela.

- b. Which section of the newspaper did this article appear in?
- i) International News                      iv) Obituaries  
ii) Art and Culture                        v) Letter to the Editor                      iii) Travel
- c. Which set of adjectives best describes the Fesojiv participants?
- i) impoverished, enthusiastic                  ii) lonely, ferocious  
iii) delinquent, anonymous                  iv) motivated, career-oriented

**Comprehension: True or False (4 points)**

**Write True or False in the space provided. Base your answers on what is written in the text.**

- a) \_\_\_\_\_ Shirley Aphorp was terrified by the Montalban music school's concert.  
b) \_\_\_\_\_ J. A. Abreu is internationally recognised as an outstanding musician.  
c) \_\_\_\_\_ Three-quarters of the Venezuelan population lives in poverty.  
d) \_\_\_\_\_ Some of the most famous musicians in the world have criticised Fesojiv.

**Reference (5 points)**

**What do the following words in the text refer to? Example: it (§ 1) = Beethoven's fifth symphony**

- a. their (¶ 1) = \_\_\_\_\_
- b. one (¶ 2) = \_\_\_\_\_
- c. he (¶ 3) = \_\_\_\_\_
- d. This (¶ 4) = \_\_\_\_\_
- e. it (¶ 9) = \_\_\_\_\_

### Vocabulary (5 points)

Choose the definition or synonym that corresponds best to the word as it is used in the text. Circle the correct answer.

- a. **across** (¶ 2)  
i. crossing      ii. travelling around      iii. on the opposite side      iv. throughout
- b. **back** (¶ 5)  
i. behind one's shoulders      ii. to the past      iii. support      iv. part of the body
- c. **conducting** (¶ 6)  
i. behaving      ii. organizing      iii. directing musicians      iv. controlling
- d. **hit** (¶ 7)  
i. appear on      ii. smacked      iii. success      iv. left
- e. **figures** (¶ 7)  
i. amounts      ii. people      iii. guessiv. shapes

## WRITING

On a separate sheet of paper, write a **120-150-word** composition on **ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit.

1. Music in Our Lives
2. A Project for Turin's Youth
3. A Memorable Learning Experience in My Life



## 8. GEOGRAPHY AND TOURISM

INCLUDEPICTURE

"http://www.clipartheaven.com/clipart/travel\_&\_leisure/vacations/tourists.gif" \\*



MERGEFORMATINET

### Test Practice

#### ***Grammar and Vocabulary***

The Remains of the Day

Travels with Charley

Chile

This Boy's Life

In an Antique Land

The Namesake

Sea of Poppies

Life of Pi

#### ***Verbs***

Travel 2011

The Parthenon Marbles

Venice

Lost Cities

A Day at the Seaside

#### ***Reading Comprehension***

Benjamin Franklin

Ancient Greek in the Modern World

Egypt

Sagrada Familia

#### ***Dictation***

The London Underground Map

Boarding and Take-off,

Lost in New York

## Test Practice

### **Grammar and Vocabulary (10 points): *The Remains of the Day***

Choose the correct answer. Only one answer is correct.

Tonight, I find myself here in a guest house in the city of Salisbury. The first day of my (1)\_\_\_\_\_ is now completed, and all in all, I (2)\_\_\_\_\_ say I am quite satisfied. This expedition began this morning almost an hour later than I had planned, (3)\_\_\_\_\_ the fact that I had completed my packing and loaded the Ford with all necessary items well before eight o'clock. What with Mrs Clements and the girls also gone for the week, I suppose I was very conscious of the fact that once I departed, Darlington Hall would stand empty for probably the first time this century – perhaps (4)\_\_\_\_\_ the day it was first built. It was an odd feeling and perhaps accounts for why I delayed my departure so long, wandering around the house, checking one last time that (5)\_\_\_\_\_ was in order.

It is hard to explain my feelings once I did (6)\_\_\_\_\_ set off. I cannot say I was overcome by (7)\_\_\_\_\_ excitement or anticipation. Now I had always believed I had traveled very little, but of (8)\_\_\_\_\_, over time, one does make various excursions for one professional reason or another, and it would seem I have become (9)\_\_\_\_\_ more acquainted with those neighbouring districts (10)\_\_\_\_\_ I had realized. As I motored on in the sunshine towards the Berkshire border, I continued to be surprised by the familiarity of the country around me.

[Adapted from K. Ishiguro, *The Remains of the Day*]

- |                    |            |               |               |
|--------------------|------------|---------------|---------------|
| 1. A. travel       | B. trip    | C. route      | D. crossing   |
| 2. A. have         | B. must    | C. need       | D. ought      |
| 3. A. nevertheless | B. but     | C. although   | D. despite    |
| 4. A. since        | B. for     | C. of         | D. until      |
| 5. A. every        | B. each    | C. everything | D. each one   |
| 6. A. lastly       | B. always  | C. lately     | D. eventually |
| 7. A. both         | B. neither | C. either     | D. or         |
| 8. A. some         | B. a lot   | C. many       | D. any        |
| 9. A. However      | B. Despite | C. But        | D. Although   |
| 10. A. of          | B. that    | C. then       | D. than       |

## Test Practice

### **Grammar and Vocabulary (10 points): Travels with Charley**

**Choose the correct answer. Only one answer is correct.**

During my long journey, I was often accompanied (1)\_\_\_\_\_ doubts. I've always admired reporters (2)\_\_\_\_\_ can descend on an area, talk to key people, ask key questions, take samplings of opinions and (3)\_\_\_\_\_ write down an orderly report very much like a road map. I envy this technique and at the same time do not trust it (4)\_\_\_\_\_ a mirror of reality. I feel that there are so (5)\_\_\_\_\_ realities. [...]A long time ago I was in the (6)\_\_\_\_\_ city of Prague and at the same time Joseph Alsop, the famous critic of places and events, was there as (7)\_\_\_\_\_. He talked to informed people, officials, ambassadors, and he read reports, even the fine print and figures; (8)\_\_\_\_\_, I roved about with actors, gypsies and vagabonds. Joe and I flew home to America on the same plane, and on the way he told me about Prague, and his Prague had (9)\_\_\_\_\_ relation to the city I had seen and heard. It just wasn't the same place; (10)\_\_\_\_\_ of us were honest and pretty good observers by any standard, but we brought home two cities, two truths.

[Adapted from J. Steinbeck, *Travels with Charley*]

- |               |            |            |                |
|---------------|------------|------------|----------------|
| 1. A. from    | B. to      | C. by      | D. for         |
| 2. A. which   | B. they    | C. whom    | D. who         |
| 3. A. than    | B. after   | C. next to | D. then        |
| 4. A. as      | B. like    | C. such as | D. how         |
| 5. A. much    | B. many    | C. a lot   | D. very much   |
| 6. A. ancient | B. antique | C. oldest  | D. elder       |
| 7. A. too     | B. also    | C. well    | D. much        |
| 8. A. despite | B. but     | C. instead | D. even though |
| 9. A. none    | B. any     | C. never   | D. no          |
| 10. A. each   | B. both    | C. all     | D. everyone    |

## Test Practice

### Grammar and Vocabulary (10 points): Chile

Choose the correct answer. Only one answer is correct.

My Chile is an idealised country, probably frozen in the 1970s; it's the old country where I grew up. (1)\_\_\_\_\_ I was born in Peru, my parents were Chilean diplomats and we returned to Chile when I was a child to live in my grandfather's house in Calle Cueto, Santiago. [...]

I was back (2)\_\_\_\_\_ Chile recently to make a film for The South Bank Show. It's a different country now, especially Santiago. If you go on a (3)\_\_\_\_\_ outside of the city, you can still find some of the old-style Chilean hospitality and kindness. But Santiago has grown into a city of six (4)\_\_\_\_\_ inhabitants; (5)\_\_\_\_\_ is in a hurry all the time, and there are terrible problems with traffic and smog. [...]

Yet, in many ways, I think the country has changed for the better. [...] Someone (6)\_\_\_\_\_ steal your gold chain, but generally there isn't very (7)\_\_\_\_\_ violence. In 10 years, Chile has lowered poverty from 39 per cent to 18 per cent, (8)\_\_\_\_\_ is incredible. It's a very prosperous country, but there's (9)\_\_\_\_\_ a division between the very rich and the rest of the country. There is a small group of billionaires who control the economy living up on the Santiago hillside in protected communities. They live in (10)\_\_\_\_\_ world.

[From an interview with Isabel Allende, *The Independent*, 22/4/07]

- |                 |             |              |            |
|-----------------|-------------|--------------|------------|
| 1. A. Although  | B. In spite | C. However   | D. But     |
| 2. A. at        | B. to       | C. in        | D. for     |
| 3. A. voyage    | B. trip     | C. travel    | D. touring |
| 4. A. millionth | B. millions | C. millioned | D. million |
| 5. A. people    | B. everyone | C. all       | D. he      |
| 6. A. must      | B. should   | C. has to    | D. might   |
| 7. A. much      | B. many     | C. a lot of  | D. a lot   |
| 8. A. who       | B. this     | C. which     | D. that    |
| 9. A. not yet   | B. already  | C. ever      | D. still   |
| 10. A. other    | B. another  | C. others    | D. other's |

## Test Practice

### **Grammar and Vocabulary (10 points): *This Boy's Life***

Choose the correct answer. Only one answer is correct.

It was 1955 and we were driving from Florida to Utah, to get away from a man my mother didn't want to be with and to get rich. We were going to change our luck.

We'd left Sarasota in the middle of summer, (1)\_\_\_\_\_ after my tenth birthday. We drove through Georgia, Alabama, Tennessee and Kentucky, stopping to cool the car engine in towns (2)\_\_\_\_\_ people moved with extreme slowness and spoke with strong Southern accents. People with bad teeth surrounded the car and offered peanuts to the pretty lady and her little boy, arguing among themselves about what was the (3)\_\_\_\_\_ route of all for us to take. Women looked up from their gardens as we drove past, or they (4)\_\_\_\_\_ us from their front doors, sometimes giving us a nod.

Every (5)\_\_\_\_\_ of hours, the car engine overheated. All we (6)\_\_\_\_\_ do was wait for it to cool and then drive on again. (7)\_\_\_\_\_ night we slept in hot rooms where mosquitoes sang in (8)\_\_\_\_\_ ears; they were as incessant (9)\_\_\_\_\_ the sound of the tyres on the highway outside. But (10)\_\_\_\_\_ of this bothered me. I was focused on my mother's freedom and her dream of transformation.

[Adapted from Tobias Wolff, *This Boy's Life*]

1. A. nearly                      B. soon                      C. short                      D. immediate
2. A. which                      B. who                      C. whom                      D. where
3. A. quickest                      B. quicker                      C. quickly                      D. too quick
4. A. guarded                      B. watched                      C. looked                      D. see
5. A. couple    B. few                      C. pair                      D. two
6. A. should                      B. must                      C. could                      D. ought
7. A. In                      B. The                      C. At                      D. On
8. A. the                      B. their                      C. ours                      D. our
9. A. so                      B. as                      C. like                      D. such as
10. A. no-one    B. nobody                      C. none                      D. no

## Test Practice

### **Grammar and Vocabulary (10 points): *In an Antique Land***

**Choose the correct answer. Only one answer is correct.**

When I went to see Ustaz Sabry that evening, he was sitting in his guest-room together (1)\_\_\_\_\_ some visitors. A (2)\_\_\_\_\_ of the visitors were dressed in shirts and trousers and looked (3)\_\_\_\_\_ if they were students. He exclaimed loudly when he saw me, and wanted to know why I hadn't come earlier. I was (4)\_\_\_\_\_ university student from India, he told them, a guest who had come to Egypt to conduct research. It was their duty to welcome me and (5)\_\_\_\_\_ me feel at home because of the long traditions of friendship between India and Egypt. Our countries were very similar, for India, like Egypt, was largely an agricultural nation, and (6)\_\_\_\_\_ of its people lived in villages and ploughed their land with cattle. Our countries were both trying to cope with poverty and the diverse problems that had been left to them by their troubled histories, and it was a difficult (7)\_\_\_\_\_. Our two countries had always supported each other in the past; for example, Mahatma Gandhi had come to Egypt to consult Sa'ad Zaghloul Pasha, the leader of the (8)\_\_\_\_\_ nationalist movement. And the Egyptian people could (9)\_\_\_\_\_ forget the support that their country had received from India (10)\_\_\_\_\_ the Suez crisis of 1956 took place.

[Adapted from A. Ghosh, *In an Antique Land*]

1. A. at                      B. to                      C. with                      D. of
2.    A. few                      B. some                      C. little                      D. lots
3. A. like                      B. as                      C. so                      D. such
4.    A. some                      B. one                      C. a                      D. an
5. A. be                      B. do                      C. make                      D. seem
6.    A. most                      B. more                      C. the most                      D. the more
7. A. homework                      B. job                      C. work                      D. post
8.    A. of Egypt                      B. Egypt's                      C. Egyptians                      D. Egyptian
9. A. not always                      B. ever since                      C. ever                      D. never
10.    A. with                      B. during                      C. when                      D. whereas

## Test Practice

### **Grammar and Vocabulary (10 points): The Namesake**

**Choose the correct answer. Only one answer is correct.**

Ashoke had a second-class seat on the train. (1)\_\_\_\_\_ of the season, the train was very crowded, filled with families taking their holidays. Small children were (2)\_\_\_\_\_ their best clothes. (3)\_\_\_\_\_ Ashoke in the compartment, there was a Bengali businessman, by the name of Ghosh. Ghosh told Ashoke he had recently returned to India after spending two years in England. Ghosh spoke reverently of England. The clean streets, the rows of white houses, he said, were just (4)\_\_\_\_\_ a dream, and there wasn't (5)\_\_\_\_\_ who dirtied the sidewalks.

"Have you seen much of this world?" Ghosh asked Ashoke.

"I've been to Delhi a (6)\_\_\_\_\_ times," Ashoke replied.

"Not this world. England, America [...] You are young. Free," he said. "(7)\_\_\_\_\_ yourself a favour. Before it's too late, pack a (8)\_\_\_\_\_ and see everything you can in this world. You won't (9)\_\_\_\_\_ regret it. One day it will be too late."

"My grandfather always says that's what books are for," Ashoke said, using the opportunity to open the volume in (10)\_\_\_\_\_ hands. "To travel without moving an inch."

[Adapted from J. Lahiri, *The Namesake*]

1. A. Since                      B. Given                      C. Because                      D. As
2.    A. placing            B. putting                      C. dressing                      D. wearing
3. A. Opposite                      B. Next                      C. Close                      D. In front
4.    A. as                      B. like                      C. similar                      D. such as
5. A. anyone    B. any                      C. none                      D. no-one
6.    A. lot                      B. little                      C. number                      D. few
7. A. Make                      B. Do                      C. Be                      D. Have
8.    A. bags    B. baggage                      C. suitcase                      D. luggage
9. A. always                      B. ever                      C. never                      D. ever since
10.    A. the                      B. its                      C. theirs                      D. his

## Test Practice

### **Grammar and Vocabulary (10 points): *Sea of Poppies***

**Choose the correct answer. Only one answer is correct.**

Of \_\_\_1\_\_\_, Deeti and Kalua knew \_\_\_2\_\_\_ their only chance of escape was to travel downriver, on the Ganga, in the hope of arriving \_\_\_3\_\_\_ a village or city where they could disappear into a crowd: one possibility was Patna and \_\_\_4\_\_\_ was Calcutta. \_\_\_5\_\_\_ Patna was by far the nearer of the two cities, it was still a ten days' \_\_\_6\_\_\_ away, and to cover the distance on the road would be to risk being discovered; news of their flight was sure to have spread by this time, and they knew their relatives would \_\_\_7\_\_\_ forgive them, not after what they had done. They \_\_\_8\_\_\_ to keep to the water, staying on Kalua's raft as \_\_\_9\_\_\_ as possible. Fortunately, there was a lot of wood on the riverbank that they could use. They spent a \_\_\_10\_\_\_ day repairing and reinforcing the raft and in the evening set off again, floating eastward on the river.

[Adapted from A. Ghosh, *Sea of Poppies*]

1. A. certainty                      B. certainly                      C. course                      D. surely
2.    A. of    B. that                      C. which                      D. who
3. A. in                      B. to                      C. for                      D. on
4.    A. other                      B. others                      C. another                      D. the others
5. A. Despite                      B. But                      C. Though                      D. However
6.    A. journey                      B. travel                      C. tour                      D. travels
7. A. never                      B. ever                      C. always                      D. no soon
8.    A. can                      B. must                      C. should                      D. needed
9. A. lot                      B. much                      C. many                      D. longer
10.    A. each                      B. entire                      C. whole                      D. all



## Test Practice

### **Grammar and Vocabulary (10 points): *Life of Pi***

**Choose the correct answer. Only one answer is correct.**

Before moving to Pondicherry, Father ran a large hotel in Madras. An interest in animals led him to the zoo business. \_\_\_\_1\_\_\_\_ people would consider this to be a natural transition, from hotelkeeping to zookeeping. \_\_\_\_2\_\_\_\_, it is not. In numerous ways, running a zoo is the hotelkeeper's \_\_\_\_3\_\_\_\_ nightmare. Consider: the guests \_\_\_\_4\_\_\_\_ leave their rooms and they receive a constant flow of visitors \_\_\_\_5\_\_\_\_ are often noisy. One \_\_\_\_6\_\_\_\_ wait for them to move away to their 'balconies' before one can clean their rooms; and \_\_\_\_7\_\_\_\_ the guests are extremely unhygienic, there is a lot of cleaning to do. All guests are quite particular about \_\_\_\_8\_\_\_\_ diets and refuse to leave a tip. Is \_\_\_\_9\_\_\_\_ the type of guest you could welcome to your inn? The Pondicherry Zoo was the source of some pleasure and \_\_\_\_10\_\_\_\_ of headaches for Mr. Santosh Patel, founder, owner and director.

[Adapted from Y. Martel, *Life of Pi*]

1. A. Any                      B. Some                      C. Much                      D. A lot
2.    A. But                      B. Although                      C. Despite                      D. However
3. A. uglier                      B. ugliest                      C. more ugly                      D. so ugly
4.    A. not                      B. ever                      C. never                      D. not often
5. A. they                      B. whose                      C. which                      D. who
6.    A. has                      B. must                      C. ought                      D. should have
7. A. because                      B. such as                      C. why                      D. so
8.    A. they're                      B. theirs                      C. their                      D. themselves
9. A. this                      B. these                      C. they                      D. them
10.    A. much                      B. many                      C. a lot                      D. some

## Test Practice

### Verbs (10 points): Travel 2011

Choose the correct answer. Only one answer is correct.

2011 isn't such a good year for the tourist industry, with floods in Brazil and Australia, the murder of Michaela McAreavey in her hotel room on Mauritius, and revolution in Tunisia. As our horizons broaden and exploring them (1)\_\_\_\_\_ easier, surely it is more likely that we might be caught up in local strife.

If it (2)\_\_\_\_\_ that Mrs McAreavey died after disturbing burglars in her room, she will be another tragic, if rare, example of what (3)\_\_\_\_\_ when the worlds of the wealthy tourist and impoverished local collide. Her murder has shocked the island, (4)\_\_\_\_\_ that even those so-called stable places are not immune.

The current situation in Tunisia provides a clear illustration of these turbulent times. The population suffered 23 years of repression, but it was the rising food prices and unemployment that finally forced people on to the streets. And so, pictures of British tourists cutting short their holidays (5)\_\_\_\_\_ to the safety of home continued to fill our screens last week. (6)\_\_\_\_\_ about a mass exodus of tourists from the beaches of Egypt, which, at the time this article was written, seemed to be on the edge of unrest?

Good news, however, for gay couples last week, when a judge (7)\_\_\_\_\_ damages of £1,800 to Martyn Hall and his partner Steven Preddy because they had been turned away from a Cornwall Bed & Breakfast. The owners, Peter and Hazelmary Bull, said that they (8)\_\_\_\_\_ an appeal. Let's hope that they and other B&B owners listen to the judge's words: "It is a clear example of how social attitudes (9)\_\_\_\_\_ in recent years. It is not long ago that the beliefs of the defendants (10)\_\_\_\_\_ as normal by society at large. Now it is the other way around."

*The Independent* 23/1/11

- 1 A. become      B. becomes      C. became      D. becoming
- 2 A. would prove      B. will be proved      C. will prove      D. is proved
- 3 A. happen      B. must have happened      C. can happen      D. should happen
- 4 A. reveals      B. revealing      C. has revealed      D. revealed
- 5 A. to return      B. for return      C. for to return      D. returned
- 6 A. We are soon going to hear      B. Do we soon hear      C. Will we soon hear      D. Are we soon hearing
- 7 A. has awarded      B. had awarded      C. awarded      D. was awarded
- 8 A. were considering      B. were considered      C. has considered      D. consider
- 9 A. are changed      B. have changed      C. change      D. changing
- 10 A. would accept      B. was accepted      C. used to accept      D. would have been accepted

## Test Practice

### Verbs (10 points): *The Parthenon Marbles*

Choose the correct answer. Only one answer is correct.

The inauguration of a new museum in Athens \_\_1\_\_ next month. The museum has been designed for one specific exhibit – the Parthenon Marbles.

At present the British Museum \_\_2\_\_ many of the Parthenon Marbles, a frieze of sculpted marble images, carved for the upper parts of the Parthenon. These are known as the ‘Elgin Marbles’. The British Museum first \_\_3\_\_ the Elgin Marbles nearly 200 years ago and since then Greece has been trying to get them back. So far the British Museum has said it \_\_4\_\_ them. First it claimed there was nowhere in Greece to safely keep the Marbles. More recently it insisted that Athens was so polluted that the Elgin Marbles \_\_5\_\_. In the 1980’s the Greek government decided \_\_6\_\_ a new museum specially for the Parthenon Marbles.

The new museum \_\_7\_\_ a long time to build. The old Museum closed in 2007 and it was difficult to execute the relocation of all the artefacts. Transported 400 metres from the old museum to the new one, some items were so heavy that they \_\_8\_\_ by cranes. The New Acropolis Museum has been built on specially designed columns or legs, so the ancient ruins underneath it have not been damaged and are protected by a thick glass floor. Reproductions, based on drawings from the late 1600s, \_\_9\_\_ the missing Elgin Marbles. The opening of the New Acropolis Museum would make it possible to house the Elgin Marbles safely in Athens; indeed, some people \_\_10\_\_ British Museum officials that they now have no reason to keep the stone carvings. A decision should be made to return them to Greece.

[NYTimes May 23, 2009]

- 1 A. take place                      B. going to take place   C. is taking place      D. would take place
- 2      A. houses                      B. house              C. has housed   D. are housing
- 3 A. has displayed    B. displayed    C. was displayed      D. was displaying
- 4 A. won’t return    B. don’t return              C. wouldn’t to return   D. have not to return
- 5 A. would ruin                      B. could be ruined    C. should be ruined    D. must be ruined
- 6      A. to building   B. to build      C. build                      D. for building
- 7 A. have taken      B. did take              C. has taken              D. are taking
- 8 A. were been moved      B. had to be moved    C. must be moved              D. moved
- 9      A. are replaced    B. replaces              C. replacing              D. will replace
- 10      A. have said    B. have declared      C. have asked    D. have told

## Test Practice

### Verbs (10 points): Venice

Choose the correct answer. Only one answer is correct.

Venice may not be sinking yet, but it is certainly emptying. The number of residents in the historic center of Venice has dropped dramatically over the past 40 years, from 121,000 at the time of the great flood of 1966 to just over 62,000 now. At this rate, Venice (1)\_\_\_\_\_ into a sort of Disneyland, crowded with holidaymakers, but deserted by inhabitants. "The risk is that Venice (2)\_\_\_\_\_ a living museum-city, a mere tourist destination," council housing chief Mara Rumiz (3)\_\_\_\_\_ yesterday.

Since 1992, downtown Venice (4)\_\_\_\_\_ about 900 registered residents a year. But in 2005, 1,918 inhabitants (5)\_\_\_\_\_ the city center. The council expects at least another 8,000 people (6)\_\_\_\_\_ by 2014 unless a way (7)\_\_\_\_\_ to keep Venetians at home. Rising water levels and mass tourism have made living here increasingly challenging and costly.

"It's just become too expensive, that's why everyone (8)\_\_\_\_\_, " said Paolo, who runs a small bar near the Rialto bridge. "If you ask me, Venice has already lost its soul," he said. As young people leave, more than a third of its residents are now aged 60 or more.

Rumiz said Venice is looking for a strategy to make as much as it can out of its visitors. "We (9)\_\_\_\_\_ to charge an entry ticket -- Venice is not a theme park. But we need to find a system (10)\_\_\_\_\_ our finances and pay for the conservation of the city."

[The New York Times, 30/8/06]

- |                      |                     |                   |                 |
|----------------------|---------------------|-------------------|-----------------|
| 1. A. must turn      | B. should be turned | C. has to turn    | D. may turn     |
| 2. A. becoming       | B. become           | C. will become    | D. to become    |
| 3. A. has explained  | B. said             | C. has said       | D. told         |
| 4. A. was lost       | B. lost             | C. loses          | D. has lost     |
| 5. A. have left      | B. are left         | C. left           | D. leaving      |
| 6. A. going          | B. to go            | C. went           | D. be gone      |
| 7. A. is found       | B. finds            | C. is founded     | D. found        |
| 8. A. have gone away | B. is going away    | C. go away        | D. is gone away |
| 9. A. would not      | B. no want          | C. don't want     | D. not want     |
| 10. A. to improve    | B. to improving     | C. for to improve | D. improve      |

## Test Practice

### Verbs (10 points): *Lost cities*

Choose the correct answer. Only one answer is correct.

In my first history lesson at high school, my teacher \_\_\_\_\_ (1) a picture on the whiteboard, a pyramid that he said was the first monument of the first city. It was Ur of the Chaldees; the civilisation that created it \_\_\_\_\_ (2) by time, yet the pyramid still stood in the sands of what is now southern Iraq. So began my lifelong obsession with lost cities.

A good lost city \_\_\_\_\_ (3) a deeply emotional experience. In Syria, I \_\_\_\_\_ (4) along the grassy main street of Apamea, a Roman metropolis that once had half a million inhabitants. Now Beduin shepherds herd their sheep down what was once the heart of the imperial city. You can't help marvelling at the transience of the world. Perhaps that is why for centuries lost cities \_\_\_\_\_ (5) such a fascination for travellers.

One of the most wonderful vanished civilisations is Teotihuacan, just outside Mexico City, a place so old that it was first discovered by the Aztecs, who assumed that its tall pyramids \_\_\_\_\_ (6) have once been the homes of the gods.

The most famous ruin in the world has to be Angkor in Cambodia. Walking through its huge courtyards and tall towers, the visitor \_\_\_\_\_ (7) by the number of vendors who \_\_\_\_\_ (8) arms and legs; they are landmine victims from a more recent collapse of Cambodia's civilisation.

My favourite lost city is Machu Picchu in Peru. Even if there weren't an almost intact Inca city there, it \_\_\_\_\_ (9) still be one of the world's most stunning places, with cliffs falling thousands of feet into the Urubamba River. As you gaze across Machu Picchu into the mountains, it is easy \_\_\_\_\_ (10) there are still more ruined cities out there in the jungle.

[J. Hider, *The Times*, 13/12/08]

- 1 A. draws    B. drew    C. have drawn    D. is drawing
- 2 A. have been destroy    B. has destroyed    C. had been destroyed    D. is destroyed
- 3    A. be    B. should be    C. have to be    D. will to be
- 4 A. walked    B. walking    C. to walk    D. is walking
- 5    A. have    B. may to have    C. have had    D. having
- 6 A. must    B. had    C. will    D. are
- 7    A. strikes    B. is striking    C. was strike    D. is struck
- 8 A. missed    B. missing    C. will missed    D. are missing
- 9    A. will    B. has    C. would    D. was
- 10 A. to imagine    B. imagining    C. imagine    D. of imagine

## Test Practice

### Verbs (10 points): *A Day at the Seaside*

Choose the correct answer. Only one answer is correct.

Last weekend my wife suggested (1)\_\_\_ a drive to the sea. I put my foot down and said, ‘Never – absolutely not!’ which is of course why we ended up, three hours later, at Kennebunk Beach in Maine.

On arrival, our youngest – I’ll call him Jimmy in case he should one day become a lawyer – (2)\_\_\_ the scene and said, ‘OK, Dad, here’s the situation. I need an ice-cream, a Li-Lo, a deluxe bucket and spade set, a hot dog, some candy floss, an inflatable dinghy, scuba equipment, my own water slide, a cheese pizza with extra cheese and a toilet.’

‘They (3)\_\_\_ those things here, Jimmy,’ I chuckled.

‘I really need the toilet.’

I reported this to my wife.

‘Then (4)\_\_\_ him to Kennebunkport,’ she said serenely from beneath a preposterous sun hat.

By the time we found a toilet, little Jimmy didn’t need (5)\_\_\_ any more, so we returned to the beach. By the time we got there, some hours later, I discovered that everyone (6)\_\_\_ off for a swim, and there was only one half-eaten sandwich left. I sat on a towel and nibbled at the sandwich.

‘Oh look, Mummy,’ said number two daughter gaily when they emerged from the surf a few minutes later. ‘Daddy’s eating the sandwich the dog had.’

‘(7)\_\_\_ this isn’t happening,’ I began to whimper.

‘Don’t worry, dear,’ my wife said soothingly, ‘It was an Irish setter. They’re very clean.’

I don’t remember much after that. I just had a little nap and woke to find that Jimmy (8)\_\_\_ me up to my chest in sand – which was fine, except that he had started at my head – and I managed to get so sunburned that a dermatologist invited me to a convention in Cleveland the following week as an exhibit.

We (9)\_\_\_ the car keys for two hours, the Irish setter came back and stole one of the beach towels, then nipped me on the hand (10)\_\_\_ his sandwich and number two daughter got tar in her hair. It was a typical day at the seaside, in other words.

‘Lovely,’ said my wife. ‘We must do that again soon.’

And the heartbreaking thing is she really meant it. [Adapted from a text by Bill Bryson]

- |                       |                    |                  |                       |
|-----------------------|--------------------|------------------|-----------------------|
| 1 a take              | b to take          | c taken          | d we should take      |
| 2 a surveyed          | b has surveyed     | c had surveyed   | d was surveyed        |
| 3 a aren’t having     | b don’t have       | c hadn’t got     | d haven’t             |
| 4 a you’ll have taken | b have you to take | c you have taken | d you’ll have to take |
| 5 a going             | b to have gone     | c to go          | d to going            |
| 6 a had to go         | b had gone         | c went           | d had been going      |
| 7 a Tell to me        | b Say me           | c Say to         | d Tell me             |
| 8 a has been buried   | b had been buried  | c was burying    | d buried              |
| 9 a have lost         | b were lost        | c were losing    | d lost                |
| 10 a to eat           | b for eat          | c eating         | d for eating          |

## Test Practice

### Reading/Writing (20 + 20 points): Benjamin Franklin

Read the following text and answer the questions.

- 1 Thomas Jefferson has his Monticello and George Washington has his Mount Vernon. Now, thanks to years of fundraising on both sides of the Atlantic, Benjamin Franklin's only surviving residence, Number 36 Craven Street, London, opened to the public on January 17, the tercentenary of the eccentric statesman's birth.
- 2 Franklin is better known for his nine-year sojourn in France. **\*A** His years in England bridged the most turbulent and decisive period of Anglo-American relations. As deputy postmaster general for North America and commercial agent for several of the Colonies, Franklin took part in many of the key discussions and negotiations that would determine the course of history there.
- 3 Franklin arrived in London on July 26, 1757. He was 51 years old, and except for two intervals, the Craven Street house – a five-story Georgian structure built circa 1730 – would be his home for the next 16 years. Franklin longed for reminders of home – his wife, Deborah, sent him packages of his favorite foods from Philadelphia – but London gave him other satisfactions. "Of all the enviable things England has," he wrote in March 1763, "I envy it most its people. Why should that pretty island [...] enjoy in almost every neighborhood more sensible, virtuous, and elegant minds than we can collect in ranging a hundred leagues of our vast forests?"
- 4 As a member of Britain's Royal Society since 1756, Franklin had access to London's lively intellectual, artistic and scientific circles. Illustrious visitors came to Craven Street, and in coffeehouses and pubs such as the Dog Tavern or the George and Vulture (the Ship and Shovel, there in Franklin's day, is still open), Franklin debated the questions of the day.
- 5 In a laboratory installed at the back of the house, he refined the stove that bears his name; identified lead poisoning as the cause of printers' maladies; invented the Armonica, a musical instrument made of glass bowls; wrote pamphlets and articles; worked on his autobiography; and perfected his famous lightning rod.
- 6 Franklin was torn by the growing conflict between Britain and America. **\*B** In 1773, just a few weeks after outraged Colonists threw chests of tea into Boston Harbor to protest an import tax (the famous 'Boston Tea Party'), Franklin was removed from his position as postmaster for his involvement in the so-called Hutchinson Affair. In 1772, he had revealed confidential letters written by the Crown's Massachusetts governor, Thomas Hutchinson, exposing the official's deep antipathy towards the Massachusetts Assembly. In March 1775, Franklin boarded a boat back to Philadelphia, leaving his house in Craven Street forever.
- 7 Craven Street is hidden among a series of small streets behind Trafalgar Square and Charing Cross. Today, there is little street life, but in Franklin's time, the area was full of pubs and restaurants. For much of the past century, the house was owned by British Rail, the national railroad, and served as a hotel and as office space for various nonprofit organizations. The building was derelict by the time the museum project was first proposed. **\*C** Indeed, without a grant of \$2.7 million from the government-run British Heritage Lottery Fund, Franklin's only remaining residence would probably still be home to rats and squatters.
- 8 Instead, for an admission of £8, visitors are treated to a high-tech, theatrical experience dramatizing aspects of Franklin's London years. Starting in the kitchen, a woman playing his landlady's daughter, who followed Franklin to America after the War of Independence and was at his bedside when he died, leads visitors through the house. The first-floor rooms, where he slept, entertained, conducted scientific experiments and held crucial political meetings with members of the British government, are devoted to Franklin, the public man. Recorded extracts from Franklin's letters and other writings, re-enacted speeches by members of Parliament and images beamed from ceiling-mounted projectors present visitors with a dramatization of the Hutchinson Affair.
- 9 "It's not like the museum site in Colonial Williamsburg, where there's someone making butter and you engage in conversation," says the site's director, Márcia Balisciano. "This is 'the museum as theater,' in which the visitor is very much a part of the drama."  
(S. Worrall, *The Smithsonian*, 3/2006)

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Although Franklin never patented any of his own inventions, he was a supporter of the rights of inventors and authors and was responsible for inserting into the United States Constitution the provision for limited-term patents and copyrights.
2. \_\_\_\_\_ But he lived almost twice as long on Craven Street, very near Trafalgar Square.
3. \_\_\_\_\_ It took almost 20 years to raise the \$5.5 million needed to renovate it.
4. \_\_\_\_\_ Of all of Franklin's noms de plume, Mr. Saunders became the best known.
5. \_\_\_\_\_ Although he was an Anglophile who supported the union of the British Empire, he was also an American patriot who believed in the rights of the Colonists.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ Thomas Hutchinson opposed the Massachusetts Assembly.
7. \_\_\_\_\_ Funds to restore Craven House were contributed in part by British lottery winners.
8. \_\_\_\_\_ Franklin's wife and children stayed in the London house with him.
9. \_\_\_\_\_ Before moving to London, Franklin was named to Britain's Royal Society.
10. \_\_\_\_\_ Franklin did not enjoy the years he spent in London.

**Comprehension: Multiple Choice (2 points).**

Choose the correct answer. Only one answer is correct.

11. From which section of the *Smithsonian* magazine was this article taken?  
 A. Home & Design                      B. Letters to the Editor                      C. International Politics  
 D. Interviews                              E. Touring London
12. Which sentence best summarizes the text?  
 A. The intellectual community was extremely lively in 18<sup>th</sup> century London.  
 B. A new British museum celebrates the eccentric genius of Benjamin Franklin.  
 C. As a skilled diplomat, Franklin negotiated treaties with Great Britain, France and America.  
 D. Franklin's fame put him onto an international stage and made him a protagonist in the American Revolution.

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. *longed for* (§ 3)  
 A. extended                      B. desired                      C. lasted I                      D. protracted
14. *chests* (§ 6)  
 A. wardrobes                      B. boxes                      C. torsos D. casts
15. *playing* (§ 8)  
 A. portraying                      B. beating                      C. joking                      D. having fun
16. *engage* (§ 9)  
 A. gear                      B. rent                      C. employ                      D. participate

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: his (§ 1) = Jefferson's

17. there (§ 2)  
 A. in the North American Colonies                      B. in England                      C. in London                      D. in France
18. it (§ 3)  
 A. Philadelphia                      B. London                      C. France                      D. England
19. the official's (§ 6)  
 A. Franklin's                      B. colonists'                      C. Hutchinson's                      D. Massachusetts Assembly's
20. who (§ 8)  
 A. Franklin                      B. Franklin's landlady                      C. a woman                      D. the landlady's daughter

**SEZIONE D: WRITING (20 POINTS)**

On a separate sheet of paper, write a **120-150-word composition on ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. Discuss how a visit to a national site or museum helped you learn something about history.
2. What initiatives can museums take to make exhibits more attractive to visitors?
3. Is there an area in your town or city, which is considered a meeting place for intellectuals or artists?



## Test Practice

### Reading/Writing (20 + 20 points): Ancient Greek in the Modern World

Read the following text and answer the questions.

1 An isolated community near the Black Sea coast in a remote part of north-eastern Turkey has been found to speak a Greek dialect that is remarkably close to the extinct language of ancient Greece. As few as 5,000 people speak the dialect but linguists believe that **it** is the closest living language to ancient Greek and could provide an unprecedented insight into the language of Socrates and Plato and how it evolved.

2 The community lives in a cluster of villages near the Turkish city of Trabzon in what was once the ancient region of Pontus, a Greek colony that Jason and the Argonauts are supposed to have visited on their epic **journey** from Thessaly to recover the Golden Fleece from the land of Colchis (present-day Georgia). Pontus was also supposed to be the kingdom of the mythical Amazons, a fierce tribe of women who cut off **their** right breasts in order to handle their bows better in battle.

Linguists found that the dialect, Romeyka, a variety of Pontic Greek, has structural similarities to ancient Greek that are not observed in other forms of the language spoken today. **\*A** Ioanna Sitaridou, a lecturer in romance philology at the University of Cambridge, said: "Romeyka preserves an impressive number of grammatical traits that add an ancient Greek flavour to the dialect's structure, traits that have been completely lost from other modern Greek varieties. Use of the infinitive has been lost in all other Greek dialects known today. But, in Romeyka, not only is the infinitive preserved, but we also find quirky infinitival constructions that have never been observed before – only in the Romance languages are there parallel constructions."

3 The villagers who speak Romeyka, which has no written form, show other signs of geographic and cultural isolation. In fact, they rarely wed outside their own community. **\*B** They also play a folk music on a special instrument, called a *kemenje* in Turkish and Romeyka or *lyra* as it is called in Greek. "It is clearly **unique to** the speakers of Romeyka."

4 One possibility is that Romeyka speakers today are the direct descendants of ancient Greeks who lived along the Black Sea coast millennia ago – perhaps going back to the 6th or 7th centuries BC when the area was first colonised. But it is also possible that **they** may be the descendants of indigenous people or an immigrant tribe who were encouraged or forced to speak the language of the ancient Greek colonisers.

5 Romeyka-speakers today are devout Muslims, so they were allowed to stay in Turkey after the 1923 Treaty of Lausanne, when **some** two million Christians and Muslims were exchanged between Greece and Turkey. Repeated waves of emigration, the dominant influence of the Turkish-speaking majority, and the complete absence of Romeyka from the public arena, have now put it on the list of the world's most endangered languages.

6 "With as few as 5,000 speakers left in the area, before long, Romeyka could be more of a heritage language than a living vernacular. With **its** demise would go an unparalleled opportunity to unlock how the Greek language has evolved," said Dr Sitaridou. "Imagine if we could speak to individuals whose grammar is closer to the language of the past. Not only could we map out a new grammar of a contemporary dialect but we could also understand some forms of the language of the past."

7 Studies of the grammar of Romeyka show that it shares a startling number of similarities with Koine Greek of Hellenistic and Roman times, which was spoken at the **height** of Greek influence across Asia Minor between the 4th century BC and the 4th century AD. Modern Greek, meanwhile, has undergone considerable changes from its ancient counterpart, and it is thought to have emerged from the later Medieval Greek spoken between the 7th and 13th centuries AD – so-called Byzantine Greek.

8 Future research will try to assess how Pontic Greek from the Black Sea coast evolved over the centuries. "We know that Greek has been continuously spoken in Pontus since ancient times and can surmise that its geographic isolation from the rest of the Greek-speaking world is an important factor in why the language is as it is today," Dr Sitaridou said. "What we don't yet know is whether Romeyka emerged in exactly the same way as other Greek dialects but later developed its own unique characteristics which just happen to resemble archaic Greek."

9 **\*C** Children from these areas fail to learn the language of their grandparents and instead use the dominant language of the majority population, **which** in this part of the world is Turkish.

10 "In Pontus, we have near-perfect experimental conditions to assess what may be gained and what may be lost as a result of language contact," Dr Sitaridou said. [By S. Connor]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write NO in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

- \_\_\_\_\_ Venetian and Genoan merchants paid visits to this area during the medieval period and sold silk and linen fabric.
- \_\_\_\_\_ "I only know of one man who married outside his own village," Dr Sitaridou said.
- \_\_\_\_\_ Many of the world's languages are disappearing as once-isolated populations become part of the global economy.
- \_\_\_\_\_ Romeyka's vocabulary also has parallels with the ancient language.
- \_\_\_\_\_ He said that UNESCO have designated Pontic Greek as 'definitely endangered'.

**Comprehension: True or False (5 points)**

**Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.**

6. \_\_\_\_\_ Linguists have been analyzing the grammatical structures in texts written in Romeyka.
7. \_\_\_\_\_ By studying Romeyka, linguists believe they will have a better understanding of ancient Greek as well.
8. \_\_\_\_\_ The majority of researchers believe that the original ancestors of modern-day Romeyka speakers were not Greek.
9. \_\_\_\_\_ It is believed that Pontic Greek could soon be lost as more and more inhabitants choose to speak in Turkish.
10. \_\_\_\_\_ The region where Romeyka is spoken used to be inhabited by the Amazons.

**Comprehension: Multiple Choice (2 points)**

**Choose the correct answer. Only one answer is correct.**

11. Which statement best summarizes the text?
  - A. A living form of ancient Greek has been discovered in Turkey.
  - B. Globalization is leading to the disappearance of many less common languages.
  - C. Language sparks debate between Turkey and Greece.
  - D. A university professor publishes her studies on ancient Greece.
12. Where did this text most likely appear?
  - A. in a journal    B. in a dictionary
  - C. in a daily    D. in a travel brochure    E. in a tabloid

**Vocabulary (4 points)**

**Choose the definition or synonym that corresponds best to the word as it is used in the text.**

13. journey (§ 2)

- A. day    B. outing    C. travel    D. voyage

14. unique to (§ 3)

- A. unusual for    B. only used by    C. alone with    D. particular for

15. some (§ 5)

- A. a few    B. several    C. approximately    D. a number of

16. height (§ 7)

- A. distance    B. tall    C. size    D. apex

**Reference (4 points)**

**What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.**

**Example: it (§ 1) = the dialect**

17. their (§ 2)

- A. Amazons'    B. Jason and the Argonauts    C. bows    d. right breasts

18. they (§ 4)

- A. Romeyka speakers    B. descendants of Ancient Greeks
- C. descendants of indigenous people    D. immigrant tribe

19. its (§ 6)

- A. heritage language    B. Romeyka    C. vernacular    D. demise

20. which (§ 9)

- A. children    B. language of grandparents    C. dominant language    D. Turkey

**SEZIONE D: WRITING (20 POINTS)**

**On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.**

1. Describe what you consider to be one of the most important discoveries of the last 100 years.
2. Talk about a positive or negative travel experience that has brought you into contact with a different culture.
3. Talk about a particularly interesting course you have taken at university.

## Test Practice

### Reading/Writing (20 + 20 points): Egypt

Read the following text and answer the questions.

1 Egypt has opened to the public the tombs of leading retainers of the Pharaoh Tutankhamun at Saqqara, south of Cairo, in a desperate **bid** to lure back tourists who have avoided the country since the revolt in February **that** toppled President Hosni Mubarak.

2 Unemployed guides at Saqqara, one of the great archaeological sites of the world, speak hopefully of the publicity surrounding the grand opening of seven tombs boosting foreign interest in Egypt's past. **They** stress that never before have visitors been able to see the tomb of Maya, Tutankhamun's treasurer, with its scenes of bearers bringing offerings, or of the young pharaoh's general, Horenheb, with incised stone carvings of his military victories. But it may be some time before fascination with ancient Egypt will be enough to make tourists forget the recent television pictures they have seen of fighting in Tahrir Square.

3 At Saqqara, dominated by the 4,500-year-old brick-step pyramid of Zoser, even the souvenir sellers who used to try to harass visitors into buying over-priced trinkets, guide books and photographs, have **given up** trying. Sabri Faraj, the chief inspector of the site overlooking the Nile Valley, said: "We used to get 3,000 visitors a day, but now the number is down to about 250." Most of the horse-drawn carriages that usually transport tourists around the various archaeological sites languish unused in **their** garages.

4 The collapse of the tourist trade is a disaster for Egypt because few countries are so dependent on the money spent by foreign visitors. The number visiting Egypt was down by 60 per cent in March compared to a year ago. **\*A** Walid El-Batouty, the vice president of the guides' union, says that most of his 16,000 members are making no money and are falling into debt. He says that potential visitors to Egypt are becoming frightened of going anywhere in the Middle East or North Africa and associate the whole region with the violence they see on television. He adds: "They imagine that Libya is two feet from Egypt and Syria is a block away. The truth is very different: when the revolt broke out in Egypt we managed to get a million tourists out of the country in the space of three or four days without any harm coming to a single one of them."

5 **Actually**, it is rather good to be a visitor in Egypt right now. Cairo's Egyptian Museum is largely empty and one can look at the gold sarcophagus of Tutankhamun, or his chariots, walking sticks, gloves, socks and underclothes, without anybody else getting in the way. When I visited the museum, the only large group was an intrepid party of Indian women in saris and a few elderly Americans, Britons and Scandinavians. The museum was burgled by thieves on 28 January when the guards disappeared because of the fighting in nearby Tahrir Square and the building of the National Democratic Party was set on fire. Until recently, the skylight through which they entered the museum had not been repaired. Fortunately, the robbers took only a few items, including a military golden trumpet, from the grave goods of Tutankhamun. **\*B**

6 Life is not quite as safe as it was before, it is true. The police, highly unpopular and blamed for the violence against protesters, are keeping a low profile. Though 1.4 million strong, the security forces are notoriously corrupt and, these days, are demoralised, often telling those who complain that they have been the victim of a crime to address themselves to the army. There have been fierce sectarian clashes between Copts and Muslims in the **tough**, working-class districts of Imbaba and Ain Shams in Cairo with at least 30 dead and hundreds injured. **\*C** Some 864 people were killed in the revolution out of 80 million Egyptians though this is still enough to make Egyptians, accustomed to the security of the Mubarak police state, edgy and fearful.

7 Egyptians involved in the tourist business are near despair. Tamer Tewfiq, the owner of Top Dock Travels, says he was doing fine in January when "I received 400 to 500 tourists, but then nobody at all in February and March, and we are expecting only **100** a month for the next three months." Mr Tewfiq says that the Nile cruises have mostly stopped and the rioting in Imbaba has destroyed any returning confidence. Tourists are going to Turkey instead and banks in Egypt have stopped giving loans to tourist businesses "because they are a high risk".

8 The problem for Egypt is that the revolution happened partly because so many people had failed to benefit from the old regime. Many live on the edge of starvation and they hoped that the overthrow of President Mubarak would improve their lives, but so far it has failed to **do this**, and many, such as those in the tourist industry, are worse off. [Patrick Cockburn, May 2011]

### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Much of their time was spent looting the cheap replicas of ancient Egyptian sculpture from the museum's gift shop rather than the originals.
2. \_\_\_\_\_ In antiquity Saqqara was not flooded annually by the Nile.
3. \_\_\_\_\_ The infra-red imaging detects mud brick just below the surface because it is denser than the soil surrounding it.
4. \_\_\_\_\_ But, given that the population of Cairo is 18 million, casualties are not high.
5. \_\_\_\_\_ Hotels are 80 per cent empty.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ It is not pleasant being a tourist in Egypt at present.
7. \_\_\_\_\_ According to Walid El-Batouty, the current situation in Egypt is very similar to that in Libya and Syria.
8. \_\_\_\_\_ Tourists may be attracted to some recently opened tombs at Saqqara.
9. \_\_\_\_\_ Over the next three months Tamer Tewfiq expects to receive only about a quarter of the number of tourists he had before the revolution.
10. \_\_\_\_\_ Many people feel less secure now than they did under the Mubarak regime.

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which statement best summarizes the text?  
 A. The Egyptian economy depends on the tourist industry.  
 B. The tourist industry in Egypt has collapsed since the revolution.  
 C. People in Egypt are disappointed with the revolution.  
 D. The crime rate in Egypt is rising sharply.
12. What is this text?  
 A. a journal entry  
 B. a newspaper report  
 C. an article in a museum brochure  
 D. an interview  
 E. a review

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. **bid** (§ 1)  
 A. bet  
 B. orders  
 C. attempt  
 D. offered
14. **given up** (§ 3)  
 A. surrendered  
 B. handed in  
 C. stopped  
 D. lifted
15. **Actually** (§ 5)  
 A. as a matter of fact  
 B. now  
 C. in detail  
 D. newly
16. **tough** (§ 6)  
 A. hard to eat  
 B. violent  
 C. unfortunate  
 D. soft

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: **that** (§ 1) = the revolt

17. **They** (§ 2) =  
 A. archeological sites  
 B. guides  
 C. seven tombs  
 D. visitors
18. **their** (§ 3) =  
 A. carriages  
 B. tourists  
 C. archeological sites  
 D. garages
19. **100** (§ 7) =  
 A. a month  
 B. three months  
 C. tourists  
 D. Nile cruises
20. **do this** (§ 8) =  
 A. starvation  
 B. tourist industry  
 C. overthrow of Mubarak  
 D. improve people's lives

**SEZIONE D: WRITING (20 POINTS)**

On a separate sheet of paper, write a **120-150-word composition on ONE** of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. Describe a travel destination that does not appeal to you. Explain why.
2. Discuss whether you have ever been involved in a protest movement.
3. Write about your interest in Egyptian art.

## Test Practice

### Reading/Writing (20 + 20 points): Sagrada Família

Read the following text and answer the questions.

1 The first question, on entering the completed interior of the church of Sagrada Família, is: "Is it really there?" We have been so long accustomed to the idea that Barcelona's most famous landmark is a permanent ruin, unfinished and unfinishable, that it comes as a shock to find it is now keeping out the rain, for the first time in **its** 130 years of making. It is like walking into the Colosseum and finding it all there, with crowds, sand, blood, beasts, gladiators and thumb-turning emperor which, being clearly impossible, would most easily be explained as a video game in three dimensions.

2 The second question is: "Is it really Gaudí?" The great Catalan architect famously adjusted his buildings as **he** went along, modifying details in response to unusual stones found in the quarry and forever testing his ideas with full size mock-ups. He had a donkey hoisted up the facade of the church, to see how it would look in a sculpted nativity scene, and made plaster casts of temporarily anaesthetised turkeys and chickens; he also used casts of stillborn babies so that he could **model** a Massacre of the Innocents. In the interests of spiritual research, he attended a death at a hospital and claimed he could see the moment when the soul of the departed met the holy family. Gaudí was fatally hit by a tram in 1926 and no subsequent architect working on the church has come close to matching his fanaticism or genius.

3 True, he left large plaster models of the nave, big enough to walk through, and of key elements. He left somewhat blurry drawings of the whole, including an overwhelming 170-metre cucumber of a tower, which is yet to be built. But these models and drawings leave much undefined and, as Gaudí himself changed his mind during the development of the church, it seems **likely** that he would have continued to do so if he had overseen its completion.

4 According to Oriol Bohigas, the octogenarian architect who oversaw Barcelona's remaking of itself from the 1980s on, the completion of the church makes **it**, architecturally speaking at least, into "the most reactionary city in Europe". His business partner, the British-born David Mackay, elaborates: "It's doubtful whether you can continue the work after such a long time and claim it's Gaudí's building." It is at best "an interpretation" or a "full-size version of the model".

5 Jordi Bonet, another octogenarian and architect of the building work since 1985, disagrees. "Gaudí's wishes are very clear: to continue the building of the basilica," he says. "This is being undertaken with the utmost fidelity to his ideas. **\*A** The naves, the roofs, the columns, the ceiling vaults are exactly as he modelled them and follow the geometrical and structural rules that Gaudí set up, allowing us to build exactly as he set the project out."

6 The debate has been given added force by the completion of the nave last autumn, by its consecration by the Pope and by the recent decision of the city of Barcelona to award the new work its highest architectural prize, but it goes back decades. In the early 1960s, architectural luminaries such as Le Corbusier and Alvar Aalto signed a petition, urging that the church either be left unfinished or that a competition be held to find a new design by a living architect. Oscar Tusquets Blanca, who became a leading Barcelona architect, helped organise the petition as a student. He now says that its main effect was to prompt a record-breaking year for public donations to the building effort, in reaction to this intervention by "Marxist heretics".

7 The argument is not only about architecture, but also about religion, and it goes back to Josep Maria Bocabella, the devout and eccentric bookseller **who** first conceived the idea of building a great church. It was to be an affirmation of the Catholic church, in the face of threats from a secular industrial society. The church would be dedicated to the Holy Family, in order to buttress family life, and would be placed on the edge of the expanding city. **\*B** Construction started in 1882 and there were hopes it would be ready for use within a decade. After parting company with his first architect, Bocabella appointed the 31-year-old Gaudí. According to legend, he dreamed that his architect would have piercing blue eyes and then met Gaudí, who had **such** eyes. It is possible that he thought he was getting a cheap option, as the young man would have charged lower fees than more established competitors. **\*C** Whatever might have been saved on fees was spent many times over on Gaudí's ambitious design.

8 Time and budget are usually the main constraints on building projects, but here both counted for nothing. It is impossible to know how much the church has cost **so far**, and will cost to finish, and no one has ever known how long it will take. "My client," said Gaudí, meaning God, "is not in a hurry." What mattered was how truly his vision of the church would reflect its spiritual ambitions, and if he got this right the **funds** would follow – from a shop that donated a peseta a day, from larger donors offering indulgences and papal blessings, and from special fundraising days. "In the Sagrada Família, everything is providential," said Gaudí. [R. Moore, 2011]

#### Text Organization (5 points)

Three of the five sentences below have been removed from the text and replaced by an asterisk and the letters A, B and C, whereas the other two are from different sources. Identify which two sentences do not belong in the text and write D in the space provided. Identify where the other three sentences belong (at \*A, \*B or \*C) and write the appropriate letter in the space provided.

1. \_\_\_\_\_ Early photographs show flocks of goats being herded in front of the building site.
2. \_\_\_\_\_ It is a pity the plans are wrong.
3. \_\_\_\_\_ If so, this hope was as vain as the projected timetable.
4. \_\_\_\_\_ He always spoke of his successors, giving them the necessary interpretative licence.
5. \_\_\_\_\_ More than 2 million people a year pay €12.50 a time to see the church.

**Comprehension: True or False (5 points)**

Choose A if the sentence is True and B if it is False. Base your answers on what is written in the text.

6. \_\_\_\_\_ Bocabella wanted to construct a large church in the centre of town as a way of promoting Catholicism.
7. \_\_\_\_\_ The Sagrada Família has been under construction for nearly a century.
8. \_\_\_\_\_ The two elderly architects interviewed have differing opinions on the Sagrada Família.
9. \_\_\_\_\_ After his tram accident, Gaudí made models and drawings of his project.
10. \_\_\_\_\_ The petition signed by Le Corbusier and Blanca had the desired effect.

**Comprehension: Multiple Choice (2 points)**

Choose the correct answer. Only one answer is correct.

11. Which statement best summarizes the text?
  - A. The Sagrada Família is a famous landmark in Barcelona.
  - B. Barcelona has become the most reactionary city in Europe.
  - C. The inside of Gaudí's controversial church has now been completed.
  - D. Gaudí lived a life of religious fanaticism.

12. Where did this text most likely appear?

- A. in a dictionary of art terms
- B. in a daily
- C. in an advertisement
- D. in a travel itinerary
- E. in a journal

**Vocabulary (4 points)**

Choose the definition or synonym that corresponds best to the word as it is used in the text.

13. model (§ 2)

- A. reproduce
- B. designer
- C. representation
- D. discover

14. likely (§ 3)

- A. pleasant
- B. possibly
- C. probable
- D. lovely

15. so far (§ 8)

- A. at a distance
- B. until now
- C. too much
- D. in the past

16. funds (§ 8)

- A. financial
- B. prices
- C. money
- D. invests

**Reference (4 points)**

What do the following words in the text refer to? Choose the correct answer. Only one answer is correct.

Example: its (§ 1) = Sagrada Família

17. he (§ 2) =

- A. building
- B. Catalan
- C. architects
- D. Gaudí

18. it (§ 4) =

- A. Bohigas
- B. Barcelona
- C. church
- D. business partner

19. who (§ 7) =

- A. Bohigas
- B. Gaudí
- C. Bocabella
- D. Holy Family

20. such (§ 7) =

- A. piercing blue
- B. young
- C. cheap
- D. these

**SEZIONE D: WRITING (20 POINTS)**

On a separate sheet of paper, write a 120-150-word composition on ONE of the following topics. It is possible to use ideas and expressions from the text, but you cannot not copy more than three consecutive words. Your composition must be organized into separate paragraphs and you must adhere to the word limit. You also need to invent an appropriate title for your composition.

1. Describe a special monument you have seen on your travels.
2. Imagine you had the opportunity to spend a year living in a different city. Discuss where you would go and why.
3. Discuss a piece of art that you have seen or read about that has provoked contrasting opinions.

## Answer key: Consumer Issues & Media Studies

### Test Practice Grammar and Vocabulary: History of Love

1.B 2.A 3.B 4.D 5.A 6.A 7.D 8.B 9.D 10.C

### Test Practice Verbs: Consumer Electronics Show

1.A 2.D 3.A 4.B 5.A 6.C 7.C 8.D 9.B 10.B

### Test Practice Verbs: Giorgio Armani

1.D 2.B 3.C 4.D 5.B 6.B 7.D 8.A 9.D 10.C

### Test Practice Verbs: In an Antique Land

1.B 2.C 3.A 4.A 5.B 6.A 7.B 8.A 9.D 10.B

### Test Practice Reading/Writing: Leather

Text Organization: 1. B 2. C 3. D 4. A 5. D

True/False: 6. A 7. B 8. B 9. A 10. B

Multiple Choice: 11. B 12. C

Vocabulary: 13. B 14. D 15. C 16. C

Reference: 17. B 18. C 19. A 20. B

### Test Practice Reading/Writing: Technology and relationships

Text Organization: 1. A 2. D 3. C 4. D 5. B

True/False: 6. B 7. B 8. A 9. A 10. B

Multiple Choice: 11. C 12. C

Vocabulary: 13. D 14. B 15. A 16. D

Reference: 17. D 18. A 19. C 20. D

### Test Practice Dictation: Shopping Online

According to a 2011 survey, shopping on the Internet is more popular than ever. For some people using the Internet to shop is more convenient since they don't have to leave their homes and can order anything from electronics to clothing and even food, day or night. Other people say they can find things for sale that aren't in the stores or that they can find better prices.

To purchase something online, you need a credit card. You have to type the card information on the website, making sure the store will not use it in the wrong way; people sometimes steal your identity. If you are nervous about buying online, you can go window-shopping on the Internet to see what products are available and how much they cost.

### Test Practice Dictation: The Big Issue

The Big Issue magazine, which was created in 1991, is one of the great success stories in the tradition of self-help in modern Britain. It concentrates on problems with housing and the homeless and offers a high standard of journalism. It is sold on streets all over Britain by people who are themselves without a home. They keep most of the money they receive from sales, giving them both an income and a feeling of self-respect because it is not simply begging. In addition, it has allowed a large number of people to get back on their feet again. The Big Issue has also helped to raise understanding among the general public. There are five different editions of the magazine all around the United Kingdom.

### Test Practice Dictation: Haggling at Market Stalls

In practically any country in the world, you are sure to find a market somewhere. Markets have been with us since ancient times, and developed wherever people needed to exchange the goods which they produced. For example, a farmer might have traded a cow for tools. But just as times have changed, so have market practices. In fact, today most stall-holders wouldn't be too enthusiastic about accepting potatoes as payment instead of cash.

In contrast, in a modern market in some countries a certain amount of "haggling" may be expected. This is when customer and seller eventually agree on a price only after quite a heated debate. Do remember, however, that acceptable market behaviour in one country is not necessarily appropriate in another. (124)

### Test Practice Dictation: Online Shopping

Everyone has noticed the impact that technology has had on business. Although all areas have been influenced in some way, changes in the shopping industry seem to be particularly appreciated by the public. Consumers are spending more time and money without leaving the comfort of their own homes. Many people still like to spend a day in shopping centres and prefer to see products before buying them. Yet, more and more people are becoming online shoppers. Almost anything can be bought on the Internet and electronic sales seem stronger than ever. However, electronic shopping is not just about buying from a website; consumers can sell their own things as well. In fact, online shopping now represents a truly alternative marketplace.

### Test Practice Dictation: Shawn Fanning's Napster

Shawn Fanning is the most famous teenager in America. His website, Napster, has changed the world.

Before Napster, finding the music you liked was difficult. There were three problems. The first was money. People heard a good song by a new group, but when they bought the CD, they found that all the other songs were bad. The second problem was record companies. Often the music that people wanted to hear was no longer for sale. The third problem was the Internet; finding and downloading songs from music websites was difficult.

In 1998, a friend of Shawn's thought of writing a programme to exchange music on the Internet that would resolve these problems. Shawn left university and three months later his programme, Napster, was finished.

## **Answer key: Culture – Food & Customs**

### **Test Practice Verbs and Vocabulary: Rosewater and Soda Bread**

1.C 2.A 3.D 4.B 5.B 6.C 7.D 8.A 9.B 10.D

### **Test Practice Grammar and Vocabulary: Three Men in a Boat**

1.C 2.B 3.D 4.C 5.C 6.A 7.B 8.B 9.C 10.D

### **Extra Practice Grammar and Vocabulary: First Indian Restaurant in Britain**

1.ago 2.from 3.best 4.Irish 5.which 6.least 7.as 8.however 9.another 10.died

1.B 2.A 3.C 4.B 5.A

### **Test Practice Verbs: Food Revolution**

1.D 2.C 3.A 4.B 5.B 6.D 7.D 8.C 9.A 10.D

### **Test Practice Verbs: Caffè Al Bicerin**

1.D 2.A 3.D 4.A 5.B 6.C 7.C 8.B 9.C 10.C

### **Test Practice Verbs: Medieval Diet**

1.A 2.D 3.B 4.B 5.C 6.A 7.C 8.D 9.A 10.B

### **Test Practice Verbs: Languages in New York City**

1.C 2.B 3.A 4.C 5.A 6.B 7.D 8.A 9.B 10.A

### **Test Practice Verbs: Debaptism**

1.C 2.A 3.B 4.D 5.A 6.D 7.B 8.B 9.A 10.D

### **Test Practice Verbs: Bullfighting**

1.C 2.C 3.D 4.B 5.B 6.A 7.B 8.D 9.C 10.B

### **Test Practice Reading/Writing: Gene Smith and Tibetan Culture**

Text organization: 1.B 2.A 3.C 4.D 5.D

True/False: 6.A 7.B 8.B 9.B 10.A

Mult. Choice: 11.A 12.E

Vocabulary: 13.B 14.C 15.A 16.D

Reference: 17.B 18.D 19.B 20.A

### **Test Practice Reading/Writing: The Columbian Exchange**

Text organization: 1.B 2.D 3.D 4.A 5.C

True/False: 6.B 7.A 8.B 9.B 10.A

Mult. Choice: 11.B 12.E

Vocabulary: 13.A 14.D 15.D 16.B

Reference: Reference: 17.C 18.A 19.D 20.C

### **Test Practice Reading/Writing: Winemaking in the UK**

Text organization: 1.D 2.A 3.D 4.B 5.C

True/False: 6.A 7.A 8.A 9.B 10.B

Mult. Choice: 11.A 12.A

Vocabulary: 13.B 14.C 15.B 16.D

Reference: 17.A 18.C 19.B 20.B



### **Test Practice Dictation: Billy Ocean: Family Life in the Caribbean and in England**

Billy Ocean's family lived on the island of Trinidad until he was 10. There wasn't a lot of money, or a lot of food, or a lot of anything really. That's why they came to England, where immigrants could get low-paying jobs that the English weren't too keen to do.

Life in England was so different from life in the Caribbean. In the Caribbean the community was like an extended family. Things were shared, and everyone looked after each other's children. But London was surprisingly different. While in Trinidad they had lived on a plantation, with lots of land, in London they were in the middle of buildings, cars, confusion, cold, smog, and fog. In addition, they had to depend more Billy Ocean: Family Life in the Caribbean and in England.

### **Test Practice Dictation: Pubs in the UK**

Pubs have always retained a special character. One of their most distinctive aspects is that there is no waiter service. If you want something, you have to go and ask for it at the bar. This may not seem very welcoming and a strange way of making people feel comfortable and relaxed. But to British people it is precisely this. To be served at a table is discomfoting for many people because it makes them feel they have to be on their best behaviour. But in pubs, it is more informal. You can get up and walk around whenever you want – like being in your own house. The 'home from home' aspect of the pub is encouraged by the relationship between customers and those who work there.

### **Test Practice Dictation: Leisure Activities**

Believe it or not, over 75% of Britain's population enjoys sport and leisure activities, and for participants and spectators there is a wide variety of them to enjoy. Recent encouragement toward a more healthy lifestyle has led to more people taking up physical activity to get or keep fit. These forms of exercise can be found indoors at sporting and recreation centres and outdoors, at the free publicly available playing fields as well as at clubs and associations open only to members. In any event, there are plenty to choose from whatever your level of physical fitness.

However, as with most countries, much of the free-time entertainment in the UK is not so energetic. Whether you're a child or an adult most towns have something for everyone.

### **Test Practice Dictation: The Modern Family**

The past twenty years have seen enormous changes in the lives and structures of British families. The large increase in divorces has meant that many women have to support themselves and their children. Even when there is no divorce, families often need both parents to work in order to survive, causing an increase in childcare facilities. In addition, statistics from 2009 show that most women are no longer happy to stay at home raising children, and many have careers earning as much as or even more than men.

Some experts argue that modern kids grow up to be more independent and mature than in the past. From an early age they go to nurseries, and so they are used to dealing with strangers and other children.

### **Test Practice Dictation: Indian Immigration to the UK**

The first Indian immigrants to the UK in the 1950s found it very difficult to adapt to their new environment. Some were fluent English speakers, having studied the language in India, but for most people this was not the case, so they had communication problems. Most of them slowly learned English, but some still can't use it at all.

The simple process of buying food to eat and being able to read the labels often proved to be problematic. Many of the early immigrants did not own or could not afford a telephone and were unable to communicate with their loved ones back in India. Their only way of correspondence was through letters to their home towns, which took a long time.

### **Test Practice Dictation: Food Festivals in London and Manchester**

Twenty years ago traditional food festivals in Britain had almost disappeared. Today, they have come back to life with new events all over the UK. The first festival is the London Food Market. Every autumn the capital holds a series of slow food markets, celebrating ethical and tasty cooking. Here you can sample and buy foods from around the world.

Then there is the Manchester Food and Drink Festival at the beginning of October. This event occupies more than 100 locations across the city. Local farmers will be setting up stands and celebrity chefs will cook live. The festival is also hosting the first Manchester Whisky Festival, on 10 October, where you can try special products from Japan, the US and even India. (123 words)

**Test Practice Dictation: Concern about Obesity**

How about a salad instead of that burger? Or fruit instead of that chocolate cake? The menus of the world's largest fast food chains are changing faster these days than at any time since the industry was born in the 1950s. McDonald's said last week it would gradually eliminate the extra large portions of food and drinks that have been accused of causing obesity in America and much of the developed world. This week it said it would introduce salads in 16 European countries this year. Increased concern about obesity and health are obviously playing a part in the changes. But what about the lawsuit brought against McDonald's last year by overweight teenagers in New York?

**Test Practice Dictation: Eating Habits**

Americans and the British are a very energetic and mobile people, always running from one appointment to another. They have very little time to spend preparing everyday meals to be eaten slowly. Various commitments force them to have a quick meal rather than a sit-down dinner. When they have the chance to eat at home, the working housewife often prefers to make something fast and easy. In fact, after World War II many women began to work full-time and they needed to function as both homemaker and career woman, so time became more valuable. Therefore, to make the preparation of the family dinner easier for them, food such as frozen dinners and chains like McDonalds came into fashion.

**Test Practice Dictation: MacDonald's or Diners?**

In America there are more than 20,000 "fast food" restaurants; however, many regular restaurants exist there too. Surprisingly, in international places you can eat excellent and authentic dishes from countries like India, China and, of course, Italy.

For good eaters an "all you can eat" restaurant is great. You pay only one price and then can take as much food as you want. Perhaps diners serve the most typical American food. It is much more similar to what people eat in their own homes. Besides meat and potatoes, you can get all kinds of vegetable dishes, as well as delicious desserts. If you are travelling in the United States, remember that fast food is convenient but real food is just around the corner.

**Test Practice Dictation: A Survey in Britain**

Eating in a restaurant should be an enjoyable experience. But a survey of young British people reveals that they are often intimidated and embarrassed because of their ignorance about restaurant protocol and lack of knowledge about food and wine. A study of two hundred young professionals in London this year shows that most people will not order dishes or drinks if they think there is a risk that they might mispronounce the name.

They are not very good at complaining either. Sixty-three per cent said they would rather sit in silence than cause a scene by sending back unsatisfactory food. During business lunches, many have made menu choices based on their desire to impress others rather than on what they actually want.

**Answer key: Education****Test Practice Grammar and Vocabulary: The British Museum is Falling Down**

1.C 2.D 3.D 4.A 5.B 6.C 7.C 8.B 9.A 10.B

**Test Practice Grammar and Vocabulary: Lucky Jim**

1.A 2.B 3.C 4.C 5.C 6.D 7.B 8.A 9.B 10.A

**Test Practice Grammar and Vocabulary: Rotter's Club**

1.B 2.B 3.C 4.D 5.A 6.C 7.A 8.D 9.B 10.D

**Test Practice Verbs: New College of the Humanities**

1.D 2.A 3.B 4.A 5.C 6.B 7.B 8.D 9.A 10.A

**Test Practice Verbs: Gifted Students**

1.A 2.C 3.B 4.C 5.A 6.C 7.A 8.D 9.B 10.A

**Test Practice Verbs: Dropouts**

1.A 2.D 3.A 4.B 5.D 6.C 7.B 8.C 9.A 10.B

**Test Practice Verbs: Reading Workshop**

1.B 2.D 3.C 4.A 5.A 6.D 7.A 8.C 9.B 10.D

**Test Practice Reading/Writing: Sammy Gitau**

Text organization: 1.C 2.No 3.No 4.A 5.B

True/False: 6.A 7.B 8.B 9.B 10.A

Mult. Choice: 11.C 12.B

Vocabulary: 13.D 14.A 15.C 16.C

Reference: 17.C 18.C 19.A 20.D

**Extra Practice Reading: Going international**

Text organization: 1. D 2. A 3. D 4. C 5. B

True/False: 6. False 7. False 8. True 9. False 10. False

Multiple choice: 11. D

Vocabulary: 12. C 13. B 14. B 15. A 16. B

Reference: 17. journalism 18. Sir James Henderson School 19. knowing English 20. in Rome

**Test Practice Dictation: A-Levels and Universities**

There are currently over 200,000 students from outside Britain studying at British universities. The British education system is very flexible in order to provide for the needs of a modern, complex society. Degree courses are usually shorter and more intensive than in other countries. There are also a lot of scholarships available. You normally need three A-levels, which are the exams taken by people leaving school at 18, in order to enter an undergraduate degree course.

Universities in the UK offer a personalised approach. The emphasis is on creative and independent thought, which helps develop the skills needed to compete in the global job market. Tutors not only teach but also give support. As a result, international students have a very low drop out rate.

**Test Practice Dictation: Studying in South Korea**

Studying for up to seventeen hours a day is a fact of life for South Korean secondary school pupils. They live in a society where education is very important, and there is great competition for a place at university. Getting a good degree from a top university is the only way to be sure of getting a professional well-paid job.

Classes of fifty are not uncommon in schools and the teachers are strict. Pupils have to repeat after the teacher and memorise everything. "Teachers at my school don't give you any individual attention because they haven't got time," says Jie Sun. "They don't let us ask questions because they say it wastes time."

**Test Practice Dictation: Accredited Online Courses**

More and more universities around the world are offering opportunities for students to get degrees online from the comfort of their own homes, and many of these institutions are accredited, which means that they have met certain standards of excellence.

If you decide to take language courses online instead of going abroad, it is important to understand that there are advantages and disadvantages. The benefits are that the costs are usually lower, you can study at your own speed and you have access to the materials 24 hours a day from almost any computer in the world. However, you won't get the human interaction of meeting people face to face as you would if you were physically attending a school in another country.

**Test Practice Dictation: Living on Campus**

For many international students, studying at university in the United States can be quite a frustrating experience, especially when they are trying to find somewhere to live. Fortunately, there are a variety of options that students can consider. One possible choice is living on the university campus.

For students who have just arrived, staying on campus can be very convenient because they are close to everything they need and won't have to travel long distances. Often in dormitories meals are provided, and this allows students more time to dedicate to their studies, instead of doing housework. But students should know that they might not be able to choose who they live with and that they must also follow some strict rules on conduct.

**Answer key: Crime and Conflict****Test Practice Grammar and Vocabulary: Empire of the Sun**

1.B 2.B 3.A 4.D 5.C 6.D 7.C 8.A 9.B 10.B

**Test Practice Verbs: 2 XL Programme**

1.C 2.A 3.B 4.C 5.A 6.C 7.D 8.D 9.A 10.B

**Test Practice Verbs: Fighting Crime in Thailand**

1.D 2.A 3.D 4.C 5.A 6.C 7.C 8.B 9.D 10.A

**Test Practice Verbs: Ginetta Sagan**

1.C 2.B 3.A 4.D 5.C 6.B 7.B 8.A 9.C 10.B

**Test Practice Reading/Writing: Counterfeit Paintings**

Text organization: 1.C 2.A 3.D 4.D 5.B

Comprehension (True/False): 6.A 7.B 8.B 9.A 10.B

Comprehension (Multiple choice): 11.A 12.D

Vocabulary: 13.C 14.B 15.C 16.D

Reference: 17.B 18.B 19.D 20.A

**Test Practice Reading/Writing: Dith Pran and the Killing Fields in Cambodia**

Text organization: 1.D 2.A 3.D 4.C 5.B

Comprehension (True/False): 6.A 7.B 8.A 9.A 10.B

Comprehension (Multiple choice): 11.B 12.C

Vocabulary: 13.C 14.B 15.C 16.A

Reference: 17.C 18.A 19.B 20.D

**Test Practice Reading/Writing: Auschwitz Painter**

Text Organization: 1. D 2. B 3. D 4. A 5. C

True/False: 6. A 7. B 8. A 9. B 10. B

Multiple Choice: 11. C 12. B

Vocabulary: 13. B 14. A 15. D 16. A

Reference: 17. C 18. B 19. B 20. D

**Test Practice Reading/Writing: Dorothy Height and the Civil Rights Movement**

Text organization: 1.D 2.B 3.A 4.D 5.C

Comprehension (True/False): 6.B 7.A 8.B 9.B 10.B

Comprehension (Multiple choice): 11.A 12.E

Vocabulary: 13.C 14.A 15.C 16.B

Reference: 17.D 18.A 19.B 20.C

**Test Practice Reading/Writing: Rwanda**

Text organization: 1.B 2.No 3.No 4.C 5.A

Comprehension (True/False): 6.B 7.A 8.B 9.B 10.A

Comprehension (Multiple choice): 11.ii 12.v

Vocabulary: 13.iv 14.i 15.iii 16.iv

Reference: 17.C 18.B 19.C 20.A

**Test Practice Dictation: Bloomberg's Ban**

Two years ago Mayor Bloomberg introduced a ban on smoking in restaurants, bars and most other indoor public places. In the year after the ban, the number of adult smokers in the city fell 11 percent. An independent study showed most New Yorkers supported the ban. But New York's cigar smokers never liked it and now executives from some of the largest cigar companies in the world are donating thousands of dollars to a Democratic candidate hoping to defeat Mr Bloomberg in the election taking place in November.

Mr Bloomberg once enjoyed a good smoke. In his autobiography he described a party on Wall Street: "We smoked Cuban cigars, played poker and laughed a lot."

**Test Practice Dictation: John Harvey**

The English novelist John Harvey won exceptional praise for his novels about the detective Charlie Resnick. But three years ago Harvey announced that the tenth Resnick story was the last. "In a True Light" is his first new kind of novel. The story is set in London, New York and Tuscany, and each of these places is described in incredible detail.

The main character is a 60-year-old artist who made the mistake of painting illegal copies of famous portraits and landscapes for an art gallery. Eventually, he is caught and sentenced to two years in prison. When he is released, he returns to his studio in London, and his adventure begins. The book is a rare example of crime together with art.

**Test Practice Dictation: Mum, the Con-artist**

A young couple were having a romantic dinner at an expensive restaurant. They saw an old woman sitting alone, looking at them, and they were a little surprised when she came over to their table. The old lady said that the young woman looked just like her daughter, who had died a year ago. She said it would make her very happy if they said, 'Goodbye, Mum' when she left the restaurant. So when the old lady stood up to leave, the two diners waved to her. When the couple received their bill, however, they thought they had been overcharged. They called over the manager. 'The bill includes the charge for your mother's meal,' he explained. 'She said you'd pay.'

**Answer key: Gender Issues****Test Practice Grammar and Vocabulary: Wild Swans**

1.C 2.D 3.A 4.D 5.B 6.B 7.C 8.A 9.A 10.D

**Test Practice Grammar and Vocabulary: Women workers' rights**

1.B 2.C 3.D 4.D 5.A 6.A 7.B 8.D 9.C 10.C

**Extra Practice Grammar and Vocabulary: Woman suffrage**

1.C 2.A 3.D 4.B 5.C 6.A 7.B 8.C 9.D 10.D

True/False: 1.False 2.True 3.False 4.False 5.True

**Test Practice Reading/Writing: Women Film Directors**

Text Organization: 1. C 2. D 3. D 4. B 5. A

True/False: 6. B 7. B 8. B 9. A 10. True

Multiple Choice: 11. B 12. E

Vocabulary: 13. B 14. A 15. D 16. C

Reference: 17.D 18.A 19.C 20.B

**Test Practice Reading/Writing: Spanish Riding School**

Text Organization: 1. C 2. B 3. D 4. A 5. D

True/False: 6. B 7. A 8. B 9. A 10. True

Multiple Choice: 11. A 12. D

Vocabulary: 13. D 14. B 15. C 16. A

Reference: 17.B 18.A 19.D 20.B

**Test Practice Reading/Writing: Anne Scott-James**

Text Organization: 1. B 2. D 3. D 4. A 5. C

True/False: 6. A 7. B 8. A 9. B 10. False

Multiple Choice: 11. C 12. C

Vocabulary: 13. A 14. D 15. B 16. B

Reference: 17. B 18. A 19. D 20. B

**Test Practice Dictation: The Suffragettes**

In 19th century America, women could not vote, so women called "suffragettes" began holding street meetings and criticising political speakers. Many were imprisoned.

Then in 1886 the biggest woman in the world came to America. She was 46 metres tall. A gift from France, the Statue of Liberty is a symbol of freedom and equality. Yet, when the statue was presented on the 26th of October, President Cleveland gave a speech to thousands of men, and the only woman there was the Statue of Liberty.

To show their disapproval, the suffragettes protested from a boat and shouted "If the Statue came to life, she would not be allowed to vote in France or America!" Finally in 1920 women in America were given the right to vote.

**Answer key: Work & Economics****Test Practice Grammar and Vocabulary: Sea of Poppies**

1.B 2.D 3.C 4.C 5.A 6.D 7.C 8.B 9.A 10.B

**Test Practice Grammar and Vocabulary: The Professor**

1.C 2.B 3.A 4.B 5.C 6.D 7.D 8.B 9.C 10.B

**Test Practice Grammar and Vocabulary: Dreams of my Father**

1. C 2. B 3. A 4. D 5. B 6. C 7. 8. A 9. D 10. D

**Test Practice Grammar and Vocabulary: Boy**

1.A 2.D 3.C 4.C 5.B 6.A 7.D 8.A 9.D 10.B

**Test Practice Grammar and Vocabulary: Temping**

1. D 2. A 3. D 4. B 5. C 6. D 7. A 8. B 9. C 10. D

**Test Practice Verbs: Ferrero**

1.D 2.C 3.B 4.D 5.D 6.C 7.A 8.B 9.C 10.A

**Test Practice Verbs: Poverty in Japan**

1.C 2.A 3.D 4.C 5.C 6.A 7.B 8.A 9.D 10.A

**Test Practice Verbs: Lidl**

1.B 2.D 3.C 4.C 5.B 6.D 7.B 8.B 9.A 10.C

**Test Practice Verbs: Work/Study Programme**

1. A 2. B 3. C 4. D 5. C 6. B 7. A 8. D 9. C 10. A

**Test Practice Reading/Writing: Child Labour**

Text organization: 1.C 2.D 3.D 4.A 5.B

Comprehension: 6.A 7.A 8.B 9.A 10.False

Comprehension: 11.B 12.E

Vocabulary: 13.A 14.C 15.C 16.D

Reference: 17.D 18.C 19.A 20.B

### **Test Practice Dictation: Happy hours**

Happy hours are not necessarily happy nor do they last for an hour, but they have become a part of many working people's daily ritual. On weekdays in bars and restaurants all over America, there is the late afternoon happy hour; usually it is held from four to seven. At the end of the workday, office workers in larger cities and small towns do not go directly home. Instead, they take a relaxing break and go to the nearest bar to be with friends and coworkers. Within minutes the bar is filled with businesspeople, secretaries and lawyers. They stand around and gossip about office life or personal matters. This is their place to recover from the stress at the office. (120 words)

### **Test Practice Dictation: Vacation Vocations**

Many of us, it seems, have two very different careers. There is our normal job and there is the job we really fancy but never do. A recent survey found over 30% of UK office workers wanted to do something different for a living. Now, Vacation Vocations is offering people a chance to try their dream jobs.

This company helps people choose a profession from the list on its website. (Chocolate-maker or zoo keeper have been popular choices.) During their holiday they become regular employees in their dream company and for two or three days a teacher or lawyer can wash elephants or make chocolate. Holidays cost from about \$400 to manage a small hotel to about \$2000 for a weekend as a tourist guide.

## **Answer key: The Arts**

### **Test Practice Grammar and Vocabulary: Flaubert's Parrot**

1.A 2.B 3.C 4.B 5.A 6.B 7.C 8.C 9.C 10.D

### **Test Practice Grammar and Vocabulary: The Fenice**

1.D 2.B 3.C 4.A 5.A 6.D 7.C 8.B 9.B 10.A

### **Test Practice Grammar and Vocabulary: Poetry**

1.C 2.A 3.C 4.C 5.A 6.B 7.D 8.B 9.B 10.D

### **Test Practice Grammar and Vocabulary: The Picture of Dorian Gray**

1.D 2.B 3.B 4.A 5.C 6.A 7.D 8.B 9.A 10.C

### **Test Practice Verbs: Classical Music**

1.A 2.C 3.C 4.A 5.D 6.B 7.B 8.A 9.D 10.C

### **Test Practice Verbs: Mona Lisa's Smile**

1.C 2.D 3.D 4.B 5.C 6.C 7.B 8.A 9.B 10.C

### **Test Practice Verbs: Rubens**

1.B 2.B 3.D 4.D 5.C 6.C 7.A 8.A 9.B 10.B

### **Test Practice Verbs: Ang Lee**

1.B 2.C 3.C 4.B 5.A 6.B 7.C 8.A 9.B 10.B

### **Test Practice Verbs: Playwright Sarah Kane**

1.A 2.C 3.B 4.B 5.C 6.C 7.B 8.C 9.A 10.C

### **Test Practice Verbs: Berthe Morisot**

1.B 2.D 3.A 4.B 5.C 6.A 7.A 8.D 9.B 10.A

### **Test Practice Reading/Writing: Cézanne and Picasso**

Text Organization: 1. D 2. A 3. C 4. D 5. B

Comprehension: True/False: 6.B 7.A 8.B 9.A 10.False

Comprehension: Multiple Choice: 11.C 12.C

Vocabulary: 13.A 14.C 15.A 16.D

Reference: 17.B 18.B 19.A 20.C

### **Test Practice Reading/Writing: Nobel Prize for Literature**

Text Organization: 1. D 2. D 3. C 4. B 5. A

Comprehension: True/False: 6.B 7.A 8.A 9.B 10.False

Comprehension: Multiple Choice: 11.B 12.C

Vocabulary: 13.D 14.C 15.B 16.A

Reference: 17.C 18.A 19.D 20.C

### **Test Practice Reading/Writing: Confucius**

Text Organization: 1. D 2. B 3. A 4. D 5. C

Comprehension: True/False: 6.A 7.A 8.B 9.A 10.False

Comprehension: Multiple Choice: 11.A 12.B

Vocabulary: 13.D 14.A 15.C 16.C

Reference: 17.B 18.B 19. A 20.D



**Test Practice Reading/Writing: Music for the Homeless**

Text Organization: 1. A 2. D 3. C 4. B e. D

Comprehension: True/False: 6.B 7.A 8.B 9.A 10.True

Comprehension: Multiple Choice: 11.D 12.E

Vocabulary: 13.B 14.A 15.A 16.C

Reference: 17.C 18.A 19. C 20.B

**Extra Practice Reading/Writing: Fesojiv**

Comprehension: Multiple Choice: a.iv b.ii c.i

Comprehension: True/False: a.B b.B c.A d.False

Reference: a.Caracas children b.Montalban music school c.S. Rattle d.the goal to rescue children e.sistema

Vocabulary: a.iv b.ii c.iii d.i e.ii

**Test Practice Dictation: Fringe Festival**

Summer in Edinburgh, Scotland's capital city, is the time for entertainment. In August and September there are several different festivals which take place there. The original Edinburgh International Festival started in 1947, and offers visitors a rich programme of classical music, theatre, opera and dance.

That same year a few uninvited, less traditional theatrical companies came to organise their own show, which grew into the Fringe Festival. "Fringe" means something on the outside of the main event; yet over the years, it has become the largest of all the festivals. Indeed, not only is it an important place for new talented stand-up comedians to perform at, but it also provides music and performances for children.

**Answer key: Geography & Tourism****Test Practice Grammar and Vocabulary: The Remains of the Day**

1.B 2.B 3.D 4.A 5.C 6.D 7.C 8.A 9.B 10.D

**Test Practice Grammar and Vocabulary: Travels with Charley**

1.C 2.D 3.D 4.A 5.B 6.A 7.C 8.C 9.D 10.B

**Test Practice Grammar and Vocabulary: Chile**

1.A 2.C 3.B 4.D 5.B 6.D 7. A 8.C 9.D 10.B

**Test Practice Grammar and Vocabulary: This Boy's Life**

1.B 2.D 3.A 4.B 5.A 6.C 7. C 8.D 9.B 10.C

**Test Practice Grammar and Vocabulary: In an Antique Land**

1.C 2.A 3.B 4.C 5.C 6.A 7.B 8.D 9.D 10.C

**Test Practice Grammar and Vocabulary: The Namesake**

1. C 2. D 3. A 4. B 5. A 6. D 7. B 8. C 9. B 10. D

**Test Practice Grammar and Vocabulary: Sea of Poppies**

1.C 2.B 3.A 4.C 5.C 6.A 7.A 8.D 9.B 10.C

**Test Practice Grammar and Vocabulary: Life of Pi**

1.B 2.D 3.B 4.C 5.D 6.B 7.A 8.C 9.A 10.C

**Test Practice Verbs: Travel 2011**

1.B 2.D 3.C 4.B 5.A 6.C 7.C 8.A 9.B 10.D

**Test Practice Verbs: The Parthenon Marbles**

1.C 2.A 3.B 4.A 5.B 6.B 7.C 8.B 9.D 10.D

**Test Practice Verbs: Venice**

1.D 2.C 3.B 4.D 5.C 6.B 7.A 8.B 9.C 10.A

**Test Practice Verbs: Lost Cities**

1. B 2. C 3. B 4. A 5. C 6. A 7. D 8. D 9. C 10. A

**Test Practice Verbs: A Day at the Seaside**

1.D 2.A 3.B 4.D 5.C 6.B 7.D 8.C 9.D 10.D

**Test Practice Reading/Writing: Benjamin Franklin**

Text Organization: 1.D 2.A 3.C 4.D 5.B

True/False: 6.A 7.B 8.B 9.A 10.False

Multiple choice: 11.E 12.B

Vocabulary: 13.B 14.B 15.A 16.D

Reference: 17.A 18.D 19.C 20.D



**Test Practice Reading/Writing: Ancient Greek in the Modern World**

Text Organization: 1.D 2.B 3.C 4.A 5.D

True/False: 6.B 7.A 8.B 9.A 10.False

Multiple choice: 11.A 12.C

Vocabulary: 13.D 14.B 15.C 16.D

Reference: 17.A 18.A 19.B 20.C

**Test Practice Reading/Writing: Egypt**

Text Organization: 1. B 2. D 3. D 4. C 5. A

Comprehension: True/False: 6.B 7.B 8.A 9.A 10.True

Comprehension: Multiple Choice: 11.B 12.B

Vocabulary: 13.C 14.C 15. A 16.B

Reference: 17.B 18.A 19. C 20.D

**Test Practice Reading/Writing: Sagrada Familia**

Text Organization: 1. B 2. D c. C d. A e. D

Comprehension: True/False: 6.B 7.B 8.A 9.B 10.False

Comprehension: Multiple Choice: 11.C 12.B

Vocabulary: 13.A 14.C 15. B 16.C

Reference: 17.D 18.B 19. C 20.A

**Test Practice Dictation: The London Underground Map**

Many people would agree that the London Underground map is extremely well designed. It is not only simple and easy to understand but also quite attractive, and it guides both Londoners and tourists round the Underground system in the city very well.

The map was drawn in 1931, although there had been a messy version of it before then. Instead of giving accurate information about distance, it provided a diagram showing only the stations on the Underground system. The design of the map showed great originality because it gave a very clear representation of a highly complex network of communications. This new map style was an enormous success with the public. In fact, the approach was later adopted by most of the world's underground systems. (125)

**Test Practice Dictation: Boarding and Take-off**

A few years ago, I was going from London to Paris to meet my husband and children. I checked in early and the assistant offered to change my ticket from tourist class to business class. As she gave me my boarding pass, she told me the plane was on time. So I was in a very good mood. I went to the café and had some coffee and then they announced the flight. I had a row of seats to myself because there weren't many other passengers and we all sat down, put on the seat belts and waited for take-off. They explained the safety instructions and I thought, "Why do they do this on every flight?" It's only 45 minutes to Paris.

**Test Practice Dictation: Lost in New York**

Possibly the world's least successful tourist is Mr Nicholas Scotti, an Italian living in San Francisco, who flew back to Italy to visit relatives. During the journey, the plane made a one-hour stop at Kennedy Airport. Mr Scotti got out and spent the entire day in New York thinking he was in Rome. The traveller noticed that modernisation had destroyed many of Rome's ancient buildings. After Mr Scotti had spent over twelve hours on a bus, the bus driver called in a policeman, who tried to explain where they were. Mr Scotti said he was very surprised the Rome police had employed an officer who did not speak Italian.