TASK 3. (0–5)

You are going to hear a radio programme on millennials' ability to cook. Based on what you hear, complete the gap in each sentence (3.1.–3.5.). You will hear the recording twice.

3.1. According to a recent survey, more than half of millennials can't make salad dressing and only about a third _____.

3.2. The author suggests that experience might be an important factor when he mentions statistics concerning _____.

3.3. The speaker feels that respondents' answers in the survey might _____ _____.

3.4. When using recipes from the Internet, most millennials don't _____ _____.

3.5. At the end of the recording the speaker _____ millennials might find useful.

TASK 4. (0–8)

Read the text and do tasks 4.1.–4.8.

AN ENGLISH TEACHER IN INDIA

Although Miss Crane had taken all the other portraits down, there was one picture, much longer in her possession, which she kept hanging on the wall above the desk in her combined bedroom and study. The picture had been a gift, a parting token of esteem. The gathering at which she was presented with the picture was presided over by the head of the mission himself, although it was Mr. Cleghorn, a fellow teacher, who had handed it to her while the children clapped and cheered. In the drawer of her desk she still had the inscribed plate that had been fixed to the frame. The plate was of gilt, now discoloured, and the lettering of the inscription was black, faded, but still legible. It said: "Presented to Edwina Lavinia Crane, in recognition of her courage, by the staff and pupils of the School of the Church of England Mission, Muzzafirabad."

Before her arrival at the school in Ranpur, she had removed the plate because she was embarrassed by the word courage. All she had done was to stand on the threshold of the schoolhouse and deny entry to a detachment of halfhearted rioters. At least she had assumed they were halfhearted. However, an hour later, they, or their more determined colleagues, burned the police station down. For four days, the town was under martial law and when peace was restored Miss Crane found herself

LIVEWORKSHEETS

disagreeably in the public eye. The District Magistrate called on her in order to thank her in person. She felt it imperative to say that she was by no means certain that she had done the right thing, that she wondered, in fact, whether it wouldn't have been better to let the rioters enter the school. She had refused and they had gone away angrier than ever and caused a great deal of trouble somewhere else.
When Mr. Cleghorn returned from leave, anxious for news of what he had only heard about as rumour, Miss Crane decided to apply for a transfer so that she could carry on with her teaching without constant reminders of what she thought of as her undeserved status. She told Mr. Cleghorn that it was quite impossible to teach children who saw her as a cardboard heroine, and who no doubt had only one eye on the blackboard because the other was fixed on the doorway, expectant of some further disturbance that they wanted her to quell. Mr. Cleghorn said that he would be sorry to see her go, but that he quite understood her decision; and that if she really meant what she said, he would write personally to mission headquarters to explain matters.

When the instructions for her transfer came, she discovered that she had been promoted by being put in sole charge of the school at Ranpur. Before she left there was a tea, and then the presentation of the picture – a larger, more handsomely framed copy of the picture hanging behind her desk in the schoolroom. This semi-historical, semi-allegorical painting entitled The Jewel in Her Crown showed the Queen surrounded by representative figures of her Indian Empire. The Queen was sitting on a golden throne, under a crimson canopy, attended by soldiers, statesmen and clergy. An Indian prince, attended by native servants, was approaching the throne bearing a velvet cushion on which he offered a large and sparkling gem.

The children in the school thought that this gem was the jewel referred to in the title. Miss Crane explained that the picture had been painted after 1877, the year in which Queen Victoria was persuaded to adopt the title Empress of India, and that the gem was simply representative of a tribute, and that the jewel of the title was India herself, which had been transferred from the rule of the British East India Company to the rule of the British Crown.
The Jewel in Her Crown was a painting about which Miss Crane had mixed feelings. The copy that hung on the classroom wall in Muzzafirabad, when she started working as assistant to Mr. Cleghorn, she found to be useful when teaching English to a class of Hindu children. This is the Queen. That is her crown. The sky there is blue. Here are clouds in the sky. The uniform of the sahib is scarlet. Mr. Cleghorn, an ordained member of the Church and an enthusiastic amateur scholar of archeology and anthropology, and preoccupied with the impending, but never actually started, writing of a monograph on local social customs, had devoted most of his time to church work and the education of the older boys in the middle school. He did this at the expense of the junior school, as he was only too well aware. When Miss Crane was sent to him in response to his requests for more permanent help in that field of his responsibility, he had been fascinated to notice the practical use she made of a

LIVEWORKSHEETS

picture which, to him, had never been more than something hung on the wall to brighten things up. He was fond of remarking on it, whenever he found her in class with half a dozen wide-eyed children gathered round her, looking from her to the picture as she took them through its various aspects, step by step. 'Ah, the picture again, Miss Crane,' he would say, 'admirable, admirable. I would never have thought of it. To teach English; and at the same time about the English.'

Adapted from The Jewel in the Crown by Paul Scott

Based on the text, complete sentences 4.1.–4.4.

4.1. Miss Crane was awarded the picture for _____
_____, which was considered an act of courage.

4.2. After the incident with the rioters, Miss Crane felt the damage they caused _____.

4.3. Miss Crane made the decision to resign because she felt her pupils were unable to _____.

4.4. In the fourth paragraph, the author _____
_____ Miss Crane had been given.

LIVEWORKSHEETS

TASK 7. (0–5)

Read the text. For questions 7.1.–7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).

LONDON'S LOST ICEHOUSE

Archaeologists were carrying out an excavation in London's wealthy Regent's Park district when they made a chilling discovery: an egg-shaped icehouse dating back to the 1780s. Historians **7.1.** _____ that an icehouse was somewhere in the area, but they did not know exactly where. It took months to remove the debris from the chamber. The complex, a few feet above a busy underground rail line, was built to last.

Following its discovery, it has been possible to **7.2.** _____ its story and the central role it played in London's ice trade. This one was larger than most in the capital. The archaeologists determined that the ice was **7.3.** _____ through a hole at the top, and a separate entry allowed access to take it out. In the 1820s, the icehouse's proximity to the newly completed Regent's Canal led to it becoming highly profitable, and it was acquired by the entrepreneur William Leftwich. Taking advantage of the canal system, Leftwich began importing large quantities of ice blocks from the Norwegian lakes to his new storage facility. From here the ice **7.4.** _____ to clients for use in luxuries such as sorbets, as well as for use in dental and medical procedures. For nearly a century, this valuable **7.5.** _____ would continue to make Leftwich rich, until the invention of household refrigeration systems in the early 20th century.

7.1.

- **A.** used to be made aware
- **B.** were long made aware
- **C.** had long been aware
- **D.** would long be aware

7.2.

- **A.** piece together
- **B.** round up
- **C.** make out
- **D.** get by with

7.3.

- **A.** deposited
- **B.** depressed
- **C.** deepened
- **D.** deflected

7.4.

- **A.** was to distribute
- **B.** would be distributed
- **C.** used to distribute
- **D.** has been distributed

7.5.

- **A.** artefact
- **B.** produce
- **C.** implement
- **D.** commodity

LIVEWORKSHEETS

TASK 9. (0–5)

For questions 9.1.–9.5., complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use up to five words including the word given.

9.1. The only reason I didn't go on the trek in the jungle with the rest of the party was my fear of spiders.

JOINED

If I weren't so afraid of spiders, I _____ the rest of the party for the trek in the jungle.

9.2. John reacted aggressively, which wasn't expected by anyone.

SURPRISE

John's aggressive reaction _____ everyone.

9.3. You are taking a risk by arguing with your boss like that!

ICE

You are _____ by arguing with your boss like that!

9.4. They have selected the two most promising football players for extra coaching.

SINGLED

The two most promising players _____ for extra coaching.

9.5. Although he knew the solution wouldn't work, he made his assistants believe they would have to implement it.

BE

Although he knew the solution wouldn't work, he made his assistants believe it

_____.

LIVEWORKSHEETS