Task 1

- **You are going to read an article about the intelligence of mammals. Some words are missing from the text.**
- **Choose the most appropriate answer from the options (A-D) for each gap (1-8) in the text.**
- **Write the letter of the appropriate answer in the white box.**
- **There is one example *(0)* at the beginning.**

WHY CAN MAMMALS DEVELOP SUCH INTELLIGENCE?

Compared to their body size, mammals have the largest brains of any group of animals. It is the brain that interprets ***(0)*** _____ information coming in from the animals' senses and co-ordinates the response. Why do mammals need brains **(1)** _____ other animals?

One reason is linked to the fact that they regulate their own body temperature. This is an expensive process, **(2)** _____ lots of energy from food, and so mammals have to be very **(3)** _____ in the way that they find food and extract all the nutrition they can from it. **(4)** _____ reptiles have a rather simple approach to food: eat first, think later. Think of the way a crocodile behaves - it will lunge at anything **(5)** _____ moves and therefore might be edible, and it takes in a lot of mud and other inedible things with its meal.

Mammals, **(6)** _____ , can't afford to fill up on things that aren't going to **(7)** _____ them any benefit. Instead, they are generally very selective about what they eat and make judgements about whether it is **(8)** _____ it or not. This means that they may have similar senses to other animals, but they have a bigger brain to process what comes in, and judge what action to take.

LIVEWORKSHEETS

0)	***A all of***	***B all the***	***C whole***	***D pieces***	***0)***	***B***
1)	**A** large as	**B** so large	**C** larger than	**D** as large as	1)	
2)	**A** in need	**B** needing	**C** needed	**D** which need	2)	
3)	**A** inefficient	**B** efficient	**C** ineffective	**D** effective	3)	
4)	**A** Most	**B** Most of	**C** The most	**D** The most of	4)	
5)	**A** that	**B** what	**C** but	**D** who	5)	
6)	**A** despite	**B** but	**C** although	**D** though	6)	
7)	**A** make	**B** take	**C** give	**D** do	7)	
8)	**A** worthy	**B** worthless	**C** worse	**D** worth	8)	

8 pont	

LIVEWORKSHEETS

Task 2

- **You are going to read an article about "green" buildings. Some words are missing from the text.**
- **Use the words in brackets to form the words that fit in the gaps (9-17).**
- **Then write these words on the dotted lines after the text in the appropriate form.**
- **You might find words that you do not have to change.**
- **There is an example *(0)* at the beginning.**

"GREEN" BUILDINGS MAY HELP SAVE ENVIRONMENT

These days a green building means more than just the color of the paint. "Green" building can also refer to ***(0)*** _____ ***(environment)*** friendly houses, factories, and offices. Green building means reducing the impact of the building on the land.

Green buildings can reduce energy and water use. Also, the buildings are often located near public **(9)** _____ **(transport)** such as buses and subways, so that people can drive their cars less. That could be good for the environment, because cars use lots of **(10)** _____ **(nature)** resources, such as gasoline, and cause **(11)** _____ **(pollute)**.

Green buildings are often built on **(12)** _____ **(previous)** developed land, so that the buildings don't destroy forests or other wild habitats.

The first green **(13)** _____ **(resident)** high-rise building in the U.S. is called the Solaire. Its project **(14)** _____ **(manage)** says: "We've reduced our energy **(15)** _____ **(consume)** by one-third and our water by 50 percent."

The Solaire cuts energy in part by using solar power. On the face of the building there are panels. They absorb the sun's energy and convert it to **(16)** _____ **(electric)**. The Solaire also has lights that **(17)** _____ **(automatic)** turn off when people leave the room. Plus, the building has lots of windows. This allows people to use the sun for light instead of lamps during the day.

LIVEWORKSHEETS

0) ***environmentally***

9)

10)

11)

12)

13)

14)

15)

16)

17)

9)	
10)	
11)	
12)	
13)	
14)	
15)	
16)	
17)	

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LIVEWORKSHEETS

Task 3

- **You are going to read an article about the negative effects of flying long distances. Some words are missing from the text.**
- **Your task is to write the missing words on the dotted lines (18-28) after the text.**
- **Use only <u>one</u> word in each gap.**
- **There is an example *(0)* at the beginning.**

JET LAG

The most important factor in jet lag is how ***(0)*** _____ time zones you cross and travelling east seems to be worst for most people. Jet lag occurs when you cross over a number of time zones and disrupt the normal 24-hour rhythms, **(18)** _____ help you wake up in the morning and go to sleep at night - also known **(19)** _____ the 'body clock'.

(20) _____ you have a rigid routine, it's likely that you might suffer more **(21)** _____ someone who adapts easily to change. The symptoms of jet lag can include exhaustion, a feeling of disorientation and the inability to sleep. You may also feel dehydrated from **(22)** _____ stuck in an air-conditioned cabin for hours and this can cause headaches, make **(23)** _____ skin dry and make you more susceptible to colds or viruses.

Counteracting jet lag:

- change your watch as soon as you **(24)** _____ on the flight
- a glass of wine during the flight has the effect of two to three glasses on the ground. Avoid feeling even worse with a hangover **(25)** _____ reducing alcohol intake before and during your flight
- walk up and down the aisle and **(26)** _____ stretching exercises in your seat to reduce discomfort and to have a more relaxed flight
- when you arrive **(27)**_____ the new time zone, spend some time outside during daylight hours **(28)** _____ natural light can help align your body clock
- try to adjust your bedtime and mealtimes to the local timetable as soon as possible .

LIVEWORKSHEETS

0).....***many***.....

18).....

19).....

20).....

21).....

22).....

23).....

24).....

25).....

26).....

27).....

28).....

18)	
19)	
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21)	
22)	
23)	
24)	
25)	
26)	
27)	
28)	

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LIVEWORKSHEETS

Task 4

- **You are going to read an article about the Iron Age Celts. In most lines there is one word that should not be there. It is either grammatically incorrect or does not fit in with the sense of the text.**
- **Read the text and then copy the extra word in the space provided after each line.**
- **Some lines are correct. Indicate these lines with a tick (✓).**
- **The task begins with two examples *(0)*.**

IRON AGE CELTS

0)	The name Iron Age comes from the Celts' discovery and use of iron.	*0)*	✓
0)	The clues were dug up by archaeologists show how skilled the Iron	*0)*	*were*
29)	Age Celts were at least making metal objects.	29)	
30)	Archaeologists found a lots of jewellery when digging for clues	30)	
31)	about the Celts. The Celts used to bronze and gold as well as iron.	31)	
32)	The heads of the tribe would wear fancy jewellery to show us how	32)	
33)	important they were.	33)	
34)	Celtic craftsmen loved symmetrical designs and patterns. They	34)	
35)	were especially fond of a three-legged shape. They would also liked	35)	
36)	to use animal shapes and faces in their patterns.	36)	
37)	Because of archaeologists rarely find clothing, leatherwork or	37)	
38)	basketwork, we can only guess by looking at the metal, gold and	38)	
39)	other objects that have survived that the Celts very liked bright colours	39)	
40)	and the complicated patterns.	40)	

12 pont	

This is the end of this part of the exam.

LIVEWORKSHEETS