

## PRACTICE 15 – V2 – 2023

### LEXICO – GRAMMAR

Choose the best answer to complete each of the following sentences.

- The new curriculum has been designed to ..... students' learning by combining theory with hands-on practice.  
A. alleviate                      B. optimize                      C. sharpen                      D. exaggerate
- Plastic pollution is currently one of the biggest problems ..... the marine environment with an estimated 8 million tonnes of plastic entering the ocean annually.  
A. affecting                      B. affected  
C. having affected                      D. to have affected
- In spite of working their fingers to the....., all the staff were made redundant.  
A. nail                      B. edge                      C. flesh                      D. bone
- It is not fair the way my sister is always..... for special treatments.  
A. singled out                      B. picked off                      C. taken on                      D. laid aside
- At the press conference, the Minister clearly stated that medical research would ..... precedence over space projects.  
A. make                      B. take                      C. give                      D. do
- The consultant called in by the firm had a ..... of experience bearing on the problem.  
A. wealth                      B. carton                      C. bank                      D. hoard
- When I started to study archaeology, I knew ..... no Latin, but within a year I could read it rather well.  
A. barely                      B. entirely                      C. scarcely                      D. virtually
- During exploration, problems that we can't solve on our own can arise, .....?  
A. do they                      B. don't they                      C. can't they                      D. can they
- ..... more points to discuss, the meeting has now come to an end.  
A. On account of                      B. Regardless of                      C. Not having                      D. There being

Choose the correct answer A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

- When two people get married, it is with the assumption that their feelings for each other are immutable and will never alter.  
A. constantly                      B. alterable                      C. everlasting                      D. unchangeable

Choose the correct answer A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.

- He was jumping the gun when he gave up his job to start university. Now he has found out he can't get a grant.  
A. shooting someone with his gun                      B. finishing something too soon  
C. doing something at the right time                      D. doing something with enthusiasm

Choose the correct answer A, B, C, or D to indicate the sentence that best completes each of the following exchanges

- Mary is talking to David about the benefits of volunteering.  
Mary: "As far as I know, doing charity is a really beneficial work which helps a lot for individuals and society as a whole"  
David: "....."  
A. I take part in this campaign.                      B. You have a point there.  
C. That sounds great.                      D. That's fine for me.

## ERROR CORRECTION

Read the passage below, which contains 8 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes.

Line

1. Coffee, one of the world's most wide consumed beverages, was not always
2. so ubiquitous or popular. At times a carefully guarded secret, at other a
3. banned drink, nature's pick-me up has spread from its place of origin in
4. Ethiopia to every corner of the world.
5. According to legend, coffee was discovered in the 9th century by an attentive
6. Ethiopian goatherd who noticed a frenzy overcoming his herd after they ate
7. the ripe berry. From Ethiopia coffee moved to Yemen, where it was cultivated
8. for centuries before it arrived in Turkey in the 15th century. In Turkey the
9. seeds roasted and then mashed and mixed with water, creating a beverage
10. similar to modern coffee. Introduced to Europe in the 17th century thanks to
11. Italian traders, coffee had sailed to India and Indonesia with Dutch merchants
12. by the beginning of the 18th century. Coffee took its way to Brazil in 1727,
13. hidden in a bouquet of flowers, and quickly spread throughout the rest of Latin
14. America, and by 1823 had spread to Hawaii. In 1893 coffee returned home
15. to Africa where it settled as a lucrative cash crop in Kenya and Tanzania. After
16. almost a millennia of traveling, coffee had circumnavigated the globe.
17. Today, Brazil is the largest producer of this important commodity, harvests
18. more than 1 billion kilograms annually. Vietnam, which did not start growing
19. coffee until 1914, is among the largest producers. Two types of coffee are
20. produced worldwide, Arabica and Robusta. Arabica, which takes its name
21. from its origins in the Arabian Peninsula, accounts for three-quarters of world
22. production and was once grown most exclusively in South America. Robusta,
23. which has a higher caffeine content, accounts for one quarter of world
24. production and is found mainly in Africa, Asia and Indonesia, where its
25. hardiness can withstand an overall range of climates rather than Arabica.

No./ Line	Mistake	Correction	No./ Line	Mistake	Correction
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

## GUIDED CLOZE TEST

Read the passage and choose the best answer.

Interpreting the feeling of other people is not always easy, as we all know, and we (1) ..... as much on what they seem to be telling us, as on the (2)..... words they say. Facial (3)..... and tone of voice are obvious ways of showing our (4) ..... to something, and it may well be that unconsciously (5)..... views that we are trying to hide. The art of being tactful lies in (6)..... these signals, realizing what the other person is trying to say, and acting so that they are not embarrassed in any way. For example, we may understand that they are (7) ..... reluctant to answer our question, and so we stop pressing them. Body movements in general way also (8)..... feelings, and interviewers often (9)..... particular attention to the way a candidate for a job walks into the room and sits down. (10)....., it is not difficult to present the right kind of appearance, while what many employers want to know relates to the candidate's character traits, and psychological stability. This raises the (11)..... question of whether job candidates should be asked to complete psychological tests, the further problem of whether such tests actually produce (12)..... results. For many people, being asked to take part in such a test would be an objectionable intrusion (13)..... their private lives. Quite (14)..... from this problem, can such tests predict whether a person is likely to be a conscientious employee or a (15)..... colleague.

- |     |                |                   |               |                |
|-----|----------------|-------------------|---------------|----------------|
| 1.  | A. estimate    | B. rely           | C. reckon     | D. trust       |
| 2.  | A. other       | B. real           | C. identical  | D. actual      |
| 3.  | A. looks       | B. expression     | C. image      | D. manner      |
| 4.  | A. view        | B. feeling        | C. notion     | D. reaction    |
| 5.  | A. express     | B. declare        | C. exhibit    | D. utter       |
| 6.  | A. taking down | B. putting across | C. picking up | D. going over  |
| 7.  | A. at least    | B. above all      | C. anyhow     | D. in fact     |
| 8.  | A. display     | B. indicate       | C. imply      | D. infer       |
| 9.  | A. have        | B. show           | C. make       | D. pay         |
| 10. | A. Therefore   | B. Moreover       | C. However    | D. Although    |
| 11. | A. awkward     | B. risky          | C. unpleasant | D. touchy      |
| 12. | A. faithful    | B. regular        | C. reliable   | D. predictable |
| 13. | A. with        | B. into           | C. of         | D. for         |
| 14. | A. different   | B. apart          | C. away       | D. except      |
| 15. | A. valuable    | B. invaluable     | C. valueless  | D. valued      |

## CLOZE TEST

Fill in the gap with ONE suitable word.

### THE BIRTH OF YOUTUBE

In 2005, Chad Hurley and Steve Chen, two software designers from Silicon Valley in California, (1)..... invited to dinner party. Several people had brought their camcorders to the party and these people were complaining about (2)..... difficult it was to share home videos online. That was when Chad and Sete came up with the idea (3)..... YouTube, the site which makes it easy to (4)..... home videos onto the Internet. They formed a company, borrowed some money and set (5)..... up in business.

It (6)..... out that millions of people already had short home video clips that they thought it (7)..... be fun to share with other enthusiasts around the world. (8)..... in December 2005, YouTube soon contained more than a million short video clips. People were uploading 8,000 clips a day, and watching three million a day. They had mostly heard about the site through (9)..... of mouth, email and hyperlink, and eighty percent of the clips had been (10)..... by amateurs.

So why was YouTube (11)..... an immediate success? Researchers found that, on (12)....., people were spending fifteen minutes on the site during each visit, (13)..... was enough time to view several short funny clips. In (14)..... words, they were using YouTube to give them a little break from (15)..... work or study.

## READING COMPREHENSION

### TASK 1

Read the following passage and choose the correct answer to each of the questions.

### BORN TO TALK

Why us? It's a simple question. Why are humans the only creatures on the planet who have mastered language? It's a puzzle that has engaged some of the best brains from linguists to evolutionary biologists, geneticists to anthropologists. And yet, we still don't have an answer.

Unlike other aspects of human evolution where we have fossil evidence, it is difficult to know with any certainty how language began. 'The archaeological records are extremely scant and highly ambiguous where they exist', says linguist Derek Bickerton. 'Our knowledge of how the brain produces language is still in its infancy.' You can find convincing arguments dating this momentous development to anywhere between 100,000 to 1.8 million years ago. It's known, for example, that all species in the Homo

genus - that includes all our evolutionary cousins, such as Neanderthals, had the means to talk. We just have no idea if they did.

Professor Mark Pagel of the Reading Evolutionary Biology Group is approaching the question by tracing words back through their own family tree, which allows us to see how language has evolved. He has been able to trace some words back as far as 20,000 years. 'Words are transmitted like genes from parents to offspring,' he says. 'This means we can compare the words that people use like we compare their genes to establish how closely related various speakers are. If two people have many genes in common, it suggests they shared a recent common ancestor. Similarly, if two

languages have many words in common, it suggests they both derive from a shared ancestral language.' It's when you try and delve further back, to look at how it all really began, that things get trickier. The question of how humans came to develop the estimated 6900 languages spoken today is one that excites a great deal of heated debate.

For decades, the work of Massachusetts Institute of Technology linguist, Noam Chomsky was the final word on the subject. He said that humans were born with an innate ability for language - our brains were hard-wired to do it. Chomsky stands by this view today. 'I've never heard of a coherent alternative,' he says. Psychologist Steven Pinker also broadly shares this view, comparing human language with the instinct in spiders to make webs.

But Simon Kirby, Dean Falk and a range of other scientists from various disciplines are now challenging the orthodox thinking. Kirby and his team at Edinburgh have carried out a series of experiments that have led him to re-think the interaction between language and the person speaking it. 'Pinker would say language is the way it is because we are born with a set of mechanisms, or organs, that allow us to learn language,' he says. 'It is an entirely reasonable explanation, but I would say it ignores something important. Language doesn't spring fully from any kind of biological faculty that we have. The language we're speaking now is a product of us both being exposed to English growing up. It's an obvious fact that Pinker wouldn't disagree with, but actually it has some profound implications.'

Kirby believes language has adapted to us, through a process of cultural transmission through the generations. In other words, language has adapted because it is good for language, rather than because we are biologically adapted for it. This is a way of thinking that, metaphorically at least, lets us visualize language as an organism, which has gone through the normal processes of natural selection to survive.

Not everyone is convinced by this argument, however. 'Language as a whole is not hard-wired,' says Bickerton, 'but some aspects of it are. The range of possibilities from which a language chooses its speech sounds and the basic processes of syntax are

innate in the sense that the first from specifics of human anatomy and the second from the particular way the brain is wired up and operates. Though there is no such thing as a 'language organ', syntax is just what happens when a fairly advanced brain has to deal with words.'

But where did those words come from? How did we develop such a perfect system of communication, in which someone can speak a sentence that has never been said before and yet still be perfectly understood? 'The last ten years have seen an extraordinary explosion of interest,' says Simon Kirby. 'It's a really striking and exciting time to be in this area'. But don't hold your breath on easy answers anytime soon. 'It is a long road we are on. And we're just getting started.'

1. What is said about language in the second paragraph?
  - A. Fossil evidence is bound to play an invaluable role in revealing its origins.
  - B. The abundance of archaeological records is providing much needed insight on its origins.
  - C. Conclusive evidence exists that proves that Neanderthals were the first to use it.
  - D. We lack both the knowledge and the evidence required to reach a definite conclusion on its origins.
2. What is Mark Pagel attempting to do?
  - A. pinpoint the origins of our ancestors
  - B. track the development of language back to its roots
  - C. establish how closely related we are
  - D. reveal how the 6900 languages spoken today came to exist
3. What do we learn about Noam Chomsky?
  - A. He is currently reconsidering his long-held views on language.
  - B. His work on language was unchallenged for many years.
  - C. He believed that man's ability for language developed over time.
  - D. He compared man's instinctive ability for language to a spider's web-making ability.
4. What is true of Simon Kirby?
  - A. He is presently responding reassessing his religious beliefs.
  - B. He has conducted research that confirmed his beliefs on language and its users.
  - C. He finds another scientist's justification plausible but feels that an important fact is being overlooked.
  - D. He maintains that language is derived exclusively from a particular source.
5. Language is, in accordance to Kirby, .....
  - A. incapable of undergoing any form of transition
  - B. highly adaptive, which works to its benefit
  - C. in no way connected to culture
  - D. not the product of evolution
6. Bickerton .....
  - A. is not in total agreement with Kirby's theory on language
  - B. supports Chomsky's theory on language without reservation
  - C. believes that a 'language organ' is responsible for the production of language
  - D. supports that the way our brain is wired up limits the range of language we use
7. What conclusion do we reach upon reading the passage?
  - A. Pinpointing the origins of language is a complicated task.
  - B. It is a matter of time until we discover the origins of language.
  - C. The complexity of the issue has resulted in a gradual dwindling of interest.
  - D. There is general consensus as to where to look for answers.

## TASK 2

Read the following passage and do the tasks that follow.

### CORPORAL PUNISHMENT

Corporal punishment is a contentious and much debated issue within society. Corporal punishment is defined as the use of physical force towards a child for the purpose of control and/or correction, and as a disciplinary penalty inflicted on the body with the intention of causing some degree of pain or discomfort, however mild. Research has shown that corporal punishment is effective in achieving immediate child compliance. However, others have argued that the benefits associated with immediate child amenability can be offset by findings that indicate corporal punishment fails to teach a child self-control and inductive reasoning. Instead, corporal punishment teaches a child to avoid engaging in behaviour that is punishable by way of force while in an adult's presence, in contrast to teaching a child not to engage in the undesirable behaviour at all.

As part of their natural development, children sometimes challenge or test parental and adult expectations and authority and sometimes, children simply choose to misbehave in order to gain something, such as attention, an object, power or peer approval. This parental challenge is a significant part of the growth process of children and everyone agrees that, although it should not be discouraged, it should not be without

consequence. This is how children learn right from wrong, acceptable from unacceptable. However, there are few issues parents feel more strongly about than those regarding the discipline and punishment of their children. Although people may use those terms interchangeably, they mean quite different things. The definition of discipline shows it is the process of teaching a child the difference between acceptable and unacceptable behaviour. Good discipline should be a positive force, focusing on what a child is allowed to do. The goal of discipline is to help a child change impulsive, random behaviour into controlled, purposeful behaviour, and discipline should be reinforced with teaching, firmness, and reminders. Corporal punishment is one technique of discipline. It may be physical - a spank or slap; or psychological - disapproval, isolation from others, or withdrawal of privileges. The goal of punishment is to inhibit unacceptable behaviour.

There is a significant group within society that supports the use of corporal punishment, though most supporters believe in its mild application. They believe that mild corporal punishment used sparingly within a nurturing environment teaches a child that one can press the patience of others past a point of reasonable endurance. The theory is that corporal punishment can serve to emphasise parental conviction, clear the air between parent and child, and relieve parental frustration when a child's behaviour is especially exasperating. Supporters are careful to point out, however, that corporal punishment should not be used in instances when a child's behaviour is beyond her control or truly accidental, such as spilling milk.

The overwhelming majority nowadays oppose corporal punishment in any form. The view is that corporal punishment used as a method of discipline can result in undesirable and even damaging consequences. It is said that corporal punishment does not affect misbehaviour, and takes the responsibility for the misconduct away from the child. Child psychologist Anna Westin explains. "Children need to be accountable for their own behaviour in order to learn the inner control necessary to function as healthy, self-disciplined individuals. A child who is punished with spankings, shouts, and threats may learn how to avoid these punishments simply by not misbehaving in that particular way within sight of the person who punishes. There is no guarantee that the child's behaviour will be changed over time or when he or she is away from the person who punishes him or her."

Another criticism of corporal punishment is that it may lead to a child viewing punishment as an endorsement of aggression, and learning only that a large person has power over a smaller one. Corporal punishment may also arouse feelings of resentment, counter-aggression, and deep humiliation and a child may develop unfeeling attitudes toward another person's pain. Corporal punishment also increases the possibility of incidents of abuse, as it can be difficult for a parent to judge the severity of the punishment.

It is helpful to keep in mind the goals people have for children. If the goal is to help children learn to control their impulses and become self-directed adults, they must be helped by expanding the discipline repertoire to include more than mild punishments that serve only as temporary stopgap measures. This, however, does not need to include corporal punishment. It can be done, for example, by accompanying a mild punishment with a verbal explanation stating specifically what the child did wrong and what she can do to correct the misbehaviour in the future. Explaining to the child so that he/she can understand why the misbehaviour is not allowed makes the child think about acceptable versus unacceptable behaviour and helps him or her learn to make decisions about his or her own behaviour. This should not be confused with trying to get the child to be "reasonable." A child does not need to agree that parental rules are reasonable in order to abide by them. It is widely agreed that, ultimately, older children will do the right thing, not because they fear external reprisal, but because they have internalised a standard initially presented by parents and other care-takers. In learning to rely on their own resources rather than their parents, children gain self-confidence and a positive self-image.

In conclusion, it is clear that corporal punishment can be an emotive issue. Many nations have now made it illegal and so parents do not really have a choice of whether to use it or not, unless they wish to break the law of their country. What is clear though is that discussion of this issue will always begin again as every new generation comes into the world.

**Do the following statements agree with the views of the writer of the text?**

Write	YES	if the statement agrees with the writer's views
	NO	if the statement doesn't agree with the writer's views
	NOT GIVEN	if it is impossible to say what the writer thinks about this

1. Studies have proved the success of corporal punishment at making a child obedient. ....
2. Even young children have been known to fight back when corporal punishment is applied. ....
3. Parents should try and prevent their children from challenging an adult's authority. ....
4. The words 'discipline' and 'punishment' are often confused by people. ....
5. Corporal punishment is not part of what discipline is meant to be. ....
6. The use of corporal punishment has been condemned by the United Nations. ....
7. Supporters of corporal punishment believe it can help parents feel better in some situations. ....

Complete the summary below.

Write NO MORE THAN ONE WORD from the text for each answer.

### OPPOSITION TO CORPORAL PUNISHMENT

Opponents of corporal punishment fear its (8)..... and feel it removes children's (9)..... for their misbehaviour. It's feared children's behavior might only change only when they are observed. Children might also see corporal punishment as an (10)..... of using force and create various negative feelings and effects. Children may also lose their feelings of empathy and they can become vulnerable to cruelty with adults getting the (11)..... of the corporal punishment wrong.

Complete each sentence with the correct ending (A-E) below. Write the correct letter (A-E) in the corresponding numbered boxes provided.

12. Spoken justification to children for a punishment teaches them that .....
13. Children do not need to feel that .....

- A. some unnecessary rules can be ignored
- B. role models have displayed the proper behaviour
- C. they should consider the acceptability of their actions
- D. they will understand better when they grow up
- E. rules are fair in order to follow them

### WRITING

Complete the second sentence so that it has the same meaning as the first one. Use the word given in capital letters and the word mustn't be altered in any way.

1. The editor delayed publishing the article until he had checked all the facts. (DID)  
→ Only ..... the editor publish the article.
2. It has been difficult for the children to accept their parents' separation. (COME)  
→ The children are finding ..... with their parents' separation.
3. It is very nice of you to let us know about the change in venue. (APPRECIATE)  
→ We ..... change.
4. The jumper you knitted for my daughter no longer fits her. (GROWN)  
→ My daughter ..... for her.
5. If Marc hadn't taken up politics, he might have become a famous art historian. (NAME)  
→ If Marc hadn't taken up politics, he might have ..... himself as an art historian.