



MODELE DE TEST / TEST SAMPLES



ENGLEZĂ/ENGLISH

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Coordonator: DINA VÎLCU

Redactare programă și teste:

**CARMEN BORBELY
DIANA COTRĂU
CRISTINA FELEA
DORINA LOGHIN
ADRIAN RADU
ADRIANA TODEA**

Concepție machetă teste: ADRIAN RADU

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Listening / Ascultare

You will hear a text on the topic below divided into two parts. Each part will be repeated twice.

A Wandering Mind

PART ONE: You have one minute to look at questions 1 to 6.

Write the letter of the correct answer in the boxes provided, according to what you hear. Only one answer is correct.

Your answers	
1	

1. Neuroscientists used to find daydreaming
- A. alarming;
 - B. annoying;
 - C. worrisome.

2	
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2. Researchers have discovered that daydreaming
- A. can help one achieve his/her goals;
 - B. protects the brain;
 - C. hardly ever happens.

3	
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3. Mind wandering is
- A. a psychological disorder;
 - B. a deliberate fantasy;
 - C. involuntary daydreaming.

4	
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4. People's minds wander
- A. only when they are interrupted;
 - B. only when they sleep;
 - C. to fight the boredom of their current task.

5	
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5. Mind wandering is a mechanism that helps people
- A. deal with stress;
 - B. keep track of complex pursuits.
 - C. relax on a beach.

6	
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6. Students' minds often wander from a professor's lecture to the more significant issue of
- A. finding study partners;
 - B. mating;
 - C. evolutionary biology.

You will hear part one again. Then you will have 15 seconds to write your final answers.

PART TWO: You have one minute to look at questions 7 to 12.

Complete the sentences, in the boxes provided, according to what you hear.

7. Mind wandering is an unsafe when you drive too close to a car that may brake unexpectedly.

8. 'Mindless reading' is a complete of time.

9. In a laboratory, researchers ask subjects to report mind wandering while they are reading.

10. People can notice some of their brain's lapses when in a state of "-awareness."

11. When people 'zone out', they are no longer that their minds wander.

12. According to researchers, people 'zone out' about of the time.

You will hear part two again. Then you will have 15 seconds to write your final answers.

KEY

Listening Comprehension (12x0.5=6 points)

A Wandering Mind

PART ONE	
1	B
2	A
3	C
4	C
5	B
6	B

PART TWO	
7	strategy
8	waste
9	episodes
10	meta
11	aware
12	10 (ten) percent/ 10%

A Wandering Mind

PART 1:

In the past, daydreaming was often considered a failure of mental discipline, or worse. Freud labeled it infantile and neurotic. Psychology textbooks warned it could lead to psychosis. Neuroscientists **complained** that the rogue bursts of activity on brain scans **kept interfering** with their studies of more important mental functions (1).

But now that researchers have been analyzing those stray thoughts, they've found daydreaming to be remarkably common — and often quite useful. A wandering mind can protect you from immediate perils and **keep you on course toward long-term goals** (2). Sometimes daydreaming is counterproductive, but sometimes it fosters creativity and helps you solve problems.

Mind wandering, as psychologists define it, is a **subcategory of daydreaming** (3), which is the broad term for all stray thoughts and fantasies, including those moments you deliberately set aside to imagine yourself winning the lottery or accepting the Nobel. But when you're trying to accomplish one thing and **lapse** into "task-unrelated thoughts," that's mind wandering (3).

During waking hours, people's minds seem to wander about 30 percent of the time, according to estimates by psychologists who have interrupted people throughout the day to ask what they're thinking. If you're driving down a straight, empty highway, your mind might be wandering three-quarters of the time. People assume mind wandering is a bad thing, but if we couldn't do it during a **boring** task, **life would be horrible** (4).

Imagine if you couldn't escape mentally from a traffic jam. You'd be stuck contemplating the mass of idling cars, a mental exercise that is much less pleasant than dreaming about a beach and much less useful than mulling what to do once you get off the road. There's an evolutionary advantage to the brain's system of mind wandering: while a person is occupied with one task, this system keeps the individual's **larger agenda** fresher in mind. It thus serves as a kind of **reminder mechanism**, thereby increasing the likelihood that

the other **goal pursuits** will remain intact and not get lost in the shuffle of pursuing many goals (5).

Of course, it's often hard to know which agenda is most evolutionarily adaptive at any moment. If, during a professor's lecture, students start checking out peers of the opposite sex (6) sitting nearby, are their brains missing out on vital knowledge or working on the **more important** agenda of finding a **mate**? (6) Depends on the lecture.

PART 2:

But mind wandering clearly seems to be a dubious **strategy**, if, for example, you're tailgating a driver who suddenly brakes (7). Or, to cite activities that have actually been studied in the laboratory, when you're sitting by yourself reading "War and Peace" or "Sense and Sensibility."

If your mind is elsewhere while your eyes are scanning Tolstoy's or Austen's words, you're **wasting** your own time (8). You'd be better off putting down the book and doing something more enjoyable or productive than "mindless reading," as researchers call it (8).

Yet when people sit down in a laboratory with nothing on the agenda except to read a novel and report whenever their mind wanders, in the course of a half hour they typically report one to three **episodes** (9). And those are just the lapses they themselves notice, thanks to their wandering brains being in a state of "**meta-awareness**" (10).

Psychologists have also studied the many other occasions when readers aren't **aware** of their own wandering minds, a condition known in the psychological literature as "zoning out." (11) When experimenters sporadically interrupted people reading to ask if their minds were on the text at that moment, about **10 percent** of the time people replied that their thoughts were elsewhere — but they hadn't been aware of the wandering until being asked about it (12).

(SOURCE: John Tierney -"Discovering the Virtues of a Wandering Mind", June 29 2010-
www. amira.amplify.com)

You will hear a text on the topic below divided into two parts. Each part will be repeated twice.

The Day After Tomorrow

PART ONE: You have one minute to look at questions 1 to 6.

Write the letter of the correct answer in the boxes provided, according to what you hear. Only one answer is correct.

Your answers	
1	

1. The nightmare scenario contemplated depicts
 - A. the threats posed by melting icebergs;
 - B. coastal flooding and climate warming;
 - C. the global threat of methane gas poisoning.
2. Geoengineering scientists say that their ideas on how to cool the planet
 - A. have to be tested first;
 - B. are safe enough and need no testing;
 - C. won't work.
3. Geoengineering is supposed to use technology to. . . global changes.
 - A. cause;
 - B. research;
 - C. monitor.
4. Some scientists suggest that more plankton and algae in the oceans lead to
 - A. more carbon in the atmosphere;
 - B. less iron in the atmosphere;
 - C. less carbon in the atmosphere.
5. Geoengineers propose that we use some chemicals to make the atmosphere
 - A. cooler;
 - B. more reflective of sunshine;
 - C. hotter.
6. But climate geoengineering solutions are dangerous because
 - A. they are too simple.
 - B. of their unpredictable side effects;
 - C. it's too late for them to take effect.

2	
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3	
---	--

4	
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5	
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6	
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You will hear part one again. Then you will have 15 seconds to write your final answers.

PART TWO: You have one minute to look at questions 7 to 12.

Complete the sentences, in the boxes provided, according to what you hear.

7. Geoengineering may make people think that protecting the environment has become .

Some scientists are against geoengineering solutions because they have not yet been and cannot be

8. . Further more they are also exceedingly 9. .

10. Some politicians support the geoengineers' as an alternative to regulatory policies.

11. Unintentionally, we started to geoengineer the planet years ago.

12. We can still things so as to make "hacking" the planet unnecessary.

You will hear part two again. Then you will have 15 seconds to write your final answers.

KEY

Listening Comprehension (12x0.5=6 points)

The Day After Tomorrow

PART ONE	
1	B
2	A
3	A
4	C
5	B
6	B

PART TWO	
7	unnecessary
8	tested
9	dangerous
10	solutions/ ideas
11	150
12	change

The Day After Tomorrow

Part 1:

Imagine that it is 2050 — or even 2020 — and you are the president. Your science adviser has brought you alarming news: Greenland’s inland ice sheets are melting so fast that sea levels are about to rise dramatically (1). Moreover, thawing Arctic permafrost is about to pour huge quantities of heat-trapping methane gas into the atmosphere, which will make the already roasting planet even hotter (1).

The crisis, your adviser tells you, is now.

What can you do?

Quite a bit, to hear some researchers tell it. They say it should be possible to “geoengineer” the planet to cool its increasingly raging greenhouse fever. But they say these possibilities must be tested now (2), so that when the world needs to act, the scientific community can offer responsible advice.

Geoengineering is generally defined as the application of engineering techniques to alter the planet as a whole (3). As far as climate is concerned proposals fall into two groups.

The first involves removing carbon from the atmosphere by, say, fertilizing oceans with iron, to encourage the growth of plankton or algae. In theory, the plankton would absorb the carbon and, when they die, take it with them as they sink to the ocean floor (4).

The second approach involves reflecting solar radiation back into space by, say, spraying sulfate aerosols into the atmosphere to make the Earth, in effect, shinier (5).

But these remedies are not necessarily simple and even their easy-to-envision consequences (6) can be alarming. For example, encouraging plankton growth would encourage the growth of the creatures that feed on plankton, potentially disrupting the ocean food web. Sulfates in the atmosphere might disrupt rainfall in some areas, causing droughts.

And then, of course, there are the “**unknown unknowns,**” things we won’t even know we need to worry about until it is too late (6).

Part 2:

For some, the most worrisome thing about geoengineering is the idea that, once people know about it, they will think of it as a technological quick fix that makes it **unnecessary to control emissions of greenhouse gases** (7), an effort everyone takes pains to point out is by far the most important step to be taken now.

For some scientists geoengineering proposals are **untested, untestable** (8) and **dangerous beyond belief** (9). They fit them neatly into what they call a long tradition of imaginative and speculative literature involving the ‘control’ of nature. But the **ideas** have drawn favor especially among conservatives and libertarians who look for technological rather than regulatory **solutions** for climate change (10).

Still, good intentions do not necessarily lead to good results. And so far, humanity’s record of environmental manipulation does not inspire confidence.

All the while, humanity is already engaged in a gigantic geoengineering experiment, one that has been under way, however inadvertently, since people started large-scale burning of fossil fuels **150** years ago (11). So far, the world’s efforts to act together on the problem have been, to be charitable, unimpressive.

The lesson might therefore lie not in figuring out how to “hack the planet” but rather to **change** things so that planetary geoengineering will not be needed at all (12).

(SOURCE: Cornelia Dean, June 28, 2010 *The New York Times*)

You will hear a text on the topic below divided into two parts. Each part will be repeated twice.

When Adventure Tourism Kills: Waiving Your Right to Life?

PART ONE: You have one minute to look at questions 1 to 6.

Write the letter of the correct answer in the boxes provided, according to what you hear. Only one answer is correct.

Your answers	
1	

1. Markus Schneider went diving with the sharks
 A. because he wanted to write an adventure book.
 B. to escape his monotonous life as an attorney.
 C. for reasons that have remained unknown.

2	
---	--

2. Schneider's death on February 24 was caused by
 A. a massive heart attack.
 B. a leg injury.
 C. swimming in frozen waters.

3	
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3. Swimming in shark-infested waters is a high-risk activity like
 A. white-water rafting, mountain climbing and deep sea diving.
 B. white-water drafting, rock climbing and deep ocean diving.
 C. white-water battling, trainspotting and ocean sailing.

4	
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4. Professor Lidsky is an expert on
 A. torture.
 B. torrents.
 C. torts.

5	
---	--

5. The tour operator may be liable for Schneider's death
 A. if it didn't use reasonable care.
 B. because shark watching is illegal.
 C. because it didn't use a reasonable cage.

6	
---	--

6. The Scuba Adventures website advertised
 A. great shark eating experiences.
 B. safe shark feeding expeditions.
 C. caged shark feeding adventures.

You will hear part one again. Then you will have 15 seconds to write your final answers.

PART TWO: You have one minute to look at questions 7 to 12.

Complete the sentences, in the boxes provided, according to what you hear.

7. In an uncontrolled the divers' safety cannot be ensured.

8. Sharks in the Bahamas can grow up to feet in length.

9. Schneider's family might win the trial in a civil court if law applied.

10. Under Florida law, a claim would not be allowed.

11. A waiver contract may be if the risks are not clearly spelled out.

12. An alternative to swimming with the sharks is an aquarium.

You will hear part two again. Then you will have 15 seconds to write your final answers.

KEY

Listening Comprehension (12x0.5=6 points)

When Adventure Tourism Kills: Waiving Your Right to Life?

PART ONE	
1	C
2	B
3	A
4	C
5	A
6	B

PART TWO	
7	environment
8	13
9	federal (admiralty)
10	negligence
11	void(ed)
12	visiting

When Adventure Tourism Kills: Waiving Your Right to Life?

Part 1:

No one goes on an adventure tour with the thought that he won't make it back alive. The whole point is to go to the limits and live to tell the tale. It's unclear what Markus Schneider thought (1) when he signed up for a late February dive that could put him face-to-face with killer sharks spanning 18 feet in length — without a cage to separate him from the man-eaters. He surely didn't expect to end up dead. But the 49-year-old attorney from Austria, died on February 24 after being bitten in the leg (2) while swimming with the sharks in the Bahamas.

Every year hundreds of people die while living life to the fullest — battling white-water rapids, climbing the world's tallest mountain peak, descending to the depths of the ocean (3). These extreme sports are inherently dangerous and you take your chances. Or do you? "The thing about these high-risk activities is that if you're going to participate in them you assume a certain kind of risk," says Prof. Lyriisa Lidsky, who teaches tort law (4) at the University of Florida. In the case of Schneider, the question is whether the tour operator failed to use reasonable care (5) when he took a group of tourists diving for sharks without using cages. "Is the thing that killed Schneider something that you normally associate with shark watching?" Lidsky asks, "Or, is it something that could have been avoided had the company used reasonable care?" (5)

The tour, provided by Scuba Adventures of Riviera Beach, promoted its dives as great shark expeditions. The company also made clear the divers would be in the water without any cages while the sharks were being fed (6) — a practice which is banned in Florida. "To insure the best results we will be filling the water with fish and fish parts," the Scuba Adventures website stated. "Consequently, there will be food in the water at the same time as the divers. Please be aware that these are not 'caged' dives; they are open

water experiences. We will have crew members in the water at all times to insure diver safety."(6)

Part 2:

Rodney Barreto, chairman of the Florida Wildlife Conservation Commission, claims there's no way the crew could ensure the safety of the divers. "That's not a controlled **environment**," (7) Barreto says. "There's no way you know whether a three-foot shark or a **13-foot shark is coming.**" (8) "We're not discouraging people to go diving," Barreto adds. "We're telling them to be responsible and obey the law. One of the reasons they went to the Bahamas is they were doing something outside the law."

Whether Schneider's family could win if they took the case to civil court depends a lot upon what law applies — Florida law or **federal admiralty** law. **Admiralty** law would apply if the ship transported passengers between a port in the United States and a foreign country. The **federal** law would allow a **negligence** claim; (9) Florida law would restrict such a claim (10). Florida holds that waivers signed by a person participating in high-risk activity such as skydiving or shark watching are valid; the reason why these waivers are valid is that these people are knowingly engaging in risky activity.

If Florida law prevails, all recourse may not be lost for Schneider's family. Lidsky explains that a lot depends upon the wording of the waiver. Sometimes a court will **void** a contract because that contract fails to spell out the risk (11), she says. Still, she adds, the best bet is to avoid risky behaviour in the first place. But if the thrill seeker in you won't allow for that, at least check out whether the company respects proper safety standards. Then again, if you want to see a shark close up, you just might want to **visit** an aquarium (12).

By Siobhan Morrissey *Time* Monday, Mar. 03, 2008

You will hear a text on the topic below divided into two parts. Each part will be repeated twice.

Obama and the Messiah Complexity

PART ONE: You have one minute to look at questions 1 to 6.

Write the letter of the correct answer in the boxes provided, according to what you hear. Only one answer is correct.

Your answers	
1	

1. Who wrote the book *Why We Can't Wait*?

- A. Barack Obama;
- B. Martin Luther King;
- C. an African president.

2	
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2. Some people saw Obama's election as a sign

- A. of the end of racism in America;
- B. of the end of the post-racial age;
- C. of the beginning of a racial age.

3	
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3. Equal rights regardless of race

- A. can be guaranteed only by an African American president;
- B. can be observed only among ordinary citizens;
- C. presuppose equal chances and protection under the law.

4	
---	--

4. The Democrats' loss of the Massachusetts seat in the Senate was shocking because

- A. the president is a Democrat himself;
- B. Democrats used to be popular in Massachusetts;
- C. it spoiled the president's anniversary.

5	
---	--

5. Who has been dissatisfied in president Obama's reforms so far?

- A. The Republicans;
- B. Some Democrats;
- C. The speaker.

6	
---	--

6. When his friend was arrested, Obama

- A. refused to intervene on his friend's behalf;
- B. was at his friend's home;
- C. accused the police of incompetence.

You will hear part one again. Then you will have 15 seconds to write your final answers.

PART TWO: You have one minute to look at questions 7 to 12.

Complete the sentences, in the boxes provided, according to what you hear.

7. Dr. King and Jesse Jackson were Moses-like , according to Obama.

8. The younger generation of leaders had to deal with more discrimination.

9. Obama blamed his reaction on the law enforcement's history of discriminating against African Americans and Latinos.

10. Many Americans unrealistically expect Obama to perform miracles in no more than a .

11. People need to be reminded that Obama is not their saviour but their .

12. Both Americans and their fellow Democrats have to keep fighting for justice and equality.

You will hear part two again. Then you will have 15 seconds to write your final answers.

KEY

Listening Comprehension (12x0.5=6 points)

Obama and the Messiah Complexity

PART ONE	
1	B
2	A
3	C
4	B
5	B
6	C

PART TWO	
7	leaders
8	sophisticated (racial)
9	long
10	year
11	president
12	African

Obama and the Messiah complexity

Part 1: Obama's first year has shown that the United States is not a post-racial society. But it does give us renewed hope for equality.

On Monday the United States celebrated the birthday of Martin Luther King with a national holiday. It cast my mind back to 1963, when he wrote the book Why We Can't Wait (1), in response to those who said it was "too early" to make America equal for all, regardless of race. On Wednesday the US marked another anniversary – of the inauguration of the first African American president.

Barack Obama's election was seen by many as the dawn of the "post-racial" age (2), where we no longer needed to talk about equality. So if it was too soon when King was writing, and it's too late now, tell me: when will it be time?

In reality, the racial age will not be over until the law guarantees all citizens equal opportunity and protection (3). And we must ultimately judge this not from the White House down but from ordinary houses up.

Obama's anniversary celebrations this week were marred by the crucial loss of a Democrat seat in the Senate – and, shockingly, it was in Massachusetts, which has traditionally had a huge democratic majority (4).

From his high a year ago, Obama has lost support among Republicans who hate his healthcare reforms, and also among Democrats, some of whom believe his reforms didn't go far enough (5), and many of whom oppose his escalation of the war in Afghanistan. But I think he's done very well. Yes, some of the euphoria has gone, but people forget what he inherited: a nation engaged in two wars and on the brink of financial collapse.

Without doubt, some of the criticism directed against Obama has been racially motivated. And some say he shouldn't have got involved, for instance, when his

friend, Professor Henry Louis Gates, was arrested in his own home. Obama said the police department had acted "stupidly" (6); but I don't think it was a mistake to say that, despite the backlash against his intervention.

Part 2: Four years ago, Senator Obama spoke in Selma, Alabama, at the annual commemoration of the 1965 civil rights marches which took place there. He talked of a Moses generation of **leaders** (people like Dr King and Jesse Jackson) (7) and a Joshua generation of younger leaders. For this younger group, the issues were not about seats on the bus, or the denial of voting rights; they were about racial profiling by the police and other state agencies. We didn't have Jim Crow, the segregation laws. Instead we had Master James Crow Esq: the same thing, but done in a more **sophisticated** way (8).

So it was natural for Obama to treat the Prof Gates case like this; he was reacting according to what he knew. He later retracted the "stupid" comment. But at the time he'd also said: "What I think we know separate and apart from this incident is that there's a **long** history in this country of African Americans and Latinos being stopped by law enforcement disproportionately (9). That's just a fact." He never went back on this. And I think he did the right thing.

In some respects Obama faces a greater challenge now than before he was elected. Many Americans never really expected him to win the presidency, but it seems they all expected him to change their lives and the world within a **year** (10).

We need to remember that he ran for **president**, not for Messiah (11). The defeat in Massachusetts is a reminder that Obama already had a vociferous opposition; and if the majority of **African** Americans, along with the wider Democratic family, feel that we can somehow take our foot off the gas, we'll witness many more defeats (12).

We've lost this battle but I believe we will still win the war, and in doing so we will offer hope to all Americans that greater justice and equality can be a reality.

(SOURCE: Al Sharpton, guardian.co.uk, Thursday 21 January 2010 18.00 GMT)

Reading / Citire

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Put a Stop to Waste

To eat a chocolate the box has to be taken out of a paper bag, the cellophane wrapper has to be torn off, the lid opened and the paper removed. The chocolate itself has to be unwrapped from its own piece of paper. But **this insane amount of wrapping is not only for luxuries**. It is more and more difficult to buy anything that is not done up in cellophane, polythene or paper.

The shopper is not interested in the wrapping. Useless wrapping accounts for much of the garbage of each London household. So why is it done? Some of it, like the cellophane on meat, is necessary, but most of the rest is simply competitive selling. This is absurd. Packaging is using up the scarce energy and resources and is messing up the environment.

Not much research is being carried out on the costs of alternative types of packaging. How easy is it for **local authorities** to salvage paper, pulp it, and re-cycle it as egg-boxes? Would it be cheaper to plant another forest? Paper is the material most used for packaging – twenty million paper bags are apparently used in Great Britain each day – but very little is salvaged.

A machine has been developed that pulps paper then makes it into packaging, e.g. egg-boxes and cartons. This could be easily adapted for local authority use. It would mean that people would have to separate their garbage into paper and non-paper, with a different dust bin for each. Paper is the material most easy to re-cycle, and now with massive increases in paper prices, the time has come when collection by local authorities could be profitable.

Re-cycling already happens with milk bottles, which are returned to the dairies, washed and refilled. But both glasses and paper are being threatened by the growing use of plastic. More and more dairies are experimenting with plastic bottles and it has been estimated that if all the milk bottles necessary were made of plastic, then British dairies would be making enough plastic tubing to encircle the Earth every five or six days.

The problem is plastic does not rot. Some environmentalists argue that the only solution to the problem of ever growing mounds of plastic containers is to do away with plastic altogether in the shops, a suggestion unacceptable to many manufacturers who say there is no alternative to their handy plastic packs.

It is evident that more research is needed into the recovery and re-use of various materials and into the cost of collecting and re-cycling containers as opposed to producing new ones. Unnecessary packaging intended to be used just once, and making things look better so more people will buy them, is clearly becoming increasingly absurd. But it is not so much a question of doing away with packaging as using it sensibly. What is needed now is a more sophisticated approach to using scarce resources for what is, after all, a relatively unimportant function.

(SOURCE: *The Sunday Times*, January, 1998)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. Too many products nowadays are wrapped in unnecessary packaging.
2. Most London families refuse to throw away packaging.
3. The countryside is being spoilt by the overproduction of packaging.
4. In future paper and glass will replace plastic wrapping and containers.
5. Most of the 20 million paper bags used each day are recovered and re-used.
6. There is no danger that plastic will ever replace glass and paper.

Your decision: T or F	
1	
2	
3	
4	
5	
6	

Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. The *local authorities* in line 13 are:

- A. the town council
- B. the police
- C. the paper manufacturers
- D. the most influential citizens

Your answers	
7	

8. If wrapping paper is to be re-cycled

- A. more forests will have to be planted.
- B. the use of paper bags will have to be restricted.
- C. people will have to use different dustbins for their rubbish.
- D. the local authorities will have to reduce the price of paper.

8	
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9. British dairies are

- A. producing enough plastic tubing to go round the world in less than a week.
- B. giving up the use of glass bottles.
- C. increasing the production of plastic bottles.
- D. re-using their old glass bottles.

9	
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10. *This insane amount of wrapping is not only for luxuries* in paragraph 1 means that

- A. not enough wrapping is being used for luxuries.
- B. more wrapping is being used for luxuries.
- C. it is not only for luxury products that too much wrapping is used.
- D. the wrapping used for luxury products is not necessary.

10	
----	--

11. The environmentalists think that

- A. more plastic packaging should be used.
- B. plastic is the most convenient form of packaging.
- C. too much plastic is wasted.
- D. shops should stop using plastic containers.

11	
----	--

12. The author thinks that

- A. the function of packaging is not important.
- B. people will soon stop using packaging altogether.
- C. not enough research has been done into the possibility of re-cycling.
- D. the cost of re-cycling is so great that it is better to produce new materials than re-use old ones.

12	
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Test 2

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Radiation in Space

Space is a dangerous place, not only because of meteors but also because of rays from the sun and other stars. The atmosphere again acts as our protective blanket on earth. Light gets through, and this is essential for plants to make the food we eat. Heat, too, makes our environments tolerable and some ultraviolet rays penetrate the atmosphere. Cosmic rays of various kinds come from outer space, but enormous quantities of radiation from the sun are screened off. As soon as men leave the atmosphere, they are exposed to this radiation but there are space suits and the walls of their spacecraft, if they are inside, do prevent a lot of radiation damage.

Radiation is the greatest known danger of explorers in space. Dozes of radiation are measured in units called 'rems.' We all receive radiation here on earth from the sun, from cosmic rays and from the radioactive minerals. The 'normal' dose of radiation that we receive each year is about 100 milirems (0.1rem); it varies according to where you live, and this is a very rough estimate. Scientists have reason to think that a man can put up with far more radiation than this without being damaged; the figure of 60 rems has been agreed on. The trouble is that it is extremely difficult to be sure about radiation damage. A person may feel perfectly well but the cells of his or her sex organs may be damaged, and this will not be discovered until the birth of deformed children or even grandchildren.

Early space probes showed that radiation varies in different parts of space around the world. It also varies in time because, when great spurts of gas shoot out of the sun (solar flares), they are accompanied by a lot of extra radiation. Some estimates of the amount of radiation in space, based on various measurements in calculations, are as low as 10 rems per year, others are as high as 5 rems per hour! Missions to the moon (the Apollo flights) have had to cross the Van Allen belts of high radiation and, during the outward and return journeys the Apollo 8 crew accumulated a total dose of about 200 milirems per man. It was hoped that there would not be any large solar flares during the times of the Apollo moon walks because the walls of the LEMs (lunar excursion modules) were not thick enough to protect the man inside though the command modules did give reasonable protection. So far, no dangerous doses of radiation have been reported, but the Gemini orbits of the Apollo missions have been quite short. We simply do not know yet how men are going to **get on** when they spend weeks and months outside the protection of the atmosphere, working in a space laboratory or in a base on the moon. Drugs might help to decrease the damage done by radiation, but no really effective ones have been found so far. At present, radiation seems to be the greatest physical hazard to space travellers, but it is impossible to say just how serious the hazard will turn out to be in the future.

(SOURCE: C.F. Stoneman, *Space Biology*)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. The atmosphere protects the Earth from excessive radiation.
2. Spacesuits and spacecrafts are perfect means to prevent radiation damage.
3. Meteors are the main dangers in space.
4. Everyone on earth is exposed exactly to the same amount of radiation.
5. It is easy to tell if a person has been harmed by radiation.
6. The crew on Apollo 8 were not protected from solar flares.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. The worst hazard for spacemen is
 - A. meteors.
 - B. radiation.
 - C. heat.
 - D. gas.
8. Scientists have fixed a safety radiation level of
 - A. 10 rems per year.
 - B. 60 rems per year.
 - C. 100 milirems per year.
 - D. 5 rems per hour.
9. The spacemen were worried about solar flares when they were
 - A. exploring the surface of the moon.
 - B. setting up a moon base.
 - C. crossing the Van Allen belts.
 - D. waiting in the command module.
10. When men spend long periods in space, how will they protect themselves?
 - A. By taking special drugs.
 - B. By wearing special suits.
 - C. By using a protective blanket.
 - D. No solution has been found yet.
11. Which of the following is true?
 - A. The grandchildren of astronauts are deformed.
 - B. The children of astronauts have damaged sexual organs.
 - C. Radiation damage may show only in later generations.
 - D. Radiation does not seem to be very harmful.
12. *Get on* in line 32 means:
 - A. mount
 - B. walk
 - C. survive
 - D. advance

Your answers	
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Test 3

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Science in the Kitchen

The term molecular gastronomy was coined in 1988 by the late Nicholas Kurti, a renowned low temperature physicist from Oxford University, and Hervé This, probably the only person in the world with a PhD in molecular gastronomy. Kurti became interested in applying his scientific knowledge in the kitchen after he retired, and together with This, organised the first MG workshop attended by chefs, scientists and food writers in Erice, Sicily. Now held bi-annually, the next one will be in 2004.

Molecular gastronomists believe that cooking would improve if cooks understood more about the processes involved, abandoned the misconceptions of the past and embraced improvements based on rational models. How many amateurs have watched dejectedly as yet another soufflé has failed to rise? The key, according to This, is to heat the soufflé from the bottom because evaporating water pushes the other parts of the soufflé upward, and to whip the egg whites as much as possible to achieve maximum firmness.

A soufflé is based on a viscous preparation, for example a Bechamel sauce made of butter, flour and milk, to which is added cheese, egg yolks and whisked egg whites. It used to be thought that soufflés rose as the air bubbles in the egg whites grew bigger as they got warmer. However, This has measured the temperature and pressure inside a soufflé and calculated that the bubbles can swell by 20 per cent at the most whereas soufflés can double in volume.

In fact, the soufflé rises as water from the milk and yolks evaporates, and rises to the top of the soufflé, pushing the layers of mixture upwards. This means that heating the container from the bottom produces the best results. He has also found that the stiffer the egg whites, the more the soufflé rises. The firmer egg whites have a greater volume to begin with, but the firmness of the foam also prevents the bubbles from passing quickly through the soufflé and escaping; slowly rising bubbles are better at pushing up the layers of mixture.

Improving on old recipes is one aspect of MG, but what about inventing new ones? This developed his unappetisingly named 'chocolate dispersion' using the theory of emulsions, but don't let this put you off. First, melt some chocolate, then wait until the temperature is below 61°C. Add the melted chocolate to egg white while whipping the mixture. Finally, place in a microwave oven for one minute. The initial dispersion of cocoa butter becomes a semi-solid mass, or chemical gel, on heating - like a chocolate cake without flour. Using a microscope, This has studied how the protein network traps the chocolate droplets, resulting in a gellified emulsion. The chocolate is dispersed twice: once in the emulsion and once in the gel. The resulting cake, he says, has a powerful aroma of chocolate - released by the high temperatures - and a 'very tender texture'. Chocolate dispersion anyone?

(SOURCE: Maria Burke, *Cooking with Chemistry*)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. Hervé This is the only specialist in molecular gastronomy in the world.
2. Before heating, the soufflé is a thick and sticky mixture.
3. A 20 % growth of the air bubbles determines a 100% growth of the soufflé.
4. The firmness of the whisked whites prevents the air bubbles from escaping the soufflé.
5. Hervé This named it “chocolate dispersion” because the recipe is based on the theory of emulsions.
6. The chocolate and egg white emulsion becomes a chemical gel when heated.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only one answer is correct.

7. Nicholas Kurti
- A. was a coin collector.
 - B. was a cold person.
 - C. created the term “molecular gastronomy”.
 - D. will attend the 2004 molecular gastronomy workshop in Sicily.

Your answers	
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8. Modern cooks should
- A. adopt a scientific approach to cooking.
 - B. abandon completely the recipes of the past.
 - C. not misunderstand the rational models.
 - D. take advice only from molecular gastronomists.

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9. In order to cook the perfect soufflé you must
- A. boil water as it cooks.
 - B. bake it from the bottom up.
 - C. push the lid upwards.
 - D. use solid eggs.

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10. While cooking a soufflé, . . . evaporate/evaporates.
- A. milk and water
 - B. milk, water and yolks
 - C. only air bubbles
 - D. only water

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11. According to the recipe, the melted chocolate must reach a temperature . . . 61° C before adding egg whites.
- A. lower than
 - B. higher than
 - C. of
 - D. within a range of

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12. The protein network of the egg white captures
- A. the chocolate molecules.
 - B. small drops of chocolate.
 - C. the chocolate gel.
 - D. Hervé This.

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Test 4

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Earthquakes

Let us take a brief look at the planet on which we live. As Earth **hurtles** through space at a speed of 70, 000 miles an hour, it spins, as we all know, on its axis, which causes it to be flattened at the Poles. Thus if you were to stand at sea level at the North or South Pole you would be 13 miles nearer the centre of the Earth than if you stood on the Equator. The Earth is made up of three major layers – a central core, probably metallic, some 4 000 miles across, a surrounding layer of compressed rock, and to top it all a very thin skin of softer rock, only about 20 to 40 miles thick – that's about as thin as the skin of the apple, talking in relative terms. The pressure on the central core is unimaginable. It has been calculated that at the centre it is 60 million pounds to the square inch, and this at a temperature of perhaps 10, 000 degrees Fahrenheit. Oil borings down to 20, 000 feet have shown that the deeper they go, the hotter it becomes. The temperature of the earth at the centre is estimated to be anything between 3, 000 and 11, 000 degrees Fahrenheit.

But even so the deepest man has yet penetrated is about 10, 000 feet. This hole, the Robinson Deep Mine in South Africa, barely scratches the surface; so great is the heat at the 10, 000 feet that were it not for an elaborate air-conditioning system, the miners working there would be roasted. The Earth's interior, therefore, would seem to be of liquid metal – and evidence for this is given by the behaviour of earthquakes.

When an earthquake occurs, shock waves radiate from the centre just as waves radiate outwards from the point where a stone drops into a pond. And these waves pulsate through the earth's various layers. Some waves descend vertically and pass right through the earth, providing evidence for the existence of the core and an indication that it is fluid rather than solid. Thus, with their sensitive instruments, the scientists who study earthquakes, the seismologists, can in effect X-ray the earth.

Northern India, and more especially that part of Northern Pakistan known as Baluchistan, is a particularly seismic area. In Baluchistan one of the greatest earthquake disasters of modern times occurred in 1935, when the town of Quetta was destroyed and 30,000 people lost their lives. Today, Quetta is the home of a geophysical observatory where scientists make a special study of earthquakes. One of the practical tasks of the seismologists in Quetta has been to calculate ways of making buildings safe against earthquake tremors, and nowadays all houses in the town are built according to seven approved designs. As a result, in a great earthquake near Quetta only a few years ago, practically all the buildings stood up and no lives were lost.

Iceland is one of the most active volcanic regions of the world. And it was to Iceland that Jules Verne sent the hero of his book *A Journey to the Centre of the Earth*. This **intrepid** explorer clambered down the opening of an extinct volcano and followed its windings until he reached the Earth's core. There he found great oceans, and continents with vegetation. This conception of a hollow earth we now know to be false. In the 100 years since Jules Verne published his book, the science of vulcanology, as it is called, has made great strides.

So, scientists believe that this tremendous heat is caused by the breaking down of radio-active elements, which release large amounts of energy and compensate for the loss of heat from the earth's surface. If this theory is correct, then we are living on top of a natural atomic powerhouse.

(SOURCE: Radio UNESCO)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. If you stand at the Equator you will be closer to the centre of the Earth than if you stand at the Poles.
2. The shock waves from an earthquake cannot pass through the Earth's central core.
3. Earthquakes often occur in Baluchistan.
4. All houses in Quetta have the same design.
5. Jules Verne suggested that the center of the Earth is hollow.
6. It is not known exactly how hot it is at the centre of the Earth.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. The outer layer of the Earth is compared to the skin of an apple because:
 - A. it is only 20 to 40 miles thick.
 - B. it is thin in proportion to Earth's mass.
 - C. it is relatively thin compared with the central core.
 - D. it is softer than the other layers.
8. Which of the following is *not* true? It is thought that the interior of the Earth is not solid because
 - A. there is great pressure at the centre.
 - B. earthquake waves can move vertically.
 - C. the outer layer is made of rock.
 - D. the heat at the centre is too great.
9. The Robinson Deep Mine in South Africa is
 - A. too deep to work in.
 - B. too hot to work in.
 - C. no longer in use.
 - D. very close to the surface.
10. Since the publication of Jules Verne's book it has been proved that:
 - A. the centre of the Earth is not hollow.
 - B. oil borings cannot go deeper than 20,000 feet.
 - C. the earth is hot at the centre because heat is lost at the surface.
 - D. the earth is in danger.
11. Which of the following is closest in meaning to *hurries* in the text (line 2)?
 - A. travels
 - B. moves at great speed
 - C. revolves
 - D. wanders
12. Which of the following is closest in meaning to *intrepid* in the text (line 37)?
 - A. intelligent
 - B. inspired.
 - C. dauntless.
 - D. careful.

Your answers	
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Test 5

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

The Library of Alexandria

The Library of Alexandria is a legend. Not a myth but a legend. The destruction of the library of the ancient world has been retold many times and attributed to just as many different factions and rulers, not for the purpose of chronicling that edifice of education, but as a political slander. Much ink has been spilled, ancient and modern, over the 40,000 volumes housed in grain **depots** near the harbour, which were supposedly incinerated when Julius Caesar torched the fleet of Cleopatra's brother and rival monarch. So says Livy, apparently, in one of his lost books, which Seneca quotes. The figure of Hypatia, a fifth-century scholar and mathematician of Alexandria, being dragged from her chariot by an angry Pagan-hating mob of monks who **flayed her alive** then burned her upon remnants of the old Library, has found her way into legend as well, thanks to a few contemporary sources which survived. Yet while we know of many rumours of the destruction of "The Library" (in fact, there were at least three different libraries coexisting in the city), and know of whole schools of Alexandrian scholars and scholarship, there is scant data about the whereabouts, layout, holdings, organization, administration, and physical structure of the place.

The Library of Alexandria was founded at a unique place and time, which allowed its scholars to draw on the deductive techniques of Aristotle and Greek thought, in order to apply these methods to the knowledge of Greece, Egypt, Macedonia, Babylonia, and beyond. The location of Alexandria, as a center of trade, and in particular as the major exporter of writing material, offered vast opportunities for the **amassing** of information from different cultures and schools of thought. Its scholars' deliberate efforts to compile and critically analyze the knowledge of their day allowed for the first systematic, long-term research by dedicated specialists in the new fields of science suggested by Aristotle and Callimachus. Whole new disciplines, such as grammar, manuscript preservation and trigonometry were established. Moreover, the **fortuitous** collection of documents in an Egyptian city allowed the transmission and translation of vital classical texts into Arabic and Hebrew, where they might be preserved long after copies were lost during the Middle Ages in Europe. Alexandria and its cousins, the Lyceum, Academy, and the younger Pergamon library, were probably the prototypes both for the medieval monastery and universities. Finally, the methods of research, study, and information Library are much the same as those used today, but just as the medium of linear scrolls gave way to books in its halls, we now are watching the transformation from books to multilayered documents in the electronic medium.

(SOURCE: <http://cosmopolis.com>)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. The Library of Alexandria stands for several libraries and schools in the city.
2. In one of his books, Seneca accuses Caesar of burning the Library.
3. There are at least three accounts of the destruction of the Library.
4. Alexandria evolved into a cultural centre because it was also a centre of trade.
5. Many classical texts survived as Arabic and Hebrew translations.
6. The Library of Alexandria stored scrolls not books.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. *Depots* in line 6 means:

- A. freighters
- B. warehouses
- C. ships
- D. museums

Your answers	
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8. Hypatia was murdered by

- A. a Pagan mob.
- B. a hating Pagan mob.
- C. monks who hated Pagans.
- D. Pagan monks.

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9. *Flayed her alive* in line 10 means:

- A. whipped her to death
- B. skinned her alive
- C. beat her to death
- D. killed her

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10. *Amassing* in line 21 means:

- A. intensification
- B. growth
- C. agglomeration
- D. accumulation

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11. The Library of Alexandria became . . . for medieval universities.

- A. a symbol
- B. an ideal
- C. a model
- D. a guide

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12. *Fortuitous* in line 26 means:

- A. pressing
- B. crammed
- C. fortunate
- D. random

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Test 6

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Selection of Judges

There has been much criticism of the legal system and in particular of the judges. Outspoken criticism or 'judge bashing' has almost become a national sport. We hear so much of the judges being typically white, middle class, middle aged and male. Judges, we are told, should have more in common with the people on whom they pass sentence (although most people would not want criminals to act as judges). They should be more representative of the general population and should include more women and more members of ethnic minorities. The Lord Chancellor's department is well aware of this criticism, but one of the difficulties in achieving a higher proportion of women or ethnic minorities is the way judges are selected in Britain.

Every judge, as well as having good judgment and being fair, patient and clever, has to have a brilliant legal mind. Perhaps in Britain, where the law is based so much on **precedent**, it is especially vital to have only judges who are outstanding lawyers, at least at the High court level and above. For in these courts, not only does each case have to be decided on its facts, but, if it involves a point of law, it may well be used in other cases as authority for decades, even centuries to come.

In some other European countries, the method of selection of judges operates much earlier in a lawyer's career. A law student can apply to study to become a judge. Given the European system of selection, not only are newly appointed judges there much younger than in Britain, but women and members of ethnic minorities are much better represented.

The system in Britain is different. Reluctance to change the modern system in Britain may be partly because some feel that, though you can spot a high I.Q. in a young man or woman of twenty, what constitutes an outstanding lawyer is more elusive, and that naturally leading lawyers, equipped to try cases, only emerge through court room and litigation experience and struggle over thirty years.

In Britain, the careers of high-flying barristers are noted by existing judges and, when the moment is right, a new judge is appointed by the Lord Chancellor. Of course the judge bashers say that the appointers choose people entirely like themselves, which ends up producing a judiciary of old, old fashioned, members, - all white and male. But they were law students thirty years ago, when there were far fewer women or black candidates. Nowadays, about 50% of the law students are women, or members of ethnic minorities. It may not be something to be too proud of that things will probably have advanced in 30 years' time, but the law, in all its aspects, grinds exceedingly slow, and at least it's a step in the right direction.

(SOURCE: *Modern English Teacher*, vol. 2 No. 3 Jan. 2003)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. The selection of judges is similar in Britain and in the continental European countries.
2. According to recent critics, there is no "just representation" at the level of the judiciary.
3. In the superior courts, British judges must have outstanding legal abilities.
4. In Britain, judges tend to be selected from among the most competitive barristers.
5. By 2033 the number of female and black judges in Britain will have decreased.
6. According to this article, criticism of the judicial system is totally unjustified.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. Which of the following is an example of 'judge bashing,' as described in the article?
 - A. Quoting scandalous remarks made by a judge.
 - B. Beating up a judge.
 - C. Criticising the exclusion of women and ethnic minorities from the judiciary.
 - D. Praising a judge.

Your answers	
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8. The meaning of *precedent* in line 13 is

- A. ancestor
- B. decision of a higher court
- C. litigant
- D. predecessor

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9. In British superior courts, judicial rulings may be based on

- A. questions of both fact and law.
- B. questions of neither fact nor law.
- C. future rulings in similar cases.
- D. American case-law.

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10. The 3rd paragraph states that in other European countries there are more women judges because of

- A. more female candidates.
- B. fewer male candidates.
- C. much brighter female candidates.
- D. much earlier career opportunities.

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11. Most of the British judges

- A. are members of the religious minorities.
- B. are young and inexperienced.
- C. are old and old fashioned.
- D. enjoy flying at high altitudes.

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12. What is the purpose of this article?

- A. to claim that judge bashers in Britain have no reason to complain.
- B. to suggest that there is hope for a slow improvement of the judge selection system in Britain.
- C. to point out how much the British legal system differs from the continental one.
- D. to list the qualities a British judge must possess.

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Test 7

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Theory is the poetry of mathematicians or computer scientists, and, like poetry, its essence is metaphor – the sudden equation of separate ideas that elucidates, systematizes, and unites them for the first time.

“To be or not to be”, cries the poet. “ $E=mc^2$ ”, exclaims the theorist.

What distinguishes the theorist among scientists is the power not only to describe but to discover the secrets of nature in the metaphors and mathematics.

Probably one of the theorist’s most valuable auxiliary, however, is as a catalyst to invention. He attempts to spark the inventive process by exploring new ideas, creating new metaphors that bridge the discontinuities in nature, by building mathematical models of reality.

Following the scientific literature, maintaining personal touch with key members of the scientific community, **staying abreast** of critical research going forward in the laboratories – these are other functions carried on by the industrial theorist both for his own benefit and for that of his management.

His responsibility is to advise research management on what significant scientific trends are developing, what new lines of research should be opened, where current activities should be **curtailed** and so on. To counsel, to catalyse, to create – these are the responsibilities of the modern industrial theorist.

In the final analysis, all these three responsibilities stem directly from his power not only to describe but to discover the secrets of nature in the metaphors of mathematics

By the end of World War II the practical power of theory had been demonstrated and the theorist had begun to see that his numerical metaphors could have social and economic meaning.

One of frequently repeated dilemmas nowadays is whether there is any need for theorists? In the case of the transistor, the need for theorists was immediate and obvious. In the case of the computer, it was less so at first. But since about 1940 teams of information processing theorists had been led across a no-man’s land of switching networks and stored programs toward such astonishing goals as machines that adapt themselves to changing situations, that read print, and that even display rudimentary intelligence.

(SOURCE: Viorica Dănilă, *Engleza Tehnică*, Ed. Tehnică. 1982)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. The metaphor is an equation of separate ideas united for the first time.
2. One of the theorist's oldest roles is to support invention.
3. The theorist doesn't stimulate practical activities.
4. The theorist only describes the secrets of nature.
5. Numerical metaphors can be expressed in terms of social and economic meaning.
6. The importance of theorists was seen from the first days of the computer.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only one answer is correct.

7. According to the text, what is the importance of the theorist?
 - A. The theorist attempts to make people create new metaphors.
 - B. The theorist uses the metaphors of mathematics to find the secrets of nature.
 - C. The theorist deals with and explains new metaphors in mathematics.
 - D. The theorist explains surrounding nature by using metaphors.
8. Where do the scientist's most important responsibilities come from?
 - A. From his power to penetrate the secrets of nature.
 - B. From his power to catalyse the act of creation.
 - C. From his power to advise research.
 - D. From his power to know everything about critical research.
9. Is there any need for theorists nowadays?
 - A. Yes, but their role is not so obvious.
 - B. No, because machines got adapted to real situations without their help.
 - C. Yes, especially as the computer industry has developed.
 - D. No, as our modern world is pragmatically rather than theoretically oriented.
10. The expression *staying abreast* in line 12 may mean:
 - A. be informed
 - B. surpass
 - C. stay behind
 - D. demonstrate
11. The word *curtailed* in line 17 may mean:
 - A. expanded
 - B. reduced
 - C. made important
 - D. clarified
12. What would be the best title for the text?
 - A. The Metaphors of Mathematics
 - B. Theory as Poetry of Mathematics
 - C. The Research Theorist vs. the Industrial Theorist
 - D. The Importance of the Research Theorist

Your answers	
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Test 8

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

SENSE AND SENSIBILITY

Ten years ago, the noted critic Leslie Halliwell wrote in his filmgoer's companion that Jane Austen, "the most delightful of English novelists, has been oddly neglected by the screen." How much things have changed! Ang Lee's 1995 *SENSE AND SENSIBILITY* was the third movie adaptation of Austen's that year. With a script by Emma Thompson, for which she received an Academy Award, and a magnificent cast, which also included Hugh Grant, Kate Winslet, Alan Rickman and Imelda Staunton, Ang Lee's *SENSE AND SENSIBILITY* transformed Jane Austen's novel from a fine piece of fiction into an amusing, relevant and stunning film.

At its heart *SENSE AND SENSIBILITY* is the story of two sisters, Elinor and Marianne Dashwood. At a time of crisis in their lives – their father has died and left them penniless – they fall in love and, in both cases, it is disastrous. Elinor's beloved is already promised to someone else, and Marianne's heartthrob is a cad who finally jilts her. Battling through this heartache, they use each other's strengths to find happiness once again.

Elinor, the practical and dutiful one, develops her romantic sentimentality, whilst Marianne, previously so emotional, starts to adopt a more logical approach to the world. The moral of the story is that to find true happiness, sentimentality has to be mixed with good sense, and good sense has to be mixed with sentimentality.

The film does full justice to this story, and adds also the delightful high-society gossip and intrigue that makes Jane Austen such a joy to read. But, on top of this, Emma Thompson's script allows a whole series of insights and vignettes that add to the collection of romantic misunderstandings and disasters that weave through the two girls' lives. As a result the film is both amusing and tear-jerking, intriguing and accessible. And curiously, though the romance and courtships that are central to the story occur two hundred years ago, the events still seem relevant today.

Jane Austen was born in 1775 in Hampshire, England. As was typical for the time, she was educated at home and never lived apart from her family. She began writing for amusement when she was a child though it wasn't until she was in her twenties that her first great novel, *SENSE AND SENSIBILITY*, was completed. *PRIDE AND PREJUDICE* was written the following year. Her other three great novels, *MANSFIELD PARK*, *EMMA*, and *PERSUASION*, were completed when she was in her thirties.

(SOURCE: *Speak Up*, 6/1998)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. No film has ever been made after any of Jane Austen's novels.
2. Emma Thompson's script is not her only contribution to the 1995 movie adaptation of *Sense and Sensibility*.
3. Austen's novel is the tragic story of two women who fail miserably in love.
4. Ang Lee's 1995 film is a faithful rendition of Austen's novel.
5. Part of the film's success comes from its romantic appeal to contemporary viewers.
6. *Sense and Sensibility* represents Austen's first major work.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. According to Halliwell, the fact that few films have been produced after Jane Austen's work is

- A. strange.
- B. wonderful.
- C. neglected.
- D. natural.

Your answers	
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8. In the text, the film is described as "tear-jerking." This means that the film can make you

- A. mad.
- B. sad.
- C. glad.
- D. bad.

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9. What is emphasized in the third paragraph?

- A. Sense is more important than sensibility in life.
- B. Sentiments and emotions must be repressed.
- C. Sense and sensibility are both necessary to achieve happiness in life.
- D. True happiness is immoral.

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10. The 1995 film version of *Sense and Sensibility*

- A. comes very close to the novel.
- B. does not resemble the novel.
- C. uses the novel only as a starting point.
- D. distorts the novel.

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11. Emma Thompson's script

- A. insists too much on gossip and intrigue.
- B. represents an insightful reading of the novel's plot.
- C. is a romanticized version of the original.
- D. is a disastrous version of the original.

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12. What is the purpose of this article?

- A. to discourage people from reading Jane Austen's *Sense and Sensibility*.
- B. to encourage people to buy Jane Austen's novels.
- C. to point out how little Ang Lee's 1995 film resembles the original.
- D. to review the film and praise its achievements.

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Test 9

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Skiing down Everest

Katmandu, May 17

Mr Yuichiro Miura, the Japanese skier, told reporters in Katmandu how he narrowly escaped death in his attempt to ski down Mount Everest earlier this month.

His descent began at 25,918 ft above sea level and ended when he fell 100 yards short of a crevasse, he said. In the final seconds, as he hurtled down the mountainside at about 50 miles per hour, dodging boulders in his path, he was convinced that he was about to be killed. The fall saved his life.

Mr Miura's 1.8 mile ski run on May 6 was elaborately organized. He first climbed 820 ft above the starting point for an easy 30-second run down the South Col in normal alpine skiing conditions on excellent snow. Within a few hours, after spending more than 90 minutes **checking his equipment**, he began his fast descent.

He said that he began the downhill run as soon as winds decreased and within five seconds he was rushing headlong at 100 miles an hour. **The 40 degree slope soon narrowed abruptly, with exposed rocks on either side**, and the winds buffeted him from both sides.

He found that at times his brake parachute was failing to slow his descent, and he tried to check his speed by pressing the edges of his skis harder into the snow.

A minute later he found that he was skiing over undulating rock-strewn ice. He hit one of the boulders at an altitude of about 23,600 ft, went out of control, slithered, lost his right ski and crashed into a boulder. Almost unconscious, he finally came to a halt close to the crevasse. But he was unhurt.

(SOURCE: <http://newsbalance.com>)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. When he checked his speed, Mr Miura actually meant to slow down.
2. He finally lost control because he hit a boulder.
3. During his fall Mr Miura was in perfect control of the situation.
4. Occasionally his brake parachute was not working properly.
5. He nearly lost consciousness when his flight ended.
6. Unfortunately, Mr Miura's attempt to ski down the Everest failed.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only one answer is correct.

7. Why did Mr. Miura's fall save his life?
 - A. Because he did not fall too hard.
 - B. Because otherwise he would have been killed by crashing into a boulder.
 - C. Because it stopped his attempt to ski down the Everest.
 - D. Because otherwise he would not have been able to avoid going into a crevasse.

Your answers	
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8. He climbed 820 feet
 - A. to find the best point to start his descent.
 - B. and then started the descent of Everest.
 - C. and started his descent 30 seconds later.
 - D. and went down to the south Col a few hours later.

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9. *Checking his equipment* (line 12) means:
 - A. putting on his equipment
 - B. making sure his equipment was right
 - C. collecting his equipment
 - D. cleaning his equipment

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10. *The 40-degree slope soon narrowed abruptly* (line 14) means:
 - A. it suddenly got steeper
 - B. Mr. Miura suddenly had less room on either side
 - C. it got much rougher suddenly
 - D. it got less steep suddenly

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11. *With exposed rocks on either side* (line 15) means:
 - A. rocks stuck out of the snow all around him
 - B. rocks stuck out of the snow first on the one side, then on the other
 - C. rocks stuck out of the snow on both sides
 - D. there were cliffs on both sides

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12. Mr. Miura was unable to slow down
 - A. because of the rocks.
 - B. because the edges of his skis weren't working properly.
 - C. because of the wind.
 - D. because he was going too fast and part of his equipment wasn't working properly.

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Test 10

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Shapes and Waves

The idea of shape having an influence on the functions taking place within it is not a new one. A French firm once produced a special container for making yogurt, because that particular shape enhanced the action of the micro-organism involved in the process. The brews of a Czechoslovakian beer tried to change from round to angular barrels but found that this resulted in a deterioration in the quality of their beer despite the fact that the method of processing remained unchanged. A German researcher has shown that mice with identical wounds heal more quickly if they are kept in spherical cages. Architects in Canada report a sudden improvement in schizophrenic patients living in trapezoidal hospital wards.

It is possible that all shapes have their own qualities and the forms we see around us are the result of combinations of environmental frequencies. In the 18th century the German physicist Ernst Chladni discovered a way of making vibration patterns visible. He fixed a thin metal plate on to a violin, scattered sand on the plate, and found that when drawn across the strings, the sand arranged itself into beautiful patterns. These arrangements, now known as Chladni's figures, have been extensively used in physics to demonstrate wave function, but they also show very well that different frequencies produce patterns with different forms. By **juggling around** with powders of different densities and by playing notes with a wide range of frequencies, it is possible to induce a pattern to take on almost any form. It is interesting, and perhaps significant that Chladni's figures most often resemble forms found in nature. Concentric circles, such as the annual rings in a tree trunk; alternating lines, such as the stripes on a zebra's back; hexagonal grids, such as the cells in a honeycomb; radiating wheel spokes, such as the canals in a jellyfish; vanishing spirals, such as those of shellfish – all these commonly occur. The study of this phenomenon, the effect of waves on matter, is called cymatics.

The basic principle of cymatics is that environmental pressures are brought to bear in wave patterns and that matter responds to these pressures by taking a form that depends on the frequency of waves. There are a limited number of frequencies involved, and nature tends to respond to these in predictable ways, by repeating a number of limited functional forms. The corkscrew pattern of an updraught of heated air is mirrored in the growth of a creeper twined around a tree in the arrangement of the atoms in a molecule of DNA. The manta ray flows through tropical waters with muscular waves that run in lines across its broad, flat back like windblown patterns on the surface of the sea. Given the same problem, nature will usually find the same solution. It could not do this with such widely differing raw materials unless they were responding to identical pressures.

(SOURCE: Lyan Watson, *Supernature*)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. The shape of an object has no effect on what happens inside.
2. The beer from angular barrels tasted better.
3. Mental patients get better in wards with a particular design.
4. Honeycomb grids resemble zebra stripes.
5. The same limited range of shapes is repeated in nature.
6. Very different substances produce the same shape when they are exposed to the same influences.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. The main idea of the first paragraph is that:
 - A. there is no rule in our choosing the shape of a container for general use.
 - B. round or spherical shapes are preferable in the food industry.
 - C. the shape of an object affects what happens inside.
 - D. the sole applications of shape are in the food industry and in medicine.
8. The main idea of the second paragraph is that:
 - A. all shapes have their own special qualities.
 - B. Chladni's figures demonstrate the function of the waves.
 - C. a change in the frequency of vibration changes the shape of patterns.
 - D. geometric patterns are extremely common in nature.
9. Cymatics is the study of
 - A. the shapes found in nature.
 - B. the effect waves have on things.
 - C. the frequency of waves.
 - D. the effect of shape on function.
10. Which of the following statements is not true, according to the third paragraph?
 - A. There is a limited number of shapes in nature.
 - B. Shape depends on wave frequency.
 - C. There are not many wave frequencies, therefore few shapes in nature.
 - D. Environmental pressures are identical.
11. Nature tends to produce a limited range of shapes because
 - A. the materials it uses are very similar.
 - B. the influences exerted on the matter are similar.
 - C. different densities combine with different frequencies.
 - D. there is only a limited number of forms which are functional.
12. *Juggling around* (line 18) means here:
 - A. trying out different arrangements
 - B. playing different tunes
 - C. doing the work of an acrobat
 - D. making different patterns

Your answers	
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Test 11

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Teenagers and Aggression

At the age of 8, Ronald impressed his teachers as likeable and happy-go-lucky. In the course of his second-grade year, his behaviour began to change **ominously**. Fellow third graders rated him one of the most aggressive boys in class. He started fights for no apparent reason. He pushed other children. He said mean things.

His parents told psychologist Leonard D. Eron of the University of Illinois at Chicago Circle that Ronald was disobedient at home. He used foul language. He annoyed them. In response, Ronald's father frequently spanked him and washed his mouth out with soap. Eron, who published Ronald's case history, wrote that the punitive atmosphere – and his parent's lack of understanding – must have created a very frustrating atmosphere at home that probably instigated Ronald to be aggressive both there and at school.

Ronald's life was not without some pleasure. He liked to watch *Maverick* and *Have Gun Will Travel*, two violence-filled television westerns, and episodes of *The Three Stooges*, a comedy with aggression cloaked in clowning. Sometime after the age of 8, Ronald's life, like the TV shows he enjoyed, was marked to an extraordinary degree by aggression. What made Ronald aggressive?

Ever since a 1972 Surgeon General's report suggested there might be a link between violence on TV and aggression in children, researchers have debated the question. No one disagrees with the fact that children spend a great deal of time in front of the screen. The A.C. Nielsen Company, which reports on the popularity of a program through sophisticated sampling of viewers, reported in 1982 that children between the ages of 6 and 11 watched close to twenty-five hours of television a week. That amounts to more than one full day out of seven. Youngsters aged 2 to 5 watched even more, some twenty-seven hours every week. What is the effect of all this television watching?

(SOURCE: Arno F. Wittig. *Psychology. An Introduction*. 1984)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. Ronald made a good impression on his teachers throughout school.
2. Ronald was unreasonably aggressive at school.
3. Ronald's father insisted that he should use soap whenever he washed.
4. The reason why Ronald did not obey his parents was because he was a spoilt child.
5. *The Three Stooges* is a comedy with clowns.
6. Official reports consider that TV violence is partly responsible for the abnormal behaviour in children.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only one answer is correct.

7. The text suggests that Ronald began to be extremely violent
 - A. from day one in school.
 - B. at around the age of 10.
 - C. in his second grade.
 - D. when he turned 8.
8. At home, Ronald was punished
 - A. rarely.
 - B. hardly ever.
 - C. quite often.
 - D. once in a while.
9. In what concerned TV shows, Ronald's preference lay with
 - A. comedies.
 - B. westerns.
 - C. violent TV films and series.
 - D. all movies indiscriminately.
10. General opinions on the amount of time spent by children watching TV:
 - A. differed widely
 - B. varied
 - C. were in consensus
 - D. were inexistent
11. The A.C. Nielsen Company reported that a child aged 4 compared with a child aged 7
 - A. watched more television.
 - B. watched less television.
 - C. spent more weeks watching TV.
 - D. ignored television.
12. *Ominously* (line 3) is closest in meaning to
 - A. for the better.
 - B. for the worse.
 - C. radically.
 - D. imperceptibly.

Your answers	
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Test 12

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

The Workhouse

What makes the hair stand on end even more than the harrowing tales of human need contained in this readable and impressively researched history of the workhouse is that while that hated Victorian institution may have disappeared, together with the Poor Laws that created it, the attitudes behind **them** still exist and still dictate our policies towards the deprived.

Above all, there was and still is the belief that if the physically fit are poor it is because they are idle only from choice. As far back as the sixteen century the law dictated: *'If any man or woman, able to work should refuse to labour and live idly for three days, he or she should be branded with a red-hot iron on the breast with the letter "V" and should be the slave for two years of any person who should inform of such idler.'*

We may not brand the unemployed with red-hot iron today, but sear their minds with criticism we do: "the deserving and undeserving poor still exist". Thus it is easier for politicians to make provisions for widows than for unmarried mothers, easier for charities to raise money for pets (apparently blameless for their needs) than for the homeless, the poor or ex-prisoners.

The belief, **belied** by all the facts of economic life, that it is impossible to be poor and able-bodied unless you are feckless or idle, leads to so-called 'relief' institutions that deliberately set out to deter custom. That was the concept of the workhouse. One of its pioneers wrote: I wish to see the workhouse looked to with dread by our labouring classes and the reproach for being an inmate of it extend downwards from father to son... Let the poor see and feel that their parish, although it will not allow them to perish through absolute want, is yet the hardest taskmaster, the closest paymaster, and the most harsh and unkind friend they can apply to.'

Attitudes of the past? Not at all. Even today many local politicians and welfare officers will defend the punitive conditions of hostels for the homeless as a necessary incentive to the homeless to find alternative accommodation - no matter that it is sheer lack of accommodation that makes them homeless in the first place.

It is shattering how the author's descriptions of the workhouse coincide with some hostels for the homeless that I have seen.

(SOURCE: *Punch*, August, 1996)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. The attitudes generated by the Victorian Poor Laws have not been completely abolished.
2. 'The belief' is that poor people are the victims of misfortune.
3. The pioneers of the workhouse wanted the labouring classes to be afraid of it in order to encourage them to find work and accommodation.
4. According to the passage, both widows and unmarried mothers are regarded as 'deserving poor'.
5. The author is shocked at the similarities between the workhouse and the modern day hostels for the homeless.
6. According to the passage, public attitudes to those who do not work are no better than they once were.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. This passage is most likely extracted from
 - A. a history book.
 - B. a book review.
 - C. a dictionary entry.
 - D. a fiction novel.
8. The word *them* in line 5 refers to
 - A. the harrowing tales of human need.
 - B. Victorian workhouses.
 - C. the workhouse and the Poor Laws.
 - D. the English policies towards the deprived.
9. The workhouse is/was
 - A. a Victorian hostel for the poor and the homeless.
 - B. a prison.
 - C. a home for the unmarried mothers, the homeless, the poor, and ex-prisoners.
 - D. a new type of hostel for people with nowhere to live.
10. What 'makes the hair stand on end', according to the author?
 - A. The harrowing tales of human need.
 - B. The history of the workhouse.
 - C. The fact that the workhouse has disappeared.
 - D. The fact that attitudes towards the poor have not changed.
11. The author talks about the idea that if people do not work it is because they do not want to. This is
 - A. his personal belief.
 - B. a characteristically modern attitude.
 - C. a characteristically Victorian attitude.
 - D. an attitude that has existed at least since the sixteen century.
12. *Belied* (line 17) means:
 - A. proved
 - B. disproved
 - C. illustrated
 - D. concealed

Your answers	
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Test 13

Reading Comprehension (35 minutes)

Read the following text and then answer the questions on the next page.

Jesus

Jesus did not write any books; or if he did, which seems highly unlikely, they have not survived. This means that an account of his ideas faces a special difficulty at the outset. It has to depend for its sources not on his own work, as books on (say) Dante or Pascal or Aquinas can do, but on what he is reported to have said and done. Naturally, this introduces an element of unreliability from the start.

And it is not just in the area of his ideas that we are on uncertain ground. Even the simple historical facts about his life are very few. We can, it is true, regard a few things as virtually certain. Jesus was a religious teacher, and in about A.D. 28-30 he was put to death by crucifixion. When we turn to what happened after that, the facts become more numerous. His followers began to claim that he had risen from the dead and had ascended to heaven, where he had taken his place as the Son of God. Those who held this belief gradually broke away from the main stream of Jewish religion, and came to be known as 'Christians' because of their belief that Jesus was the 'Christ', a Greek word which is the equivalent of the Hebrew 'Messiah' and means 'the anointed one'. The coming of this Messiah had been long expected by Jews. These facts can be deduced from Roman and Jewish writings of the period, which supply enough passing references to the death of Jesus to be certain that he really did exist, and was not just, as has occasionally been suggested, a mythical figure invented by Christians. But with regard to what happened before his death, we cannot be at all certain.

In order to find out why this is so, and as a preliminary to what may have been the ideas of Jesus – and there must always be some element of 'may have' in it – we need to look at the sources, chiefly the four Gospels found in the Christian Bible, which are Christianity's own account of its founder's life and ideas. We need to look both at what they say about Jesus and at the ways in which they differ from each other, at their character as historical documents.

Jesus was certainly called 'Jesus'. The name was so common that the early Church would not have used it of him had it not been his real name. To be strictly **accurate**, 'Jesus' is the Greek form. The Hebrew original was 'Jeshua', which like Joshua, was a shortened form of Jehoshua meaning 'he whose salvation is God.'

(SOURCE: Humphrey Carpenter. *Founders of Faith*. 1986)

Decide whether the following statements are true or false according to the text and then write the letter 'T' if they are true or 'F' if they are false in the boxes on the right.

1. Books about Dante are reliable because they analyze his original work.
2. Christ is a Hebrew word.
3. The four Gospels coincide on their reports about Jesus.
4. Christ and Jesus have an identical meaning.
5. The Gospels can be considered historical documents.
6. At the time there were many people bearing the name Jesus.

Your decision: T or F	
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Write in the boxes on the right the letter (A-D) of the answer which best reflects the meaning of the text. Only *one* answer is correct.

7. In what concerns the subject of Jesus and writings, the text suggests that
 - A. Jesus most certainly did not write any books.
 - B. the books Jesus *did* write have not reached us.
 - C. Jesus must have written some books.
 - D. there is a strong possibility that Jesus wrote some books.
8. The text suggests that the most reliable facts about Jesus are:
 - A. his crucifixion and real life person.
 - B. his biography and real life person.
 - C. his ideas and teachings.
 - D. his crucifixion and his name.
9. Those who came to be called 'Christians' were:
 - A. the Jewish people.
 - B. those who claimed Jesus had ascended to heaven.
 - C. those who believed Jesus was the long awaited Messiah.
 - D. those who thought Jesus was real not mythical.
10. *Accurate* in line 29 means:
 - A. frank
 - B. direct
 - C. exact
 - D. explicit
11. What does the text propose as the most reliable proof that Jesus was a real person?
 - A. The Gospels.
 - B. The Jewish and Roman writings of the time.
 - C. His very name.
 - D. His was a witnessed death.
12. In what concerns the ideas of Jesus, the text suggests that:
 - A. we have a reliable account of them.
 - B. they can be found in the Gospels, which are historical documents.
 - C. we cannot be entirely sure what they were.
 - D. only the Gospels recorded them.

Your answers	
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KEYS

Reading Comprehension (12x 0.5=6 points)

lc

Test 1 (pp. 17-18)

True or False	
1	T
2	F
3	T
4	F
5	F
6	F

Multiple choice	
7	A
8	C
9	D
10	C
11	D
12	C

Test 2 (pp. 19-20)

True or False	
1	T
2	F
3	F
4	F
5	F
6	T

Multiple choice	
7	B
8	B
9	A
10	D
11	C
12	C

Test 3 (pp. 21-22)

True or False	
1	F
2	T
3	F
4	F
5	T
6	T

Multiple choice	
7	C
8	A
9	B
10	D
11	A
12	B

Test 4 (pp. 23-24)

True or False	
1	F
2	F
3	T
4	F
5	T
6	T

Multiple choice	
7	B
8	B
9	D
10	A
11	B
12	C

Test 5 (pp. 25-26)

True or False	
1	T
2	F
3	F
4	T
5	T
6	F

Multiple choice	
7	B
8	C
9	B
10	D
11	C
12	D

Test 6 (pp. 27-28)

True or False	
1	F
2	T
3	T
4	T
5	F
6	F

Multiple choice	
7	C
8	B
9	A
10	D
11	C
12	B

Test 7 (pp. 29-30)

True or False	
1	T
2	T
3	F
4	F
5	T
6	F

Multiple choice	
7	B
8	A
9	C
10	A
11	B
12	D

Test 8 (pp. 31-32)

True or False	
1	F
2	T
3	F
4	T
5	T
6	T

Multiple choice	
7	A
8	B
9	C
10	A
11	B
12	D

Test 9 (pp. 33-34)

True or False	
1	T
2	T
3	F
4	T
5	T
6	T

Multiple choice	
7	D
8	D
9	B
10	B
11	C
12	D

Test 10 (pp. 35-36)

True or False	
1	F
2	F
3	T
4	F
5	T
6	T

Multiple choice	
7	C
8	C
9	B
10	D
11	B
12	A

Test 11 (pp. 37-38)

True or False	
1	F
2	T
3	F
4	F
5	F
6	T

Multiple choice	
7	B
8	C
9	C
10	C
11	A
12	B

Test 12 (pp. 39-40)

True or False	
1	T
2	F
3	T
4	F
5	T
6	T

Multiple choice	
7	B
8	C
9	A
10	D
11	D
12	B

Test 13 (pp. 41-42)

True or False	
1	T
2	F
3	F
4	F
5	T
6	T

Multiple choice	
7	A
8	A
9	C
10	C
11	C
12	B

Writing / Scriere

You have received the following email:

Dear _____,

We have received your CV and letter of application for a summer job at the Hilton Hotel in London. Based on the information you provided we have selected you for a teaching position at our hotel's childcare centre.

We provide such jobs to students from other countries in the hope that the working experience will prove beneficial to their university studies.

If this job is convenient to you, please write an email of acceptance no later than the end of the week.

Best wishes,
Julia Perkins

For correctors' use only		
Cer1		
Cer2		
Cer3		
Impct		
Limba		

Answer in 120-150 words, as follows:

1. **Express gratitude** and **enthusiasm** at obtaining the teaching position.
2. Briefly **explain** why this experience will prove significant to your university studies.
3. **Ask for information** regarding convenient accommodation.

You have received the following email:

Dear _____,

I want to thank you again for spending this weekend with me and my friends at my summer house in the mountains. I hope you enjoyed it as much as I did. I hope you had a safe trip home: I know how crowded roads are on Sunday night. By the way, my friends loved meeting my study mate and truly enjoyed your company. I hope to see you soon,

Best wishes,
John

For correctors' use only		
Cer1		
Cer2		
Cer3		
Impct		
Limba		

Answer in 120-150 words, as follows:

1. **Thank** John for his hospitality.
2. **Describe** what you enjoyed most during your stay.
3. **Ask** him to join you on a trip the following weekend.

KEY

Email writing (3 points)

S1

(5 criterii x 6 puncte): 10 = 3 puncte

Criterii de evaluare:

1. **Gradul de rezolvare a cerinței 1 (de la 0 la 6 puncte)**
2. **Gradul de rezolvare a cerinței 2 (de la 0 la 6 puncte)**
3. **Gradul de rezolvare a cerinței 3 (de la 0 la 6 puncte)**
4. **Impactul/ efectul asupra cititorului** (Organizare, claritate, fluență, persuasiune, intenție, registru/ stil adecvat.) (de la 1 la 6 puncte)
5. **Complexitatea limbii** (Nivelul de complexitate al structurilor gramaticale și lexicale folosite preponderent corect. Ortografia.) (de la 1 la 6 puncte)

NOTĂ: Copierea în răspuns a formulărilor din cerințe se depunctează sever. Pentru **neadecvarea la temă** și/ sau **nerezolvarea cerințelor se acordă zero puncte**. Email-ul nu se evaluează.

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

University students should not be penalized for illegally downloading ebooks, music, movies, or computer games. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[**Intro** [] [] + **Con** [] [] + **Pro 1** [] [] + **Pro 2** [] [] + **Fin** [] []]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Cont		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

It should be mandatory for all citizens to vote in elections. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[**Intro** [] [] + **Con** [] [] + **Pro 1** [] [] + **Pro 2** [] [] + **Fin** [] []]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Cont		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

Full contact sports, such as boxing, rugby, and martial arts, should be banned. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[**Intro** [] [] + **Con** [] [] + **Pro 1** [] [] + **Pro 2** [] [] + **Fin** [] []]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Cont		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

Fanatic religious movements are dangerous for young people. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[**Intro** [] [] + **Con** [] [] + **Pro 1** [] [] + **Pro 2** [] [] + **Fin** [] []]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Cont		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

The development of renewable energy technologies such as wind energy, hydroelectricity and solar power should be stimulated by the government. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[**Intro** [] [] + **Con** [] [] + **Pro 1** [] [] + **Pro 2** [] [] + **Fin** [] []]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Cont		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

Computer literacy is essential today in scientific research. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[**Intro** [] [] + **Con** [] [] + **Pro 1** [] [] + **Pro 2** [] [] + **Fin** [] []]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Cont		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

English should be made the official language of the European Union. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[Intro + Con + Pro1 + Pro2 + Fin]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Conținut		

S2 Essay writing (35 minutes)

In **250-280** words write an essay on the topic below:

Brutal fairy tales, such as Little Red Riding Hood, Snow White, or Bluebeard should be banned from library shelves and parents should be warned against reading them to their children. Do you agree or disagree?

The following steps are required:

1. Introduce the debate topic by providing a **context** and discussing its **importance**. Make **your position** clear.
2. Give one idea **opposing your position** and prove it wrong, insufficient, or irrelevant.
3. Give two ideas **supporting your position** and base them on proof or explanations.
4. Finally, write an appropriate **conclusion** by **summing up** the evidence supporting your position and make a **recommendation** or suggest a **solution** to the problem.

[Intro + Con + Pro1 + Pro2 + Fin]:5=

For correctors' use only		
Stil	-	-
Voc		
Gram		
Org		
Arg		
Conținut		

KEY**Essay writing (3 points)****S2**

((5 criterii x 6 puncte) – depunțare_Stil):10 = 3 puncte

Criterii de evaluare:

1. Complexitatea vocabularului (Nivelul de complexitate a vocabularului folosit și acuratețea acestuia.

Ortografia.): **de la 0 la 6 puncte**

2. Complexitatea gramaticală (Nivelul de complexitate a structurilor gramaticale folosite și preponderent corecte.): **de la 0 la 6 puncte**

3. Organizare (Claritatea structurală a discursului: construirea paragrafelor în jurul ideilor principale și al detaliilor care le susțin. Punctuația. Coeziunea și coerența între și în paragrafe. Fluența discursului.): **de la 0 la 6 puncte**

4. Argumentație (Discurs logic, structurat, fundamentat; capacitate de analiză.): **de la 0 la 6 puncte**

5. Conținut (Gradul de rezolvare a cerințelor.): **de la 0 la 6 puncte**

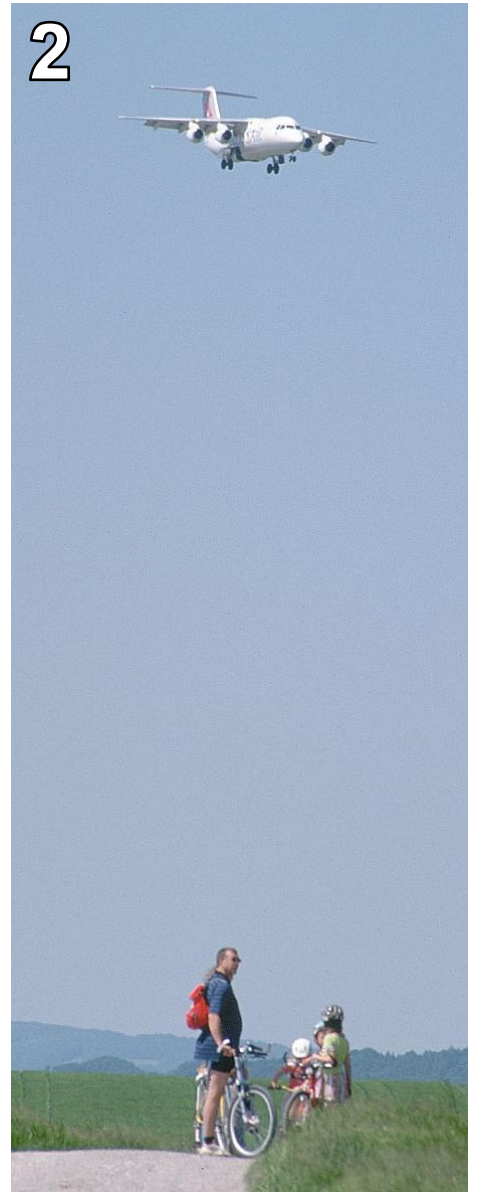
6. Stil (Pentru neadecvarea la convențiile sociolingvistice proprii formatului și temei sau la registrul formal sau neutru, se depunțează **de la 1 la 3 puncte**.)

NOTĂ: Pentru text **mai scurt de 80 de cuvinte** sau **neadecvarea la temă și/ sau nerezolvarea cerințelor**, eseu **nu se evaluează: se acordă zero puncte**. Dacă textul este între **80-130** de cuvinte, punctajele obținute la criteriile **Vocabular, Gramatică, Organizare și Argumentare** se reduc la jumătate.

Speaking / Vorbire

Speaking Test no.1

2



1



3



SPEAKING TEST 1: MEANS OF TRANSPORT

TASK 1: Choose TWO pictures and answer at least ONE of the questions below (2 minutes)

*Describe the pictures chosen; talk about the **means of transport** the people in the pictures have chosen and say **why** the people in the photographs have decided to use them. Compare them with **your own experience** of various means of transport.*

*Talk about the advantages and disadvantages of the means of transport in the pictures you have chosen and imagine **the life standards** of the people using them.*

*You want to make a **documentary** about **means of transport** and **modern lifestyles**. Compare the pictures and decide which situation you find **the most inspiring** for your documentary. Explain **why**.*

TASK 2: (3 minutes)

Have a short conversation about your long-distance travelling experiences and the means of transport you have used to get to destination. Identify problems, find solutions, give advice.

Your country is confronted with severe air pollution due to intense traffic. Discuss with the other candidate what are the most appropriate measures the government should take.

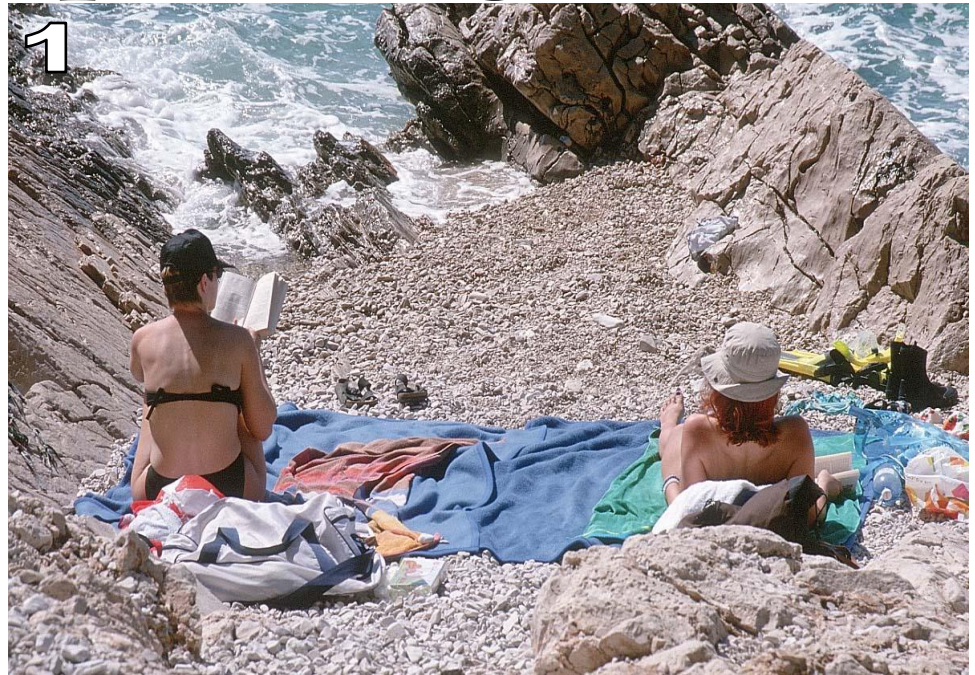
You are two parents who have just been informed that cycling will become compulsory in secondary schools as a sports class. Discuss with the other candidate the advantages and disadvantages of this initiative.

α

Test

no.2

Speaking



SPEAKING TEST 2: HOLIDAYS

TASK 1: Choose TWO pictures and answer at least ONE of the questions below (2 minutes)

Describe and compare how the people in the pictures **spend their holidays** and decide which **appeals to you** more. Explain **why**.

Talk about the **advantages** and **disadvantages** of spending your holidays in the ways shown. Consider **leisure activities, tourist attractions, costs, comfort** and **safety**.

You want to **make a movie** about how **someone's life can change** on a holiday trip. Compare the pictures and decide which situation you find **the most inspiring** for your movie. Explain **why**.

TASK 2: (3 minutes)

Imagine that you meet for the first time in a train going to the seaside. Discuss with the other candidate the reasons of your journey. Ask and offer useful information about your common destination: accommodation, transport, nightlife, etc.

Candidate A: You and your best friend want to spend the summer holidays together. Try to convince him/ her that a trip to the mountains is the best choice.

Candidate B: You and your best friend want to spend the summer holidays together. Try to convince him/ her that a trip to the seaside is the best choice.

A tourist agency wants to use one of the pictures in its holiday best deals advertisement. Discuss with the other candidate and decide on the most appropriate one.

INSTRUCȚIUNI ȘI RECOMANDĂRI PENTRU PROBA ORALĂ (Ve + Vc):

Examinarea orală durează aproximativ 12 minute și este asigurată de doi profesori, cu rol de examinator și evaluator. Candidații sunt examinați în perechi. Examenul oral constă în trei părți: interviu, exprimare orală, conversație.

PARTEA I

Interviu-întrebări generale: localitatea natală, familia, pasiuni, interese profesionale, planuri de viitor. Această parte se desfășoară în interacțiune cu examinatorii. Nu se evaluează. (2 minute)

PARTEA A II-A (exprimarea orală Ve)

Cerința 1: Exprimare cursivă pe baza unui suport vizual, timp de 2 minute de candidat, fără întrebări ajutătoare. Fiecare candidat primește câte un suport cu 5-6 imagini grupate tematic, din care va trebui să aleagă cel puțin două. Atât instrucțiunile primei cerințe, cât și tema testului sunt accesibile candidatului pe suportul de hârtie, acesta având posibilitatea de a-și alege cerința cu gradul de dificultate corespunzător nivelului său. Cerințele gradate ca dificultate ajută candidatul, sugerându-i tipuri de răspuns de complexități diferite, astfel încât acesta să aibă ocazia să-și demonstreze abilitățile lingvistice.

Candidatul nu este obligat să vorbească despre toate imaginile. El poate alege două sau trei, în funcție de cât de accesibile și/sau interesante i se par. În această parte a examenului, candidatul va *descrie* și va *compara* ceea ce vede în imagini, raportat la tema anunțată. Candidatul va încerca să explice situațiile din imagini, cauzele sau efectele lor posibile, sau să-și exprime opinia. Dacă i se cere să aleagă imaginea care i se pare cea mai interesantă, va trebui să explice alegerea.

ATENȚIE! Nu se acordă timp de pregătire (nu se fac notițe).

PARTEA A III-A (conversație Vc)

Cerința 2: Conversație *între cei doi candidați*, timp de 3 minute. În general, examinatorul alege una din șase teme de conversație, gradate ca dificultate, bazate pe cele două tematici alese. Examinatorul va selecta tema în funcție de nivelul de limbă al celui mai slab candidat. În cazul în care conversația pe tema aleasă nu se desfășoară corespunzător între candidați sau se încheie prea devreme, examinatorii o pot propune și pe a doua. În această parte, candidatul va trebui să-i adreseze întrebări partenerului, cerându-i informații, să-i răspundă, la rândul său, acestuia, exprimând și justificând opinii, să facă sugestii și să discute posibilități, să ia decizii în colaborare, să-și exprime acordul sau dezacordul.

ATENȚIE! Nu monopolizați conversația. În această parte a probei se evaluează capacitatea candidatului de a iniția și gestiona un dialog.

IMPORTANT! Dacă nu înțelegeți instrucțiunile, cereți să vi se repete întrebarea. Aceasta nu va constitui un motiv de depunere.

SE EVALUEAZĂ:

Varietatea și corectitudinea sintactică și lexicală, fluența și pronunția.

(0-6 puncte: **Ve**)

Interacțiunea în conversație, încadrarea în tematică și coerența.

(0-6 puncte: **Vc**)