

### **TASK 1.**

**Listen to Helen and Tom discussing their language learning experiences at school. For each question, decide whether the opinions are expressed by Helen (H), by Tom (T) or whether the speakers agree (B for Both) and for questions 1-6 choose the correct answer (H, T or B). Remember to transfer your answers to the answer sheet. You will listen to the recording twice.**

1. The point of activities in school language lessons became apparent later.
2. Language classes did not teach students to communicate.
3. Some activities in the language classes were enjoyable.
4. Visual aids were not helpful.
5. Pupils may unwittingly discourage teachers.
6. Grammar teaching tends to be neglected nowadays.

**TASK 1.**

**Read the text. For questions 1-17 answer by choosing from the sections of the article (A-G). You may choose any of the sections more than once. Write the correct number A-G. Remember to transfer your answers to the answer sheet.**

**NB: When more than one answer is required, these may be given in any order.**

**THE POWER OF THE SPOKEN WORD**

*Argument and debates can be exhilarating experiences. But those wishing to be more persuasive must first make sure they prepare.*

A

If you say "I am having an argument", most people will assume that you are picking a fight. But this need not necessarily be so. The ability to argue in a controlled way is a fundamental skill. It is used by lawyers, politicians, campaigners and many others every day of the week. Arguing well is part of the process of successful negotiation. It is far more likely to get you out of trouble than into it. Some people instinctively find that they are strong arguers. However, the art of arguing can be taught, and in many schools it is part of other subjects. Until the beginning of this century, many people considered arguing to be one of the essential elements in a proper education

B

The Greeks and Romans, whose ideas about law, science, the arts and society have had such an enormous impact on our own culture, also influenced the way we argue. Aristotle (384-322 BC), the Greek philosopher, wrote a work called *Rhetorica* which laid down rules to follow in order to argue successfully. In these ancient societies, writing was used less widely than in ours and so public speaking was very important. There were no newspapers and no television to help people decide what they thought about issues. Practised speakers, known as orators, who spoke on formal occasions and at public meetings, were critical in helping to form opinions. Orators used all the tricks of rhetoric to get their points across. In Shakespeare's *play Julius Caesar*, Mark Antony is so angry about the assassination of Caesar, his friend, that he makes a powerful speech to the Roman people. Shakespeare, who knew from his reading about the Roman art of public speaking, gives his character powerful lines which win the people over to his side. Speaking

like a true Roman orator, Antony addresses his audience with the lines, "Friends, Romans, countrymen, lend me your ears ..."

C

If Anthony were transported in time and space to the Houses of Parliament in Britain today, he would almost certainly recognise what was going on. He would realise that when politicians "debate" bills or motions, they are following on the lines that were laid down in the ancient world. Whether he would be impressed by what he heard is, of course, another matter.

D

To win an argument, you need to convince someone that you are right. To do that you have to make a good case, which requires organisation. Many people have suggested ways to do this. The same basic principles underlie most systems. Firstly, you should decide what you think. It is surprising how many people start sounding off about something without really deciding what they think about it. An opinion which has been formed without any real thought or inherited from others - friends or parents, for example - is really no more than a prejudice. Before you are able to argue on any subject, you need to understand what you are talking about.

E

Next, you should select your arguments. The whole process of talking about your opinion and showing why it is right is known as an argument. The individual parts of the process are also called arguments. Selecting your arguments means coming up with the reasons which best support your opinion. It often helps to think of specific examples to help illustrate them. You might want to argue that nuclear power should be banned. One of your arguments might be that it is dangerous. You might want to illustrate this by giving examples of accidents that have actually happened.

F

You should also anticipate your opponent's arguments because, as well as coming up with reasons in support of your opinion, you need to think about the criticisms that might be made of it. You need answers for these criticisms. This is one of the most powerful ways of winning over your audience.

## G

The order of your arguments is also very important. You might want to deal with the powerful and convincing arguments first. On the other hand, you might like to start with the less important ones and build up a more and more convincing case. Of course, there is more to winning an argument than just having a good case. You also need to present it properly. That means not just thinking about what you say, but also about how you say it. Over the years, people have thought up a number of techniques to make what they say persuasive. These include asking rhetorical questions (which are not meant to be answered), appealing to the audience's emotions and making effective analogies.

<b>Which section refers to the following?</b>	
ways in which public opinion was formed in the past	1.
a book from which we can learn the skills of arguing	2.
a reference to old ideas about education	3.
a suggestion that ancient orators were superior to modern ones	4.
the best starting point for developing arguments	5.
a very good way to influence an audience with your arguments	6.
suggests two different methods for presenting the points of an argument	7.
mentions important factors apart from the arguments themselves	8.
	9.
emphasizes the importance of thinking for yourself	10.
someone who was familiar with ideas from ancient times	11.
a popular misconception that the writer disagrees with	12.
positive and peaceful aspects of arguing	13.
the idea that good arguments are always organized according to the same pattern	14.
a criticism of speaking without preparation	15.
the reason why speaking well was a valuable skill in the ancient world	16.
a slightly skeptical view of one group of public speakers	17.

**TASK 1.**

For questions 1-5, complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between **THREE** and **SIX** words including the word given. Here is an example (0). Remember to transfer your answers to the answer sheet.

*Example*

0 We should leave about six, otherwise we might not get there in time for dinner.

set

If..... , ..... , ..... six, we might not get there in time for dinner.

Answer: 0     *don't set off about*

1. It took me a long time to accept that we were no longer friends.

**terms**

I finally ..... that we were no longer friends.

2. If Sophie worked as hard as everyone else, we'd be finished in no time.

**weight**

If Sophie ..... , we'd be finished in no time.

3. The goalkeeper felt really discouraged when he let in the third goal. .

**heart**

The ..... when he let in the third goal.

4. James ignored the 'Danger' sign.

**notice**

James ..... the 'Danger' sign.

5. They were able to creep away unobserved because it was dark.

**owing**

They were able to creep away unobserved ..... it was dark.

## TASK 2.

For questions 6 -20 complete each sentence with the correct part of the body. Choose from the following words in the box. There are more words than you need. Some may be used more than once. Remember to transfer your answers to the answer sheet.

arms	fingers	feet	hands
back	ear	hair	leg
blood	eye	hand	mouth
legs	neck	nose	tongue
bone	face	heart	teeth
breast	foot	head	tooth

6. The way he plays the violin sets my .....on edge.
7. He made a clean ..... of it and admitted he was the one who had stolen the money.
8. He turned a deaf ..... to my request for money.
9. I can't understand this. It's above my .....
10. Relax. Let your ..... down for a change!
11. The car changed ..... at a good price.
12. She got a pat on the ..... for doing such a good job.
13. We were all shocked but she didn't turn a .....
14. She may seem a bit frightening but her ..... is in the right place.
15. I'm going to stick my ..... out and say the weekend will be a great success.

## TASK 3.

For questions 15 -35 match the name of the scientist (A-j) to the description (1-10). Remember to transfer your answers to the answer sheet.

- A. James Prescott Joule (1818 – 1889)
- B. Edmund Halley (1656 – 1742)
- C. James Watt (1736 -1819)
- D. William Thomson, Lord Kelvin of Largs (1824 – 1907)
- E. Sir Isaac Newton (1642 – 1727)
- F. James Clark Maxwell (1831 – 1879)
- G. Charles Babbage (1791 – 1871)

- H. John Dalton (1766 – 1844)
- I. Robert Boyle (1627 – 1691)
- J. Michael Faraday (1791 – 1867)

16. \_\_\_ British mathematician and pioneer of computer science. Thanks to his work the electronic computers were built 75 years after his death.
17. \_\_\_ British astronomer and mathematician who worked for over 22 years at Greenwich studying the orbits of several comets and the Moon. One of the most short-period comets has his name.
18. \_\_\_ He studied physical phenomena, electricity, heat, magnetism, elasticity and defined the absolute thermodynamic scale of temperature, which starts from absolute zero in the units named in his honour.
19. \_\_\_ One of the greatest British chemists who investigated colour blindness, from which he and his brother suffered.
20. \_\_\_ An engineer who invented steam engine.
21. \_\_\_ The physicist who showed by experiments that heat is a form of energy and calculated the mechanical equivalent of heat. A unit of work or energy is called after him.
22. \_\_\_ British physicist and chemist, one of the discoverers of electromagnetic induction. He discovered the principle of the dynamo. Units of quantity of electricity and of capacitance are both named after him.
23. \_\_\_ A superb mathematician and physicist, the first professor of experimental physics at Cambridge, who showed that electricity and magnetism always coexist. Another of his discoveries was that the rings of Saturn consisted of a large number of small particles.
24. \_\_\_ A brilliant English mathematician and scientist who discovered the law of universal gravitation.
25. \_\_\_ An Irish physicist and chemist who studied the behaviour of gases. He showed that sound waves are carried by air (by showing that a bell ringing in a jar evacuated of air cannot be heard)

#### TASK 4.

The phrasal verbs in the following sentences have been mixed up. For questions 26-31 put each phrasal verb in the correct sentence. Remember to transfer your answers to the answer sheet.

26. My lecturer is a really intelligent man, but he can't seem to put his ideas out very clearly.
27. Mike can seem a little unfriendly at first but I broke that out to his shyness.
28. You can see how the painting has faded but if you have it restored it will get over the beautiful colours.
29. Everybody was asked to bring out their cigarettes before going into the gallery.
30. The fire cut off as a result of somebody throwing away a cigarette carelessly.
31. I ran towards the exit but it was put down by thick smoke.



### WRITING

You have recently carried out a survey to find out what students think of school where you are studying. Read the results of the questionnaire and notes made by students below.

Using the information (provided in the table and in the notes) carefully, write a report for the principal, saying what you discovered and making recommendations.

Use the following words (do not change them):

- ) responses
- ) respectively
- ) the majority

Write approximately 250-280 words. You should use your own words as far as possible.

<b>Teaching Quality</b>	<b>Satisfied</b>	<b>Not satisfied</b>
Female students	70%	30%
Male students	70%	30%
<b>Print Resources</b>		
Female students	90%	10%
Male students	80%	20%
<b>Social life</b>		
Female students	25%	3%
Male students	25%	75%
<b>Buildings/teaching facilities</b>		
Female students	5%	95%
Male students	65%	35%

*Most students are not excited about participating in discussions at the Literature class.*

*School events are repeated from year to year, no desire to take part in them*

*Helpful, interested staff. Good support from teachers.*

Our main canteen looks poor. It was refurbished many years ago.

*New sport facilities are fab.*

*Social life is not varied*

*All teachers are respectful. Math's teacher encourages me and other students to do our best.*

**SPEAKING – 10 points**

**A STUDENT'S CARD**

Talk with a partner for **3** minutes on the topic given below. You have **1.5** minutes to think about what you are going to say (you should not speak to each other).

**You are members of the Volunteers Club.**

**Discuss**

- ) why voluntary job is important for young people  
(one argument for each of you);**
- ) reasons why some young people are unwilling to do voluntary job  
(one reason for each of you);**
- ) what can be done to encourage more young people to be involved in  
voluntary job  
(one solution for each of you).**