Teacher: _____

Student's Name: _____

Tallinn Language Centre / International House Tallinn

…….. End-of-Term Test May 2020

Listening

Part 1

You will hear a discussion in which two marine biologists, Gina Kelso and Thomas Lundman, talk about an award-winning television film they made about wildlife in Antarctica.

For questions **1 – 5**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

1 Gina's interest in marine biology dates from

A her earliest recollections of life in Africa.

B one memorable experience in childhood.

C the years she spent studying in England.

D a postgraduate research project she led.

2 The first wildlife TV series they both worked on

A made use of a previously untried format.

B was not filmed in a natural environment.

C was not intended to be taken too seriously.

D required them to do background research.

3 How did Thomas feel when he was asked to produce the programmes about Antarctica?

A disappointed not to be presenting the series

B surprised that people thought he was suitable

C uncertain how well he would get on with the team

D worried about having to spend the winter there

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4 When they were in Antarctica, they would have appreciated

A a less demanding work schedule.

B more time to study certain animals.

C a close friend to share their feelings with.

D a chance to share their work with colleagues.

5 What was most impressive about the whales they filmed?

A the unusual sounds the whales made

B the number of whales feeding in a small bay

C how long the whales stayed feeding in one area

D how well the whales co-operated with each other

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Part 2

You will hear five short extracts in which different people are talking about taking a gap year – the time which some young people take off from their studies to gain other experience.

You will hear the recording twice. While you listen, you must complete both tasks.

TASK ONE

For questions **1 – 5**, choose from the list (**A – H**) what each speaker did during their gap year.

A - Taught a language
B - Travelled widely
C - Worked in an office
D - Did voluntary work
E - Taught a sport
F - Worked in a hotel
G - Worked as a tour guide
H - Went on an organised expedition

Speaker 1	1	
Speaker 2	2	
Speaker 3	3	
Speaker 4	4	
Speaker 5	5	

TASK TWO

For questions **6 – 10**, choose from the list (**A – H**) which benefit of having a gap year each speaker mentions.

A - Making long-lasting friendships
B - Overcoming financial problems
C - Increased independence
D - Improved linguistic skills
E - Dealing with disappointment
F - A renewed sense of adventure
G - A more mature approach to studying
H - A chance to consider future plans

Speaker 1	6	
Speaker 2	7	
Speaker 3	8	
Speaker 4	9	
Speaker 5	10	

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Reading

Part 1

You are going to read an extract from a book on photography. For questions **1 – 9**, choose from the sections (**A – E**). The sections may be chosen more than once.

In which section are the following mentioned?

The possibility that photography can directly influence events in the world **1…**

The possibility that the photographic image has become redundant **2…**

Images being interpreted in a similar way by different societies **3…**

A commonly held view about the relationship between what is visible and how it is interpreted **4…**

The contrasts of scale that can be represented in photography **5…**

The possibility that the techniques employed in photography today have taken the medium back to where it started **6…**

The ability of photography to provide images that will exist for a long time **7…**

Uncertainty as to whether the main purpose of photography is to inform or to entertain **8…**

The potential of photography to epitomise the human condition **9…**

The view that photography was the greatest achievement in the history of visual images **10…**

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Photography

A historical background

A

Over the past one and a half centuries, photography has been used to record all aspects of human life and activity. During this relatively short history, the medium has expanded its capabilities in the recording of time and space, thus allowing human vision to be able to view the fleeting moment or to visualise both the vast and the minuscule. It has brought us images from remote areas of the world, distant parts of the solar system, as well as the social complexities and crises of modern life. Indeed, the photographic medium has provided one of the most important and influential means of capturing the essence of our being alive. Nonetheless, the recording of events by means of the visual image has a much longer history. The earliest creations of pictorial recording go as far back as the Upper Palaeolithic period of about 35,000 years ago and, although we cannot be sure of the exact purposes of the early cave paintings, pictorial images seem to be inextricably linked to human culture as we understand it.

B

Throughout the history of visual representation, questions have been raised concerning the supposed accuracy (or otherwise) of visual images, as well as their status in society. Ideas and debates concerning how we see the world and the status of its pictorial representations have been central political, philosophical and psychological issues from the time of Ancient Greece to the present-day technical revolution of the new media communications. Vision and representation have pursued interdependent trajectories, counter-influencing each other throughout history. The popular notion that 'seeing is believing' had always afforded special status to the visual image. So when the technology was invented, in the form of photography, the social and cultural impact was immense. Not only did it hold out the promise of providing a record of vision, but it had the capacity to make such representation enduring.

C

In the mid-nineteenth century, the invention of photography appeared to offer the promise of 'automatically' providing an accurate visual record. It was seen not only as the culmination of visual representation but, quite simply, the camera was regarded as a machine that could provide a fixed image. And this image was considered to be a very close approximation to that which we actually see. Because of the camera's perceived realism in its ability to replicate visual perception, it was assumed that all peoples would 'naturally' be able to understand photographs. This gave rise to the question of whether photography constituted a 'universal language'. For example, a photograph

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of the heavens, whether it showed the sun and moon or the constellations, would immediately be understood in any part of the world. In the face of the rapid increase in global communications, we do need at least to ask to what extent the photographic image can penetrate through cultural differences in understanding.

D

There are other questions that arise concerning the role of photography in society that have aimed to determine whether the camera operates as a mute, passive recorder of what is happening or whether it possesses the voice and power to instigate social change. We may further speculate whether the camera provides images that have a truly educational function or if it operates primarily as a source of amusement. In provoking such issues, the photographic debate reflects polarised arguments that traditionally have characterised much intellectual thought.

E

The last 170 years have witnessed an ever- increasing influence of the visual image, culminating in the global primacy of television. For photography, the new prospects and uncertainties posed by digital storage and manipulation, and the transmission of images via the internet present new challenges. It has even been suggested that we now inhabit the 'post-photographic era' – where technological and cultural change have devalued photography to such an extent that events have taken us beyond the photograph's use and value as a medium of communication. Furthermore, perhaps we should be asking if the advent of digital imagery means that photography, initially born from painting, has turned full circle and has now returned to emulating painting – its progenitor.

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Use of English

Part 1

For questions **1 – 8**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (**0**).

MOBILE COMMUNICATION

For many people, mobile email is a habit they couldn't give up even **(0)** ....IF..... they wanted to. And **(1)** ..... should they want to? **(2)** ..... all, the ability to send and receive emails from a mobile device means they can stay in touch with colleagues, friends and family, whether they're standing in a queue at the supermarket, downing a quick cup of coffee in **(3)**..... meetings or killing **(4)** ..... before a flight.

It's fair to say that access to email while **(5)** ..... the move has done much to whet appetites for other kinds of collaborative tools. What's **(6)** ..... , there's a whole new way of working that has opened up in recent years and, **(7)** ..... a result, there's a general expectation that efficiency and productivity don't necessarily take **(8)** ..... within the four walls of an organisation's physical offices.

1 - .....

2 - .....

3 - .....

4 - .....

5 - .....

6 - .....

7 - .....

8 - .....

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Part 2

For questions **1 – 8**, read the text below. Use the word given in capitals at the bottom of the text to form a word that fits in the spaces. There is an example at the beginning (**0**).

POWER NAPS

Power napping is an **(0)** EFFECTIVE strategy. It involves taking an intense sleep which dramatically improves **(1)** ..... , making it especially useful for those with a demanding schedule such as mothers of babies or travelling business **(2)** ..... . However, the conditions must be right and practice is required to **(3)** ..... the effects.

To prevent **(4)** ..... on awakening, power naps should last about 25 minutes. Falling asleep so quickly takes practice, but is in fact a habit which is **(5)** ..... easy to acquire. Initially, it is more important to relax for a while than actually fall asleep, and power-napping is not a good idea if you find it difficult to wake up at the **(6)** ..... time.

Finally, power-napping should not be confused with the kind of dozing that can **(7)** ..... a sensation of overwhelming sleepiness during the day, which simply represents the **(8)** ..... experienced in the attempt to compensate for a poor sleep routine.

0 - EFFECT .....
1 - ALERT .....
2 - EXECUTE .....
3 - MAXIMUM .....
4 - ORIENTATE .....
5 - COMPARE .....
6 - DESIGN .....
7 - COMPANY .....
8 - DESPAIR .....

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Grammar

1 **Rewrite the italicised part of each sentence so that it has a similar meaning. Use one of the verbs from the box and an -ing form.**

adapt	approve	discourage	end	~~own up~~	rely

1 In a survey, 65% of dentists *said that they had made* mistakes in treating patients.
owned up to making
2 I don't *think children should wear* jewellery in school. .....
3 I would like to *finish with a summary of* the main points of my talk. .....
4 My parents *said they thought I shouldn't go* to university. .....
5 You can't *trust Sophie to turn up* on time. .....
6 I grew up in the countryside, and I found it difficult to *get used to life* in a big city.
.....

2 **Match sentence beginnings 1–10 to endings a–j and choose an appropriate wh-word to connect them. If necessary, add an appropriate object.**

1 Before the meeting finished they arranged ... D
2 He took my hands and showed ...
3 I explained carefully so that the students understood ...
4 Anna was new in the office and I had to keep reminding ...
5 I saw Sarah leave the building, but I didn't notice ...
6 When I saw Hugo alone at the party I wondered ...
7 As we walked over the hills the guide warned ...
8 After I'd dismantled the motor I couldn't remember ...
9 To win a prize you had to guess ...
10 As the guests came in Diego told ...

a ... to fit the parts back together.
b ... she went after that.
c ... to put their coats.
d ~~... to meet next.~~
e ... Helen wasn't with him.
f ... many sweets were in the jar.
g ... they had to do in the test.
h ... the path was dangerous.
i ... everyone was.
j ... to hold the golf club properly.

3 **Underline the correct phrase.**

1 The driver stopped to let on more passengers *even though / even if* the bus was already full.
2 I wouldn't tell you where Mariam lives *even though / even if* I knew.
3 *Even though / Even if* I only play one match for my country, I'll be happy.
4 *Even though / Even if* he had just had lunch, Thomas bought a hamburger.
5 He plays for France *even though / even if* he was born in Algeria.
6 You won't see all the animals in the zoo *even though / even if* you stay for the whole day.
7 *Even though / Even if* I'm quite old, I still miss my parents.
8 I still couldn't afford to go to Taipei, *even though / even if* I took the cheapest route.

4 **Complete the sentences using one of the phrases in (i) with expanded notes from (ii).**

(i)

~~if it were not for~~	if I were you
wish he were	if only it were
'd rather it were	'd sooner she were

(ii)

forgotten ... classmates	going ... friends
not so critical ... employees	
~~long nights ... winter~~	as easy ... that
breakfast before ... leave	

1 I would be happy to live in the north of Sweden if it were not for the long nights in winter .
2 I'm not happy about Jess going to Thailand alone. I .....
3 A: If you're unhappy with your new car, why don't you ask for your money back?
B: Well, ...
4 I know you haven't got much time, but .....
5 Wearing odd shoes to school was embarrassing and I .....
6 I'm very fond of Paul, but I .....

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