

## PRACTICE TEST 10

### SECTION II: LEXICO – GRAMMAR

Part 1. Choose the best answer to each of the following questions. Write your answer in the numbered boxes. (20 points)

1. I \_\_\_\_ my eyes around the room but could not see her.  
A. flung      B. tossed      C. threw      D. cast
2. I know we're told to shuck our routines and live spontaneously, but I'm \_\_\_\_ - it's just easier when you know exactly how each day will pan out.  
A. a nasty piece of work    B. a creature of habit    C. a soft touch    D. clock-watcher
3. Many modern refrigerators never need to be \_\_\_\_\_.  
A. frosting      B. frosty      C. defrosting      D. defrosted
4. Many old people don't like change. They are very set in their \_\_\_\_\_.  
A. lives      B. habits      C. routine      D. ways
5. The river is just \_\_\_\_ in the dry season.  
A. deep-knee      B. knee-depth      C. depth knee      D. knee-deep
6. Although they hold similar political views, their religious beliefs present a striking contrast.  
A. minor comparision    B. interesting resemblance    C. significant difference    D. complete coincidence
7. Of the two new teachers, one is experienced and \_\_\_\_\_.  
A. the others are not    B. another is experienced    C. the other is not    D. other lacks experience
8. Owen's second goal was \_\_\_\_ because he was off-side.  
A. banned      B. disqualified      C. disallowed      D. outlawed
9. Lennon's sardonic music with lyrics written in the first person, and McCartney's songs that created scenarios with off beat individuals, contributed to the character of the music produced by the group.  
A. sceneries      B. situations      C. life stories      D. love themes
10. My father often does \_\_\_\_ with people from other countries in the region.  
A. finances      B. business      C. affair      D. economy
11. There is too much \_\_\_\_ in this world.  
A. greediness      B. greed      C. greedy      D. greediness
12. Hotel rooms must be \_\_\_\_ by 10 a.m, but luggage may be left with the porter.  
A. vacated      B. evacuated      C. abandoned      D. left
13. He is one of the founders of the company so he has the rules \_\_\_\_\_.  
A. by his fingertips      B. at his fingertips      C. in his fingertips      D. on his fingertips
14. Jane: "Don't forget to drop me a line when you settle down." – Jack: "Trust me. \_\_\_\_"  
A. I will. I'll keep you in touch.      B. I won't. I'll keep you posted.  
C. I don't. I'll keep you in touch.      D. I drop out a line when I settle down.
15. Mauritius was a British colony for almost 200 years, \_\_\_\_ the domains of administration and teaching, the English language was never really spoken on the island.  
A. barring      B. besides      C. but saving for      D. with the exception of
16. "Can I use your phone?" - "\_\_\_\_"  
A. I'm afraid so      B. Might as well      C. Be my guest!      D. Serves you right.
17. Laos has a land area \_\_\_\_ are members of hill tribes ensconced in the virtually inaccessible mountain valleys of the north.  
A. about the same as Great Britain but a population of only four million people, many of them  
B. comparable to that of Great Britain but a population of only four million people, many of whom  
C. comparable to the size of Great Britain, but only four million in population, and many of them  
D. of about the same size as Great Britain is, but only four million in population, and many of whom
18. Medical privacy laws \_\_\_\_\_.  
19. of health care provides that they be careful with protected information.  
A. conceive      B. devise      C. envisage      D. require
20. We must be careful not to put the cart before the \_\_\_\_\_.  
A. bull      B. horse      C. pony      D. cabbage
21. Jimmy: "What did Professor Spencer say when you asked him if the final exam could be postponed?"  
Kate: "He said that it was out of \_\_\_\_ because there's no time to reschedule the test."  
A. all proportion      B. order      C. the question      D. reach

**Your answers**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

**Part 3. Fill in the blanks with proper prepositions or adverbial particles. Write your answer in the numbered boxes.**

1. Roger took painting \_\_\_\_ for a while, but soon lost interest.
2. Josh can while \_\_\_\_ a whole day playing online computer games with his mates.
3. My boss is biased \_\_\_\_ me, which explains why I'll never get promoted if I stay with his company.
4. Has your toothache passed \_\_\_\_ yet?
5. The two brothers set off in quest \_\_\_\_ gold.
6. The elaborate bridal costumes of the coastal Indians are handed \_\_\_\_ from mother to daughter.
7. You shouldn't have sent Sebastian that Valentine's card. I think you've scared him \_\_\_\_.
8. Don't come \_\_\_\_ hard on the new workers.
9. Without any prior preparation, Peter sailed \_\_\_\_ his final exams.
10. He blacked \_\_\_\_ after working non-stop for three entire days.

**Your answers**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Part 4. Fill in each blank with the most suitable form of the word in brackets. Write your answer in the numbered boxes.**

There is little to disagree about in the notion that a good voice, whether in opera or rock music, is one that moves its audience and brings a sense of release and fulfillment to the singer. But contemporary pop and rock music have come about due to (1. substance) \_\_\_\_\_ advances in technology. Here, the impact of the microphone should not be (2. estimate) \_\_\_\_\_, as it has (3. able) \_\_\_\_\_ the magnification of quiet, intimate sounds. This, in turn, allows, the singer to experiment with the (4. emphatic) \_\_\_\_\_ on mood rather than on strict (5. adhere) \_\_\_\_\_ to proper breathing and voice control.

Donna Soto-Morettin, a rock and jazz vocal trainer, feels that (6. anatomy) \_\_\_\_\_ reasons may account for the raspy sound produced by certain rock singers. Her (7. suspect) \_\_\_\_\_ is that swollen vocal chords, which do not close properly, may allow singers to produce deeper notes. She does not, however, regard this as detracting (8. notice) \_\_\_\_\_ from the value of the sound produced. Singing, she maintains, has an almost (9. seduce) \_\_\_\_\_ quality and so our response to it has more (10. signify) \_\_\_\_\_ than its technical qualities.

**Your answers**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**SECTION III: READING COMPREHENSION****Part 1: Read the passage below and decide which answer (A, B, C or D) best fits each gap. Write your answer in the numbered boxes.**

From Land's End, in southwestern England, to John O'Groats in Northeastern Scotland is 903 miles. It's a long way to walk or cycle, through the famously unpredictable British weather, but it's the sort of challenge that (1) \_\_\_\_ to people. Steve Watts, for example, joined a team which was cycling from one end of the British Isles to the other as a way of (2) \_\_\_\_ money for charity. All went well on Steve's trip, which was very well-organized and he managed to complete the distance in eleven days. At least, he nearly did. For when Steve got to within a mile of his (3) \_\_\_\_ destination, he was so overjoyed with his (4) \_\_\_\_, that he invited one of his back-up team, a young female physiotherapist, to join him on the bike for the last few meters. That's when disaster (5) \_\_\_\_\_. Somehow the pair (6) \_\_\_\_ their balance and the bike crashed to the ground. The next thing Steve knew was when he woke up in an ambulance on his (7) \_\_\_\_ to hospital. It was then that the awful truth hit him. He not only injured himself quite (8) \_\_\_\_, but he had also failed to complete his journey after all. Fortunately, however, the organizers (9) \_\_\_\_ sorry for Steve and decided to (10) \_\_\_\_ the fact that he hadn't actually crossed the finishing line!

1. A. likes	B. attracts	C. enjoys	D. appeals
2. A. doing	B. raising	C. fetching	D. gaining
3. A. furthest	B. latest	C. terminal	D. final
4. A. realization	B. fulfillment	C. achievement	D. conclusion
5. A. shot	B. struck	C. burst	D. broke
6. A. lost	B. missed	C. slipped	D. spoilt
7. A. approach	B. path	C. travel	D. way
8. A. badly	B. heavily	C. hardly	D. strongly
9. A. said	B. felt	C. had	D. got
10. A. neglect	B. escape	C. ignore	D. reject

**Your answers**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Part 2. Read the text below and think of the word which best fits each space. Use only ONE word in each space.**

Many celebrated artists have found it hard to make ends meet early on in their careers. (1) \_\_\_\_\_ a few well-known exceptions, however, (poor Van Gogh being perhaps the most famous one) most went on to find recognition within their own lifetime. Picasso's life story is the kind of rags-to-riches tale which gives hope to many (2) \_\_\_\_\_ unknown artist. In 1904, he was sharing a draughty and primitive studio complex (3) \_\_\_\_\_ thirty other artists. But by his death, he was a multi-millionaire and probably the most celebrated modern artist ever. Nevertheless, (4) \_\_\_\_\_ every success story, there must be dozens of artists (perhaps some potential 'greats') who have endured a lifetime (5) \_\_\_\_\_ hardship in obscurity. Whether they were never recognized because their work was out of sympathy with the prevailing fashion, or (6) \_\_\_\_\_ they lacked talent, is impossible to say. Most people see art (7) \_\_\_\_\_ a vocation rather (8) \_\_\_\_\_ a career. There may indeed be some truth in the idea that artists need to (9) \_\_\_\_\_ exceptionally dedicated to succeed, and even relatively successful artists sometimes have (10) \_\_\_\_\_ supplement their income by working in other areas occasionally.

**Your answers**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Part 3. Read the passage carefully and choose the best answer A, B, C or D. Write your answer in the space provided.**

Suddenly international trade has become a very controversial issue. When the representatives of about a hundred states met in Uruguay to form the World Trade Organisation the response of the public in general was a big yawn. Most people did not think that complicated agreements on things like import taxes could have very much effect on their lives, and they were just not interested. How different it was at the last meeting of the WTO in Seattle!

This time the delegates were met by a rainbow coalition of protesters, from members of trade unions to anarchists and environmentalists. Many of the protests were passive and peaceful, or consisted of demonstrators blocking roads and making it difficult for delegates to get to meetings. However, other demonstrations were violent, and by the end of the first day, shop windows had been broken, cars wrecked and police had fired tear gas at the demonstrators.

What was all the fuss about? The demonstrators themselves would not have been able to agree. The environmentalists were afraid that looser trade laws would allow big business to work from countries which allowed them to pollute the environment. Trade unions were afraid that cheaper labor in the third world would take their jobs, and the anarchists were, well, just being anarchists.

So with all these objections why did anyone want to increase global trade anyway? Well, it is a fact that the opening of the markets of the world, and world prosperity have increased together, and countries that

have closed their economies from outside trade, like India, have done much worse than open countries like Thailand and Singapore.

So who is right? Perhaps both sides have a point. In any case at some time the two groups will have to talk, so that agreement can be reached so that world trade can become freer while still meeting the concerns of those opposed to it. But the sudden interest of ordinary people in world trade has been caused by one thing - people realize that what is decided at these inter-government meetings can change their lives; and not necessarily for the better.

1. This article is \_\_\_\_\_.  
A. critical of efforts to liberalize world trade  
C. a review of the arguments about world trade
2. At the Uruguay talks \_\_\_\_\_.  
A. the WTO was born  
C. mainly import taxes were discussed
3. The author suggests that \_\_\_\_\_.  
A. world trade has recently become controversial  
C. that demonstrations in Uruguay were peaceful
4. The demonstrators were \_\_\_\_\_.  
A. worried about the environment  
C. mainly anarchists
5. The advantage of world trade is that \_\_\_\_\_.  
A. it gives businesses less environmental laws  
C. people can travel more easily
6. The author thinks that \_\_\_\_\_.  
A. the two sides will never agree  
C. the two sides must negotiate
7. The article concludes that \_\_\_\_\_.  
A. now most people think world trade is important  
C. trade has been better for Thailand than for India
8. Where would you find this sort of article?  
A. In a work of fiction  
C. In a political journal
9. Which word can replace the word **coalition** in paragraph 2?  
A. coal mining      B. coeducation      C. combination      D. coexistence
10. **Anarchists** in paragraph 2 are those who \_\_\_\_\_.  
A. establish laws in a particular state.      B. excite revolts against the established rule, law, or custom.  
C. believe in the current government.      D. promote order where necessary.

#### Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### Part 4. The reading passage below has SIX paragraphs, A-F. Reading the passage and do the tasks below. (15 points)

##### Acquiring the principles of mathematics and science

A. It has been pointed out that learning mathematics and science is not so much learning facts as learning ways of thinking. It has also been emphasised that in order to learn science people often have to change the way they think in ordinary situations. For example, in order to understand even simple concepts such as heat and temperature, ways of thinking of temperature as a measure of heat must be abandoned and a distinction between 'temperature' and 'heat' must be learned. These changes in ways of thinking are often referred to as conceptual changes! But now do conceptual changes happen? How do young people change their ways of thinking as they develop and as they learn in school?

B. Traditional instruction based on telling students how modern scientists think does not seem to be very

successful. Students may learn the definitions, the formulae, the terminology, and yet still maintain their previous conceptions. This difficulty has been illustrated many times, for example, when instructed students are interviewed about heat and temperature. It is often identified by teachers as a difficulty in applying the concepts learned in the classroom; students may be able to repeat a formula but fail to use the concept represented by the formula when they explain observed events.

C. The psychologist Piaget suggested an interesting hypothesis relating to the process of cognitive change in children. Cognitive change was expected to result from the pupils' own intellectual activity. When confronted with a result that challenges their thinking - that is, when faced with conflict — pupils realise that they need to think again about their own ways of solving problems, regardless of whether the problem is one in mathematics or in science. He hypothesised that conflict brings about disequilibrium, and then triggers equilibration processes that ultimately produce cognitive change. For this reason, according to Piaget and his colleagues, in order for pupils to progress in their thinking they need to be actively engaged in solving problems that will challenge their current mode of reasoning. However, Piaget also pointed out that young children do not always discard their ideas in the face of contradictory evidence. They may actually discard the evidence and keep their theory.

D. Piaget's hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed 'discovery learning'. Discovery learning initially took what is now considered the 'lone learner' route. The role of the teacher was to select situations that challenged the pupils' reasoning; and the pupils' peers had no real role in this process. However, it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change. This hypothesis, originally advanced by Perret-Clermont (1980) and Doise and Mugny (1984), has been investigated in many recent studies of science teaching and learning.

E. Christine Howe and her colleagues, for example, have compared children's progress in understanding several types of science concepts when they are given the opportunity to observe relevant events. In one study, Howe compared the progress of 8 to 12-year-old children in understanding what influences motion down a slope. In order to ascertain the role of conflict in group work, they created two kinds of groups according to a pre-test: one in which the children had dissimilar views, and a second in which the children had similar views. They found support for the idea that children in the groups with dissimilar views progressed more after their training sessions than those who had been placed in groups with similar views. However, they found no evidence to support the idea that the children worked out their new conceptions during their group discussions because progress was not actually observed in a post-test immediately after the sessions of group work, but rather in a second test given around four weeks after the group work.

F. In another study, Howe set out to investigate whether the progress obtained through pair work could be a function of the exchange of ideas. They investigated the progress made by 12-15-year-old pupils in understanding the path of falling objects, a topic that usually involves conceptual difficulties. In order to create pairs of pupils with varying levels of dissimilarity in their initial conceptions the pupils' predictions and explanations of the path of falling objects were assessed before they were engaged in pair work. The work sessions involved solving computer-presented problems, again about predicting and explaining the paths of falling objects. A post-test, given to individuals, assessed the progress made by pupils in their conceptions of what influenced the path of falling objects.

**For questions 1-6, choose the correct heading for paragraphs A-F from the list of headings below. Write the correct number, i-ix.**

**List of Headings**

- i. A suggested modification to a theory about learning.
- ii. The problem of superficial understanding.

- iii. The relationship between scientific understanding and age.
- iv. The rejection of a widely held theory.
- v. The need to develop new concepts in daily life.
- vi. The claim that a perceived contradiction can assist mental development.
- vii. Implications for the training of science teachers.
- viii. Evidence for the delayed benefits of disagreement between pupils.
- ix. An experiment to assess the benefits of exchanging views with a partner.

  

- 1. Paragraph A.....
- 2. Paragraph B.....
- 3. Paragraph C.....
- 4. Paragraph D.....
- 5. Paragraph E.....
- 6. Paragraph F.....

**For questions 7-10, complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer.**

#### **How children learn**

Piaget proposed that learning takes place when children are (7)..... ideas that do not correspond to their current beliefs. The application of this theory gave rise to a teaching method known as (8)..... At first, this approach only focused on the relationship between individual pupils and their (9)..... Later, researchers such as Perret-Clermont became interested in the role that interaction with (10)..... might also play in a pupil's development.

**Part 5. For each gap choose the correct sentence. There is one extra sentence which you do not need to use.**

#### **COWBOYS OF MADAGASCAR**

*The anthropologist Luke Freeman joins a group of young Malagasy men on the cattle trail.*

As a socio-cultural anthropologist, I've lived in Madagascar for more than three years and I know the people, the language and the culture well. The cattle drives undertaken by young Malagasy men have fascinated me ever since I lived in a remote rice-farming village in the central highlands.

(1).....

This gives an indication of how much the Malagasy love cattle. They are potent symbols on the island and it is common practice for young men to trade in them prior to marriage.

To fulfil my ambition, I headed for the frontier town of Tsiroanomandidy looking for a group of drovers with whom to share life on the road. Here I met Vonjy, a young man who had spent most of his life driving cattle across the island.

(2).....

Our destination sat in the middle of nowhere, abandoned in a landscape of wide plains, where nothing grows but tall, swaying savannah grass. Undulating hills dip and rise to the horizon, the monotony broken only by the broad red scars of soil erosion. There is often no sign of life for miles. This was the land we were to cross with our herd of 52 zebu steers, the long-horned cattle found all over East Africa and the Indian subcontinent.

(3).....

Far off in the darkness glowed the orange rings of bushfires lit to burn off the old dry grass and bring forth new green shoots. Ground that seemed flat in the daylight became treacherously uneven on a moonless night. Some of us formed a line either side of our cattle as we struggled to keep the herd together, shouting warnings to the drovers behind us. On one occasion we stopped to discover that two of our steers had disappeared.

(4).....

The next morning we awoke, dew-damp, on a cloudy hilltop, not far from our destination. The cattle mooched slowly in the tall, wet grass. It was just dawn, but a woman and her daughter who had walked 16 kilometres to set up shop were already selling coffee and cakes wrapped in leaves.

Tsiranoanomandidy hosts the largest cattle market in Madagascar. Every Wednesday, a huge cloud of dust hangs over the town, raised by the hundreds of cattle pressed into the wooden corrals.

(5).....

This was an easier journey, a slow wandering over the highest peaks of central Madagascar. The head drover was a laid-back languorous man who didn't raise an eyebrow when he heard I was joining his team; we nicknamed him the President. Our somewhat haphazard meanderings through the hinterland came to a sudden end when, passing through a village near Firavahana, the President found a buyer for his cattle. It would take a couple of days to sort out the paperwork, so Vonjy and I decided to leave him to it.

(6).....

From there, we got a lift 400 kilometres by road down to Madagascar's second biggest cattle market at Ambalavao, where Vonjy had more family in the trade. We joined them on another cattle drive up through the central highlands along Madagascar's main north-south road.

The highlands are the most crowded part of the island; every last hectare of land has been carved into neat rice terraces that scale the hillsides. From here, our journey took us eastwards into the forest.

(7).....

I learnt that such minor hardships were easily overcome as my body became conditioned to the rhythm of the road: walking at cattle pace, prodding and coaxing the beasts; listening to the drovers' soft talk.

If there's a lesson to be learnt from the young men with whom I travelled, it's just how simple travelling can be. Over the hundreds of kilometres I travelled with the drovers, I never heard a cross word or an argument. You don't need a whole lot to be happy on such a journey.

### Missing paragraphs

A. Cloud hung over us all day and we used our plastic sheets as raincoats, for the drizzle was unremitting. This was perhaps the toughest bit of droving: being wet all day, sleeping in damp bedding. Even the cattle seemed depressed as they bowed their heads into the rain. But the constant rain did not dampen my enthusiasm for the droving life.

B. To add to our woes, there was no wood nearby with which to make a fire and it was a long, slow wait for the rice to boil over smouldering dried cowpats. But we didn't dwell on our loss, accepting it in typically Malagasy fashion as the work of fate.

C. Children clamber on the fences and point out their favourites, learning to spot strengths and weaknesses; cattle barons stand quietly eyeing up the steers and making silent calculations. We sold ours to a buyer from Antananarivo, who took them on to supply the capital's meat markets. Not wishing to take that route, Vonjy and I joined another group of drovers taking a herd of smaller cattle to the western highlands.

D. We hit it off immediately, and after 20 minutes talking cattle, we took a truck to the isolated market town of Ambatomainty, where we joined some of his family, who were going to buy cattle to drive east into the highlands.

E. Surrounded by curious children, we exchanged little formal speeches of farewell, reflecting on our time together, the companionship and laughter, the meals shared and the happy memories we would keep in spite of the distance that would now separate us. With a plaintive song, the drovers wished us goodbye and we left them to their trading.

F. On one occasion, a politician was giving a speech in the main street when a long-distance drive passed through. The listeners' attention switched immediately to admiring the cattle and greeting the drovers; young men in rice fields downed spades and ran to the roadside; the schoolmaster let the children out of class and the boys whooped with glee and ran alongside. The politician's promises fell on deaf ears.

G. The drovers knew better than to work these smaller steers too hard, and if we came across a river, we often set up camp before sunset. With the cattle grazing nearby, we slept soundly in our makeshift tents, the full moon shining brightly above.

H. Ours were ultimately destined for Antananarivo, the Malagasy capital, where they would fetch roughly twice what we had paid for them. Joining up with other herds for safety, we drove them for days under a blazing sun. I'd imagined we would stop in the early evening to set up camp, but such was our hurry to make market day in Tsiranoanomandidy that we often kept going well after sunset.

**Your answer:**

1.	2.	3.	4.	5.	6.	7.
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## SECTION IV: WRITING

### Part 1.

Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

1. He worked very hard, but he was unable to earn enough for his living.

Hard-working \_\_\_\_\_

2. "Nothing will persuade me to sleep in that haunted house," she said.

She flatly \_\_\_\_\_

3. I was too scared to tell him what I really thought.

I lacked \_\_\_\_\_

4. The house shouldn't be left unlocked for any reason.

On no \_\_\_\_\_

5. Paul hates waiting for the bus.

Paul can't \_\_\_\_\_

### Part 2

Rewrite the following sentences with the given word. The given words can't be changed.

6. The students in his class come from many different places, which makes the place very special. **WIDE**

7. When I make my complaint, I hope that you will say you agree with me. **BACK**

8. I forgot his birthday last week and do not know how to make it up to him. **AMENDS**

9. She is likely to be shortlisted for the position. **STANDS**

10. Don't hesitate to make use of the library's resources. **AVAIL**

### Part 3. Write an essay of 300 words on the following topic:

*The children who grow up in a family short of money are more capable of dealing with problems in adult life than children who are brought up by wealthy parents. To what extent do you agree or disagree?*