

Reading 1

- Read this article about climate anxiety, then read the statements (7-14) following it.
- Mark a sentence **A** if it is true according to the article.
- Mark it **B** if it is false.
- Mark it **C** if there isn't enough information in the text to decide if the sentence is true or not.
- Write the letters in the white boxes next to the numbers as in the example (0).



YOUNG PEOPLE'S CLIMATE ANXIETY REVEALED IN LANDMARK SURVEY

Climate change is causing distress, anger or even anxiety in teenagers and young people worldwide, a survey of thousands of 16- to 25-year-olds has found.

"This study provides arguments for adults that climate change plays an important role in young people's mental health," says Sarah Ray, who studies climate anxiety at Humboldt State University in Arcata, California. The survey — the largest of its kind — asked 10,000 young people in 10 countries how they felt about climate change and government responses to it.

The results, released in September 2021, found that most respondents were concerned about climate change, with nearly 60% saying they felt 'very worried' or 'extremely worried'. Many associated negative emotions with climate change — the most commonly chosen were 'sad', 'afraid', 'anxious', 'angry' and 'powerless'. Overall, 45% of participants said their feelings about climate change impacted their daily lives.

The countries with the highest proportion of respondents who felt 'very worried' or 'extremely worried' by climate change were the Philippines (84%), India (68%) and Brazil (67%), nations that have been hard-hit by climate change. Portugal — where wildfires are becoming increasingly severe — also had a high level of 'very worried' or 'extremely worried' respondents (65%).

Among those who said they have talked to others about climate change (81%), nearly half reported being ignored. "There seems to be a dismissal of young people's opinions in society," says study co-author Caroline Hickman, a climate-psychology researcher at the University of Bath, UK. Until now, there has been little research on the psychological impacts of climate change on young people, she adds.

When asked about how governments are responding to climate change, 65% of respondents agreed with the statement that governments are failing young people, 64% agreed that they are lying about the impact of actions taken and 60% agreed they were dismissing people's distress. Only 36% agreed that governments are acting according to science. However, young people do feel reassured when governments act.

"I think this research will impact more audiences than other arguments about why we should do more on climate," Ray says.

0) Climate change has a negative emotional impact on young people.

0)	A
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7) Several surveys are being carried out parallelly right now.

7)	
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8) In each country, 1,000 young people were asked to take part in the survey.

8)	
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9) The majority of participants find climate change concerning.

9)	
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10) More than half of the respondents said that climate change had a direct effect on their everyday lives.

10)	
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11) There is no connection between the extent to which a country is impacted by climate change and the attitude of its residents.

11)	
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12) Young people's views are often neglected.

12)	
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13) How young people feel about climate change is widely researched.

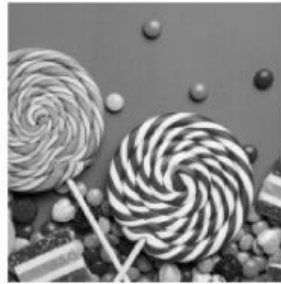
13)	
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14) Although young people appreciate when governments step up, most of them are dissatisfied with their attitude to climate change.

14)	
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Reading 2

- Read this article about what happens to your brain when you give up sugar.
- Some parts of sentences have been left out from the text.
- Your task is to reconstruct the text by filling in the gaps (15-22) from the list (A-L) below.
- Write the letters in the white boxes next to the numbers as in the example (0).
- Remember that there are two extra letters that you do not need.



WHAT HAPPENS TO YOUR BRAIN WHEN YOU GIVE UP SUGAR

Sugar consumption in developed countries has been steadily (0) _____. This could be happening for a number of reasons, such as a shift in tastes and lifestyles, with the popularity of low-carbohydrate diets increasing in the past decade. A greater (15) _____ of eating too much sugar on our health may also be among the reasons.

Reducing sugar intake has clear health benefits, (16) _____, which can help with weight loss and improved dental health. But people sometimes report negative side effects when they try to eat less sugar, like (17) _____. The reason for these side effects is currently poorly understood. But it's likely these symptoms relate to how the brain reacts when exposed to sugary foods.

As mass production of food has become the norm, sugar is now (18) _____ to make them more tasty. However, sugar has profound biological effects in the brain. It activates sweet taste receptors in the mouth, which leads to the release of a chemical called dopamine in the brain – also known as the “feel-good” hormone.

It's obvious that sugar can have a powerful effect on us. That's why it's not (19) _____ when we eat less sugar or remove it from our diet completely. It's during this early “sugar withdrawal” stage that both mental and physical symptoms have been reported – including depression, anxiety, headaches, and dizziness. That's why (20) _____, which may make it difficult for some to stick with the diet change.

If you want to reduce sugar from your diet long term, (21) _____ the first few difficult weeks is crucial. It's important to also acknowledge, however, that sugar isn't “bad” in itself – but that it should be eaten in moderation alongside a healthy diet. And that with any dietary change, (22) _____.

- A) being added to foods
- B) sticking to it is key
- C) *decreasing over the past decade*
- D) giving up sugar can feel unpleasant
- E) having a sweet tooth
- F) surprising to see negative effects
- G) studying the effects of quitting sugar altogether
- H) understanding of the dangers
- I) being able to get through
- K) including reduced calorie intake
- L) experiencing headaches, fatigue or mood changes

0)	C
15)	
16)	
17)	
18)	
19)	
20)	
21)	
22)	

Example:

0: quantities

- You are going to read an article about the origins of the US dollar, the most widely used currency in the world. Some words are missing from the text.
- Use the words in brackets to form the words that fit in the gaps (9-16).
- Then write the appropriate form of these words on the dotted lines after the text.
- There might be cases when you do not have to change the word in brackets.
- Use only one word for each gap.
- There is an example (0) at the beginning.



ORIGINS OF THE US DOLLAR

In 1516, vast (0) _____ (*quantity*) of silver were discovered in the mountains (9) _____ (*separate*) modern-day Bohemia and Saxony. Local nobleman Count Hieronymus Schlick christened the area Joachimsthal ("Joachim's valley") after Jesus's grandfather, the local patron saint of miners. At the time, Europe was a continent of city-states with local rulers competing for power. One of the most effective ways rulers could (10) _____ (*strong*) their control was to mint their own currency.

Schlick was granted permission to mint his silver coins in January 1520. He (11) _____ (*stamp*) an image of Joachim on the front and the Bohemian lion on the back and named his new currency "Joachimsthalers" – which soon became shortened to "thalers". Schlick did two smart things to (12) _____ (*sure*) the thalers' spread and survival. First, he made the thaler the same weight and diameter as the coin (13) _____ (*use*) throughout central Europe, which made it easier for neighbouring (14) _____ (*king*) to accept it. Secondly, he minted more coins than the world had ever seen. By 1550, 12 million thalers had spread across Europe.

Joachimsthal's mines soon ran dry, but by 1566, the thaler was so well known across Europe that many rulers began remodelling their coins after it. They also renamed them in their own languages. It was the Dutch *leeuwendaler* ("lion daler") that gave the US currency its name. After (15) _____ (*arrive*) in New Amsterdam in the 17th century with Dutch colonists, the dalers quickly spread throughout the colonies and English-speaking (16) _____ (*settle*) started calling them "dollars". The dollar became the official currency of the US in 1792.

Use of English 2

- You are going to read an article about New Zealand's official wizard, who has lost his job after two decades of service. Some words are missing from the text.
- Choose the most appropriate answer from the options (A-D) for each gap (17-24) in the text.
- Write the letter of the appropriate answer in the white box.
- There is an example (0) at the beginning.

NEW ZEALAND'S OFFICIAL WIZARD IS FIRED



The official Wizard of New Zealand has been fired following 23 years of service (0) _____ joking about hitting women.

London-born Ian Brackenbury Channell, 88, was paid NZ\$16,000 (£8,200) annually (17) _____ 'acts of wizardry and other wizard-like services' to promote Christchurch, New Zealand under a contract signed in 1998. He is believed to have been the world's only state-appointed wizard.

Christchurch council said it ended Channell's contract because it wanted to be more modern. But the Wizard himself claimed that he was being 'cancelled' (18) _____ he no longer fitted 'the vibes' of the city, describing himself as a 'provocateur'. In April, he made several offensive remarks about women on a television show. A council spokesperson said Channell had been sent a letter thanking (19) _____ his service and informing him that his contract was terminated.

Channell (20) _____ performing acts of magic as entertainment in public spaces in Christchurch after arriving in New Zealand in 1976. When police tried to arrest him, a public protest led (21) _____ a local square being designated a public speaking area. Since then, Channell, dressed in a long cloak and pointy hat, has performed in Christchurch and rain-danced in Australia during droughts.

(22) _____ his termination of employment, Channell said he would continue his regular appearances at Christchurch's Arts Centre, chatting to tourists and locals. The centre is hosting an exhibition of his life this month, (23) _____ is supported by the council. When asked (24) _____ curse the council over its decision, he said he preferred giving blessings.

- | | | | | |
|-----|--------------------|-----------------|----------------|-----------------|
| 0) | A because | B during | C after | D since |
| 17) | A having performed | B to perform | C and perform | D performing |
| 18) | A although | B because | C even if | D therefore |
| 19) | A to him | B for him | C him | D him for |
| 20) | A has begun | B would begin | C began | D were to begin |
| 21) | A to | B – | C by | D in |
| 22) | A Despite | B In case of | C Since | D As far as |
| 23) | A that | B which | C this | D what |
| 24) | A where would he | B that he would | C how would he | D if he would |

0)	C
17)	
18)	
19)	
20)	
21)	
22)	
23)	
24)	