

TASK 4

Read the text below.

Choose from (A-H) the one which best fits each space (17-22).

There are two choices you do not need to use.

Write your answers on the separate answer sheet.

Climate change is a global problem with potentially devastating local consequences. Global warming is (17) in the atmospheric concentrations of Greenhouse gases (Carbon Dioxide, Methane etc.) since the industrial revolution. Such gases in the atmosphere trap the sun's energy, (18) The burning of fossil fuels, industry, deforestation, changing land use and agriculture release greenhouse gases and (19)

The rate at which the planet warms (20) , with temperate change predicted to be the most severe in northern regions. Climate models predict temperature (21) in some areas of the Russian and Canadian Boreal forest over the next century. Alaskan winter temperatures have already risen (22) since the sixties.

To put this in context the world has only warmed by a mere 5°C since the last Ice Age, 15,000 years ago, which saw most of the northern hemisphere buried under kilometres of ice.

Choose from (A-H) the one which best fits each space (17-22).

There are two choices you do not need to use.

- A is influenced by the wind
- B contribute to global warming
- C a consequence of a dramatic increase
- D an average 4.5°C
- E increases as much as 5-10°C
- F is expected to accelerate
- G increasing global temperatures
- H a contribution to the global warming

TASK 5

Read and complete the text below.

For the empty spaces (23-34) choose the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

WHAT IS A RESCUE DOG?

A rescue dog, more properly known as a search and rescue (SAR) dog, is a dog trained to find people who are lost or (23) under debris. Rescue dogs and their handlers can be found working all over the world, in a wide (24) of environments from collapsed buildings to avalanche (25) In many regions, volunteer organizations offer SAR dog services to their (26) , with some volunteers committing to travel long distances as needed; the use of a volunteer network ensures that search and rescue dogs will always be (27)

Any dog breed can work as a search and rescue dog, although some breeds such as bloodhounds, labradors, and other hunting dogs (28) to be preferred. The most important trait in a rescue dog is a good attitude, with most dogs beginning their training very young so that they learn to be extremely calm, well behaved, friendly dogs before they begin to acquire the tools of the trade needed to become a rescue dog. A good rescue dog has keen eyesight, a good sense of smell, sharp hearing, endurance, and patience, as he or she may have to work a wide area for hours before anything (29)

There are a number of different kinds of rescue dogs, all trained to perform specific TASKs. Air scent dogs, for example, rely on their sense of smell to find people who are lost in the woods or at other locations. Trailing and tracking dogs actively follow a scent trail to find people, while water dogs are trained to identify drowning victims under water.

Avalanche dogs can find people buried under (30) of snow, and they are often very busy during the winter in mountainous areas.

Training a rescue dog is hard work. The entire training process usually (31) two years, as both the dog and his or her handler need to learn a wide assortment of skills.

Handlers learn things like first aid, wilderness survival, and wilderness (32) , while the dogs learn to find people with minimal information.

For both a rescue dog and its handler, the work can be very rewarding, but it can also be stressful and sometimes depressing. (33) when rescue dogs are used at disaster sites, the dogs sometimes become (34) stressed when they are unable to find living victims. In a few instances, rescue dog handlers have actually planted assistants at the sites of disasters so that their dogs can 'find' someone to rescue so that they feel better about their work.

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|----|----------------|----------------|--------------|---------------|
| 23 | A clogged | B trapped | C covered | D hindered |
| 24 | A range | B realm | C sphere | D circle |
| 25 | A scenes | B sections | C sites | D spots |
| 26 | A colonies | B associations | C people | D communities |
| 27 | A available | B accessible | C applicable | D handy |
| 28 | A suppose | B tend | C think | D consider |
| 29 | A turns in | B turns about | C turns up | D turns over |
| 30 | A dunes | B mounds | C anthills | D hillocks |
| 31 | A takes around | B takes in | C takes off | D takes on |
| 32 | A flying | B voyage | C navigation | D aeronautics |
| 33 | A Mainly | B Wonderfully | C Notably | D Especially |
| 34 | A dearly | B lovingly | C eagerly | D emotionally |

TASK 6

Read the texts below.

For each of the empty spaces (35-46) the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

CHIPS, ANYONE?

Can you imagine being able (35) your hand and turn on a light or start a computer? Can you imagine being able to unlock a car or house door without a key? Some people already can do that. They had computer chips placed under their skin. The chips send signals that enable them to do those things!

Other people have chips under their skin that tell about their health. If they (36) in an accident or are very sick, someone in the hospital can scan their chip to learn who they are, their blood type, what allergies they have, and other things about their health.

The chips, which (37) RFIDs, are about the size of a grain of rice. They have tiny antennas that send out the signals.

Some schools (38) RFIDs, too. Students wear tags with RFIDs in them or clip RFIDs to their backpacks. The RFIDs signal when a student enters and leaves school. Parents can get messages (39) to their cell phones that tell them when their children left school — or if they didn't go to class.

Pet owners (40) RFIDs for several years. They had chips put under their dog or cat's skin. If the pet is lost, the chip can be used to track down the (41) owner.

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|----------------------------|--------------------|-------------|--------------|
| 35 A wave | B to wave | C waving | D waved |
| 36 A is | B were | C are | D will be |
| 37 A will be called | B are being called | C is called | D are called |
| 38 A uses | B used | C was using | D are using |
| 39 A sent | B send | C has sent | D was sent |
| 40 A used | B have used | C had used | D has used |
| 41 A pet | B pet is | C pet's | D pets' |

Read the text below.

For the empty spaces (42-46) the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

SCIENTISTS FIND 27 NEW SPECIES IN CAVES

Discovering one new species of animal must be very exciting. Imagine discovering 27!

That's what happened to scientists (42) caves in California. They found 27 new species of spiders, centipedes, scorpion-like creatures, and other animals.

Among the creatures the scientists found (43) an insect whose body is so clear you can see inside it. It's easy to spot its bright yellow liver. One spider the scientists discovered looks like a daddy long legs, but has jaws bigger than (44) body.

Scientists (45) the new species yet. They need to learn more about the tiny cave-dwellers before they (46) them, Scientists do not know how long the new species live, what kind of habitats they prefer, how many babies they have, and many other things.

While it is very unusual to find new species above ground, unexplored caves could be home to all kinds of new animals. As one scientist put it, exploring caves is like 'charting undiscovered territory.'

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|----|------------------|------------------|-----------------|-----------------|
| 42 | A explore | B explored | C exploring | D explores |
| 43 | A is | B has | C been | D was |
| 44 | A it | B it's | C it has | D its |
| 45 | A have not named | B not have named | C has not named | D not had named |
| 46 | A will label | B label | C labels | D would label |

TASK 1

Read the text below.

Fill in the each gap with the one word which best fits each space (47-50).

Write your answers on the separate answer sheet.

WHAT DO WE MEAN BY THE CLIMATE CHANGE

The greenhouse effect means, that the atmosphere retains some of the sun's radiation reflected back from the surface of the Earth and then reflects some of it back on to the Earth. As a (47) , the climate becomes warmer. The phenomenon is necessary for (48) on Earth in its present state, as the Earth would be considerably colder without it.

Gases, which retain and reflect heat are called greenhouse gases (GHG). The most common of them is carbon dioxide. Thus, carbon dioxide is not a pollutant, but a (49) which normally belongs to the atmosphere.

The phenomenon called 'acceleration of the greenhouse effect' or climate change is caused by the fact that the content of greenhouse gases in the atmosphere is increasing.

This leads to the warming up of the (50) This is mostly caused by carbon dioxide, which is always formed through the combustion of matter containing carbon.

TASK 2

51. On a separate sheet of paper write a **short essay** entitled:

Tourism allows people to experience other cultures.

Follow the writing guide below.

• *Paragraph 1*

Introduction. Some background information.

• *Paragraph 2*

One or two arguments for, with examples.

• *Paragraph 3*

One or two arguments against, with examples.

• *Paragraph 4*

Summary and your opinion.

TASK 1

Read the text below. Match choices (A-H) to (1-5).

There are three choices you do not need to use.

Write your answers on the separate answer sheet.

HOW TO HELP YOUR CHILD MAKE FRIENDS AT SCHOOL

Your child may be a social bee or a little hesitant at making friends. Good friendships are something we cherish and value throughout our lives. Although making friends is an important part of your child's social and emotional development, it is important to remember that every child is unique and develops differently. If your child is having difficulty in making friends at school, then a little help and encouragement from mom and dad may be just what your child needs.

1 Ask your child who he would like to invite and call one or two children. (Remember that your child may be intimidated in a larger group.) Arrange activities that your child enjoys and is good at, which will give him confidence. Provide guidance and ease any tensions that may arise, being careful not to dominate the playdate. Arrange regular playdates with the same children to develop familiarity.

2 It'll help her learn how to act in social situations. Make it fun and interesting and provide subtle guidance. You can practice how to start a conversation, how to approach a group of children and how to deal with refusal or rejection. Role-playing will equip your child to know roughly what to expect in real-life situations, and it will help your child develop the social skills to make friends.

3 Talk to the parents of other children in your child's class. Volunteer to shuttle your child's classmates between activities like swimming, or start taking turns picking up and dropping off from school. This will provide an opportunity for your child to get to know other children without being overwhelmed.

4 Some children are extremely social, having many friends from different groups, while others are content having just one or two good friends. Don't pressure your child to make friends with particular people. Let him choose his friends, and realize that pressuring your child may cause him to withdraw further. Listen to your child and offer support.

5 Remember that your child's educator also spends a significant amount of time with your child, so discuss your concerns with her. If there is someone she thinks will get on well with your child, ask her to make them sit together in class or work together on a project.

- A Meet people who have similar interests.
- B Arrange a playdate.
- C Role-play with your child.
- D Become your child's chauffeur.
- E Don't pressure your child, but offer support.
- F Organize a party.
- G Talk to your child's class teacher.
- H Encourage your child to participate in extracurricular activities.