

# LISTENING Test 1



The first part of the examination is a listening test that will assess your understanding of spoken English. The listening test has three parts. There are fifty questions. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely.

## Part I

In this part of the test, you will hear short conversations. From the answer choices given, choose the answer which means the same thing as you hear, or that is true based on what you hear. For example, listen to the conversation:

**Example: You hear:** **Woman:** Haven't you ever taken this route before?

**Man:** No, but I heard that it has less traffic than the freeway. It's fewer kilometers as well.

- You read:**
- A. This is his first time taking this route.
  - B. He has driven on this route before.
  - C. There is a lot of traffic.

The correct answer is A.

For problems 1-17, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

1.  A. He has strained his knee.  
 B. She told him not to play basketball.  
 C. He listened to her advice.
2.  A. She went to bed early.  
 B. He wants to go to sleep.  
 C. She didn't get enough sleep.
3.  A. She never wants to go with him.  
 B. She doesn't like soccer.  
 C. She would love to go with him.
4.  A. He was away.  
 B. He was home.  
 C. She wants his number.
5.  A. The man is very busy.  
 B. The man is eating.  
 C. The man is bored.
6.  A. He is expecting the cable to be installed next week.  
 B. He is saving money to buy cable TV.  
 C. He recently got cable TV.
7.  A. They took a difficult exam.  
 B. She expects to do well.  
 C. She has confidence in him.
8.  A. Paul is late.  
 B. Paul has just arrived.  
 C. Paul came early.
9.  A. She owns a car.  
 B. She doesn't mind traveling by bus.  
 C. He suggests traveling by bus.
10.  A. Andrew is failing History.  
 B. Andrew mostly doesn't do well in school.  
 C. Andrew does very well in school.
11.  A. She bought him the stereo.  
 B. She dislikes the stereo.  
 C. She thinks the stereo looks expensive.
12.  A. She wasn't dressed appropriately.  
 B. She wore really warm clothes.  
 C. She broke a bone.
13.  A. She is in a hurry.  
 B. She is too busy.  
 C. She doesn't want to talk.
14.  A. She is joking about the movie.  
 B. He disagrees with her.  
 C. She was frightened by the movie.
15.  A. She doesn't want to dance.  
 B. They will dance.  
 C. She is angry he asked.
16.  A. He turned in his essay today.  
 B. He finished his essay early.  
 C. He hasn't turned in his essay.
17.  A. She did something out of character.  
 B. He doesn't believe what she said.  
 C. She doesn't like her decision.

## Part II

In this part of the test, you will hear a question. From the answer choices given, choose the one that best answers the question. For example, listen to the question:

Example: You hear: Woman: What would we do if the speaker didn't show up?

- You read:
- A. He'd give the speech anyway.
  - B. We'd encourage him to do his best.
  - C. We'd have to find a replacement.

The correct answer is C.

For problems 18-35, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

- 18. A. In five minutes.  
B. I wasn't invited.  
C. To the party.
- 19. A. They were in my jacket pocket.  
B. No, I have them right here.  
C. I hope so.
- 20. A. In three months.  
B. I'll return them tonight.  
C. I stayed up all night to finish it.
- 21. A. Only if you are.  
B. I was there on business.  
C. I went by train.
- 22. A. The blue one, definitely.  
B. I don't think it does.  
C. Not as much as that one.
- 23. A. In Traverse City.  
B. I'm really nervous about it.  
C. It could have gone better.
- 24. A. Sure you will!  
B. I'd appreciate it.  
C. You're welcome.
- 25. A. Tuesday evening.  
B. I expected less traffic.  
C. In the B terminal.
- 26. A. I know, it's frustrating.  
B. Take the back roads.  
C. You are lucky you got out of it.
- 27. A. I will in a minute.  
B. I can't reach that high.  
C. I can't afford it.
- 28. A. It's very stressful.  
B. Around 9 AM.  
C. I start Monday.
- 29. A. I hope to.  
B. Absolutely.  
C. I will.
- 30. A. No, I was seated near an infant.  
B. Yes, I haven't slept in 24 hours.  
C. I will on the train.
- 31. A. It was delicious.  
B. I like the red one better.  
C. I would love to.
- 32. A. It's a sharp turn.  
B. I'll set up the traps.  
C. Let's go meet our neighbors.
- 33. A. I don't think she will.  
B. She really wants to.  
C. I think it just looks like her.
- 34. A. Why don't you take some Tylenol?  
B. Yes, I think I will.  
C. No, but she wants to be.
- 35. A. I don't know how else to explain it.  
B. I'm glad we agree.  
C. That is precisely what I said.

# LISTENING



## Part III

In this part of the test, you will hear three segments from a radio program. From the answer choices given, choose the one that best answers the question. Each talk lasts about two minutes. As you listen you may want to take notes to help you remember information given in the talk. After each speaker talks, you will be asked some questions about what was said. From the three answer choices given, you should choose the one which best answers the question according to the information you heard.

Remember, no problem can be repeated. For problems 36-50 mark your answers on the separate answer sheet. Do you have any questions?

You will hear someone talk about brain cells. For questions 36-40, choose the best answer.

### Segment 1

36. **A.** a new function of something  
**B.** a new type of invention  
**C.** evidence against something
37. **A.** He has a mutated form of a brain cell.  
**B.** He had more of a certain type of brain cell.  
**C.** He has fewer brain cells than most.
38. **A.** They surround neurons.  
**B.** They receive messages from the brain.  
**C.** They carry calcium to neurons.
39. **A.** A study was published.  
**B.** Einstein's brain was first examined.  
**C.** No difference was found between doctors' and Einstein's brain.
40. **A.** The more glial cells the quicker the connection with neurons.  
**B.** When the ratio of glial cells to neurons increases, so does intelligence.  
**C.** Neurons depend on the glial cells for intelligent messages.

36. "Researchers at Lausanne University identified an unknown role for a type of brain cell"

37. "an unknown role for a type of brain cell which Einstein is thought to have had in more copious supply than the average male."

38. "Researchers found that glial cells ferry calcium to surrounding neurons and control messages around the brain."

39. "In 1985 scientists at the University of California at Berkeley published anatomical studies of slivers of Einstein's brain after counting the different cells in the organ."

40. "as intelligence increases, so does the ratio of glial cells to neurons"

You will hear someone talk about sociology. For questions 41-45, choose the best answer.

### Segment 2

41. **A.** aid those forming public policy  
**B.** formulate a country's public policy  
**C.** study the way individuals interact
42. **A.** race  
**B.** social behavior  
**C.** gender
43. **A.** how society is organized  
**B.** the construction of cities in society  
**C.** families
44. **A.** Sociology would not be embraced by academics.  
**B.** Other disciplines would gradually replace Sociology.  
**C.** Other disciplines would stem from Sociology.
45. **A.** It is becoming more industrialized.  
**B.** It is differentiating itself from Anthropology.  
**C.** It is taking into consideration many different cultures.

- 41.** "The results of sociological research aid educators, lawmakers, administrators, and others interested in resolving social problems, working for social justice and formulating public policy." . . . "They also study the social interactions of people and groups"
- 42.** "they research micro-processes such as interpersonal interactions and the socialization of individuals"
- 43.** "Most sociologists work in one or more specialties, such as social stratification, social organization, and social mobility. . . family"
- 44.** "Comte's conviction that sociology would sit at the apex of all the sciences"
- 45.** "Recent sociologists, taking cues from anthropologists, have noted the "Western emphasis" of the field. In response, sociology departments around the world are encouraging the study of many cultures and multi-national studies."

You will hear someone talking about Colombia. For questions 46-50, choose the best answer.

### Segment 3

- 46.** A. They have a diverse population.  
**B. They have combined elements of different cultures.**  
 C. They maintain an archaic and orthodox lifestyle.
- 47.** A. pottery and goldwork  
 B. historical documents  
**C. eclectic writings**
- 48.** A. 77  
**B. 75**  
 C. 1
- 49.** A. Anglican  
 B. Lutheran  
**C. Catholic**
- 50.** A. rice  
 B. beer  
**C. fruit**

**46.** "interesting fusions, particularly in crafts, sculpture and music." fusion n something new that is created by joining together different qualities, ideas, or things.

**47.** "Colombia's literary giant is Gabriel Garc?a M?rquez, whose works mix myths, dreams and reality in a style"

**48.** "Spanish is Colombia's official language. . . 75 Indian languages. . . the education system includes English"

**49.** "Catholicism remains the dominant religion"

**50.** "the wine leaves much to be desired."



51. "I'll do the shopping for you if you like." "No, you ..... so many things for me."  
**A.** needn't to do  
**B.** not needed to do  
**C.** don't need do  
**D.** needn't do
52. "Why didn't you phone me this morning?" "Because I didn't think ..... any need to."  
**A.** there was  
**B.** their had  
**C.** I will have  
**D.** of it
53. "Paul is a fantastic basketball player." "Do you mean the tall man ..... living in your apartment?"  
**A.** of whom  
**B.** that  
**C.** who  
**D.** who's
54. "She's had a bad headache all week." "I wish ..... a doctor."  
**A.** she can see  
**B.** she might see  
**C.** she'd see  
**D.** she'll see
55. "I'm sorry Mr. Green; you should have reserved a room." "There seems ..... some mistake. I reserved a room last week."  
**A.** it's been  
**B.** to be  
**C.** it is  
**D.** being
56. "Are you going to take the dog for a walk?" "I ..... as well, since you aren't."  
**A.** could  
**B.** would  
**C.** should  
**D.** might
57. "You took a long time to get here." "We were about to leave ..... the dog escaped."  
**A.** when  
**B.** just  
**C.** no sooner  
**D.** than
58. "It's looking very cloudy outside." "Then we'd better take our umbrellas ..... heavy rain."  
**A.** since  
**B.** in case of  
**C.** due to  
**D.** in spite of
59. "Do you go to the gym every day?" "Much as I would love to, rarely ..... the time."  
**A.** I do have  
**B.** I had had  
**C.** do I have  
**D.** I have
60. "My car broke down yesterday." "I'm not ..... surprised; it's so old and rusty."  
**A.** a lot of  
**B.** too much  
**C.** mostly  
**D.** the least bit
- 51 **A.** needn't to do - not possible  
**B.** you are not needed to do sth  
**C.** don't need to do so many things  
**D.** needn't do so many things
- 52 **A.** didn't think there was any need to  
**B.** their phone had been repaired  
**C.** I would have - it should be in the past  
**D.** didn't think of/about sth - not followed by "need to"
- 53 **A.** to whom you have rented the flat  
**B.** that is living  
**C.** who is living  
**D.** who's living
- 54 **A.** could would follow "I wish", not can  
**B/D.** one doesn't wish sth might/will happen but rather sth would happen  
**C.** I wish she would
- 55 **A.** it's been - impossible, to only have been or there has been are possible  
**B.** seems to be a mistake  
**C.** it seems (as though) it is a mistake  
**D.** mistakes are being made all the time
- 56 **A.** I could if you aren't  
**B.** I would if you weren't going to  
**C.** I should if you aren't  
**D.** I might as well
- 57 **A.** about to leave when the dog escaped  
**B.** just as the dog escaped  
**C.** no sooner had we prepared to leave when the dog escaped  
**D.** no sooner had we left than the dog escaped
- 58 **A.** since it might rain  
**B.** in case of heavy rain  
**C.** due to the heavy rain  
**D.** in spite of the heavy rain
- 59 **A.** I do have the time at the weekend, but not during the week  
**B.** I wish I had had more time to go to the gym  
**C.** rarely do I have  
**D.** I have not had the time
- 60 **A.** it didn't surprise me a lot  
**B.** it didn't surprise me too much  
**C.** I was mostly surprised by / surprised mostly by  
**D.** not the least bit surprised

61. "Don't you think Pam is a nice woman?"  
"..... you ask me, I think she's trying to trick everyone."  
A. Shall  
B. Should  
C. Would  
**D. If**
62. "Why don't you have another cake?"  
"No, I won't and ..... "  
A. you shouldn't neither  
B. shouldn't you either  
**C. neither should you**  
D. you shouldn't too
63. "Shall we take some more money with us?" "No, if ..... I can go to the bank."  
A. we would need  
**B. need be**  
C. be needed  
D. need to be
64. "I kissed a man who isn't my husband."  
"Really! That was ..... of you."  
**A. shameful**  
B. shamed  
C. ashamed  
D. shaming
65. "Was the concert very good?"  
".....! I had a great time."  
A. It ever was  
B. Ever it was  
**C. Was it ever**  
D. It was ever
66. "What did you do when she told you what had happened?"  
"..... had I heard the news than I phoned my parents."  
A. The sooner  
B. As soon as  
C. As soon  
**D. No sooner**
67. "What shall I do if Mark comes round?"  
"..... he call, tell him I'm out."  
A. Were  
**B. Should**  
C. In case  
D. If
68. "Do you recognize that man over there?"  
"Yes, but I don't know ..... "  
**A. where I know him from**  
B. from where do I know him  
C. where from I know him  
D. where do I know him from
69. "Are you excited about going to Spain?"  
"Yes, I'm especially looking forward ..... to wear warm clothes all the time."  
A. about not to have  
B. that I don't have  
**C. to not having**  
D. for not having
70. "You are looking happy lately."  
"Yes, I've finally gotten ..... my depression."  
A. away  
**B. over**  
C. off  
D. out
- 61 If you ask me - if you want to know what I think
- 62 A/B/D you shouldn't either  
C. neither should you
- 63 A. if we need to  
B. if need be - if sth is necessary  
C. if more money is needed  
D. if we need to be (richer)
- 64 A. that was **shameful** of you  
B. it should **shame** you to know you did that  
C. you should be **ashamed**  
D. you are **shaming** your family by doing such a thing
- 65 C. **Was it ever!** expression used to emphasize sth and show strong agreement
- 66 A. **The sooner** I hear the news the better  
B/C. **As soon as** I heard the news  
D. **No sooner** had I heard the news
- 67 A. **Were** he to call, I would tell him you're out  
B. **Should** he call, tell him...  
C. **In case** he calls, tell him...  
D. **If** he calls, tell him...
- 68 A. I don't know where I know him from
- 69 C. looking forward to not having
- 70 A. **get away** phr.v. escape, leave, go somewhere  
B. **get over** phr.v. recover from sth, feel good, happy or well again  
C. **get off** phr.v. a) leave, go somewhere  
b) get sth from sb ⇒ *Get that gun off the man.*  
c) get off on sth - become excited by sth  
D. **get out** phr.v. a) escape, b) take sth out of sth  
⇒ *I need to get some money out of the bank.*



71. "Can I borrow your camera?"  
"..... you bring it back tomorrow."  
A. As soon as  
**B. Provided**  
C. Unless  
D. As long

72. "Can I have another piece of cake?"  
"Sorry, there isn't ..... left."  
A. more  
B. some  
**C. any**  
D. none

73. "Why didn't you tell me what happened?"  
"Jim told me ....." ."  
**A. not to**  
B. to not tell  
C. to not  
D. not

74. "Have you heard any news yet?"  
"No, but you'll be the first person ..... when I do."  
A. will know  
B. knowing  
**C. to know**  
D. to be knowing

75. "Did you read the instructions?"  
"Yes, I ..... confused had I not."  
**A. would have been**  
B. got  
C. had been  
D. would get

76. "When will the food be cooked?"  
"It should be ready ..... the next twenty minutes."  
A. by  
**B. within**  
C. for  
D. at

77. "Do you like Tim?"  
"No he is ..... bore."  
A. so  
B. a so  
C. such  
**D. such a**

78. "Did you see that documentary on dolphins late last night?" "No, I stayed ..... , but I was working."  
A. up to late  
B. too late  
C. up too late  
**D. up late**

79. "Is this the solicitor's office?"  
"Yes, he isn't here at the moment, ..... ."  
**A. though**  
B. moreover  
C. yet  
D. although

80. "Did you enjoy the new David Puttman film?"  
"Yes, I thought it was the best film ..... ."  
A. ever being made  
**B. ever made**  
C. was ever made  
D. ever been made

71. A. If you bring it back **as soon as** you've finished with it  
**B. Provided** you bring it back tomorrow  
C. Not **unless** you bring...  
**D. As long as** you bring...

72. A. isn't any **more**  
**B. you could have some** if there were some left  
C. isn't **any** left  
**D. there's none** left

73. A. Jim told me not to (tell)

74. A. You will know before anyone else  
C. be the first to know sth

75. A. would have been, only possible answer

76. A. ready **by** (a certain time)  
**B. within** twenty minutes  
C. it won't be ready **for** another 20 minutes  
**D. ready at** (a certain time)

77. A. he is so boring  
**D. is such a bore**

78. A. stayed **up till late** (at night)  
**B. it was on too late**  
C. stayed **up too late** last night - not a reason not to have seen it  
**D. stayed up late** - could have seen it but didn't

79. A. he isn't here at the moment **though**  
**B. moreover** - not possible  
C. he isn't here **yet**  
**D. it is his office although** he isn't here now

80. A. not possible  
**B. best film ever made**  
C. that was ever made  
**D. that had ever been made**

81. "What do you want to do tomorrow?"  
"My ..... is to go to the beach."  
A. preferring  
**B. preference**  
C. prefer  
D. preferred
82. "My car needs cleaning."  
"Why not ..... your daughter do it?"  
A. you get  
B. to make  
**C. have**  
D. to get
83. "Is that Jim over there?"  
"Yes, I haven't seen him ..... ."  
A. for a long time ago  
**B. in a long time**  
C. during a long time  
D. a long time ago
84. "Would you like some more cake?"  
"No thanks, I've eaten ..... much already."  
**A. much too**  
B. a lot  
C. quite  
D. very too
85. "I didn't get a birthday card from you."  
"But it ..... sent nearly two weeks ago."  
A. has  
B. has been  
C. was being  
**D. was**
86. "What's in here?"  
"That's the drawer ..... I keep the sheets and towels."  
A. of which  
B. in that  
**C. in which**  
D. in where
87. "I think Jane is mean and ugly."  
"How can you say such a thing? I'm surprised ..... you!"  
A. for  
**B. at**  
C. with  
D. to
88. "Shall we invite Jack and Jill to the party?" "Yes, ..... better."  
A. the more  
B. more  
C. more the  
**D. the more the**
89. "Why didn't you take me with you to the shops?"  
"To tell you the truth, I ..... of it."  
**A. hadn't thought**  
B. hadn't been thinking  
C. haven't thought  
D. don't think
90. "Why won't the dog stop barking?"  
"Because it's not used ..... tied up."  
A. to been  
B. to have been  
**C. to being**  
D. to be
- 81 A. **preferring** is rarely used in the continuous tense  
B. my **preference** is to ...  
C. I (would) **prefer** to  
D. I would have **preferred** to
- 82 A. **get** sb to do sth  
B. he decided **to make** her do it  
C. **have** sb do sth for you  
D. he decided **to get** sb to do it
- 83 A. I haven't seen him **for a long time**  
B. to not see sb **in a long time**  
C. I saw him **during** the summer  
D. I saw him **a long time ago**
- 84 A. I've eaten **much too** much already  
B. **a lot** already  
C. **quite** a lot already  
D. I'm **very** full
- 85 A/B it has been sent (already)  
D. sth was sent nearly two weeks ago
- 86 A. **in which**  
B. the drawer **that** I keep the sheets and towels in  
C. the drawer **in which** I keep  
D. the drawer **where** I keep
- 87 A. it was surprising **for** me to hear you say that  
B. I'm surprised **at** you  
C. she said **with** surprise  
D. I was surprised **to** hear him say that
- 88 the more the better  
- the more people/things we have the better it will be
- 89 A. why didn't you - I hadn't thought  
D. I didn't think you'd want to go
- 90 not used to, plus gerund



Gentrification, or more (91)..... urban gentrification, is a term referring to a process in which low-cost, physically deteriorated neighborhoods experience physical (92)..... and an increase in property values, along with an influx of increasingly wealthier residents (93)..... typically displace the (94)..... residents.

Proponents (95)..... gentrification, (96)..... the FannieMae foundation, focus on the (97)..... of urban renewal, which they (98)..... as including renewed investment in physically deteriorating locales, improved (99)..... to lending capital for low-income mortgage seekers as their property values increase, increased (100)..... of lending to minority and first-time home purchasers to invest in the now-appreciating area and improved physical conditions for renters. Typically (101)..... by private capital, this process has been (102)..... to reductions (103)..... crime rates, increased property values and renewed community activism.

Gentrification's (104)....., on the other hand, point (105)..... the human cost to the neighborhood's lower-class residents. The increase in rents often forces the dispersal of old communities whose members find that they can no longer (106)..... the rent in their home neighborhood, and similarly brings (107)..... the closing of long-established businesses. The increase in property taxes may sometimes force homeowners to sell their houses and also seek refuge in cheaper neighborhoods. While its (108)..... praise its (109)..... on neighborhoods' crime rate, those against it point out that the crime has not disappeared but merely (110)..... to an even lower-rent neighborhood.

### Exam Tips

The **Cloze** test requires you to choose the correct answer out of four possibilities. These are some useful suggestions:

1. Read through the whole text while trying to understand the general meaning.
2. Look at each gap where there is a word missing and try to imagine what word should fill that gap.
3. Decide which part of speech (adjective, noun, gerund, etc.) is required to correctly fill each gap.

91. **A.** especially - above all other things (cannot follow more)  
**B.** more specifically - in more detail, more clearly stated  
**C.** more broadly - more generally, less specifically  
**D.** more basically - more fundamentally, at its simplest level without details
92. **A.** renovation - n making like new, restoration  
**B.** redistribution - n the giving out of shares (for at least the second time)  
**C.** reneged - v gone back on a promise  
**D.** removal - n taking away of something
93. **A.** which - used for things  
**B.** those - not a relative pronoun  
**C.** whom - needs to be coupled with a preposition  
**D.** who - used for people
94. **A.** consecutive adj periods of time or events that happen one after the other without interruption  
**B.** previous adj event or thing that happened or came before the one that you are talking about  
**C.** preface v if you preface an action or speech with something else, you do or say this other thing first  
**D.** subsequent adj something that happened or existed after the time or event that has just been referred to.
95. "proponents of" something
96. **A.** including prep used to introduce examples of people or things that are part of the group of people or things that you are talking about.  
**B.** without prep something does not have, use or is not included in something  
**C.** as well as  
**D.** such as
97. **A.** goods n things that are made to be sold  
**B.** shortcomings n the faults or weaknesses someone has  
**C.** award n a prize or certificate that a person is given for doing something well  
**D.** benefits n help that you get from sth or the advantage that results from it.
98. **A.** sight n someone's ability to see.  
**B.** cite v to quote or mention sth, especially as an example or proof of what you are saying  
**C.** "allude to"  
**D.** site n a piece of ground that is used for a particular purpose or where a particular thing happens
99. **A.** excess n a larger amount than is needed, allowed, or usual  
**B.** axis n an imaginary line through the middle of something  
**C.** access n the opportunity or right to see or use something  
**D.** express n/adj an express or an express train is a fast train which stops at very few stations

91. A. especially  
B. specifically
92. A. renovation  
B. redistribution
93. A. which  
B. those
94. A. consecutive  
B. previous
95. A. against  
B. of
96. A. including  
B. without
97. A. goods  
B. shortcomings
98. A. sight  
B. cite
99. A. excess  
B. axis
100. A. times  
B. rates
101. A. initiated  
B. investigated
102. A. joined  
B. coupled
103. A. on  
B. to
104. A. supporters  
B. backers
105. A. out  
B. through
106. A. cost  
B. expense
107. A. toward  
B. with
108. A. rivals  
B. adversaries
109. A. affect  
B. detriment
110. A. vanished  
B. shifted
- C. broadly  
D. basically
- C. reneged  
D. removal
- C. whom  
D. who
- C. preface  
D. subsequent
- C. from  
D. to
- C. as well  
D. such
- B. awards  
D. benefits
- C. allude  
D. site
- C. access  
D. express
- C. values  
D. prices
- C. interpreted  
D. integrated
- C. associated  
D. linked
- C. for  
D. in
- C. opponents  
D. accomplices
- C. on  
D. with
- C. offer  
D. afford
- C. back  
D. about
- C. supporters  
D. persecutors
- C. effect  
D. factor
- C. added  
D. lifted
100. A. time n measured in minutes, hours, days, and years  
B. rate n the speed with which something happens  
C. value n how much something is worth  
D. price n the amount of money that you have to pay in order to buy something
101. A. initiate v to start or cause something to happen  
B. investigate v to try to find out the truth in an event or situation  
C. interpret v to decide something's meaning or significance  
D. integrate v to become a part of a group or accepted into it
102. A/B/C. "joined/coupled/associated with"  
D. linked to
103. D. "reductions in"
104. A/B. supporter/backer n someone in favor of and supporting something; antonym- opponent  
C. opponent n someone who does not agree with a policy and does not want it to be carried out  
D. accomplice n helps someone commit a crime
105. A. point out phr v bring attention to a fact or a mistake
106. A. cost v if something costs a particular amount of money, you can buy, do, or make it for that amount  
B. expense n the amount of money that something costs  
C. offer n something that is made available to you  
D. afford v to have enough money to pay for something
107. A. bring toward to bring something in the direction of something  
B. bring with to have something along with you  
C. bring back to return something  
D. bring about to cause something to happen
108. A/B. rival/adversary n someone/something you are competing with, or arguing or fighting against.  
C. supporter n someone in favor of and supporting something  
D. persecutor n someone who treats a person or group cruelly or unfairly
109. A. affect v to cause one person or thing to change or to influence them  
B. detriment n damage  
C. effect n to succeed in causing something to happen  
D. factor n one of the things that affect an event, decision or situation
110. A. vanish v to disappear suddenly  
B. shift v to move slightly  
C. add v to increase, improve or complete another thing  
D. lift v to move something to another position, usually higher

# VOCABULARY



111. I wish my noisy neighbors would ..... from playing their music so loudly.  
A. cease  
**B. refrain**  
C. halt  
D. restrain
112. He couldn't stand the ..... of the job so he found a more interesting one.  
A. joviality  
B. remorse  
**C. tedium**  
D. defacement
113. The picture was a perfect ..... of the king.  
**A. likeness**  
B. comparison  
C. copy  
D. specimen
114. This party has won the election three ..... times.  
A. preliminary  
**B. consecutive**  
C. following  
D. incessant
115. The candle ..... in the breeze.  
**A. flickered**  
B. glared  
C. roared  
D. shivered
116. Rabies is a very ..... disease.  
A. venomous  
B. depraved  
**C. contagious**  
D. immune
117. Climbing to the top of the mountain was a ..... thought.  
A. defeatist  
B. timid  
C. diffident  
**D. daunting**
118. This area is ..... to students, as it's the teachers' room.  
**A. out of bounds**  
B. out of order  
C. far out  
D. down and out
119. We didn't stand a chance against such ..... difficulties.  
A. inoperable  
B. indecisive  
C. inaccessible  
**D. insurmountable**
120. When the teacher told the children to sit down and be quiet they ..... obeyed him.  
A. favorably  
**B. grudgingly**  
C. perseveringly  
D. craftily
121. The driver managed to ..... an accident by driving onto the pavement.  
A. digress  
B. swerve  
C. alter  
**D. avert**
122. They are always very ..... in this shop and do their best to keep the customers happy.  
A. affectionate  
**B. accommodating**  
C. gallant  
D. malevolent
123. Don't eat that bread, it's .....  
**A. stale**  
B. musty  
C. raw  
D. pungent
124. The man had to ..... a serious operation on his heart.  
A. undermine  
B. underlie  
**C. undergo**  
D. undercut
125. I'm putting ..... some money every week to pay for my holiday next year.  
A. about  
**B. by**  
C. off  
D. over
126. If you aren't sure what to do just use your ..... sense.  
**A. common**  
B. normal  
C. social  
D. everyday
127. The house prices in this area are .....  
A. expendable  
B. expansive  
**C. exorbitant**  
D. expeditious
128. She was ..... by the amount of work there was to do and didn't know where to start.  
A. overmanned  
**B. overwhelmed**  
C. overhauled  
D. overrated
129. Many companies have joined together to form this big .....  
**A. conglomeration**  
B. constellation  
C. accumulation  
D. regiment
130. Please don't ..... my secret to anyone.  
A. disperse  
B. implicate  
C. plead  
**D. divulge**

131. He tried to keep his ..... even though the children were making him angry.  
**A.** freeze  
**B.** chill  
**C.** cool  
**D.** coldness
132. The judge didn't ..... with the jury's verdict.  
**A.** incur  
**B.** defer  
**C.** condole  
**D.** concur
133. He was ..... with envy when he saw his neighbor's new car.  
**A.** blue  
**B.** green  
**C.** black  
**D.** red
134. First and ..... we have to decide what we are going to do.  
**A.** foremost  
**B.** fundamentally  
**C.** initially  
**D.** primary
135. The whole plan was ..... with problems, so I'm not surprised it failed.  
**A.** expanded  
**B.** fraught  
**C.** consistent  
**D.** perilous
136. I'm not ..... for this kind of dangerous job.  
**A.** cut up  
**B.** put out  
**C.** cut out  
**D.** set out
137. You are under no ..... to pay for the goods unless you are entirely satisfied with them.  
**A.** inclination  
**B.** necessity  
**C.** dictation  
**D.** obligation
138. I'm sure his story is a complete ..... as he's always telling lies.  
**A.** counterfeit  
**B.** simulation  
**C.** fiction  
**D.** fabrication
139. The police had to inform his next of ..... when he was killed.  
**A.** kin  
**B.** relative  
**C.** family  
**D.** associate
140. You ought to put on some insect ..... if you are going for a walk in the jungle.  
**A.** ejection  
**B.** repellent  
**C.** exemption  
**D.** rejection
141. Tim is ..... to do well on his exams.  
**A.** exerting  
**B.** striving  
**C.** striding  
**D.** campaigning
142. He claims that he didn't mean to hurt her but I think it was a ..... act of aggression.  
**A.** repentant  
**B.** plucky  
**C.** strenuous  
**D.** willful
143. He left the house in such a tidy state that there was no ..... of his ever staying there.  
**A.** remnant  
**B.** debris  
**C.** trace  
**D.** scrap
144. I couldn't hear what he was saying on the phone because of the ..... behind me.  
**A.** din  
**B.** matter  
**C.** stench  
**D.** orchestration
145. The ..... man lived on the street and begged for food and money.  
**A.** prosperous  
**B.** mean  
**C.** thrifty  
**D.** destitute
146. Stop ..... my questions and give me an honest answer.  
**A.** averting  
**B.** swerving  
**C.** evading  
**D.** shifting
147. War is ..... between the two countries because they can't settle their differences.  
**A.** impartial  
**B.** imminent  
**C.** immediate  
**D.** impassive
148. This coat isn't made of real fur, it's .....  
**A.** phony  
**B.** unnatural  
**C.** artificial  
**D.** derivative
149. He ..... denied that he'd committed the crime.  
**A.** notoriously  
**B.** figuratively  
**C.** negatively  
**D.** vehemently
150. You'll never be rich if you keep ..... your money.  
**A.** squandering  
**B.** eroding  
**C.** scattering  
**D.** yielding

### Exam Tips

- Remember that for vocabulary to change from passive knowledge to active knowledge you need to repeat a word often. Only by repeating a word will it become active vocabulary.
- Be patient with yourself; it takes time for this process to work.
- Always try to learn vocabulary in groups of words with related subjects instead of in random lists. This way, words are related to each other and are more likely to be remembered in the long-term.



**W**hen Russian pianist Evgeny Kissin played his first recital at age 11, one critic gave him a recipe for survival in the music business: "Stick with a clever, experienced teacher and know that there's no talent without labor".

"She was," he says, referring to Anna Kantor, his teacher of 20 years.

"And I did."

The image of child prodigies is that they become trapped in time like flies in amber, endlessly repeating what won them adulation even after it stops working. Some go into states of stagnation, even paralysis. Some never come out.

But Kissin, now 26, has grown up to be the foremost pianist of his generation, and he's enjoying new acclaim for his recording of the ultimate adult concerto: Beethoven's Emperor (formally, the Piano Concerto No. 5). His concerts are consistently sold out. He loves giving them, and the larger the audience the better, even at London's cavernous Royal Albert Hall.

"The more people I play to, the more I'm inspired," he says in a deep, British-accented voice that contrasts with his boyish looks.

For a while he hated the lack of spontaneity in his life - it's scheduled years in advance - until he realized it's a high-luxury problem. Nonetheless, he's taking a four-month sabbatical, staying at home on New York's Upper West Side, catching up on books, movies and recordings. And for someone who grew up with little need for practical skills, he has one burning ambition: "I want to learn to drive."



**151. When Kissin was eleven years old**

- A. he learnt to play the piano for the first time.
- B. Anna Kantor became his best critic.
- C. he received advice that has probably influenced his career.**
- D. he felt very trapped by his fame.

**152. It can be inferred from the text that young people with special talents**

- A. don't usually continue their career as they get older.
- B. sometimes get stuck in a rut and find it hard to change.**
- C. usually stop being creative before they have the chance to be famous.
- D. can only work if they have adulation from an audience.

- 151 A.** he must have already known how to play the piano if he gave his first recital
- B.** she was his teacher
- C.** this is likely to be true because he has kept the same teacher and worked hard
- D.** the image is that generally child prodigies become trapped but not necessarily Kissin

- 152 A.** not that they generally don't usually continue their career but sometimes they don't
- B.** they go into stages of stagnation - they don't try new things
- C.** sometimes this may happen
- D.** they can be affected by the amount of adulation they receive

- 153. At the present time, Kissin**
- A. is the most famous pianist ever known.
  - B. is re-writing Beethoven's Emperor.
  - C. is recovering from a state of creative paralysis.
  - D. has matured into a leader in his field.**
- 154. Kissin seems to**
- A. be dissatisfied with many aspects of his life.
  - B. thrive on playing to large audiences.**
  - C. have many serious problems.
  - D. enjoy having his life organized for him.
- 155. The general impression from the article is that Kissin**
- A. is generally satisfied with his life.**
  - B. never really grew up.
  - C. has no practical skills.
  - D. prefers to spend his time watching movies and reading rather than performing.

### Exam Tips

**1.** First of all, always keep in mind exactly how much time you have to complete the exercise.

**2.** Read the text through quickly without stopping to check your understanding of individual words. In the first reading you should aim to get a general understanding of the text.

**3.** Read the text a second time more carefully. This time, pause at sections you may find more difficult and think about the meanings of specific words.

- 153** A. he is considered the best of his generation - not of all time  
 B. he has recorded it, not re-written it  
 C. he personally didn't suffer from this but other prodigies sometimes do  
 D. he has "grown up to be the foremost pianist of his generation"
- 154** A. he has ambitions but he's not dissatisfied  
 B. "the more people I play to, the more I'm inspired"  
 C. he realizes his problems are positive "luxury" ones  
 D. he used to hate it but now he accepts it - but doesn't necessarily enjoy it

- 155** A. he has high-luxury problems and is enjoying his success and career generally  
 B. he has "grown up to be ... of his generation"  
 C. he has "little need for practical skills" but that doesn't prove that he has none  
 D. he enjoys these activities but there is nothing to suggest he prefers them to performing - the opposite is inferred because he is "inspired" by his audiences



# READING

**D**oes Beta-Carotene cause cancer? Will vitamin B6 damage the nerves? Can calcium weaken the kidneys? These were some of the unsettling questions raised by a story on the front page of the *New York Times* last week that had vitamin takers across the U.S. wondering if they - or their children - were swallowing too much of a good thing.

It has long been an article of faith among health-conscious Americans that extra doses of vitamin and mineral supplements can cover a multitude of dietary sins. So it seemed like heresy last week when Jane Brody, the *Times*' respected health columnist, questioned the value of those supplements and the quantities they are being taken in. "There is scant evidence that vitamin and mineral supplements are beneficial for most people," she wrote. "Consumers are, in effect, volunteering for a vast, largely unregulated experiment."

Brody's warning comes in the midst of a vitamin boom. As her article noted, Americans have more than doubled their spending on vitamins and minerals in the past six years, from \$3 billion in 1996 to \$6.5 billion in 2001. They have also ratcheted up the dosages they take, gulping down supplements at 10, 50, even 100 times the daily recommended levels. One-A-Day and other multivitamin products were originally designed to prevent such centuries-old nutritional deficiencies as scurvy and beriberi. But now the same micronutrients are being taken in megadoses - in effect, as drugs - to prevent or treat a broad range of illnesses, including psoriasis, cancer and heart disease.



**156. The New York Times**

- A. wanted to shock the public to stop them taking vitamins.
- B. has printed an article that has caused people to reassess their vitamin intake.**
- C. has unsettled the medical profession.
- D. has said that children take too many vitamins.

**157. The expression "an article of faith" in the passage suggests that**

- A. most Americans are overdosing on vitamins.
- B. vitamins are particularly helpful if you are on a diet.
- C. most Americans are questioning vitamins.
- D. Americans believed the hype that says vitamins are beneficial.**

- 156** A. the article it printed may have worried some readers
- B. "that had vitamin takers ... of a good thing."
- C. the article was generally upsetting to all people
- D. it has made people think about the amount of vitamins they and their family consume
  
- 157** A. some Americans are probably taking too many vitamins
- B. vitamins supplement one's diet generally and not specifically when you are on a diet
- C. the New York Times was raising some questions about vitamins
- D. "vitamins and mineral supplements can cover a multitude of dietary sins."

- 158. According to Jane Brody**
- A. vitamins obviously help most people.
  - B. more people need to volunteer to help with research on the effects of vitamins.
  - C. there is no reason to believe that vitamins help most people.**
  - D. a lot of consumers want to volunteer to help in vitamin research.
- 159. The text states that**
- A. Americans take larger amounts of vitamins than they used to on a daily basis.**
  - B. the daily recommended levels of vitamin intake has increased.
  - C. Americans consume about 3 billion vitamins every year.
  - D. the average American consumes about 50 vitamins a day.
- 160. Vitamin consumption has changed in that**
- A. people no longer have nutritional deficiencies.
  - B. they are being used to treat or prevent many more health problems than in the past.**
  - C. the vitamins are not as effective as they used to be in the past.
  - D. larger doses of vitamins are needed by people these days.

**158** A. "there is scant evidence ... for most people."  
 B/D Consumers are in effect volunteering consciously.  
 C. see A

**159** A. "they have ratcheted up the dosages"  
 B. the amount taken has increased but not the recommended level  
 C. they spent three billion dollars on vitamins in 1996  
 D. Some Americans consume as many as 50 vitamins a day.

**160** A. they still have them but they also have different health problems now  
 B. "to prevent or treat a broad range of illnesses"  
 C. there is nothing to suggest this in the article  
 D. larger doses are taken but not needed



# READING

**C**onserve energy wherever possible, and insist that industry do the same. Global warming may be an international problem requiring global solutions, but individuals can still help fight it on their own turf.

Here are five easy steps you can take:

1. Buy energy-efficient appliances. Most major appliances carry Energy Guide labels, required by federal law. New refrigerators and freezers are, on average, about 75% more efficient than those produced in the early '70s. Remember that the refrigerator is the appliance that consumes the most electricity in the home, so if you have the opportunity, purchase the most energy-efficient model.
2. Buy cars with high fuel efficiency. A car that gets 20 miles per gallon will emit approximately 50 tons of carbon dioxide over its lifetime. A 40-mpg car will emit only 25 tons. Over the average lifetime of an American car (100,000 miles), a 40-mpg car will also save approximately \$3,000 in fuel costs compared to a 20-mpg car.
3. Replace your three most-used light bulbs with compact fluorescents, and the rest with tungsten-halogen lamps. You will cut your annual electricity bill by about \$30, and will need to change these bulbs a lot less often. If every American home took this step, it would reduce this country's total carbon emissions by about 1%.
4. Plant trees. Trees consume carbon dioxide and increase the rate at which greenhouse gases are removed from the atmosphere. In urban areas, by providing shade, evaporative cooling, and wind breaks, trees can reduce greenhouse gas emissions from heating and cooling by 15 times as much as they absorb directly.
5. Weatherize your home or apartment. For a very small investment, you can begin to cut your heating and cooling expenses and reduce the burning of fossil fuels, if that's where the energy comes from. Seal drafts around windows and doors. Make sure your home has adequate insulation. Many older homes do not have enough, especially in the attic. You can check the insulation amount yourself or have it done as part of an energy audit.



161. The article recommends that

- A. you buy a new fridge and freezer.
- B. you buy a fridge with an Energy Guide label on it.**
- C. you check that a fridge comes with a Federal label.
- D. you check how much electricity your fridge or freezer uses.

162. A 40-mpg car

- A. costs approximately 3,000 dollars more than a 20-mpg car.
- B. produces 50% less fuel than a 20-mpg car.
- C. should last the average American for his whole life.
- D. is more efficient than a 20-mpg car.**

- 161 A. only if you have the opportunity to  
 B. the appliance should have a label on it, so it does recommend this  
 C. "....Energy Guide labels, required by federal law...."  
 D. it doesn't say you should check but states that it uses more than any other appliance
- 162 A. "will save approximately 3,000 ... 20-mpg car."  
 B. produces 50% less carbon dioxide than a 20-mpg car  
 C. there is no comment on how long a car will last  
 D. it produces half as much pollution and will save on fuel costs

163. According to the text

- A. the more lightbulbs you have the more money you'll save.
- B. the cheaper your electricity bill, the more bulbs you'll be able to have.
- C. fluorescent lights are more environmentally friendly than ordinary light bulbs.
- D. tungsten-halogen lights need to be changed more often than fluorescent lights.

164. Trees

- A. grow faster in the city than in the country because they need carbon dioxide.
- B. take in gases that harm the atmosphere.
- C. produce carbon dioxide which removes gases from the air.
- D. help to keep urban areas warm.

165. If you weatherize your home

- A. it is less likely to suffer from storm or pollution damage.
- B. you will have to pay an initial amount but you'll soon get the money back.
- C. you'll need to spend a lot more on an older home.
- D. you'll no longer need to burn fossil fuels.

- 163 A. if you buy fluorescent or tungsten-halogen lamps you will save your money and have to replace your lights less often - you don't need to buy a lot  
 B. see A  
 C. they are cheaper and help cut down carbon emissions  
 D. the opposite is true
- 164 A. they don't grow any faster in the city  
 B. they absorb gas emissions  
 C. they absorb the carbon dioxide  
 D. they absorb the gas emissions caused by heating
- 165 A. not mentioned in the text  
 B. with a small investment you'll save money in the future  
 C. not necessarily although it may need more insulation  
 D. you'll be able to use less fossil fuels



# READING

The earliest Mother's Day celebrations can be traced back to the spring celebrations of ancient Greece in honor of Rhea, the Mother of the Gods. During the 1600's, England celebrated a day called "Mothering Sunday". Celebrated on the 4th Sunday of Lent (the 40 day period leading up to Easter), "Mothering Sunday" honored the mothers of England.

During this time, many of England's poor worked as servants for the wealthy. As most jobs were located far from their homes, the servants would live at the houses of their employers. On Mothering Sunday the servants would have the day off and were encouraged to return home and spend the day with their mothers. A special cake, called the mothering cake, was often brought along to provide a festive touch.

As Christianity spread throughout Europe, the celebration changed to honor the "Mother Church" - the spiritual power that gave them life and protected them from harm. Over time the church festival blended with the Mothering Sunday celebration. People began honoring their mothers as well as the church.

In the United States, Mother's Day was first suggested in 1872 by Julia Ward Howe (who wrote the words to the Battle Hymn of the Republic) as a day dedicated to peace. Ms. Howe would hold organized Mother's Day meetings in Boston, Mass every year.

In 1907 Anna Jarvis, from Philadelphia, began a campaign to establish a national Mother's Day. Ms. Jarvis persuaded her mother's church in Grafton, West Virginia to celebrate Mother's Day on the second anniversary of her mother's death, the 2nd Sunday of May. By the next year Mother's Day was also celebrated in Philadelphia.

Ms. Jarvis and her supporters began to write to ministers, businessmen, and politicians in their quest to establish a national Mother's Day. It was successful, as by 1911 Mother's Day was celebrated in almost every state. President Woodrow Wilson, in 1914, made the official announcement proclaiming Mother's Day as a national holiday that was to be held each year on the 2nd Sunday of May.

While many countries of the world celebrate their own Mother's Day at different times throughout the year, there are some countries such as Denmark, Finland, Italy, Turkey, Australia, and Belgium which also celebrate Mother's Day on the second Sunday of May.



**166. According to the passage**

- A. the Greeks were the first to buy Mother's Day presents.
- B. the English invented Mother's Day.
- C. Mother's Day was made because of the Easter celebrations.
- D. the first Mother's Day wasn't actually for mothers.**

**167. In England**

- A. everyone was poor during the 1600's.
- B. only poor people used to celebrate Mother's Day.
- C. poorer people tended to live away from their family home in the 17th century.**
- D. mothers used to bake special cakes to celebrate the day.

- 166 A. there is no mention of them buying presents
- B. the Greeks invented it during ancient times
- C. not because of, but during Lent
- D. it was for a Greek god, Rhea

- 167 A. many people but not everyone
- B. the poor people were given a day off to see their family but it doesn't say that the rich people didn't celebrate the day
- C. servants lived in their employer's home
- D. the cake was brought to the mother's house so she couldn't have baked it herself

168. The spread of Christianity

- A. led to mothers being celebrated and given gifts in church.
- B. made mothers into a protective figure.
- C. taught people to respect their mother.
- D. combined an appreciation of both the church and mothers.

169. In America

- A. Mother’s Day was only celebrated in West Virginia and Philadelphia until 1914.
- B. Julia Ward Howe and Anna Jarvis campaigned to make Mother’s Day an international holiday.
- C. Julia Ward Howe celebrated Mother’s Day in her local church.
- D. Anna Jarvis wanted Mother’s Day to coincide with the date her mother died.

170. Mother’s Day

- A. was finally recognized nationally in America in 1914.
- B. was made official all over the world in 1914.
- C. was officially recognized in 1911.
- D. was opposed in many states until 1914.

<p>168 A. led to the church being celebrated and seen as a mother figure - no mention of gifts</p> <p>B. made the church a protective power</p> <p>C. there is no mention of this</p> <p>D. the church festival blended with the Mothering Sunday celebration</p>	<p>170 A. “president Woodrow Wilson ... Sunday of May”</p> <p>B. in America in 1914</p> <p>C. in 1914</p> <p>D. it wasn’t recognized but there is no mention of it actually being opposed</p>
<p>169 A. by 1911 Mother’s Day was celebrated in almost every state</p> <p>B. not international</p> <p>C. Anna Jarvis persuaded her local church to celebrate Mother’s Day</p> <p>D. the second anniversary of her mother’s death</p>	



**1. People often pursue a career that they are passionate about and that enables them to use their talents. Careers vary from office work to athletics to blue-collar jobs to starring on the big screen. Is it fair that a schoolteacher, who is every bit as talented and passionate for his job as a movie star, earns substantially less money? What do you think the salary ranges says of our values as a society?**

I have always wanted to be a teacher and have a definite passion for it. When I am around students and I am in a classroom setting, I absolutely flourish and enjoy myself immensely. However, as I am now approaching the age where I have to think more seriously about a career, my strong desire to be a teacher has weakened. My passion for the occupation has not altered one bit, however, I now wonder if I will earn enough. I still plan on pursuing it as a career, but I know that I will have to choose where to spend my money wisely. My good friend, on the other hand, is pursuing a career in business. Her starting salary will probably be more than my salary will be at the end of my career. This seems utterly unfair to me as she is no more talented in her profession of choice than I am at mine. Of course, the main difference between a job in the business world and a teaching career is that the whole point of being in business is to sell goods and therefore earn a profit. Therefore, it is only natural that someone in the business world would earn a larger sum of money.

However the size of the income disparities is what is unjust. Something should be done to increase the salaries of teachers and social workers and other workers that conduct absolute crucial work, work with which we, as a society, could not survive without. I am not implying that the value of our work should be completely assessed by the amount of money earned, but money is an important reward for work, and I believe that there are certain valuable occupations that are getting the short end of the stick.

**2.** Before the industrial revolution, there were many jobs on the assembly line. Before the women's movement, women didn't work outside the home. Job types and who does these jobs have changed dramatically over the years. Write about what you think the best change in the working world has been and why. Use details and examples.

### POINTS TO BE INCLUDED

- introduction of the computer/internet
- changing gender roles
- the beneficial changes
- the drawbacks to certain changes
- draw a conclusion

### USEFUL VOCABULARY

progress/progressive  
productivity  
efficiency  
opportunities  
stereotypical  
outsource  
downsize  
high/low-skilled  
education