ENGLISH TEST – GR8.08

LISTENING

SECTION 3
QUESTIONS 1–4

05
CD2

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

According to Phil, what are the 2 problems with some renewable energy sources?

1 _____

2 _____

List 2 things that Professor Jenkins wants to see in the students' report.

3 _____

4 _____

QUESTIONS 5–7

05
CD2

Complete the flow chart below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Solar energy production costs forecast

Calculate the number of hours of **5** _____ in the UK.

↓

Estimate the number of hours of sunlight.

↓

Determine the cost of supplying homes in the entire **6** _____.

↓

Work out the power station construction costs.

↓

Research what customers would be **7** _____ pay.

LIVEWORKSHEETS

QUESTIONS 8–10



Complete the summary below using words from the box.

Write **ONE** option A–H next to 8–10.

Project content summary

The alternative energy project will cover 3 main areas; a comparison, a price **8** _____ and an analysis. The students will use information given to them by their tutor and government **9** _____. Using a system of comparison between the data sets they will **10** _____ any discrepancies for further analysis.

A data	**D** demonstrate	**G** reduction
B highlight	**E** prediction	
C statistics	**F** evaluate	

PHONETICS

Part 1

Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

1. A. d<u>e</u>ferential	B. <u>e</u>rudite	C. imp<u>e</u>ccable	D. flabb<u>e</u>rgasted
2. A. epi<u>th</u>et	B. wea<u>th</u>erproof	C. ana<u>th</u>ema	D. <u>th</u>allium
3. A. <u>ad</u>vertorial	B. <u>a</u>ffordable	C. <u>a</u>genda	D. <u>a</u>larmingly

Part 2

Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

4. A. ubiquitous	B. misrepresent	C. complacency	D. embezzlement
5. A. deficient	B. complement	C. fluctuate	D. eligible

VOCABULARY AND GRAMMAR

Part 1

Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

06. I was completely ashamed of my behavior at your party. I_____ left angrily.

A. should have B. might have C. should not have D. might not have

07. Vietnam has been a _____ supply of many agricultural products for the last decade.

A. unbelievable B. devastated C. dependable D. episodic

08. In the annual conference, Thomas had delivered a/an _____ argument about his personal benefits so that nobody went along with him.

A. tendentious B. equitable C. up to date D. obsolete

09. Mr. Wellington had_____ left the building the bomb exploded.

A. scarcely/ when B. unless/than C. no sooner/when D. hardly/than

10. Scientists say that they are developing a(n) _____ form of metal, which can easily be bent and shaped.

A. implicit B. flexible C. incredible D. lightweight

11. Not only _____ about the virus, but she was also apprehensive about being infected.

A. did Christine worry B. had Christine been worried.

C. was Christine worried D. Christine worried

12. In the future, the E-lcaming systems _____ in every education institution so students won't have to present themselves at the campus.

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A. will apply B. will be applied
C. will applied D. will have applied

13. There're news reports about an unidentified flying object in the USA, but not much information about it has been announced by NASA _____ yet.

A. as B. moreover C. finally D. thas

14. Everything was messed up when she came home, and she knew exactly who_____ for it.

A. responsible B. was to blame C. was down D. was involved

15. My company petitioned all employees to work from home and expected us _____ to work by 8.30.

A. to start B. to get down C. to deploy D. to halt

Part 2. Think of ONE word which can be used appropriately in all three sentences.

1.

After being responsible for two_____starts, the athlete was disqualified from the sprint.

I couldn't understand what Grandma was saying until in her _____ teeth.

Making a_____statement to the police is an offence.

2.

Following the earthquake, a large-scale rescue _____ was launched.

There are several reactors of the type in _____ at the moment.

The patient underwent a four-hour heart _____.

3.

He got hit with a broken bottle and needed a _____ on his forehead.

Finally, I understand why my mom always says "a _____ in time saves nine". Look at this car maintenance bill!

You need to have a written contract or they'll have the chance to _____ you up.

4.

Releasing millions of balloons to the sky causes us environmental _____

You can see the _____ from the movement of a motorboat.

The economics _____ of the war is still evident in the two countries.

Part 3. Choose the correct preposition

1 Who is responsible ..... dealing with complaints?
A with B for C in D at

2 We began ..... looking round for advertising agencies which had experience of our market.
A to B with C by D at

3 The covering letter wasn't attached ..... the CV.
A to B with C from D by

4 Don't you think you should apply for the job ..... writing?
A with B for C at D in

5 I was only absent ..... the office for a few minutes!
A for B from C in D about

6 Success in this industry depends a lot ..... luck!
A with B from C at D on

Part 4. Give the correct form of the words in brackets to complete the passage.

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Although a certain percentage of graduates will still be (1) ..... (**employ**) six months after leaving university, the majority will have found (2) ..... (**employ**) by then. Many of these will even have been offered a job while at university, as a result of visiting a job fair.
Job fairs are held at many universities each year. Companies come along to advertise jobs, which are usually in (3) ..... (**manage**), and the career structures and benefit packages that go with them. Job fairs are an (4) ..... (**effect**) way for undergraduates to find out what kind of job they might be interested in.
If you go to a job fair, dress (5) ..... (**profession**). Don't wear jeans and a T-shirt. Wear a suit! You don't want to look (6) ..... (**responsible**) when you have your first (7) ..... (**meet**) with your potential (8) ..... (**employ**). If you're interested in a job on offer, you may have to fill out an (9) ..... (**apply**) form, so it's (10) ..... (**help**) to take along relevant information with you. You'll also need proof of all your (11) ..... (**qualify**), so don't forget to take photocopies of all your certificates with you.

Part 5. Complete the second sentence of each pair with a phrasal verb so that the meaning of the sentence is the same as, or very similar to, the first sentence. The phrasal verbs should replace the words and expressions in bold. Choose your verb from the first box, and your particle from the second box. Some of the verbs, and most of the particles, must be used more than once. In some cases you will need to change the form of the verb. Also remember that some phrasal verbs need more than one particle.

VERBS	PARTICLES
CALL - CARRY - COUNT - FALL - LET - WEAR - KEEP - DROP - PULL - FACE	BEHIND - DOWN - IN - OF - OFF - ON - OUT - THROUGH - TO - UP - WITH

1. Can I **rely on** you for your support?
Can I _____ you for your support?
2. If you **continue** trying, you are bound to succeed.
If you _____ trying, you are bound to succeed.
3. A large number of students **leave** university **before they finish their course.**
A large number of students _____ university.
4. You must **obey** my instructions carefully.
You must _____ my instructions carefully.
5. People celebrate the Chinese New Year by **exploding** fireworks in the street.
People celebrate the Chinese New Year by _____ fireworks in the street.
6. The meeting was **cancelled** because too many people were absent.
The meeting was _____ because too many people were absent.
7. He was very ill, but managed to **recover.**
He was very ill, but managed to _____.
8. The effects of the drug **disappear** after a few hours.
The effects of the drug _____ after a few hours.
9. Andrew and Steve have **argued** again.
Andrew and Steve have _____ again.
10. They refused to **accept and deal with** their responsibilities.
They refused to _____ their responsibilities.

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Part 6. Complete each of sentence with an idiom from the box. Make any other necessary changes.

a can of worms	called to account	on the one hand	be that as it may
give him the benefit of the doubt	the other side of the coin		

1 In some ways it's glamorous being a pop star. But ..... is that you no longer have any privacy.
2 It's time these petty criminals were ..... for their irresponsible actions.
3 I know Bill's a nice friendly person, but, ..., he still has to pull his weight in the office.
4 ....., I think Janna might have the best personality for the job, but, on the other, Mina has more experience.
5 If he's apologised, I think you should ..... .
6 It would be opening ..... to inquire about his finances.

READING

Part 1. Write ONE word in each gap.

Dear Sir,

I would like to (**1**) ..... a complaint about an article that appeared in your newspaper last week. In the article, entitled 'Why they are (**2**) ..... of work', the writer suggested that the unemployed were responsible (**3**) ..... their own situation. If the writer had (**4**) ..... their job properly and (**5**) ..... a little effort to speak to local unemployed people, they might have realised that this is not the case.

Let me begin (**6**) ..... saying that most unemployed people want to work. They apply (**7**) ..... jobs and (**8**) ..... a great deal of effort into changing their situation.

The truth is that local businesses are simply not taking (**9**) ..... new staff. The government is to blame for the way in which economic growth has (**10**) ..... down, making life difficult for many businesses.

I look forward to reading a more balanced article in the future.

Yours faithfully,

Rebecca Winterson

Part 2. Read the text below and decide which answer A, B, C or D best fits each space.

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Flo Marsden, aged 71, is learning how to belly dance thanks to a local dance scheme in the UK. Janet Booth reports.



Dance is increasingly being introduced to anyone who is interested for both health and recreational reasons. The National Lottery is funding courses and training, as are local authorities and regional arts associations. In addition, family doctors are prescribing dance to patients, and young footballers are learning about rhythm and balance through hip-hop lessons. There is barely a hall in the country that does not shudder with the sound of stamping feet every week.

The Yorkshire Dance Centre runs Flo's classes. Simon Dove, the dance centre's organiser and promoter, says that attendance has doubled in the last three years. He attributes this to more choice and easier access. And what a choice there is! There are 35 different lessons every week – everything from Arabic dancing to Egyptian, American tap, Asian and South African Township dance. 'Aerobics and fitness regimes can be an introspective and solitary way of keeping fit,' Simon explains. 'People like coming here because it helps you stay fit and engages your mind, enabling you to interact with others.'

Steve Johnson, 28, is one of the company's teachers. He goes into schools and introduces kids to jazz, street dance and hip-hop. He thinks that for the less academic, it gives them something to focus on. 'Several school teachers have reported back to me that normally difficult and disruptive children have become more manageable because of the lessons. I think it is because they have found something at school that they excel at, making them more confident. The lessons also make them more aware of their bodies and how they work.'

For Flo, who already keeps fit by doing aerobics, her weekly dance lessons play a more social role in her life. 'It's the togetherness of dancing that is the best. A keep fit class doesn't get you so involved with others. When I go out shopping I see people from the lessons and say hello. It makes you feel you are part of a community.' 34

Dance is one of the five activities the Health Education Authority is promoting in its current Active for Life campaign, and this summer saw one of the first health and dance conferences in the UK. John Dunbar, one of the speakers, says that on a fitness level, dance can be just as effective as going on a running programme: 'There were tests done in the US where two previously sedentary 30-year-olds were put on fitness programmes, one using dance, the other running, and the results were the same. People are far more likely to keep up dancing rather than a running programme, so in that way it can be more suitable.'

So, if you're lucky enough to have dance classes near where you live, my advice to you would be to have a go!

1 The dance classes are being paid for by
- A the participants themselves.
- B a variety of public bodies.
- C family health centres.
- D local sports centres.

2 What does Simon say about the dance classes in the second paragraph?
- A Some are more popular than others.
- B They are the quickest way to make friends.
- C They are a very sociable way to exercise.
- D There is no limit to the number you can take.

3 Steve Johnson believes that dance
- A is suitable for the less active type of child.
- B has grown in popularity in less academic schools.
- C can be taught by ordinary school teachers.
- D helps children who have low self-esteem.

4 Flo enjoys going to dance classes because
- A they make her feel more relaxed than other classes.
- B they provide her with a sense of belonging.
- C they allow her to meet people from outside the area.
- D they have enabled her to get over her shyness.

5 What does 'It' refer to in line 34?
- A dancing
- B a community
- C keeping fit
- D the social role

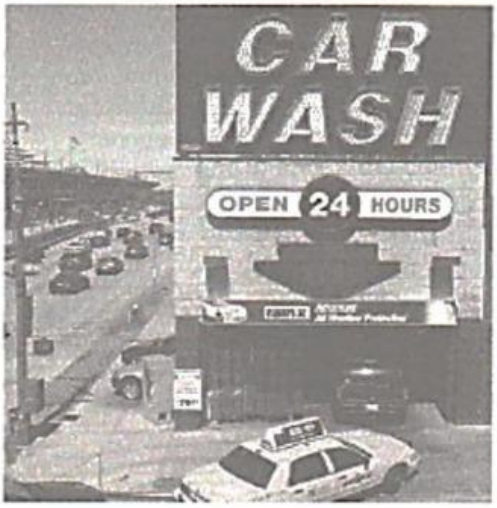
6 According to John Dunbar, dancing
- A is much better for you than running.
- B needs to be done regularly to be effective.
- C has most effect on the health of older people.
- D motivates people more than running.

Part 3. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need.

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Time and the city





In modern cities, it is now time as much as space that separates urban functions, as people's lives are lived not only to different timetables, but also at wildly different rates. The mass timetable of the industrial city, with its factory sirens for the men at dawn and dusk, 9–5 office hours for the women and silent Sundays, has gone. In its place is flexi-time, part-time working, Sunday shopping and the 24-hour city.

European cities are responding to these changes perhaps faster than British cities. In at least half a dozen cities in Italy, for example, you will find the *Uffici Tempi* – the Offices of Time. What they do is try to reorganise time more flexibly in the city, in order to meet new needs. [1] Usually located in the Mayor's office, the *Uffici Tempi* bring together transport providers, shop-owners, employers, trade unions, the police and other services to see how their efforts might be better harmonised. The main aim in all this is to increase the efficiency and productivity of the city. This can mean staggering the starting times in schools, offices and factories to avoid rush hours, or having shops opening later in the day but closing later too. [2]

In a number of German cities, people have been debating whether the timetable of the future city should be 6 × 6 or 4 × 9 – working hours, that is. [3] This would give employees more time in the afternoons to be with children or to get the shopping.

In Britain, public leisure provision was one of the earliest sectors to respond to the need to adapt to changing time patterns. [4] The Oasis leisure centre in Swindon, from which the rock band took its name, has operated a 20-hour day, seven days a week, for at least a decade.

[5] After all, who likes working evenings or Sundays? Nevertheless, many city centres are now open for shopping seven days a week, and a number of them now promote themselves as '24-hour cities', where those with money can drink, eat, dance and even shop the whole night.

Time is flexible, but buildings aren't. [6] Adaptability has become the key skill. We are slowly abandoning the terminology of dormitory suburbs and industrial districts, in favour of mixed-use areas, out-of-town retailing and working from home. There is no doubt that planning theory is being challenged by the changing nature of time in the modern city.

A One further benefit is that there can be more police about in the evening, patrolling the streets when people most need them.

B Apparently male workers favour a four-day week, while women workers, on the other hand, favour six shorter working days.

C The need for public services to adapt to our changing lifestyles has been quite difficult for some of the staff involved.

D This is particularly relevant for Italian women, an increasing number of whom have to balance two timetables: work and home.

E These time shifts aren't always beneficial and can lead to conflict between households.

F It is interesting how often in modern consumer societies it is this industry which seems to anticipate or forecast social change.

G The mismatch between the fabric of the city and its uses, over time, is a serious architectural and planning problem.

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Part 3. Read the text and answer the questions.

Vivienne Walt reports on how the Sahara Desert could offer a truly green solution to Europe's energy problems.

A. For years, the Sahara has been regarded by many Europeans as a terra incognita* of little economic value or importance. But this idea may soon change completely. Politicians and scientists on both sides of the Mediterranean are beginning to focus on the Sahara's potent ial to provide power for Europe in the future. They believe the desert's true value comes from the fact that it is dry and empty. Some areas of the Sahara reach 45 degrees centigrade on many afternoons. It is, in other words, a gigantic natural storehouse of solar energy.

B. A few years ago, scientists began to calculate just how much energy the Sahara holds. They were astonished at the answer. In theory, a 90,600 square kilometre chunk of the Sahara- smallerthan Portugal and a little over 1% of its total area- could yield the same amount of electricity as all the world's power plants combined. A smaller square of 15,500 square kilometres - about the size of Connecticutcould provide electrrcity for Europe's 500 million people. 'I admit I was sceptical until I did the calculations myself,' says Michael Pawlyn, director of Exploration Architecture, one of three British environmental companies comprising the Sahara Forest Project, which is testing solar plants in Oman and the United Arab Emirates. Pawlyn calls the Sahara's potential 'staggering'.

C. At the moment, no one is proposing the creation of a solar power station the size of a small country. But a relatively well-developed technology exists, which proponents say could turn the Sahara's heat and sunlight into a major source of electricity- Concentrating Solar Power [CSP). Unlike solar panels, which convert sunlight directly into electricity, CSP utilises mirrors which focus light on water pipes or boilers to produce very hot steam to operate the turbines of generators. Small CSP plants have produced power in California's Mojave Desert since the 1980s. The Sahara Forest Project proposes building CSP plants in areas below sea level [the Sahara has several such depressions) so that sea water can flow into them. This water would then be purified and used for powering turbines and washing dust off the mirrors. Waste water would then supply irrigation to areas around the stations, creating lush oases - hence the 'forest' in the group's name.

D. But producing significant quantities of electricity means building huge arrays of mirrors and pipes across hundreds of miles of remote desert, which is expensive. Gerry Wolff, an engineer who heads DESERTEC, an international consortium of solar-power scientists, says they have estimated it will cost about $59 billion to begin transmitting power from the Sahara by 2020.

E. Building plants is just part of the challenge. One of the drawbacks to CSP technology is that it works at maximum efficiency only in sunny, hot climates- and deserts tend to be distant from population centres. To supply Europe with 20% of its electricity needs, more than 19,300 kilometres of cables would need to be laid under the Mediterranean, says Gunnar Asplund, head of HVOC research at ABB Power Technologies in Ludvika, Sweden. Indeed, to use renewable sources of power, including solar, wind and tidal, Europe will need to build completely new electrical grids. That's because existing infrastructures, built largely for the coalfired plants that supply 80% of Europe's power, would not be suitable for carrying the amount of electricity generated by the Sahara. Germany's government-run Aerospace Centre, which researches energy, estimates that replacing those lines could raise the cost of building solar plants in the Sahara and sending significant amounts of power to Europe to about $465 billion over the next 40 years. Generous government subsidies will be needed. 'Of course it costs a lot of money,' says Asplund. 'It's a lot cheaper to burn coal than to make solar power in the Sahara.'

F. Meanwhile, some companies are getting started. Sevi lle engineering company Abengoa is building one solarthermal plant in Algeria and another in Morocco, while a third is being built in Egypt by a Spanish-Japanese joint venture. The next step will be to get cables in place. Although the European Parliament has passed a law that aids investors who help the continent reach its goal of getting 20% of it~ power from renewable energy by 2020, it could take years to create the necessary infrastructure.

G. Nicholas Dunlop, secretary-general of the London-based NGO e-Parliament, thinks companies should begin transmitting small amounts of solar power as soon as the North African plants begin operating, by linking a few cable lines under the Med. 'I call it the Lego method,' he says. 'Build it piece by piece.' If it can be shown that power from the

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Sahara can be produced profitably, he says, companies and governments will soon jump in. If they do, perhaps airplane passengers flying across the Sahara will one day count the mirrors and patches of green instead of staring at sand.

*terra incognito - Latin, meaning 'an unknown land'

Questions 1-5 The reading passage has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, A-G.

NB You may use any letter more than once.

1 a mention of systems which could not be used

2 estimates of the quantity of power the Sahara could produce

3 a suggestion for how to convince organisations about the Sahara's potential

4 a short description of the Sahara at present

5 a comparison of the costs of two different energy sources

Questions 6-9 Look at the following statements (Questions 6- 9) and the list of organisations below. Match each statement with the correct organisation, A- G.

6 They have set a time for achieving an objective.

7 They believe that successful small-scale projects will demonstrate that larger projects are possible.

8 They have a number of renewable energy projects under construction.

9 They are already experimenting with solarenergy installations in other parts of the world.

List of Organisations

A Exploration Architecture
B DESERTEC
C ABB Power Technologies
D Aerospace Centre
E Abengoa
F The European Parliament
G e-Parliament

WRITING

Part 1.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

1 I suggest not spending all your money now so that you'll have some later. **for**
What about ..... later?

2 Did your mum gain any money when she sold her business? **profit**
Did you mum ..... when she sold her business?

3 Not many people want this type of bank account. **demand**
There is ..... this type of bank account.

4 I didn't want to owe Sue money, so I didn't borrow any. **debt**
I didn't want ..... Sue, so I didn't borrow any money.

5 You must have paid a lot of money for such a nice engagement ring, Jim! **fortune**
A nice engagement ring like that must ....., Jim!

6 Inflation has gone up by 3% this year. **increase**
There has been an ..... 3% this year.

7 You won't have any money if you keep buying CDs. **it**
You won't have any money if you keep ..... CDs.

8 Don't spend money on hiring a limousine at the airport. **expense**
Don't go ..... hiring a limousine at the airport.

9 I had to pay £50 for breaking the vase in the shop! **charged**
They ..... £50 for breaking the vase in the shop!

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10 A lot of money was stolen from the bank in the robbery. **amount**
The bank lost ..... in the robbery.

11 I can't afford a holiday this year. **enough**
I don't have ..... on holiday this year.

12 I succeeded through hard work, clever decisions and, finally but importantly, luck. **least**
I succeeded through hard work, clever decisions and, ... , luck.

13 The shoplifter took a packet of crisps without the shopkeeper seeing. **notice**
The shopkeeper didn't ..... a packet of crisps.

14 I'll go and buy what we need and you start cooking. **shopping**
I'll go and ..... and you start cooking.

Part 2.

Rewrite the following sentences using the words in brackets. Do not alter the words given.

You should get some new sunglasses. **about**
It ..... some new sunglasses.

I hate it when you wear that silly tie! **wish**
I ..... wear that silly tie!

Janice regrets wearing such formal clothes to the party. **had**
Janice ..... such formal clothes to the party.

I bought the suit although it was second-hand. **despite**
I bought the suit ..... second-hand.

It's a shame I can't make it to the sales this weekend! **only**
If ..... make it to the sales this weekend!

In spite of my begging her for hours, Carol refused to lend me her new jacket. **though**
Carol refused to lend me her new jacket ..... for hours.

I don't want you to buy exactly the same trainers as I've got. **rather**
I ..... buy exactly the same trainers as I've got.

I can't go to the party as I don't have anything to wear! **something**
I'd go to the party ..... to wear!

Despite being a grandmother, Edna still tries to dress fashionably. **fact**
In spite ..... is a grandmother, Edna still tries to dress fashionably.

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