



Name: _____ Date: _____ Score: _____ /100
_____ /30

I. LISTENING – 20 pts.

A. Listen to the conversations. Then circle the correct answers. (2 pts.)

PART 1

- 1) What did the show say about the origin of the stone balls?
 - a) They could have occurred naturally.
 - b) It's certain that they were man-made.
 - c) It's possible they were part of a building.
- 2) What does Lorenzo think about the origin of the stone balls?
 - a) He thinks it's possible they occurred naturally.
 - b) There's no question they were man-made.
 - c) He is certain they're not man-made.
- 3) What do Fran and Lorenzo disagree about?
 - a) how the stone balls might have been used
 - b) who might have used the stone balls
 - c) the size of the stone balls
- 4) Does Fran think the stone balls could have been a part of a machine?
 - a) Yes, she's certain.
 - b) It's possible, but she really doesn't know.
 - c) She's skeptical. She thinks they probably weren't part of a machine.
- 5) What does Lorenzo believe about the stone balls falling from space?
 - a) He thinks the idea is obvious.
 - b) He thinks it's the most likely idea.
 - c) He's not certain that it happened.

PART 2

B. Listen to the conversation. Read the statements and check T (True) or F (False). (2 pts.)

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| 6) Jeff is glad that Gail has set aside some down time. | T | F |
| 7) Gail decided that she needed to take a breather from karate. | T | F |
| 8) After she started karate, Gail was less serious and took up another fun hobby. | T | F |
| 9) Gail convinced her boss that all the employees needed to slow down in order to do a better job. | T | F |
| 10) Jeff was surprised to learn that Gail's boss agreed with her idea to set up a break room for employees to set limits. | T | F |

II. GRAMMAR – 20 pts.

A. Circle the answer that correctly completes each sentence. (1 pt.)

- 1) The Incas didn't have any sophisticated machines or work animals. The temples (**must / couldn't / may**) have been built exclusively by human hands.
- 2) Dinosaurs may not have died off gradually as the result of climate change. They (**had to / could / would**) have been killed off quickly by some sudden event.
- 3) I don't believe in any of those other crazy theories. Stonehenge (**might have been / were / had to have been**) built by ancient Britons many years ago.

- 4) The Nazca lines are incredible, but I'm certain they weren't created by people who lived 1,500 years ago. The ancient people (**couldn't have / would have / must have**) had the knowledge to create something so accurate
- 5) Conspiracy fans continue to consider the story of Roswell aliens. They believe that UFOs (**might / couldn't / had to**) have crashed in the desert.
- 6) The *Mary Celeste* (**might have been / had to have been / had been**) attacked by pirates. No one knows for sure.
- 7) It's obvious that something terrible happened. The crew (**had to have / would have / might**) abandoned the ship during the incident. There's no other explanation.

B. Rewrite the sentences using supposed to and the words in parentheses. (1 pt.)

- 8) Don't return work calls after 6:00 P.M. It's important for employees to spend more time with their families.
(employees / not return)

- 9) My boss told me to present the sales report tomorrow. (I / present)

- 10) Marissa didn't finish editing the annual report yesterday. Our boss is going to be angry. (Marissa / finish)

- 11) I have a heart condition so my doctor told me not to ride on the roller coaster. (I / not / ride)

- 12) Take your shoes off when doing karate. (you / take)

- 13) I forgot to attend a meeting with the other sales associates yesterday. (I / attend)

- 14) Logan forgot to buy the wedding gift for Tina and Ben last night. Now he has to get one before the reception begins. (Logan / buy)

C. Complete each sentence with the word in parentheses and would or used to. (1 pt.)

- 15) I got interested in antiques because my father _____ (buy) old furniture when I was growing up.
- 16) Paul started playing tennis in high school because his friends _____ (invite) him to play with them.
- 17) I _____ (check) my text messages about 30 times a day when I first started this job, but I am more laid back now.
- 18) When Ahmed was a teenager, he _____ (like) to play risky, extreme sports.
- 19) When you first started at the company, you _____ (never/slack) off.

20) When I was about ten years old, the woman who _____ (live) next door to us taught me to knit.

III. VOCABULARY – 20 pts.

A. Read the sentences. Decide if the person is *very certain*, *almost certain*, or *not certain*. Then circle the correct answers. (1 pt.)

- 1) I think I left my purse on the train. I'll call the lost-and-found; someone may have turned it in.
 - a. very certain
 - b. almost certain
 - c. not certain
- 2) Jim had to have been at the office this morning. His computer was turned on, and there was a hot coffee on his desk.
 - a. very certain
 - b. almost certain
 - c. not certain
- 3) The bright light in the sky last night might have been from a plane. I think it's possible, even though I didn't hear any loud noises.
 - a. very certain
 - b. almost certain
 - c. not certain
- 4) The stones used to build the Egyptian pyramids must have been difficult to move.
 - a. very certain
 - b. almost certain
 - c. not certain
- 5) Chris couldn't have written that letter. He obviously doesn't speak or write Chinese!
 - a. very certain
 - b. almost certain
 - c. not certain

B. Match the sentences. Write the letter. (1 pt.)

- 6) There is no evidence that anyone ever lived here. _____
- 7) I don't think a word of what she said is true and there are quite a few things that don't make sense. _____
- 8) I can think of plenty of other explanations for what happened. _____
- 9) What I read makes a lot of sense to me. _____
- 10) Their stories have been proven to be false in the past. _____

- a.** I think the story is debatable.
b. The story seems believable.
c. The magazine is simply unreliable.
d. The theory is unprovable.
e. I think the story is questionable.

C. Complete each sentence with the correct form of the word from the box. Not all the words will be used.
(1 pt.)

accidental dangerous fortunate noisy
physical uncomfortable unfortunate

- 11) Two people were injured in the rock climbing accident, but _____ no one was killed.
- 12) Many people practice yoga to relieve stress. They find it _____ relaxing.
- 13) Ben _____ rooted for his favorite football team.
- 14) Jean sat _____ in the chair her father had assembled for her. He didn't read the manual properly.
- 15) Eric drove _____ around the sharp curves of the mountain road, which frightened everyone in the vehicle.

D. Match the expressions with the correct meaning. (1 pt.)

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|--|---|
| 16) To bark up the wrong tree. _____ | a) To make oneself available for someone to contact |
| 17) Be on call. _____ | b) To have a very different opinion. |
| 18) To go out on a limb. _____ | c) To do something with maximum effort. |
| 19) Slack off. _____ | d) To make the wrong assumption. |
| 20) To give something one's all. _____ | e) Don't work as hard as one should. |

IV. READING – 20 pts.

A. Read the article. Then answer the questions. Circle the correct answers. (2 pts.)

Anyone who has ever been or lived with a teenager knows that adolescence is a time of great change. Teenagers are moody, given to drama, and—perhaps most alarming—often drawn to risk. How many parents have asked their teenage children, “What on earth were you thinking when you did that?”

Research from the past ten years suggests one reason for this last trait: The teenage brain is very different from the adult brain. Compared to other species, humans have a very long period of adolescence, during which the brain continues to develop. This still-developing brain is responsible, at least in part, for why teenagers often respond differently to situations than adults do. Typically, they respond more emotionally, often use poor judgment, and take—or even seek—risks that adults would find unacceptable.

The part of the brain that continues to develop during adolescence is the frontal lobe, that is, the part of brain that controls planning, judgment, and emotion. Since planning, judgment, and emotion are still developing, teenagers sometimes make poor decisions, seek thrills, and take apparently unnecessary risks. Because the part of their brain that focuses on consequences is not yet mature, teenagers don't always think about what will happen as a result of their actions.

From an evolutionary perspective, it's important to ask why humans develop in this way. Surely, this stage in life creates unnecessary dangers for humans as a species. Why does the human brain pass through this period in which we willingly engage in such risky behavior? Experts suspect the explanation is that the teenage brain is adapted for a specific stage in human life—to the unique challenges that teenagers face.

In order for teens to become competent adults, they need to become independent, to explore unfamiliar situations, and to be unafraid of new experiences. Although this may occasionally lead teenagers into risky behavior, it is nevertheless a crucial phase. Research has shown that they get a little help from their brains. When they take part in risky behavior, their brains release chemicals, such as endorphins and dopamine, that create feelings of pleasure. This “high” that they feel is why teens are eager to continue with these, or even riskier, experiences so they can experience the pleasurable feelings again. Researchers suspect that this kind of brain activity plays a role in helping young people leave “the nest” and be ready to start their own independent lives.

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To keep teens from engaging in behavior that is truly dangerous, psychologists suggest that parents encourage their teenage children to participate in activities that may create similar sensations in their brains—for example, rock climbing or riding on a roller coaster—or other activities that can be done safely but may still satisfy the teen's need for thrills.

- 1) Which titles best describes the article?
 - a) Research Links Brain Development and Risk-Taking
 - b) Research on the Human Brain Continues to Develop
 - c) Brain Development Explains Teens' Risky Behavior
- 2) According to the article, in what way do teens behave differently than adults?
 - a) They react to events more quickly.
 - b) They have more trouble making decisions.
 - c) They are more emotional.
 - d) They are more likely to enjoy risks.
- 3) How are teenage and adult brains different?
 - a) The teenage brain is not fully developed.
 - b) Adult brains are larger than teenage brains.
 - c) Imaging results show that messages pass through the teen brain more quickly.
 - d) The frontal lobe in teenagers is still developing.
- 4) What kind of activity and behavior are controlled by the frontal lobe?
 - a) memory
 - b) judgment
 - c) emotions
 - d) movement
- 5) Why is taking risks important for teenagers?
 - a) It helps them separate from their parents.
 - b) It makes them seek out new experiences.
 - c) It protects them from danger.
 - d) It allows them to make responsible decisions.

B. Read the statements and check T (True) or F (False). (2 pts.)

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|---|----------|----------|
| 6) Teenagers don't think about the result of their actions. | T | F |
| 7) Teens need to become dependent in order to become competent adults. | T | F |
| 8) Humans have a very short period of adolescence compared with other species. | T | F |
| 9) Researchers are inclined to think the brain activity helps young people to leave the nest. | T | F |
| 10) Psychologists suggest that teenagers participate in unsafe activities. | T | F |

V. WRITING – 20 pts.

A. Write about ONE of the OPTIONS given:

1. Explain why it is important to be skeptical about stories you read about or hear in the news. Give an example of a story you read or heard that turned out not to be true. Write three paragraphs. **(220 words)**
2. Why do you think people enjoy taking part in risky or dangerous activities? Write three paragraphs about your opinion. Support your views. **(220 words)**