

Read the text below and choose the best answer for each space.

The Hooded Pitcher Plant

The hooded pitcher plant is an endangered plant (0) _____ found _____ in the rainforest jungle. Each pitcher leaf of the plant end in a re-curved hood, which serves very effectively as a way to (1) _____ insects. The bright reddish to purplish colours are an attractive signal. The inside of the hood has nectar glands in it, so the leaf is (2) _____ some food to the insect.



The translucent areas in the hood fool the insect which responds to the light these "windows" transmit. The insect's response is to fly (3) _____ the windowed wall because it resembles the sky by being bright.

The hairs on the inside of the hood may look small (4) _____ they are large compared to an insect. They point downward, into the pitcher, and tend to (5) _____ returning upward. The pitchers are long and very narrow. The further down in a pitcher an insect (6) _____, the less likely it is that it can accurately fly up and out of the narrow tube. The pitcher leaf digests the soft parts of insects but the hard parts (7) _____.

The flowers of the pitcher plant point downwards. The petals are yellow and round in shape. These features can be used to identify the species of pitcher plant, although the hooded shape of the pitchers (8) _____ it different from other kinds of pitcher plants.

To enter the flower, an insect has to crawl (9) _____ the narrow space between the yellow petal and the white umbrella-like stigma. The insect reaches the anther which (10) _____ pollen that are used as food by insects.

(Source: https://www.botany.org/Carnivorous_Plants/Sarracenia_minor.php)

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|--------------------|---------------|-------------|---------------|
| 0. (A) found | B. started | C. created | D. unearthed |
| 1. A. con | B. trap | C. confuse | D. block |
| 2. A. contributing | B. donating | C. gifting | D. offering |
| 3. A. against | B. toward | C. opposite | D. for |
| 4. A. and | B. so | C. but | D. if |
| 5. A. discourage | B. dishearten | C. dismay | D. disappoint |
| 6. A. grows | B. develops | C. evolves | D. progresses |
| 7. A. endure | B. remain | C. persist | D. continue |
| 8. A. makes | B. styles | C. brands | D. causes |
| 9. A. up | B. by | C. through | D. in |
| 10. A. covers | B. surrounds | C. contains | D. controls |

Practice 2

Read the passage below. Choose the best answer for each space.

Social media is a way for teenagers to stay in touch (0) _____ with _____ their friends. Teenagers nowadays prefer Snapchat and Instagram over public social media (1) _____ like Facebook and Tumblr. In the former, they have better control over who has (2) _____ to their personal life.

(3) _____, social media as a whole have been shown to be associated with symptoms of anxiety, social isolation and feelings of loneliness. These symptoms are magnified among younger people who may not have the maturity to (4) _____ the downside of social media. Teenagers who spent more than three hours a day using social media might be at heightened risk for mental health problems. A study of more than 450 teenagers found that greater social media use, night time social media use and being emotional on social media – such as feeling upset when (5) _____ from logging on – were each linked with worse sleep quality and higher levels of anxiety and depression.

(6) _____ social media, teenagers interact with their ever-changing social world which is often filled with new experiences and information.

Social media can be beneficial to teenagers. It is a platform to (7) _____ with their friends and the wider communities. Social media can be used to display their creativity, (8) _____ their networks, broaden their viewpoints and provide access to get involved in issues they care about.

Parents and educators can guide and encourage young people to be more (9) _____ of how they use their gadgets. Parents may limit their teen's digital media usage to two hours a day or less. It also helps to (10) _____ real friendships – whether offline or online – that are built around interest and real-life connections.

(Adapted from Calibre, October 2019)

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|-----------------|--------------|--------------|-------------|
| 0. (A) with | B. by | C. for | D. beside |
| 1. A. stages | B. platforms | C. policies | D. boards |
| 2. A. access | B. contact | C. approach | D. entrance |
| 3. A. Despite | B. Since | C. Although | D. However |
| 4. A. supervise | B. treat | C. handle | D. process |
| 5. A. foiled | B. averted | C. prevented | D. thwarted |
| 6. A. Through | B. By | C. Toward | D. For |
| 7. A. link | B. connect | C. unite | D. click |
| 8. A. swell | B. expand | C. spread | D. contract |
| 9. A. careless | B. sensible | C. dreamy | D. mindful |
| 10. A. improve | B. plant | C. cultivate | D. help |