

## TASK 2

Read the text below. For questions (6-11) choose the correct answer (A, B, C, D).

### LONG DIVISION

The persistent organic pollutants, or POPs might even affect how well kids do in school. When the babies were 1 year old, the Laval University scientists gave them some tests. They tested how well the babies used their hands. They also tested how well the babies paid attention and learned when they were shown new toys. All of these tests were videotaped, and scientists carefully studied the videos afterward. What they saw surprised them.

Babies with high POPs levels weren't quite as coordinated with their hands as other babies. They also didn't pay attention quite as well when they were being shown new toys — they often stared away at other things. And during several hours of tests, these babies became upset and cried more often.

These were small differences. You wouldn't notice them unless you watched the babies closely. But when the same babies were tested again at the age of 5, the ones with high POPs still did a little worse.

'At later ages you're still at a disadvantage,' says Gina Muckle, a psychologist on the Laval University team that travelled to Nunavik to test the children. Muckle thinks that even small changes can affect how children do in school as they get older. They could affect how a child responds when taught something hard, like long division — whether they meet the challenge with a positive attitude, or get upset and discouraged. Or they could affect how a child responds to the stress of going to a new school — how well they make new friends, and whether they still do well in class during those awkward times. Little differences, over the years, could add up. 'Those effects,' says Muckle, 'are likely to be a real disadvantage overall during the life of the person.'

### Still Trickling

No one was happy to learn that POP chemicals were hurting people in the Arctic. But finding out about the problem gave the Inuit a chance to do something about it. In the 1990s, the United Nations held a meeting, called the Stockholm Convention, to discuss banning many POP chemicals. The Inuit sent people to the United Nations to tell how POPs had affected them. Since 1998, 140 countries have agreed to stop making many POP chemicals. As a result, levels of POPs in the Arctic are falling.

But it will take a long time for the problem to go away. For one thing, buildings around the world still contain many tons of POPs in their paint and wiring. Every day, a little bit of those chemicals turns into vapour and drifts outside. Eventually, it reaches the Arctic. Soil also contains huge amounts of POP chemicals — and the hot blast of a forest fire can send them into the air, just as a hot blow drier causes water to evaporate from your hair. Breivik found that major fires in 2004 and 2006 caused large amounts of POPs to go into the air and reach the Arctic. Many of these chemicals last for 100 years or longer.



## Likely Suspects

The other problem is that while hundreds of POP chemicals are known, there are probably others that scientists still don't know about. 'There are new compounds that are ending up in remote areas,' says Frank Wania, an environmental chemist at the University of Toronto in Scarborough.

Many POPs contain the element chlorine. But in the last few years, scientists like Wania have been surprised to find that two families of manmade chemicals, which contain the elements fluorine or bromine, have found their way into the Arctic. 'We failed to recognize **them** until they were already accumulating in the Arctic,' says Wania — meaning that large amounts of them were turning up in seals, birds and people. By the time the chemicals were discovered and banned, the damage was done. Scientists want to get ahead of the problem. Wania has surveyed 100,000 industrial chemicals. He was looking for chemicals — you could call them 'hoppers,' 'fliers' and 'swimmers' — which might reach the Arctic. Out of those chemicals, he found 120 likely suspects that he plans to look at more closely.

All of this might seem like a lot of effort. But many scientists think it's the right thing to do. It comes down to one question, says Muckle — whether we want children to be able to grow and learn to their full potential. 'The environmental contaminants are certainly an issue,' she says. 'As a society we need to take that into account.'

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**6. High POPs levels affected the children's ability .....**

- A to hold things    B to be concentrated    C to study well    D all of the above

**7. During tests babies with high levels of POPs .....**

- A paid much attention to toys  
B easily started to laugh  
C became much interested in everything that was going on  
D paid no attention to anything

**8. While experimenting with children age groups the scientists agreed that .....**

- A the amount of POPs didn't influence their learning skills  
B the POPs helped children acquire new knowledge  
C having the POPs wasn't a great advantage  
D the amount of POPs challenged a positive attitude to life

**9. The Stockholm Convention approved of the countries' .....**

- A wide usage of POP chemicals    C experiments with POPs  
B POPs production prohibition    D construction of POPs-producing factories

**10. The word '**them**' in the ninth paragraph refers to .....**

- A scientists    B chemicals    C the elements fluorine and bromine    D families

**11. Scientists are doing the researches because .....**

- A they are worried about the future generations  
B this is their job  
C they have found new kinds of chemicals in the Arctic  
D the POPs are on the verge of disappearance



### TASK 3

Read the text below. Match choices (A-H) to (12-16).

There are three choices you do not need to use.

Write your answers on the separate answer sheet.

## GREEN CAR GUIDE

*By Jennifer Claerr*

Global warming and the energy crisis have spurred interest in cars run by renewable energy. These cars are now more commonly seen on the roads. However, they're often indistinguishable from ordinary, polluting gas-powered cars. If you're considering investing in a green car, it's important to know how they will affect the planet and your finances.

12. ....

There are four basic types of green cars currently in use today; electric, hybrid, natural gas, and biodiesel. Electric cars get their power exclusively from the grid or from a specialized charging station. Hybrid cars use a gas-powered internal combustion engine to power an electric motor. There are also plug-in hybrids that can get electricity from an ordinary power outlet. Natural gas is typically used as a fuel in large vehicles such as garbage and delivery trucks. Biodiesel vehicles can run on vegetable oil which has been altered for use as a fuel source. Other types of green cars — such as the hydrogen fuel cell car — are currently in development.

13. ....

The primary advantage of the electric car is that it gives off zero emissions. Hybrid cars are more fuel efficient than cars powered only by an internal combustion engine. Natural gas vehicles produce dramatically less emissions than petroleum-fuelled cars. They are also safer to drive, and the fuel is less-expensive. Biodiesel fuel can be made from recycled waste oil, and is less toxic than petroleum. Combustion of biodiesel produces about 78 % less carbon dioxide than burning petroleum-based fuels.

**14.** .....

Electric cars can operate only for short distances and at low speeds. They must be recharged before they can be used again. They typically use dirty energy from the grid rather than clean energy from a renewable source. Hybrid cars produce pollution like other gas-powered cars. They can also be significantly more expensive than ordinary gas-powered cars. Biodiesel fuel is more expensive than gasoline. Although the source of biodiesel fuel is renewable, it still uses the Earth's resources. Biodiesel cars can experience technical problems such as clogged fuel lines. Also, biodiesel is not readily available.

**15.** .....

Electric cars have a power cord that can plug into an ordinary electrical outlet. Hybrid vehicles have a gas-powered engine which produces electricity to run electric motors. There are also solar charging stations and solar roofs available for both electric and hybrid vehicles. Natural gas cars use methane which has been processed to remove all hydrocarbons. Some larger natural gas vehicles use the gas in its liquid form. Many regular diesel vehicles have been adapted to use biodiesel. Biodiesel is typically made from vegetable oil with lye or alcohol. This separates glycerine from the oil and changes it to a form that a car can burn.

**16.** .....

Electric vehicles are typically only useful for driving short distances, such as around a neighbourhood. Hybrid vehicles are by far the most popular of all green cars since they are most like a gas-powered vehicle. Natural gas cars are used around the world in countries such as the United States and Europe. However, they're uncommon since there are few natural gas stations. Biodiesel cars are commonly used, despite the lack of fuelling stations because biodiesel can be made from scratch.

- A Considerations
- B Benefits
- C Kinds of Cars
- D Eco-Friendly Buses
- E Features
- F Preserving Energy
- G Function
- H Energy Crisis



## TASK 4

Read the text below.

Choose from (A-H) the one which best fits each space (17-22).

There are two choices you do not need to use.

Write your answers on the separate answer sheet.

### THE MAGIC WINDOW

Once upon a time there was a little boy who became very ill. He had to spend all day in bed, (17) ..... . Because other children weren't allowed to come near him, he suffered greatly, and spent his days (18) ..... .

There wasn't much he could do (19) ..... . Time passed, and his feeling of despair just grew. Until one day he saw a strange shape in the window. It was a penguin eating a sausage sandwich. The penguin squeezed in through the open window, said 'good afternoon' to the boy, turned around, and left again.

Of course, the boy was very surprised. He was still trying to work out what had happened, when outside his window he saw a monkey in a nappy, (20) ..... . At first the boy asked himself what that could possibly be, but after a while, as more and more crazy-looking characters appeared out the window, (21) ..... and found it hard to stop.

Before long, his health had improved so much that he was able to go back to school again.

While he was talking to his best friend he saw something (22) ..... . The boy asked his friend what it was, and he was so insistent that finally his friend had to show him what was in the bag. There, inside, were all the fancy-dress suits and disguises that his best friend had been using to try to cheer the little boy up!

And from that day on, the little boy always did his best to make sure that no one felt sad and alone.

## THE MAGIC WINDOW

**Read the text.**

**Choose from (A-H) the one which best fits each space (17-22).**

- A** feeling sad and blue
- B** having many ordinary things
- C** except look out of the window
- D** he burst out laughing
- E** unable to move
- F** sad and unhappy
- G** busy blowing up a balloon
- H** sticking out of his friend's school bag



## TASK 5

**Read and complete the text below.**

**For the empty spaces (23-34) choose the correct answer (A, B, C or D).**

### DO DOGS REALLY NEED TO WEAR SWEATERS?

You may think that dog sweaters and other pet clothes sound too ridiculous to be used in the average dog, but the truth is that more and more companies are now (23) ..... dog clothes. While dog sweaters used to be more of a fashion statement than anything else, the truth is that, for some breeds, it may (24) ..... to wear dog sweaters. Before deciding if dog sweaters are for you, here are some things to keep in (25) .....

Little dogs are the most likely breeds to need dog sweaters. Chihuahuas, toy terriers, miniature pinchers, and other small breeds may not be equipped to deal with outdoor winter temperatures, so it may be a good (26) ..... to invest in some type of (27) ..... for your dog to wear during his daily walks. This is especially true of short-haired or hairless dogs. Veterinarians recommend against dog sweaters for animals who have long hair or are winter-accustomed. Dogs are naturally predisposed to (28) ..... cold temperatures, so make sure you consider the animal's needs when deciding (29) ..... or not to buy dog sweaters.

Dog sweaters are also recommended if you live in an area where the temperature (30) ..... significantly below 0° Fahrenheit (-18° C). This is especially important for animals that take long walks or spend a lot of time outdoors, even if they are large breeds that are (31) ..... to the cold. Dog sweaters can especially help animals who are recuperating from an illness or injury and are more (32) ..... feeling the effects of cold weather.

The best dog sweaters cover the chest and end at the tail. (33) ..... coats may be harder for an animal to adapt to, and many would be reluctant to wear them or act normally when they have the sweaters on. Dog sweaters are created in (34) ..... materials, although wool and fleece are more common. If you live in a snowy area, water-resistant materials, such as the ones used for human parkas, may be better, so research alternatives before deciding on the right type of sweater for your dog.

**Read and complete the text.**

**For the empty spaces (23-34) choose the correct answer (A, B, C or D).**

- |           |                 |               |                    |                    |
|-----------|-----------------|---------------|--------------------|--------------------|
| <b>23</b> | A manufacturing | B composing   | C fabricating      | D executing        |
| <b>24</b> | Ado             | B make        | C create           | D suggest          |
| <b>25</b> | A brain         | B head        | C memory           | D mind             |
| <b>26</b> | A concept       | B idea        | C thought          | D information      |
| <b>27</b> | A survival      | B shelter     | C protection       | D safe             |
| <b>28</b> | A survive       | B exist       | C handle           | D remain           |
| <b>29</b> | A if            | B whether     | C even if          | D even             |
| <b>30</b> | A sinks         | B declines    | C drops            | D dumps            |
| <b>31</b> | A accepted      | B seasoned    | C adapted          | D accustomed       |
| <b>32</b> | A devoted       | B prone       | C inclined         | D fond             |
| <b>33</b> | A Full-long     | B Fully-long  | C Full-length      | D Fully-lenght     |
| <b>34</b> | A a variety of  | B a strain of | C a description of | D an assortment of |



## TASK 6

Read the text below.

For the empty spaces (35-40) choose the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

### GAS PRICES KEEP RISING

If you go past any gas stations on your way to school, you have probably noticed that gas prices have been changing almost every day. Those prices have been going up and up. In some parts of the country, gas now (35) ..... more than \$ 3 per gallon. The average price for a gallon of gasoline (36) ..... to more than \$ 2.90 a gallon. It was \$ 2.51 cents a gallon a month ago and \$ 2.24 cents a gallon a year ago.

Experts say there (37) ..... a few reasons why gas is so expensive. One reason is that the cost of crude oil, which is used to make gasoline, has been going up. Also, the amount of gasoline that the country has saved up (38) ..... Another reason is that there are problems in the Middle East, where a lot of oil comes from.

Because gas prices are getting so high, many people are driving less. Some people are planning to save money and gas by (39) ..... shorter trips for summer vacation. The cost of airplane tickets has been going up too, because planes need a lot of fuel.

The prices for other things also are going up. Truckers who bring products to stores are paying more for gas, so they (40) ..... charge the stores more money. That means stores must charge higher prices for the things they sell.

- |           |               |              |                |                   |
|-----------|---------------|--------------|----------------|-------------------|
| <b>35</b> | A cost        | B costs      | C will cost    | D has cost        |
| <b>36</b> | A have jumped | B has jumped | C jumped       | D had jumped      |
| <b>37</b> | A is          | B are        | C was          | D were            |
| <b>38</b> | A shrinks     | B shrink     | C is shrinking | D was shrinking   |
| <b>39</b> | A taking      | B taken      | C take         | D took            |
| <b>40</b> | A is to       | B must       | C have to      | D will be able to |