Task 1

- **Read this text about the history of high heeled shoes and then read the sentences that follow.**
- **For each number (1-5) choose the option (A-D) that best summarises the given paragraph.**
- **Write the letters in the white boxes as in the example *(0)*.**

WHY DID MEN STOP WEARING HIGH HEELS?

Even their most ardent fans wouldn't claim high heels were practical. They are not good for hiking or driving. They get stuck in things. And high heels don't tend to be very comfortable. It is almost as though they weren't designed for walking in.

Originally, they weren't. The high heel was worn for centuries throughout the Near East as a form of riding footwear. Good horsemanship was essential to the fighting styles of Persia – the historical name for modern-day Iran. When a soldier stood up in his stirrups, the heels helped him to secure his stance so that he could use his bow and arrow more effectively.

At the end of the 16th century, the Persian Shah was keen to forge links with rulers in Europe. So he sent a diplomatic mission to the courts of Russia, Germany and Spain. A wave of interest in all things Persian passed through Western Europe, and Persian-style shoes were enthusiastically adopted by aristocrats.

In the muddy streets of 17th century Europe, these new shoes had no utility value whatsoever – but that was the point. The upper classes have always used impractical, uncomfortable and luxurious clothing to announce their privileged status. Louis XIV of France, who stood 1.63m, supplemented his height by a further 10cm with heels.

The heels and soles were always red – the dye was expensive and carried a martial overtone. The fashion soon spread overseas – Charles II of England's coronation portrait of 1661 features him wearing a pair of enormous red, French-style heels – although he was over 1.85m to begin with.

In the 18th century the Enlightenment brought with it a new respect for the rational and useful, and men's fashion shifted towards more practical clothing. High heels came to be seen as foolish and effeminate. By 1740 men had stopped wearing them altogether.

(bbc.com)

0)	C

0) **A)** You have to be a fan to say high heels are practical.
B) If well made, high heels can be quite comfortable.
~~**C)** *The main point about high heels is not their practicality.*~~
D) Well designed shoes with heels are suited to most occasions.

1) **A)** Horsemen in the Near East have worn high heels for centuries.
B) High heels were originally worn by horsemen in the Near East.
C) The high heel was an essential fashion item in Persia.
D) Persian soldiers were the best horsemen of the time.

2) **A)** At one time, anything Persian was regarded as fashionable in Europe.
B) In the 16th century people travelled widely between east and west.
C) The Persian Shah sent expensive shoes as presents to European monarchs.
D) In Europe it became fashionable for aristocrats to wear shoes made in Persia.

3) **A)** In the 17th century people preferred impractical but luxurious clothes.
B) If you wore high heels, walking in muddy streets was less tiresome.
C) Those of a higher social status have always dressed to show off their rank.
D) Shorter people, like Louis XIV, liked high heels to add to their height.

4) **A)** The price of the red dye was too high even for aristocrats.
B) High-ranking diplomats in European courts wore high heels.
C) The fashion of wearing high heels reached England quite quickly.
D) A very tall man, Charles II only wore high heels on special occasions.

5) **A)** In the 18th century only women with bad reputations wore high heels.
B) In 1740 new laws were passed banning high heeled shoes altogether.
C) Despite its rationality, the Enlightenment had little effect on fashion.
D) The rational attitudes of the Enlightenment influenced the way people dressed.

Task 2

- **In this article about some toys lost at sea some phrases are missing.**
- **Your task is to fill in the gaps (6-13) from the list (A-M) below.**
- **Write the letters into the white boxes next to the numbers as in the example *(0)*.**
- **Remember that there are <u>three extra letters</u> that you do not need.**

MAPPED: THE BEACHES WHERE LEGO WASHES UP

The story of millions of Lego pieces washing up on beaches still attracts huge interest and the list of places *(0)*_____is still growing.

Beachcomber Tracey Williams has been picking up Lego along the southwest coastline of England ever since a cargo ship accidentally dumped millions of the toy pieces into the sea in 1997. She set up a Facebook page as late as 2014 **(6)**_____and dozens of people have in fact got in touch about the drifting toy pieces from various Lego sets **(7)** _____.

Most pieces have been found around Cornwall, says Williams. "From what I've been told, **(8)**_____." One example was a fisherman from a neighbouring town who often brings up Lego. The items caught in his nets, **(9)**_____, also include toy roof tiles, door frames, seaweed and a lot of bricks. Brighton, **(10)**_____, is the furthest confirmed report from England's south-eastern coastline. But some of the sightings have come from much further afield.

It all started **(11)**_____from the Tokio Express container ship in a storm off the southwest coast of England in 1997. Williams says that **(12)**_____, for example, in Kerry, Ireland, where an octopus matching those lost from the Tokio Express was found around 2007. Also, someone took some Lego pieces to a beachcombers' fair in the United States **(13)** _____. In a recently published scientific report oceanographers admit that the claim for this latest find may be true, but they add: "Although it matches the drift pattern, it's hard to know for sure."

(bbc.co.uk)

A) and claimed they had been found in the Netherlands

B) some 300 miles to the east

C) ~~*where the toys have been spotted*~~

D) which is confirmed by experts

E) finds have been made abroad too

F) and it may be affected by weather conditions

G) when 4.8 million Lego toy parts fell overboard

H) to raise the lost Lego container from the seabed

I) to contact people with similar finds

K) which are still coming up today

L) this is a hotspot for pirate figures and octopuses

M) that they have spotted during beach walks in most cases

0)	***C***	
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		

Task 3

- **Read this article about the worst ever typhoon in the Philippines and then read the incomplete sentences (14-22) following it.**
- **Your task is to find the right endings (A-N) for the sentences based on relevant information in the text.**
- **Write the letters in the white boxes next to the numbers as in the example *(0)*.**
- **There are <u>three extra letters</u> that you do not need.**

TYPHOON HAIYAN:
The man and the boy who saved each other

Flight Lieutenant Carangan of the Philippine Air Force knew that a storm was coming and got his men up early to secure equipment at Tacloban airport. Soon the wind became too strong, and they retreated indoors. But then the water started flooding the airport building - and when it surged quickly above waist height, they knew something was seriously wrong.

Carangan and his men punched a hole through the ceiling and climbed up on to the roof. "I told my men to hold on to any piece of equipment that might help them float. And then suddenly, the walls of the building gave way."

Carangan clung to a large triangular wooden beam that had supported the roof. He was swept past familiar buildings and eventually bumped into a coconut tree. "When I looked up, I saw a young boy clinging on the tree. I was afraid the rising water would soon reach him, so I told him to climb down, hang on to the wood, hold on tight and never let it go."

The trick was balancing their makeshift raft. Hanging on to one side of the wood, Carangan used his body weight to keep the seven-year-old above water. "The boy was lying face down on one side of the triangle. I tried to push my side downwards so that the boy's side would be popping out of the sea so that he could breathe."

The two of them spent the next six hours being tossed and turned by the force of the waves. They did not know where they were, what direction they were travelling in, or how long they were there for. As the boy started to develop signs of hypothermia, Carangan tried to keep him awake by talking to him. He found out his name - Miguel - his age and a bit about his family. But he spent most of his time thinking of his own three sons and praying. "I asked God to look after my family if I'm gone."

And then Carangan saw the shape of a mountain. He told the boy they were near land. He started swimming, holding tightly onto the wood until they reached the beach. Once on land, he handed the boy over to a policeman, making sure he would get dry clothes, water and food, and that the authorities would try and reunite him with his family.

Two weeks later the boy came to see him in Tacloban, together with his mother. When she tried to thank him, he explained that he himself felt grateful to him. "I told her I should be the one thanking Miguel, because I believe that if it were not for him, I might not have made it. To help him to survive, I needed to be strong also. I believe he somehow gave me the energy to hold on and to survive."

(www.bbc.com)

0)	*C*

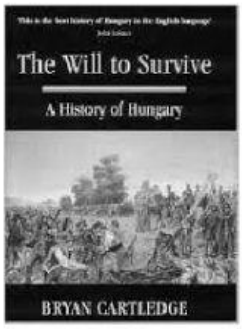
0)	*Carangan, an air force officer,*
14)	The force of the wind
15)	The swiftly rising water
16)	When they climbed up on the roof, Carangan
17)	Seeing the boy clinging on a tree, Carangan
18)	By pushing down his side of the beam, he
19)	To stop Miguel losing consciousness, he
20)	During most of their ordeal Carangan
21)	After their escape Carangan first
22)	He was convinced that, in a way, he

A)	gave his men life-saving instructions.
B)	managed to keep the boy's head above water.
~~C)~~	*knew what had to be done before the storm.*
D)	saw the material tossed by the waves.
E)	made it impossible to work outside.
F)	thought of placing the boy in safe hands.
G)	owed his survival to Miguel.
H)	kept asking him questions.
I)	got a lift to the airport station.
K)	thought of his own sons and prayed.
L)	concentrated on the airport building.
M)	alerted them to the extent of the danger.
N)	knew it was too risky for him to stay there.

14)		
15)		
16)		
17)		
18)		
19)		
20)		
21)		
22)		

Task 4

- **Read this article about a history book and then read the statements (23-30) that follow.**
- **Your task is to decide whether the statements are true or not according to the text.**
- **Mark a sentence A if it is true according to the article.**
- **Mark it B if it is false.**
- **Mark it C if there is not enough information in the text to decide if it is true or not.**
- **Write the letters in the white boxes next to the numbers as in the example *(0)*.**



THE WILL TO SURVIVE: A HISTORY OF HUNGARY

The Will to Survive, written by Bryan Cartledge, historian, diplomat and Oxford academic, is the first comprehensive history of Hungary to be published in English by a non-Hungarian since C.A. Macartney's *Hungary: A Short History* (Edinburgh, 1962). It is also the first history of Hungary to be written by an author who had been British Ambassador to that country, had witnessed the events which he records in the book's closing chapters, and had known many of the Hungarians who took part in them. Sir Bryan Cartledge first came to Hungary in the 1970s and served as British ambassador to Hungary in 1980-83. He holds diplomas in the Hungarian language from the University of Westminster (UK) and University of Debrecen (Hungary), and is thoroughly familiar with great works of Hungarian literature, having read most in the original.

The book combines narrative with analysis and comment and covers the political, economic, social and cultural history of Hungary from the westward migration of the Magyar tribes and their occupation of the Carpathian Basin to the entry of a democratic Hungarian state into the NATO Alliance and the European Union. No previous history written from the perspective of a non-Hungarian has attempted such a comprehensive approach, which balances accounts of the tragedies which have befallen this small nation with appreciation of its cultural achievements. *The Will to Survive* should become the standard history of Hungary in English, to be read both for general interest and for reference.

Described as "the best history of Hungary in the English language" by the eminent Hungarian-American historian John Lukacs, *The Will to Survive* is deeply researched and beautifully written. It traces Hungarian history through centuries of medieval greatness, Turkish occupation, Hapsburg domination and unsuccessful struggles for independence. It describes the massive loss of territory and population after the First World War, the fatal alliance with Nazi Germany motivated by the hope of compensation for the Treaty of Trianon, and forty years of Soviet-imposed Communism after the Second World War interrupted by a heroic but brutally suppressed revolution in 1956.

The book was first published in 2006 on the 50th anniversary of the Revolution of 1956, reprinted several times both in hardcover and paperback, and first published in Hungarian in 2008.

(www.goodreads.com)

0)	B

0) *The Will to Survive* is the first English-language history of Hungary since 1962.

23) Cartledge looks at Hungarians with a more sympathetic eye than Macartney.

24) Cartledge wrote the book while serving as British ambassador to Hungary.

25) His command of the language has enabled him to appreciate literary works written in Hungarian.

26) As a diplomat, he had access to archives that were closed to ordinary historians.

27) *The Will to Survive* is recommended both for its readability and for its accuracy.

28) In writing his book, Cartledge made use of a wide range of sources.

29) John Lukacs, whose opinion is cited, is an outstanding historian.

30) Writing about the 1956 Revolution Cartledge pays special attention to the role of international diplomacy.

Task 1

- **You are going to read an article about how the Irish police finally caught up with the country's most reckless driver. Some words are missing from the text.**
- **Your task is to write the missing words on the dotted lines (1-10) after the text.**
- **Use only one word in each gap.**
- **There is an example *(0)* at the beginning.**

THE MYSTERY OF IRELAND'S WORST DRIVER

He had been wanted from counties Cork to Cavan ***(0)***_____collecting a number of speeding tickets and parking fines. However, **(1)**_____time the serial offender was stopped; he managed to avoid justice **(2)**_____giving a different address.

But then his true identity was found out. It was discovered that the man every member of the Irish police **(3)**_____been looking for - a Mr Prawo Jazdy - wasn't exactly the sort of prized villain **(4)**_____arrest leads to an officer winning an award. In fact he wasn't even human.

"*Prawo Jazdy* is the Polish phrase for 'driving licence' and it is **(5)**_____the first or the surname on the licence," said an officer working within the police's traffic division. "**(6)** _____noticed this, I decided to find **(7)**_____how many times officers had made this mistake. It's quite embarrassing that the system has created Prawo Jazdy as a person with over 50 identities." The officer added that the 'mistake' **(8)**_____to be corrected immediately. In order to avoid similar mistakes **(9)** _____ made in future relevant guidelines were also modified.

As **(10)**_____the seemingly elusive Mr Prawo Jazdy, he has probably become a cult hero among Ireland's second largest immigrant population.

(www.news.bbc.co.uk)