

KEY

16 PEOPLE AND SOCIETY

VOCABULARY PRACTICE

Task 1: *Guests:* 1, 5, 6, 8, 11, 13 *Hosts:* 2, 3, 4, 7, 9, 10, 12

Task 2: (Sample answers)

1. He should have come on time./He shouldn't have come late for the dinner.
2. He should have apologised for coming late.
3. He shouldn't have kissed Gina's mother and bowed to Gina's father.
4. He should/could have bought some gifts for Gina's parents.
5. He shouldn't have sipped the soup.
6. He shouldn't have refused to eat the meat./He could have eaten the meat.
7. He could have said politely that he didn't like the meat very much./He shouldn't have said that...
8. He shouldn't have asked three times for a glass of wine.
9. He shouldn't have spilt red wine on the white tablecloth./He could have been more careful and not to...
10. He shouldn't have made a phone call to his friend during dinner.
11. He might have started a discussion about the weather, not about politics.
12. He shouldn't have spoken with his mouth full. He could have spoken normally, not too loudly.
13. He could/should have offered to help clean the table up after dinner.
14. He could have left earlier.

LISTENING

Task 3: 1. B (false), 2. A (true), 3. C (not stated), 4. A (true), 5. B (false), 6. C (not stated), 7. A (true)

LANGUAGE IN USE

Task 4: 1. contribute, 2. speakers, 3. invitations, 4. achievements, 5. absence, 6. loss, 7. behaviour, 8. adulthood, 9. freedom, 10. misunderstandings

Task 5: 1. getting, 2. whispering, 3. leave, 4. laying, 5. to switch, 6. tidy, 7. to tell, 8. to ignore

READING

Task 6 B:

1. age, family, politics, money, appearance, weight, sex, relationships, religion and crime (paragraph B)
2. to respect each other's cultures (paragraph A)
3. universal rules are not typical for certain cultures, but they reflect human rather than cultural behaviour: politeness, respect, gratitude, interest, etc. (paragraph C)
4. General and impersonal topics, such as the weather, sports, pets, films and nature (paragraph B)

5. the rules for proximity, physical contact and gestures during conversations differ in various cultures (paragraph B)
6. the knowledge of the rules, norms and manners specific for certain occasions and cultures (paragraph F)
7. flowers (for women) and chocolates are recommended, whereas alcohol as a gift is not advised (paragraph C)
8. For example: if a guest cannot eat some meals, it is polite to inform hosts in advance; cutlery should be used from the outside first; guests should not ask for more food unless it is offered by their hosts. (paragraph D)
9. Pieces of bread rolls should be torn, not bitten. Peas should be eaten squashed on the back of the fork. (paragraph D)
10. Conservative cultures would never accept transparent blouses, sleeveless T-shirts, shorts or miniskirts. (paragraph E)

Task 6: 1. F, 2. E, 3. C, 4. D, 5. B, 6. A

17 MASS MEDIA

VOCABULARY PRACTICE

Task 1: 1. radio, 2. television, 3. satellite, 4. Internet, 5. channel, 6. magazine, 7. newspaper, 8. tabloid, 9. report, 10. broadsheet

LISTENING

Task 3: 1. C, 2. C, 3. C, 4. D, 5. A, 6. D, 7. B

Task 4: 1. users, 2. access, 3. psychologists, 4. necessity, 5. potential, 6. attention, 7. content sites, 8. use, 9. wisely, 10. watch over

LANGUAGE IN USE

Task 5: 1. Competition, 2. viewers, 3. survive, 4. entertainment, 5. seriously, 6. formation, 7. discussions, 8. selectively, 9. Experimental, 10. beliefs

Task 6: 1. started, 2. was realised, 3. showed, 4. gave, 5. did not come, 6. has begun, 7. allow, 8. are changing, 9. convert, 10. will develop

READING

Task 7: A

Task 8: 1. A, 2. B, 3. C, 4. C, 5. B, 6. A, 7. C, 8. A, 9. C, 10. B

Task 9: 1. B, 2. A, 3. D, 4. C, 5. F extra: E, G, H

Task 10: 1. B (false), 2. A (true), 3. B (false), 4. C (not stated), 5. B (false), 6. B (false), 7. B (false), 8. C (not stated), 9. B (false), 10. C (not stated)

REVIEW

Task 12: 1. The Times: a British quality paper (broadsheet), 2. Daily Mirror: a popular British paper (tabloid), 3. The Washington Post: an American daily quality paper, 4. Cosmopolitan:

international magazine for women (the USA), 5. Reader's Digest: a general interest family magazine (the USA)

18 THE YOUNG AND THEIR WORLD

VOCABULARY PRACTICE

Task 2: 1. through, 2. under, 3. for, 4. with, 5. in, 6. for, 7. on, 8. with, 9. on, 10. in, 11. from, 12. to, 13. up, 14. about, 15. against, 16. up, 17. on, 18. with, 19. on, 20. out

LISTENING

Task 4: D

Task 5: 1 C, 2 B, 3 C, 4 A, 5 A, 6 B, 7 D

LANGUAGE IN USE

Task 6: 1. confident, 2. differs, 3. true, 4. lucky, 5. aggressive, 6. explain, 7. pregnancy, 8. crime, 9. loss, 10. expectation(s)

Task 7: 1. B, 2. D, 3. C, 4. D, 5. A, 6. A, 7. B, 8. A, 9. B, 10. C, 11. D, 12. A, 13. A, 14. B, 15. A, 16. C, 17. B, 18. B, 19. C, 20. A

READING

Task 8: E

Task 9: 1. C, 2. B, 3. B, 4. C, 5. A, 6. C, 7. B, 8. B, 9. B, 10. A

19 FASHION

VOCABULARY PRACTICE

Task 1: 1. outfit, 2. airy, 3. tie, 4. costume, 5. scarf, 6. handbag, 7. bathing suit, 8. nylon

Task 2: 1. bermuda shorts, 2. low-heeled shoes, 3. fashion designers, 4. swimming costume, 5. dressing gown, 6. bow tie, 7. brand name, 8. polo neck, 9. airy material, 10. long sleeves

Task 3: 1. c, 2. c, 3. d, 4. a, 5. b, 6. f

LISTENING

Task 4: 1. A (true), 2. B (false), 3. B (false), 4. C (not stated), 5. B (false), 6. A (true)

LANGUAGE IN USE

Task 5: 1. sold, 2. were worn, 3. having/had, 4. had their dress made, 5. to go, 6. charged, 7. sewed, 8. hadn't taken, 9. spent, 10. had tried, 11. could, 12. she was knitting/(while) knitting, 13. were, 14. would have embroidered, 15. prefers, 16. doing

Task 6: 1. concern, 2. combinations, 3. freedom, 4. mood, 5. styles, 6. appearance, 7. different, 8. care, 9. designers, 10. interested, 11. taste, 12. afford, 13. imitations

READING

Task 7: 1. A, 2. D, 3. D, 4. C, 5. B, 6. C, 7. D

REVIEW

Task 8: A. jumper *pulóver, obyčajne bez gombíkov*, B. sweatshirt *mikina, tepláková bunda*, C. polo-neck *rolák*, D. cardigan *pletený bavlnený sveter vpredu na zapínanie alebo na zips*, E. hoodie *pulóver s kapucňou a dvoma vreckami na ruky*

Task 9: Compliments: 1, 2, 6, 7 Criticism: 3, 4, 5

20 HOBBIES, LEISURE AND LIFESTYLE

LISTENING

Task 4: 1 E, 2 F, 3 D, 4 B Extra hobbies: A, C

Task 5: 1. B, 2. A, 3. D, 4. B, 5. C

LANGUAGE IN USE

Task 6: 1. the, 2. are/were, 3. where, 4. they, 5. by, 6. played, 7. were, 8. of, 9. new, 10. who, 11. be, 12. but, 13. a, 14. their, 15. words, 16. worth, 17. be, 18. once, 19. the, 20. an

Task 7: 1. haven't seen, 2. walking, 3. don't have, 4. woke up, 5. Had he run...?, 6. Are you joking, 7. were sleeping, 8. had kept, 9. have decided, 10. Are you going to buy...?, 11. have already agreed, 12. will meet

READING

Task 8: 1. true, paragraph B, 2. false, paragraph E, 3. false, paragraphs D, E, 4. true, paragraph D, 5. true, paragraph F, 6. true, paragraph G, 7. true, paragraph B

21 TRAVELLING

LISTENING

Task 5: 1. B, 2. A, 3. A, 4. C, 5. A

Task 6: 1. A (true), 2. B (false), 3. A (true), 4. A (true), 5. B (false), 6. A (true), 7. C (not stated), 8. B (false), 9. B (false), 10. C (not stated)

LANGUAGE IN USE

Task 7: 1. A, 2. B, 3. A, 4. D, 5. C, 6. B, 7. C, 8. D, 9. C, 10. A, 11. B, 12. A, 13. B, 14. A, 15. B, 16. B, 17. A, 18. B, 19. C, 20. D

Task 8: 1. arrived, 2. was feeling, felt 3. had not flown, 4. took off, 5. refused, 6. talked/ were talking, 7. said, 8. are you doing, 9. I have been watching, 10. are getting

READING

Task 10: 1. G, 2. F, 3. B, 4. J, 5. D, 6. A, 7. C, 8. I Extra: F, H

22 TOWNS AND PLACES

TEXT WASHINGTON

1. Arlington National Cemetery, 2. the Capitol, 3. the White House, 4. the Washington Monument, 5. the Pentagon, 6. the Lincoln Memorial

VOCABULARY PRACTICE

Task 1: 1. town, 2. city, 3. global city, 4. megacity, 5. suburb, 6. village, 7. hamlet

Task 2: 1. a, 2. e, 3. i, 4. h, 5. f, 6. d, 7. c, 8. b

LANGUAGE IN USE

Task 4:

Dear Karla,

Thanks a lot for that lovely postcard from South Africa. It seems that you really enjoyed your holidays. I am staying now in London at my brother's flat. He is working here as a guide for Slovak tourists. Yesterday he took me to see Central London. I was really impressed.

It consists of three main areas. The City is the oldest part with the Tower on the north bank of the River Thames. Did you know that in the past, the Tower was a prison? Many famous people in English history were imprisoned and put to death there. Now, the Tower is a National Museum of Arms. It is also the place where the crown jewels are kept.

I also saw Tower Bridge. About 20 minutes walk from the Tower there is another historic building, St. Paul's Cathedral, the greatest of English churches. It was built by the famous English architect, Sir Christopher Wren. Wellington, Nelson and other great British figures are buried in St. Paul's Cathedral.

Tomorrow, we are going to see Buckingham Palace, which is the British royal family's residence in London. If we are lucky, we will see the Changing of the Guards. I cannot wait till tomorrow.

So, that is all for now. I will write more when I am at home.

Love,

Antonia.

READING

Task 6: 1. false, paragraph A, 2. false, paragraph B, 3. true, paragraph B, 4. true, paragraph C, 5. true, paragraph C, 6. false, paragraph D, 7. false, paragraph B, 8. true, paragraph G, 9. true, paragraph G, 10. true, paragraph H

23 MULTICULTURAL SOCIETY AND INTERNATIONAL INSTITUTIONS

VOCABULARY PRACTICE

Task 2: I went on holiday to *Germany* last year where I met some really interesting people. The first one was Mario: He was an *Italian* but we spoke *English* together. He was really intelligent and could speak *Hungarian* and *Spanish*, but he didn't know any *Slovak*. My other great friend there was Isabelle. She was *French*, but her mother was *Polish* so she could understand most of what I said. The three of us had a great time. We went to see a *Russian* film and then had a *Greek* meal. We're hoping to meet again next year in *Holland/the Netherlands* or maybe *Ireland*.

LISTENING

Task 3: 1. P, 2. C, 3. P, 4. C, 5. M, 6. C, 7. M, 8. M

Task 4: 1. A (true), 2. B (false), 3. A (true), 4. B (false), 5. C (not stated), 6. B (false), 7. B (false), 8. C (not stated)

LANGUAGE IN USE

Task 5: 1. society, 2. sovereignty, 3. prefer, 4. national, 5. assimilation, 6. diversity, 7. adaptation, 8. religion, 9. isolation, 10. violence, 11. frustration, 12. unemployment, 13. poor, 14. unfortunately, 15. terrorist

READING

Task 6: 1. B, 2. C, 3. C, 4. A, 5. C, 6. C

Task 8: 1. A, 2. F, 3. I, 4. B, 5. E, 6. G, 7. C Extra: D, H

KNOWLEDGE QUIZ

Task 10: 1. May 9th, 2. 12 gold stars, 3. Beethoven's Ode to Joy, 4. All the languages of the EU states, 5. did not accept, 6. Brussels, Belgium, 7. against an EU institution, 8. They are elected directly by the citizens of each country, 9. in 1949, 10. in Bosnia, Yugoslavia and Kosovo

Task 12: 1. b, 2. c, 3. a, 4. c, 5. b, 6. a, 7. b, 8. a, 9. a, 10. c

24 PUBLIC HOLIDAYS

VOCABULARY PRACTICE

Task 1: a) Valentine's Day, b) Easter, c) Independence Day, d) Thanksgiving Day, e) Christmas, f) St. Patrick's Day, g) Boxing Day, h) New Year's Eve

Task 2: a) New Year's Day, b) St. Patrick's Day, c) Independence Day, d) Halloween, e) Christmas Eve, f) Christmas Day, g) Boxing Day, h) New Year's Eve

LISTENING

Task 3: 1. skeletons, 2. fortune, 3. themselves, 4. treats, 5. origin, 6. calendar, 7. belief, 8. animal heads, 9. bonfires, 10. emigrants

Task 4: A) Christmas pudding, B) Christmas crackers, C) mistletoe, D) ivy, E) holly

Task 5: 1. holly, 2. Christmas crackers, 3. Christmas pudding, 4. mistletoe, 5. ivy

LANGUAGE IN USE

Task 6: 1. was, 2. went, 3. was waiting, 4. decorated, 5. was sitting, 6. were prepared, 7. explained, 8. opens, 9. come, 10. prefer

Task 7: 1. meaning, 2. spirit, 3. peaceful, 4. friends, 5. different, 6. difficult, 7. advertisements/adverts/ads, 8. suggestions, 9. decorations, 10. high, 11. care, 12. alternative, 13. crowds, 14. special, 15. frosty

READING

Task 8: 1. B, 2. A, 3. D, 4. C, 5. A, 6. A, 7. D, 8. A, 9. D

Task 9: 1. F, 2. D, 3. G, 4. C, 5. E, 6. B, 7. I, 8. h Extra: A, J

REVIEW

Task 10: a) New Year's Eve	odd one out: Christmas crackers
b) Easter	odd one out: turkey
c) Independence Day	odd one out: Puritans
d) Thanksgiving Day	odd one out: carol
e) St. Patrick's Day	odd one out: fasting
f) Christmas	odd one out: bonfires

25 CRIME AND JUSTICE

VOCABULARY PRACTICE

Task 1: 1. briber (ten čo upláca), 2. smuggler (pašerák), 3. blackmailer (vydicrač), 4. rapist (násilník – sexuálny), 5. pickpocket (vreckový zlodej), 6. drug pusher (drogový diler), 7. forger (falšovateľ), 8. burglar (vlámač), 9. shoplifter (zlodej v obchode), 10. terrorist (terorista), 11. kidnapper (únosca), 12. vandal (vandal), 13. mugger (lupič: na ulici), 14. hijacker (únosca lietadla), 15. thief (zlodej)

Task 2: 1. drug pushing, 2. rape, 3. arson, 4. smuggling, 5. joyride, 6. kidnapping
7. vandalism, 8. fraud, 9. shoplifting, 10. mugging, 11. burglary, 12. bank robbery

LISTENING

Task 3: SPEAKER 1: E, SPEAKER 2: D, SPEAKER 3: A, SPEAKER 4: F *Extra:* B, C

Task 4: 1. petrol station, 2. running, 3. attendant, 4. petrol, 5. caught, 6. tempting,
7. alarm system, 8. Locking devices

LANGUAGE IN USE

Task 5: 1. murderers, 2. terrorism, 3. dramatic, 4. Iranian, 5. violent, 6. muggings, 7. rapists,
8. burglars, 9. serious, 10. major

Task 6: 1. were, 2. did not notice, 3. were standing, 4. had not used, 5. was happening,
6. had, 7. were, 8. arrived, 9. were waiting, 10. would have

READING

Task 7: 1. one year, 2. John Dillinger's, 3. in the 30s, 4. to praise the V8 engines, 5. they
were shot

REVIEW

Task 9: a) spáchať zločin, b) obviníť niekoho zo zločinu, c) priznať vinu/popierať vinu,
d) obhajovať niekoho na súde, e) vyhlásiť rozsudok o obvinenej osobe, f) odsúdiť nie-
koho udaním trestu, g) pokutovať niekoho sumou peňazí, h) poslať niekoho do väzby,
i) prepustiť niekoho z väzby, j) žalovať niekoho pre ublíženie na zdraví

26 READING BOOKS

VOCABULARY PRACTICE

Task 1: 1. fairy tales, 2. science fiction, 3. detective stories, 4. biographies, 5. travel books,
6. comic books

Task 2: 1. tragedy, W. Shakespeare, 2. novel, E. Hemingway, 3. novel, Dan Brown, 4. novel,
J. D. Salinger, 5. tragedy, W. Shakespeare, 6. comedy, G. B. Shaw, 7. allegory, G. Orwell
8. novel of manners, J. Austen, 9. poem, A. E. Poe, 10. absurd drama, S. Beckett

Task 3: 1. A Farewell to Arms, 2. Hamlet, 3. The Catcher in the Rye, 4. The Da Vinci Code,
5. Romeo and Juliet

Task 5: 1. poem – poet, 2. novel – novelist, novel writer, 3. short story – short story writer,
4. drama – dramatist, playwright, 5. satire – satirist, 6. autobiography – autobiographer

Task 6: 1. adventure – adventurous, 2. legend – legendary, 3. history – historic/al, 4. fic-
tion – fictional, 5. narration – narrative, 6. literature – literary, 7. tragedy – tragic, 8. hu-
mour – humorous, 9. myth – mythological/mythic, 10. religion – religious, 11. allegory –
allegorical, 12. satire – satirical, 13. irony – ironic, 14. criticism – critical

LISTENING

Task 7: 1. A, 2. B, 3. C, 4. A, 5. B, 6. D, 7. A

Task 8A: Harry Potter

Task 8B: 1. B (false), 2. C (not stated), 3. A (true), 4. A (true), 5. B (false), 6. B (false), 7. B (false)

LANGUAGE IN USE

Task 9: 1. famous, 2. frightening, 3. imagination, 4. Wild, 5. excellence, 6. American, 7. virtual, 8. appropriate, 9. adventurous, 10. exists

Task 10: 1. was required, 2. kissed, 3. contain, 4. had ever dropped, 5. had ever kissed, 6. kissing, 7. remember, 8. were having, 9. eating, 10. forgets

READING

Task 11: 1. Fitzgerald, 2. Salinger, 3. Hemingway, 4. Hemingway, Steinbeck, 5. Hemingway, Steinbeck, 6. Allen Ginsberg, William Burroughs, Jack Kerouac, 7. Hemingway, Steinbeck, 8. Fitzgerald, Salinger, Hemingway, 9. The Beat Generation: Allen Ginsberg, William Burroughs, Jack Kerouac, 10. Steinbeck

REVIEW

Task 13: 1. William Shakespeare, 2. Daniel Defoe, 3. George Gordon Byron, 4. Percy Bysshe Shelley, 5. Charles Dickens, 6. Charlotte Brontë, 7. Oscar Wilde, 8. David Herbert Lawrence, 9. Virginia Woolf, 10. Aldous Huxley, 11. Herman Melville, 12. Mark Twain, 13. Jack London, 14. Theodore Dreiser, 15. Francis Scott Fitzgerald, 16. Ernest Hemingway, 17. John Steinbeck, 18. Eugene O'Neill, 19. Tennessee Williams, 20. Kurt Vonnegut Jr.

27 IDOLS, CELEBRITIES AND FAMOUS PERSONALITIES

VOCABULARY PRACTICE:

Task 2: 1. politician, 2. composer/musician, 3. sportsman/sportswoman, 4. scientist, 5. painter, 6. singer, 7. conductor, 8. inventor, 9. fire fighter/fireman, 10. volunteer

LISTENING

Task 3: 1. B (false), 2. B (false), 3. B (false), 4. C (not stated), 5. B (false), 6. C (not stated), 7. B (false)

Task 4: 1. friends, 2. university, 3. gift, 4. professionally, 5. saxophone, 6. generous, 7. effort, 8. lucky

LANGUAGE IN USE

Task 5: 1. Italian, 2. Facial, 3. birth, 4. child, 5. difficult, 6. behaviour, 7. interested, 8. variety, 9. actor, 10. successful, 11. fame, 12. unforgettable, 13. bloodiest, 14. major
Name of the actor: Sylvester Stallone

Task 6: 1. battled/had battled, 2. seeming, 3. looked, 4. would win, 5. occurred, 6. was waiting, 7. would win, 8. became, 9. gained, 10. is calculated/was calculated, 11. will be, 12. waiting

READING

Task 7A: d

Task 7B: 1. true, paragraph A, 2. false, paragraph B, 3. true, paragraph D, 4. false, paragraph B, 5. false, paragraph C, 6. false, paragraph A, 7. true, paragraph D

Task 8: 1. Samuel L. Jackson, 2. Jules in Pulp Fiction, 3. Harvey Keitel, 4. Samuel L. Jackson & Harvey Keitel, 5. Whoopi Goldberg, 6. Mrs. Doubtfire

REVIEW

Task 9: 1. idol, 2. to idealise/idolise, 3. resemblance, 4. resembling, 5. courageous, 6. to encourage, 7. challenge, 8. to challenge, 9. criticism, critic, 10. critical, 11. identical, 12. to identify, 13. uniqueness, 14. -, 15. behaviour, 16. well/badly behaved/bhaving, 17. fictional, 18. -, 19. adoration, 20. to adore, 21. popular, 22. to popularise, 23. respect, 24. respectful/respected/respectable

Task 10: 1. George Washington, 2. Abraham Lincoln, 3. John Fitzgerald Kennedy, 4. Ronald Reagan, 5. Bill Clinton, 6. George Bush Jr., 7. Barack Obama

Task 11: 1. J. F. Kennedy, 2. G. Bush, 3. Sir Winston Churchill, 4. because of her strict policies, 5. Thriller, 6. 44th president, 7. John Lennon and Ringo Starr, 8. Norma Jeane Baker, 9. 1955, 10. 13 year old, 11. Neil Alden Armstrong, 12. American, 13. Victoria, 14. George VI., 15. R. Reagan

28 THE UNITED KINGDOM

VOCABULARY PRACTICE

Task 2: 1. England (rose – The Wars of the Roses: between the royal houses of the Lancasters, who had the emblem of a red rose, and the Yorks who had the emblem of a white rose), 2. Scotland (a symbol of defence), 3. Wales (introduced by St. David), 4. Northern Ireland (but also the Republic of Ireland, introduced by St. Patrick who by using the three-leafed shamrock explained how the Father, the Son and the Holy Spirit could all exist as separate elements of the same entity)

Task 3: Black Taxi, Foot Guard, Pint of Beer, St. Paul's Cathedral, Big Ben, Policeman, the Tower of London, the London Eye, the Royal Coat of Arms, Buckingham Palace, Life Guard, Double Decker Bus, Tower Bridge, Union Jack/Union Flag

LISTENING

Task 4: a) NM, b) speaker 2, c) speaker 1, d) speaker 2, e) speaker 3, f) NM, g) speaker 2, h) NM

LANGUAGE IN USE

Task 5: 1. for, 2. not, 3. bowl, 4. hand, 5. shake, 6. to, 7. fond, 8. on, 9. most, 10. spend, 11. than, 12. has, 13. share, 14. their, 15. Those, 16. on, 17. until, 18. more/extra, 19. out, 20. than

Task 6: 1. loss, 2. face, 3. unemployment, 4. economy, 5. education, 6. leadership, 7. competitive, 8. payments, 9. poor, 10. power, 11. Kingdom, 12. finance, 13. tie, 14. member

READING

Task 7: 1. B, paragraph F/H, 2. A, paragraph H, 3. A, paragraph G, 4. A, paragraph E/H, 5. B, paragraph A, 6. B, paragraph C/G, 7. B, paragraph A, 8. A, paragraph D/E, 9. A, paragraph A/B/C, 10. B, paragraph G/H

Task 8:

Official Name (in English)		The United Kingdom of Great Britain and Northern Ireland	The Slovak Republic	The United States of America	The Republic of Ireland
Area (km ²)		244,000	49,000	9,373,000	70,300
Population		59 million	5.5 million	311 million	4.5 million
Government	Head	<i>Monarch</i>	President	President	Taoiseach
	Upper Chamber	House of Lords	–	Senate	Seanad
	Members	<i>1 000 +</i>	–	100	60
	Lower Chamber	House of Commons	National Council	House of Representatives	Dáil
	Members	659	150	435	166
	Voting System	First past the post	PR	First past the post	PR

INTERNET SURVEY

Task 10: 1. (Official language of Wales is English.), 5. (The English currency is the pound.), 6. (Queen Elizabeth has little political power in the UK.), 8. (Scotland has its own legal and educational system.)

29 THE USA

VOCABULARY PRACTICE

Task 2: 1. Mount Rushmore National Memorial in the Black Hills, South Dakota, 2. The Statue of Liberty on Liberty Island, NYC, 3. Canyon National Park, Utah, 4. The White House in Washington, 5. Golden Gate, San Francisco, 6. Manhattan NYC, 7. Niagara Falls USA, 8. Key West beaches, Florida, 9. Disneyland, California, 10. Harvard University, Massachusetts

LISTENING

Task 3: 1. C, 2. C, 3. A, 4. A, 5. B, 6. C

LANGUAGE IN USE:

Task 4: 1. influence, 2. enjoy, 3. luxurious, 4. high, 5. value, 6. unusual, 7. independence, 8. necessity, 9. long, 10. care

Task 5: 1. in, 2. into, 3. by, 4. for, 5. of, 6. into, 7. to, 8. of, 9. of, 10. over, 11. for, 12. before, 13. with, 14. by, 15. of

READING

Task 6: 1. President Jefferson Davis and President Abraham Lincoln (G), 2. Americans protested against unfair taxes set up by England (D), 3. Vikings (A), 4. industrialisation, building of railways, new waves of European immigrants (H), 5. 1783 (F), 6. the British (C), 7. religious and political reasons (B), 8. gaining the independence from Britain in 1783 and signing up the Constitution in 1787 (F), 9. the British wanted to govern 13 colonies which were becoming more and more independent (C), 10. in 1492 (B)

30 SLOVAKIA – MY HOMELAND

VOCABULARY PRACTICE

Task 1: 1. inhabitant, 2. monument, 3. fields, 4. scenery, 5. factory, 6. medieval, 7. tomb, 8. elections, 9. disintegrated, 10. population, 11. beer, 12. tradition, 13. sightseeing, 14. patriots

Task 2: 1. an, 2. -, 3. the, 4. the, 5. the, 6. -, 7. the, 8. -, 9. the, 10. the, 11. the, 12. the, 13. -, 14. -, 15. the, 16. a, 17. a, 18. The, 19. the, 20. the

LISTENING

Task 3: 1. C (not stated), 2. A (true), 3. B (false), 4. A (true), 5. B (false), 6. A (true), 7. B (false), 8. B (false), 9. A (true), 10. C (not stated)

Task 4: 1. theatre performance, 2. classical music, 3. beautiful, 4. favourite, 5. August, 6. doll's house, 7. countryside

LANGUAGE IN USE

Task 5: 1. was found, 2. have been discovered, 3. was affected, 4. found, 5. settled, 6. were, 7. were called, 8. brought, 9. became, 10. suffered, 11. was characterised, 12. came, 13. was established, 14. were, 15. struggled, 16. came, 17. was formed

Task 6: 1. emigration, 2. beginning, 3. democracies, 4. different, 5. territory, 6. largest, 7. variety, 8. religions, 9. richness, 10. Christian, 11. majority, 12. Jews, 13. population, 14. inhabitants, 15. political, 16. centre

READING

Task 7: C

Task 8: 1. C, 2. B, 3. A, 4. A, 5. C, 6. B, 7. A

Task 9: 1. Pressburg, 2. 9th, 3. Matěj Korvín, 4. Bratislava Castle, 5. museum, 6. Danube, 7. Old Town, 8. President, 9. Comenius University

TAPESCRIPTS

16 PEOPLE AND SOCIETY

Task 3/CD 2: Track 2: Volunteer Social Worker

Journalist: Hello, Andy, how have you been?

Andy: Hello. I've been fine.

Journalist: Andy, you are a very special person in many people's lives. You have given hope to those who have been neglected, forgotten and ignored. Tell us what you do.

Andy: Well, it's a bit complicated. Actually I've got two jobs: during the day I'm a primary school teacher and in the evenings I work as a volunteer, as a kind of social worker.

Journalist: Could you tell us more about it? What does your work as a social worker involve?

Andy: Right. I work for an organisation which assists people who desperately need it. People, who are on the edge of society. People without homes, with drug problems, with disabilities or with serious illnesses, for example. What we do is... like... we help them in the place where they live... First of all we show an interest and give them a hand by talking to them and finding out what they lack.

Journalist: Andy, I know that you are particularly involved in caring for the homeless, people who have simply lost everything.

Andy: That's right. The homeless lack not only material or financial support, they also lack human contact. My colleagues and I search for them in the streets and offer them food and warm drinks and help them with medical care. Sometimes we bring them clothes, advise them on where to go to sleep safely at night or find shelter or have a shower for free and so on.

Journalist: Are your activities accepted by the homeless? Do they cooperate?

Andy: Most of them do. However, there are some who have already given up on life and are ready to die in the streets.

Journalist: Why do you do this job?

Andy: Uhm... I find it important and fulfilling. Nowadays, people care just about themselves, they have "sick" priorities. They are selfish and uncaring. What will they do with all their property, savings and career? I think their lives are empty. I feel that I do something important for other people. It makes me happy...

Journalist: Andy, thank you very much and we wish you the best of luck.

Andy: Thank you.

17 MASS MEDIA

Task 3/CD 2: Track 3: What is it like to be a journalist?

Hi, my name is Martin and I'm a reporter for the Slovak Patriot. It is basically a weekly English language magazine which informs its readers about Slovakia in English. I write columns which usually cover what is happening in Slovakia.

And this is what my typical day looks like, what I usually do. I wake up at about 6 a.m. I start my day having a cup of coffee and checking my e-mails. Then, I switch on the television and watch the news. Then, I go out to walk my dog. On the way, I always stop by at the newsagents and get a bunch of newspapers, maybe 4 or 5 newspapers. Then, I read them on the way to work on the tram. When I get to work, I'm given an assignment to write. For example, today I'm writing about Slovakia's next elections.

Well, why did I become a journalist? Actually, my grandfather was a journalist. And I always liked to read and write. When I was at secondary grammar school, I was in charge of our school magazine. Then, I started to study journalism at university and worked part time as a proof-reader for the local newspaper. My real career started four years ago when I became the editor of a broadsheet. Last year I was offered a job as a columnist for the Slovak Patriot which I find much more interesting. I mean I go out a lot, talk to people and discuss the issues which bother them most. I am definitely addicted to my job.

If you want to be a good journalist, you have to be very sociable because you are hanging out with people all the time. Of course, you should be a good listener and be ready to ask questions which are often annoying for many people but you know if you want to have a good story you do it with a few tricks and a pinch of empathy. You should also be objective, especially when writing your articles. (*Adapted from <http://video.about.com/careerplanning/Day-in-the-Life--Journalist.htm>*)

Task 4/CD 2: Track 4: The Internet – Friend or Foe?

In the past decade, the number of Internet users has grown enormously. Internet-connected computers are widely available and within the reach of even small children, who spend their spare time playing on them. However, psychologists believe this phenomenon has both advantages and disadvantages.

In the present world, the Internet has become a necessity: we use it at work and also in our free time. It can certainly help us carry out our work duties, such as communicating with customers, ordering material, finding information we need, etc. After work we use the Internet to keep in touch with our families or possibly to make new friends. In addition it can help us greatly in increasing our knowledge of the world around us.

On the other hand, the Internet can be a dangerous place if used without restraints. Many parents do not pay attention to their children, believing there is no danger in Internet surfing. However, some underage Internet users visit adult-only content sites. This can result in serious psychological problems because the line between what is real and what is not may become blurred for children. They can become more violent believing it is normal behaviour or may become asocial and addicted to the Internet.

There are many other arguments against the excessive use of the Internet. It surely is a great and helpful medium, but it must be used wisely. It is the responsibility of adults to watch over their children. They must be taught how and when to use the Internet. Otherwise, children's health will be put at risk.

18 THE YOUNG AND THEIR WORLD

Task 4/CD 2: Track 5: Tattoo Removal

Since the early 90's, lasers have been developed that can selectively treat tattoo pigment, often without leaving any scar in its place. This is because they don't actually burn the ink out; rather it's fractured into tiny pieces that are then removed from the skin by your immune system. The advantage of this new technology is that there is less chance of scarring.

Task 5/CD 2: Track 6: Betty

I'm 15 years old and I'm an only child. My mother got a new job last year, so we moved to a new area where I started a new school. My problems started there. My teacher brought me to class and introduced me as "Betty". From the very first day everybody started to call me "Fatty". I have to admit that I am bigger than other girls my age.

The kids at school never accepted me. I have no friends there and nobody ever speaks to me. They just make fun of me. Sometimes they gang up and attack me. They rip up my exercise books, steal my personal things and money.

I've never told my mum. She wouldn't believe me. My teachers know I am bullied but never do anything to stop it. It's the end of the school year now and the teachers have complained to my mum that I often miss classes and don't do my homework. I have no friends, nobody talks to me. I hate school.

19 FASHION

Task 4/CD 2: Track 7: Jumper

Shop assistant: Good morning, madam. How may I help you?

Customer: It's my grandson's birthday next week, and I would like to buy him a nice jumper.

Shop assistant: Of course, madam. What size is he?

Customer: Oh, I don't know. He's about your size.

Shop assistant: That would be "large". What sort of jumper did you have in mind?

Customer: I thought of getting him a Mickey Mouse one.

Shop assistant: Sorry, but we only have those in children's sizes. May I ask how old your grandson is?

Customer: He will be 19.

Shop assistant: Hmm. Perhaps, he's a little old for Mickey Mouse. How about this Nike top?

Customer: Oh, that's a bit dark. Do you have it with red and white stripes?

Shop assistant: I'm sorry, madam, we don't. I'm sure he would like this one though.

Customer: Okay, I'll take it then. Can he bring it back if he wants the Mickey Mouse one instead?

Shop assistant: Of course, madam. That will be £25.99, please.

Customer: There you are: £30.

Shop assistant: And here is your change, four pounds, one penny. Good-bye, madam.

Customer: Good-bye.

20 HOBBIES, LEISURE AND LIFESTYLE

Task 4/CD 2: Track 8: Hobbies

Speaker One

My hobby combines art, beauty and sensual movements. It is definitely not easy because you have to learn to isolate different parts of your body. Last year, I even travelled to the Middle East to learn it. The focus is on the abdominal muscles... well, in fact, it used to be performed during fertility rites. I love my hobby because it makes me feel beautiful and confident.

Speaker Two

My hobby can be performed all year round. It is, of course, more enjoyable outside. You also do not need much equipment to do it. It does not require physical strength. You can start even with a fairly low level of fitness. But if I practise really hard, I could represent my country at the Olympics.

Speaker Three

My hobby can be performed inside or outside, it depends on what you want to specialise in. It certainly requires a lot of practice to be really good. Although one can earn money practising it, I don't think I would be able to do it professionally. First of all, you need expensive equipment and also it's not easy because it requires both technical and artistic skills. So, I do it for my own pleasure.

Speaker Four

I like being outdoors. I also like tents, sleeping bags, and other cool stuff. I like the thrill... it is challenging. You never know how successful you will be that day. My hobby makes me feel comfortable and takes my mind off stuff. A lot of people think it is boring – I have to admit that it takes a ton of patience, but it's fun and exciting.

Task 5/CD 2: Track 9: Diving Course

Instructor: Excuse me, sir, is it you who was interested in taking the diving course?

Applicant: Yes, that's right.

Instructor: Well, I'm very sorry to tell you but the course is fully booked. There were too many people interested in it this year.

Applicant: Are you sure? You know, my wife and my son would love to learn how to dive. Maybe you could just open a new course for the latecomers.

Instructor: Hmm, that's a great idea but, unfortunately, it's not possible. We don't have enough master divers.

Applicant: Oh, I see. That's a real shame. We all wanted to dive in Egypt this autumn.

Instructor: Sorry for that... but... hang on. Let me check the course lists. Maybe we'll be able to find something else for you. How about the windsurfing course?

Applicant: No thanks, we took that course last year.

Instructor: Right. Well, there's one more place in the yoga class... perhaps your wife would like it. What do you think?

Applicant: Hmm... I don't know. She prefers extreme sports.

Instructor: Jet-skiing? Would you be interested in the jet-skiing course instead? There are just three places left.

Applicant: Jet-skiing? That sounds good to me. And my son would go for that as well. I imagine my wife would also enjoy it. Let me ask her first.

Instructor: Ok. Take your time and please let me know by 5 p.m. I will put your names down, just in case...

21 TRAVELLING

Task 5/CD 2: Track 10: Booking a Room

Hotel receptionist: Good morning, sir. How can I help you?

Client: I was wondering if you had any rooms available for the next few days.

Hotel receptionist: Hmm... We're almost fully booked at the moment, but I can have a look for you. What sort of room do you require?

Client: I would like to book a double room, please.

Hotel receptionist: Certainly, sir. For how many nights?

Client: Three – today, tomorrow and Sunday.

Hotel receptionist: Would you like an en-suite room?

Client: No, thank you, just a simple double room.

Hotel receptionist: We've got just one left, room number 347, but it is an en-suite room.

Client: All right, then. I don't have a choice.

Hotel receptionist: Erm... Can I take your name, please?

Client: Phelps. P-H-E-L-P-S, Phelps.

Hotel receptionist: Thank you. And your first name?

Client: David.

Task 6/CD 2: Track 11: Calling to a Reception

Receptionist: Reception. How can I help?

Guest: Room 347 here. Would it be possible to book a wake-up call for the morning?

Receptionist: Of course, madam. What time?

Guest: Well, I have a meeting at half past eight, so perhaps seven o'clock would be best.

Receptionist: Certainly, madam. Would you like breakfast in your room?

Guest: Erm... No, it's all right. I'll come down for breakfast. What time is it available?

Receptionist: From 7.30 till 9. But we can arrange for an earlier breakfast if you require it.

Guest: No. 7.30 is fine. My husband normally has tomato juice with his breakfast; he would really be pleased if it was possible.

Receptionist: No problem, madam. I'll speak to the chef and we'll have some ready each morning.

Guest: Is it also possible to have a morning paper delivered?

Receptionist: Yes. We provide all the rooms with a complimentary copy of the Telegraph each morning. If you would prefer a different paper, we can order it for you.

Guest: Could I have a copy of the Times as well, please?

Receptionist: Yes, madam. Is there anything else I can help you with?

Guest: No, thank you. You've been very helpful.

22 TOWNS AND PLACES

Task 3/CD 2: Track 12: Visit to the Statue of Liberty

We visited the Statue of Liberty with two children, aged one and five. The kids were very well behaved bearing in mind the length of time we spent waiting in line. To start with, finding where the advance ticket sales office is, is not easy and there are no clear signs. I waited ten minutes in the one line only to be directed to a little window in the corner of the fort. Once you have your tickets, you have to go through security before you get on the boat. You have to put everything through the X-ray machine: phones, belts, coats and even strollers. Ours would not fit through, so it was necessary for security to search it by hand, which took about another fifteen minutes. Then you wait in line for the ferry. Once at the Statue of Liberty you need to go through more security, which takes even longer. It is disappointing that I could not find any info on the statue's website that indicated strollers would not be allowed through security on the island. You can not bring anything in with you that is larger than a small purse. All strollers (and large umbrellas) must be checked, so if you have any small children, expect to carry them all the way once you reach the statue. They do provide lockers for a small fee, so you can store items that you can not bring in with you. The queues were ridiculous and we went on a cold rainy day. It took us sixty minutes to get through security at the statue. Once you finally get in the statue, it is pretty boring. Younger kids will definitely not be impressed. You walk through a museum and then head up to the elevator which takes you to the base of the pedestal and then you need to walk up several more flights of steps. Once up there, all you get to do is look through plexi-glass into the statue and then you can walk outside along the base. All in all, I am not sure it is worth waiting to get into the Statue. The ferry ride and views from the island are nice, but the wait is just ridiculous.

23 MULTICULTURAL SOCIETY AND INTERNATIONAL INSTITUTIONS

Task 3/CD 2: Track 13: Non-Muslim's Reactions to the Banning of Burkas

Muslims are seen as Europe's largest minority. There are about six million Muslims living in France. Out of them, approximately 2000 women are believed to wear the face-covering veils, called *burkas*. The French government has recently provoked a discussion about whether wearing burkas in public places should be banned or not. Let's listen to three British students giving their opinion on the French proposal.

Peter: I fully agree with the French government. You know, when I see these Islamic women, they scare me. I want to see their faces, I want to see their beauty. Well, they can see my face, so why can't I see theirs? They should be tolerant of our cultural habits and adjust to them. If they want to live in our country and if they want to become Europeans in the full sense, they should behave according to our rules. I am not saying that they should give up their identity or their religion, but simply accept the rules of the country they live in. That's all.

Claudia: When I was visiting Iran as a tourist, I respected Iranian laws not to offend anybody. I didn't dare go out uncovered, nor have a short-sleeved T-shirt. You know, if I had done it, I would have been fined by the police. So I never risked it. I felt very unpleasant wearing a scarf on my head and long sleeves despite the August heat. I wonder whether Iranian women mind being hidden behind their veil all through their lives. I think that Islamic women should respect our laws and unveil themselves.

Marc: I am not sure about banning burkas. No one has the right to dictate to other people what to wear. It's not democratic at all. Let them be themselves, let these poor women follow their traditions and rules. I hardly believe that this new law will make them give up their traditional dress. The new law will not help these women at all, the situation might get even worse. Islamic women will not stop wearing burkas, but instead they will stop going out.

Task 4/CD 2: Track 14: Old Friends

Peter: Hi, Zuzana, it's so good to see you. It's been ages.

Zuzana: Peter... How have you been? We haven't seen each other since we graduated. When was that?

Peter: A long time ago. ... So what are you doing?

Zuzana: Currently, I am on maternity leave with my second son, Miguel.

Peter: How lovely! So you've got two children. I didn't even know you were married.

Zuzana: Oh yes, I got married seven years ago. Do you remember Rafael, the Spanish guy who studied with us in Ireland?

Peter: Are you kidding me? Did you two get married? That's fantastic. When did you leave? Nobody's heard anything from you.

Zuzana: Well, we lived in Madrid first. You know, I was working on my doctorate and Rafael was a junior teacher at the local university. Then, I got pregnant and Rafael's contract with the university expired. So, we left Spain for Luxembourg to teach English and Spanish to European counsellors. And there I got pregnant again.

Peter: Oh, I see. Did you ever finish your doctorate?

Zuzana: No, but I am trying to work on it now.

Peter: It must be difficult for you living abroad, having a career and two small children. Is there anybody to help you with them?

Zuzana: Not really. Rafael is a great father, but he teaches many courses, mainly in the evenings.

Peter: What about your parents? Do they often come to see you there?

Zuzana: Not often, you know, they have not retired yet. When they come to see us, they don't stay longer than a week.

Peter: That's not easy at all. Anyway, what language do you speak with your children?

Zuzana: Miguel attends English kindergarten, so he speaks English there. At home, Rafael speaks Spanish to our children and I speak Slovak.

Peter: Gosh, don't they get confused?

Zuzana: Miguel understands all three languages perfectly, but he is best at Slovak because he spends most of his time with me.

Peter: That's really interesting. So, will you continue to raise your children trilingually?

Zuzana: Well, we'll try to do our best... So, Peter, tell me about you...

24 PUBLIC HOLIDAYS

Task 3/CD 2: Track 15: Halloween

Adam: So, Philip, what is Halloween? Why do you celebrate it?

Philip: Well, in America, it's perhaps the most popular holiday among children. You know, they carve pumpkins, wear different costumes of ghosts, skeletons, goblins, witches and other scary creatures, collect sweets and candy apples and so on. Uhm... we celebrate it on the thirty-first of October every year.

Adam: I've heard it's a very old holiday. Do you know how Halloween originated?

Philip: Actually, I read somewhere that it comes from Europe. Uhm... the Celts, you know, they lived in different places in Europe, the Celts came up with it. Halloween was the last day of their calendar year and they believed that on that day, the spirits of the dead would come to their houses and would take over their bodies.

Adam: Oh, that sounds quite scary...

Philip: Does it? Well, anyway, the Celts tried to cheat or confuse the evil spirits to... to... to... discourage them from coming over. So, they wore animal heads and skins as costumes so they would not be recognised by the ghosts of the dead. They also lit huge bonfires, made lots of noise and played tricks on each other.

Adam: That's interesting. I'm quite surprised. I thought that it was somehow connected with the arrival of winter or something. Oh, and another thing... What about the game children play at Halloween?

Philip: What do you mean?

Adam: Well, you know, when children go from house to house and ask for sweets?

Philip: Oh, yeah, you mean "Trick-or-treat?"

Adam: Yes, "Trick-or-treat."

Philip: Well, yes, that's very popular. Children, but surprisingly also some adults, put on fancy dress costumes and go from house to house asking for treats. Some people are crazy and willing to spend a fortune on their costumes, even the adults... I am sure that's great for business too. Ah... yes, I don't know whether or not asking for treats also goes back to the Celts. I don't know.

Adam: Doesn't matter. Anyway, how did Halloween get to America?

Philip: In the middle of the 19th century, there was a great famine in Ireland, so many Irish (whose ancestors are Celts) emigrated to America and brought their culture and Halloween too.

Adam: Right. Philip, that was very interesting. Thank you.

Philip: You're welcome.

Task 4/CD 2: Track 16: Christmas Traditions

Well, there are many Christmas traditions I could talk about. However, the following ones aren't very well-known by people from other countries. Right, so *Christmas crackers* are usually wrapped in decorated paper so that they look like big sweets. They are pulled by two people who split them unevenly. This is usually accompanied by a bang and much fun. The person with the larger part can keep the contents which could include a small toy, a coloured paper crown or a motto or a joke. *Christmas pudding* is the dessert we serve on Christmas Day. Actually, it's a steamed pudding, dark in appearance and it's very aromatic because it contains sweet spices, dried fruit, nuts, juice from citrus fruits and brandy. We don't make it, we buy it. We serve it reheated, dressed with warm brandy which is set alight. As for decorations with plants, holly, ivy and mistletoe are the most common ones. *Holly* has prickly dark green leaves and red berries which are mildly toxic for people if they eat them. We sometimes put a sprig of holly on top of a Christmas pudding but only for decorative purpose.

Mistletoe is another plant used for decorating houses at Christmas. It's usually attached somewhere high up and if it is preserved, it's said to keep houses safe from fire the whole year round. Traditionally, any two people who meet under the mistletoe are supposed to kiss. The last one, *ivy*, is a woody plant, ground-creeping or climbing up buildings in order to cover their appearance. It's a very popular plant for Christmas decorations due to its evergreen leaves.

25 CRIME AND JUSTICE**Task 3/CD 2: Track 17: Types of Crime****Speaker One**

It's almost impossible to walk in the streets of New York without much excitement. I was walking my dog when somebody asked me what the time was. I looked at my watch and... I was knocked down from my back by a teenager who grabbed my bag with my credit cards and all my documents.

Speaker Two

I'm sure that I recently saw an older woman stealing sweets in Tesco. Nobody noticed but me. I wonder if she was penniless. Why do these people take such risks? I will never understand that.

Speaker Three

I hate travelling in crowded buses. Yesterday, something awful happened to me. The bus was crowded as usual. A boy was standing behind me. I can't describe him exactly. Actually, I didn't see his face at all. But I felt his hand reaching into my bag. "Stop that, immediately," I screamed. "How dare you? Give me back my purse!" The bus stopped and the young man ran away into the crowd.

Speaker Four

I was waiting in a queue at customs at Bangkok airport. There was a young man with a small backpack queuing in front of me. Suddenly, two police officers appeared. There were accompanied by a big dog that started to sniff around. I didn't know exactly what was going on, but I started to feel a bit anxious. The police officers asked the young man to follow them. Next morning, I read in the papers that a young Czech was arrested at Bangkok airport.

Task 4/CD 2: Track 18: Car Safety

Dear listeners, let me give you few tips how to keep your car safe against car thieves.

- First of all, never ever leave your car open in crowded places. Make sure you even lock the car at the petrol station when you go to pay.
- Never leave the car running, even if it is only for a few moments. Thieves are quick enough to use chances like that.
- Avoid parking the car in places where you have to leave the keys with an attendant. He could make a duplicate and steal the car later.
- If your car will be unattended for some time, make sure that it is not full of petrol. If it was stolen, the thieves would have to stop at a petrol station nearby and there is more chance that they would be caught.
- Always take valuables with you. Never leave them in the car, they are too tempting for thieves.
- Make sure you have a good working alarm system installed. If it is loud enough, then it may distract the thieves or attract attention of passing people.
- Finally, a locking device on your steering wheel may help. Nowadays, they are made from material which is very difficult to saw or cut through – but they only work if they've actually been locked!

26 READING BOOKS**Task 7/CD 2: Track 19: Shakespeare**

William Shakespeare (1564–1616)

Shakespeare is the greatest English playwright and poet of all time. He was born in Stratford upon Avon. His father was a well-respected man in his native town. Young Shakespeare probably attended grammar school. At the age of 18, he married Ann Hathaway who was seven years older than himself and they had three children. Though he loved his family, five years after getting married, he left Stratford to make a career in London.

Very little is known about his first years in London, but it is quite probable that from the beginning he lived closely connected with the theatre and remained so for 25 years. In 1611, Shakespeare returned to Stratford to live with his daughter and son-in-law. He is thought to have died on 23rd of April, 1616, his birthday.

Shakespeare started his career as a playwright with historical plays from English and classical history which won him great success. His earliest plays are the three parts of *Henry VI* and a historical play called *Richard III*.

Shakespeare had an excellent feel for comic situations and soon started to write comedies. His early comedies include *The Comedy of Errors*, *The Taming of the Shrew*, *The Two Gentlemen of Verona* and *Love's Labour's Lost*. In this period he also wrote his beautiful lyrical tragedy *Romeo and Juliet*. His most famous comedies, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Much Ado About Nothing*, *As You Like It*, *Twelfth Night* and *The Merry Wives of Windsor*, originated in the last years of the 16th century. Shakespeare presented the themes of love, friendship, human harmony and joy of life. He showed himself to be a master of dramatic construction, economy in the writing of drama and above all as a master of language.

His greatest period was between 1600 and 1607 during which he wrote his most remarkable tragedies *Hamlet*, *Othello*, *King Lear* and *Macbeth*, the history play *Anthony and Cleopatra* and other plays. They are about morality and the search for truth (*Hamlet*), about the paradoxes

of good and evil (Othello), about true and false visions and self-knowledge and self-deception (King Lear), about the power of evil in man and the problem of choice and responsibility (Macbeth).

During the last phase of his creativity Shakespeare wrote the romantic dramas *The Winter's Tale* and *The Tempest*. In a symbolic way he deals with the problems of good, evil, innocence, guilt and responsibility but unlike in his great tragedies, the ending is always the triumph of the good and the innocent over evil. Shakespeare uses mythological, magical and fairy-tale elements in his romantic dramas.

Shakespeare is the author of 37 plays – comedies, tragedies, historical plays, romantic dramas and of a cycle of 154 sonnets.

Task 8/CD 2: Track 20: My Favourite Book

- John's friend:** John, could I borrow this book? I know that it's your favourite. You know, all my classmates talk about it as it was a bestseller or something, wasn't it? Do you think it's worth reading?
- John:** Of course, I can lend it to you. However, I'm not sure if it's really your kind of thing. Anyway, do you know what it's about?
- John's friend:** Not really. I have only seen some clips from the film. That's all.
- John:** Well, I think it would be better to read the book first and then watch the film if you want to. Uhm, the film, you know, is a totally different experience.
- John's friend:** So, what's the book about?
- John:** Right. Well, the books describe several years in the life of an orphan during his adolescence. Two of his classmates and best friends are also quite heavily featured. Throughout the story, the orphan learns more and more about his dead parents who were killed by some evil wizard.
- John's friend:** Ha, is that all? It sounds like a fairy tale.
- John:** No, wait a second. The main character, the orphan, discovers that he is a wizard too. He is sent to a wizard school to learn magical skills. There, he meets a lot of friends and teachers. Some of them are very friendly and funny too. The others are not so nice. What I really like about the book is that most events are set in a fantasy world. You know, magic creatures, magic tricks... Yeah, it's really great reading.
- John's friend:** Oh, I see. Well, the author, whatever her name is, must be a multi-millionaire. I heard that she participated in the process of making film versions of her books.
- John:** Yes, she did. So, do you want the book now?
- John's friend:** Yeah, why not?

27 IDOLS, CELEBRITIES AND FAMOUS PERSONALITIES

Task 3/CD 2: Track 21: Flooded Village

Interviewer: Good afternoon, everybody. Today, we are going to be talking about a small village with a population of 600 inhabitants in eastern Slovakia. Before June, few people had heard of it. Yet following the floods in June, we have all become much more aware of its name and its inhabitants. Today, we have Karin here with us, who witnessed the whole disaster. Karin, welcome.

Karin: Thank you.

Interviewer: Karin, could you tell us about the flood and the damage you witnessed as a volunteer in eastern Slovakia at the beginning of the summer?

Karin: Well, it had been raining heavily all night and day. The level of the water in the river rose dramatically. The water, thick with mud and dirt, spread all around and got into people's houses. The underground water flooded firstly cellars and then entire houses.

Interviewer: Do you live in the village?

Karin: No, I don't. But my grandparents do.

Interviewer: Why did you come to the village that day?

Karin: My grandparents called me to come over and help them deal with the water.

Interviewer: And was this the first time that the village had experienced such a disaster?

Karin: Unfortunately, not... and that is the tragedy. The locals had hardly recovered from last year's flood and the damage caused by the rains in August. Few houses had been repaired.

Interviewer: So, how did the village's inhabitants feel about, and react to, the latest disaster?

Karin: The older ones said that their village was cursed. The oldest inhabitants and small children were evacuated immediately. Others put sand bags on the roads to try to control the water.

Interviewer: Did that help?

Karin: Not really. Water got everywhere. It flooded into people's houses and cars. It damaged everything.

Interviewer: Did the village get any outside help?

Karin: Yes, everybody was helping... firemen, Red Cross workers, volunteers... people also came from other villages with drinking water and food, warm clothes and Wellington boots to help those who had lost their homes.

Interviewer: How did you feel that day?

Karin: Worried, frustrated and helpless. But I also think that everyone felt genuinely useful.

Interviewer: Karin, thank you for coming to our studio. We wish you all the best.

Task 4/CD 2: Track 22: My Best Friend

Well, I suppose Soña's my oldest and best friend. We studied at university together. I still remember how we met. We were taking some courses together. Once, she came to talk to me and asked if she could borrow my notes from a lecture. I was not sure what to say because I hardly knew her. Soña was one of the best students at university. She studied English and French. Besides those two languages, she can also speak German and Spanish fluently. She is linguistically and musically gifted. As far as I can remember, I think, she used to play some musical instrument too. Her brother is a professional pianist... and I think, he inspired her a lot. She loves Sting and that sort of music. She is actually crazy about him. I bet she can remember all the lyrics to his songs and I'm sure she's never missed a single concert. Once, when I noticed a saxophone in the corner of her room, I asked: "Soña, is this yours? Can you play it?" Just then she admitted that she had learnt how to play it on her own. She is very good at keeping secrets. She has never betrayed me! Nowadays, you hardly ever find a person like that. She is never jealous, nor mean. Sometimes, I think, she's too generous. I admire her talent and will to finish things. Once she starts something, she puts all her effort and energy into finishing it. I wish I was the same. I'm so lucky to have such a special friend as Soña.

28 THE UNITED KINGDOM**Task 4/CD 2: Track 23: National Stereotypes****Speaker One**

Hello. I'm George and I'm English. Talking about national stereotypes drives me crazy... you know what I mean... For example, I totally disagree with people saying that the English are reserved in the way we behave, dress and speak. That's simply not true. I know we are famous for our politeness, self-discipline, reliability and for our sense of humour. These things may be broadly true I guess, but it doesn't mean that all English people are like that. There's a myth that English people are very conservative. Many English people are not conservative at all. You know, it really depends on what you mean when you say conservative, right? As for myself, I don't like being judged or criticised according to some stupid caricature of what people think is typically English. By the way, who creates these national stereotypes? It's all rubbish....

Speaker Two

I'm Sean and I'm originally from Belfast, which is in Northern Ireland. Everyone in my family is Catholic, and I think because of this we really didn't feel comfortable living in the Protestant neighbourhood in which we lived. I always hated the huge walls and fences separating Catholics from Protestants. Because of all that, my family decided to move to the Republic of Ireland where we settled down in Cork. What are the Irish like? Well, I think we're well-known for being very friendly. We're crazy about music. Concerning pubbing, well, yes... it's a very important part of our culture. Pubbing is really about socialising, meeting friends and listening to live music. Drinking? I drink Guinness of course and in winter Hot Whisky or Baileys are good for getting warmed up. Sports? You are not Irish unless you play or at least watch Gaelic football and hurling. I think that's it. I'm certainly proud to be Irish.

Speaker Three

Uhm... my name is Hamish. My parents are Scottish but I've lived in Cambridge since I was a child. My family actually come from Edinburgh, which is famous for different festivals of

music and dance and drama. Uhm... what can I say about the Scottish? What are we like? We are friendly, passionately love music and dance. We are keen on drama and the theatre, but actually that doesn't apply to everyone, of course. I suppose we are known for playing the bagpipes and wearing kilts and eating haggis. Haggis... Haggis is... well, how can I explain it? It might sound a bit disgusting... anyway, it's made of the heart, liver and lungs of a sheep, together with oatmeal, salt, onions, spices and packed into a sheep's stomach and boiled. I mean we don't eat it daily, you know. Oh, have you seen that film *Highlander* with Christopher Lambert? That was filmed in various different places in my country.

29 THE USA

Task 3/CD 2: Track 24: The Amish People

One of Lancaster County's most unique features is its Amish population. A strong and deep-set religious faith shapes their world, which excludes electricity, television and automobiles. The Amish express their religious values through their way of travelling by horse and buggy, their style of dress and their strong sense of community and family. Due to constant pressures from the "outside world", the Amish may make certain concessions to the "modern" world but without making any that they feel would contradict their faith. Therefore, their culture and tradition may be liable to change at least to a certain degree.

The Amish are principally trilingual. At home and among their community, the Amish speak a dialect of German called Pennsylvania-Dutch. The word "Dutch" in this case does not refer to the language spoken in Holland, but actually derives from the word "Deutsch", meaning German. Amish children learn to speak English at school and High German at worship services.

The Amish are Christians, but do not worship in churches as it is the custom in other faiths, instead they take turns holding services in each others' homes. The Amish community is divided into church districts of 150–200 people. Each district gathers at a different member's home every other Sunday for a three-hour religious service. Worship is solemn and hymns are sung slowly in German without musical accompaniment.

The lifestyle of the Amish population is primarily based on a literal interpretation of the Bible and a set of unwritten rules called the *Amish Ordnung*, which prescribes behaviour, appearance and other aspects of Amish culture.

The Amish style of dress is symbolic of their faith. Amish men wear dark-coloured suits, straight-cut coats with no lapels, broad trousers, suspenders, solid-coloured shirts, black socks and shoes and black or straw broad-rimmed hats. Amish women wear modest dresses made from solid-coloured fabric. The dresses are usually made with long sleeves and a full skirt and covered with a cape and apron. Their hair is never cut but is worn in a bun on the back of the head, concealed by a white prayer covering. Amish women are not permitted to wear jewellery or printed fabric.

The Amish are reluctant to accept any technology, which they believe weakens the family structure. Progress is not assumed to be "better" in their community. Conveniences, such as electricity, television, telephones and tractors, are considered to be a tempting force that could lead them away from their close-knit community. They also believe that agreeing to pose for photographs is an act of pride.

(Adapted from Pennsylvania Dutch Conventon & Visitors Bureau: *About the Amish*, p. 35)

30 SLOVAKIA – MY HOMELAND

Task 3/CD 2: Track 25: British Tourist I

Journalist: Excuse me, madam. Do you have a few minutes to spare?

Tourist: Yes, I do.

Journalist: Err... Where are you from?

Tourist: I'm from Manchester in England.

Journalist: When did you first visit Slovakia?

Tourist: I came two years ago at Easter.

Journalist: Do many people from your country visit Slovakia?

Tourist: No, I don't know any that have been.

Journalist: What is the biggest difference between your country and Slovakia?

Tourist: I think the way that you live. You tend to live in high-rise flats and maybe have a nice country cottage; we just live in one house and concentrate on that. And I think your gardens are very different: We have lawns and flowers; you have vegetables.

Journalist: Have you found the language difficult to understand?

Tourist: The first time I came I found it very, very difficult, but this time I think I can understand more, but I still can't say anything.

Journalist: Have you travelled much around Slovakia?

Tourist: Yes, erm... I've been to the Tatras. I've been to Bratislava, Nitra, Orava and I've also been into Poland and Hungary.

Journalist: Is there anything here you would like to recommend to other tourists?

Tourist: Yes, I think the castles.

Task 4/CD 2: Track 26: British Tourist II

Journalist: Have you visited many of the castles here in Slovakia?

Tourist: Yes, on my first visit I went to Bojnice and this time I've been to Devín and Orava.

Journalist: Which has been the most interesting?

Tourist: Oh... Orava, I think.

Journalist: Why did you particularly like this castle?

Tourist: Well, the tour was very well done. It's a very high castle and at each level there was some form of entertainment for us. There was falconry, a theatre performance, erm... a very light-hearted weapons demonstration and there was some classical music. Erm... I found it really very interesting.

Journalist: Do you have similar castles in your country?

Tourist: Well, our castles are different. Erm... They're very beautiful and they're very interesting, but they are different.

Journalist: If a Slovak was visiting your country, which castles would you recommend for a visit and why?

Tourist: Erm... Undoubtedly Edinburgh. It's built on a hill opposite the main shopping street and Edinburgh itself is a fantastic city. Erm... I think that's my favourite and it has things to offer like the Military Tattoo which is on in August. That is my favourite, I think.

Erm... But, I also think Windsor Castle is beautiful. For me it's very special because it houses Queen Mary's doll's house and I have a particular interest in things like that. It's set in beautiful countryside; it's easily accessible and it's very different from anything in Slovakia.

Journalist: Thank you very much for your time and I hope you enjoy the rest of your stay.

Tourist: Thank you.

TEST 4



I. LISTENING COMPREHENSION (20 POINTS)

1. THE RIGHT TO LIVE OR DIE (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 10)

Listen to the interview with Ann Nicholson speaking about her husband Andrew, whose accident left the former salesman seriously injured. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. Andrew

- A) has known his wife since high school.
- B) has got many friends.
- C) loved boating.
- D) sells cars.

2. The accident

- A) paralysed a part of his body.
- B) happened seven years ago.
- C) made him suffer a lot.
- D) left him blind.

3. Andrew's mother

- A) had a very close relationship with her son, according to Ann.
- B) blames doctors for supporting Ann's decision.
- C) brought the case to court.
- D) visits her son every day in hospital.

4. The decision about Andrew

- A) is up to the doctors.
- B) may change the situation of other people with similar injuries.
- C) has been made in the California Supreme Court.
- D) can't be made without the approval of his wife and children.

5. Ann

- A) wanted to remove Andrew's feeding tube without the knowledge of doctors.
- B) thinks Andrew can recover.
- C) is sceptical about any improvement.
- D) wants to compromise with her mother-in-law.

2. HYPERLEXIA (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 11)

Listen to the text about hyperlexia. Decide whether the following statements are true, false or not stated according to the text.

1. Hyperlexia is an ability that is highly appreciated.
2. Hyperlectic children do not get on with their siblings.
3. Hyperlexia syndrome is always accompanied by a mental disorder.
4. Physical disability is another symptom of hyperlexia.
5. Hyperlectic children have problems in understanding what they read or hear.

3. NO MEAT (10 POINTS) (DVD/POCUVANIE_TESTY/TRACK 12)

Listen to the dialogue about reasons for becoming a vegetarian and fill in the missing words or phrase according to the text in the gaps provided from 1–10.

Nick decided to see his doctor for his regular check-up in 1. (1 word). His health problems were caused by many factors. But he became more concerned about his health after meeting 2. (2 words) and gave up eating meat. People wondered where he got his necessary 3. (1 word) from. But even animals like 4. and (2 word) gain them from their plant-based food. He avoids eating 5. (1 word), which are unhealthy. Besides that, he doesn't 6. and (2 words). Becoming a vegetarian enabled him to achieve higher levels of 7. (1 word). Furthermore, he doesn't rate people according to the things they own, but according to the 8. (2 words) they spread. His daily diet consists mostly of 9. and (2 words) prepared in his own way. He also prefers using special 10. (1 word).

II. LANGUAGE IN USE (40 POINTS)**1. UNIVERSITY STUDIES (9 POINTS)**

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: 0. foundations

The 0. (FOUND) of our university were laid in 1948. Today, it is a(n) 1.

(NATION) -known institution with more than a thousand 2. (RESEARCH) from all over the world. Most of them are 3. (RESPECT) scholars in their fields.

The university cooperates with the most 4. (PRESTIGE) universities across the world. It 5. (CURRENT) offers several PhD programmes and those who successfully complete the academic 6. (REQUIRE) will be conferred a Ph.D. degree signed 7. (JOINT) by the President of the university and the director of the programme. There is also a possibility for successful candidates to 8. (APPLICATION) for scholarships.

Further details are available on our website. Your 9. (ASSIST) in distributing our programme brochure would be much appreciated.

2. JEROME DAVID SALINGER (15 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: 0. A on

J. D. Salinger, an American novelist, was born 0. New Year's Day 1919 in New York. Immediately after his studies, 1. 22, he joined the army and as a soldier at the end of the Second World War he went through France, Belgium and Germany.

Some 2. claim that he tended towards mysticism because he suffered from mental problems. He wrote mainly short stories, the first one 3. in 1940 in the newspaper *Story*. Salinger believed his 4. talent was God-given.

His enormously successful novel *The Catcher in the Rye*, published in 1951 was translated 5. many languages across the whole world. The novel depicts two critical days in the life of the sixteen-year-old student and American rebel Holden Caulfield, who was 6. from school and was afraid to come back home. He experienced adventure and disappointment 7. through the streets of New York. Holden is 8. between being a child and an adult. He knows he is growing up and tries to 9. mature by smoking and drinking, but deep down he still is a child. He is afraid of growing up. He imagines childhood as an idyllic field of rye in which children play; adulthood is equivalent to death – a fatal fall over the edge of a cliff. Holden imagines himself standing on the edge of the cliff. What he has to do is to catch children if they start going off the cliff. He feels the need to protect children from the corrupt world of adulthood.

10. 1965, no book has appeared by Salinger. According to his sister the main
 11. was his fear of criticism. His daughter said that he was a loner. 12. he
 carried on writing. "I love writing. I do write for my own 13.," said Salinger in
 an interview for The New York Times in 1974. But usually he 14. both the media
 and his fans. So he died lonely in his 15. house in Cornish, New Hampshire on
 27th January, 2010.

0.	A) on	B) at	C) in	D) -
1.	A) aging	B) at the age	C) aged	D) age
2.	A) springs	B) resources	C) voices	D) sources
3.	A) published	B) was	C) appeared	D) started
4.	A) native	B) natural	C) original	D) naive
5.	A) to	B) in	C) from	D) into
6.	A) put away	B) sent	C) expelled	D) turned off
7.	A) wandering	B) browsing	C) straying	D) travelling
8.	A) put	B) stuck	C) staying	D) blocked
9.	A) act	B) play	C) pretend	D) be
10.	A) Since	B) In	C) From	D) Until
11.	A) argument	B) cause	C) reason	D) idea
12.	A) Nevertheless	B) Despite	C) Although	D) Furthermore
13.	A) treat	B) pleasure	C) reward	D) award
14.	A) stayed away	B) protected	C) pretended	D) avoided
15.	A) far away	B) far	C) remote	D) remotod

3. PRINCE (15 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: 0. was brought

Prince Rogers Nelson is one of the most successful and controversial artists and performers who 0. (BRING) into this world on June 7th 1958 in Minneapolis and 1. (NAME) after his jazz musician father. He 2. (APPEAR) on the music scene in the late seventies. For many years, he 3. (KNOW) not only as a musician, multi-

instrumentalist, arranger, composer, songwriter and record producer but also as an actor. Between 1982 and 1992, nine of his albums 4. (PLACE) in the Top 10. Undoubtedly, he 5. (BE) one of the most talented musicians ever 6. (ACHIEVE) mass commercial success, and who 7. (FOUND) his own recording studio and label. By the late 1990s, he 8. (BEGIN TO RELEASE) music exclusively on his own label, through his website and via his direct-sales telephone hotline. His records 9. (REFLECT) a wide range of inspirations are sold worldwide.

His skill in 10. (MANIPULATE) the boundary between his public and his private life 11. (BE) best demonstrated in the film and soundtrack album *Purple Rain* in 1984, which 12. (ESTABLISH) him as a pop star.

He 13. (WIN) several Grammy Awards. At the age of 46, he 14. (INDUCT) into the Rock and Roll Hall of Fame. Because of his revolutionary music, he rightly 15. (DESERVE) his status as an icon of modern popular music.

III. READING COMPREHENSION (20 POINTS)

1. THE AMERICAN WAY (7 POINTS)

Read the article about different types of restaurants and put the removed sentences in their correct place in the text. There are four extra sentences.

Why do foreigners who spend some time in America return home several kilos heavier? And why are many Americans overweight? Is it the unhealthy lifestyle? The answer is simple – a lack of movement and large amounts of food 1.

Before you enter a restaurant, you should know that the portions there are really huge. Therefore, a family of four members orders only two portions, then asks the waiter to divide it onto four plates. 2.

Hundreds of people visit popular snack bars, bistros and fast food chains because they are cheaper than ordinary restaurants. However, low price also means low quality.

If you decided to cook something for yourself, an American would look up to you because they don't have time for cooking at home, or rather, they are not used to it. 3. When you are invited to someone's home, unless you are completely in love with each other, don't expect anything more than just pizza or Chinese food being delivered.

The state supports entrepreneurs' interests even though their products aren't the healthiest. If the government set limits on food composition, it would be a big blow for fast-food outlets. 4. However, in some Californian states they have limited fast-food consumption at least in school canteens.

In America, there are hundreds of places selling fast food that can be put into several categories:

1. *Family restaurants* offer a very decent standard of service and menu; the prices are rather low and the atmosphere is more or less friendly.
2. *Cafeterias* are self-service restaurants where you pass a counter with various types of food, you take some and finally pay. They are often found in museums, galleries, universities and shopping malls.
3. *Dinner theatres* offer food which can be eaten while watching a play or show on the stage. 5.
4. *Dinner cruises* are relatively common in holiday resorts near rivers and lakes and in harbours. You can enjoy a meal during the voyage.
5. *Snack bars* usually sell hamburgers, sandwiches, crisps and other snacks and soft drinks.
6. *Fast-food restaurants* have a limited choice of food. The meal you want is from ingredients prepared in advance. 6.

But there are some advantages you should be aware of. You are offered water with ice for free; when you don't finish your meal, you can take it home nicely wrapped in a box. You can pay either in cash, by credit card or cheque, and in case you're a smoker, there's a smoking area available. 7.

But we can't blame America for fast food. As we can see nowadays, the situation is getting better and people have a tendency to prefer healthier food, even in America. Fast food doesn't necessarily mean junk food. People may order from a wide variety of salads and other healthy food. It is up to them whether they want to live more healthily.

- A) But they are trying to reduce fast-food consumption.
- B) However, the main reason is they don't know how to cook.
- C) Let's have a closer look at fast-food consumers and their eating habits.
- D) And you don't wait long to satisfy your hunger.
- E) However, the tendency is away from these types of restaurants.
- F) The food and performance are included in the price.
- G) Going to restaurants is not advisable.
- H) It's nothing unusual: you don't have to feel embarrassed at all if you do this.
- I) Their junk food would hardly comply.
- J) And what about fast food?
- K) The price covers both the film and the meal.

2. MY FIRST DAY AT SCHOOL (6 POINTS)

Read the following text about a boy's first day at school and put the paragraphs in the order according to the time sequence during the day.

- A My legs were shaking, my hands turned cold, and I didn't know what to do or say. I walked into the room together with the other pupils, still afraid of something new and unexpected. All the pupils found their places at their new desks. I was the only one unable to walk across and find mine. Standing frozen next to the door I waited for something to save me so that I could walk towards an empty chair at the back of the classroom.
- B I have never had any problems getting along with unknown children or adults. But that day I found myself surrounded by complete strangers. You can hardly imagine how scared I was. Nevertheless, my parents ignored my anxiety and left me there all alone.
- C Then it was my turn to stand up and say something, but I couldn't. Out of the blue something happened and saved me from my embarrassment. The alarm rang. It wasn't the best solution, but at that time I felt great relief. Suddenly, panic ruled the whole school and everybody was rushing towards the exit, except me, still being glued to the chair. The teacher hurried after my classmates not realising I had been left behind in the classroom. All the pupils gathered in the school yard. I began to shiver with fear, not knowing what to do. I tried to stand up, but my legs were frozen and refused to move. I wished a miracle would happen.
- D All of a sudden the teacher's looked at me. She offered help. When I finally rested myself on the chair, something soft and wet stuck to my trousers. A terrible feeling?! I immediately turned red. Fortunately, nobody was looking my way and couldn't see me blushing. I pretended everything was all right. Anyway, the only thing I could do was to remain in my chair until everybody had left the classroom.
- E Thinking of how to get out of this unpleasant and dangerous situation, a man turned up at the door. It was a fireman. As soon as he saw me, I was taken in his arms and carried away to safety. I didn't realise what had happened. Only when we at last appeared in the school yard among all the other pupils and teachers I found out something was wrong. All of a sudden, I realised that a part of my new trousers must have been left on the chair in the classroom. I was standing there with a big hole in my trousers. The whole school was staring at me and laughing. I felt terribly embarrassed. It took a rather long time to get rid of all the nicknames I got. Fortunately, I got over it.
- F The teacher suddenly entered the room, hurrying to reach her table at the window. She was holding a green book, presumably a class register. At first, she didn't notice me and introduced herself to the other children. For a short time I seemed invisible and could do whatever I wanted to. Then, still waiting, my classmates started to say their names.

3. CHEWING GUM (7 POINTS)

Read the text about chewing gum. Decide whether the following statements are true, false or not stated according to the text and which paragraph supports your idea.

1. The first chewing gum was produced by an Mexican ex-president.
 2. People took to chewing gum immediately.
 3. Thomas Adams introduced chewing gum machines across the USA.
 4. A different process of adding flavour made the taste last longer.
 5. Cooked rubber juice was a failure.
 6. Wrigley improved chewing gum by removing sugar.
 7. W. F. Semple is considered to be the first inventor of chewing gum.
- A The first chewing gum produced for commercial purposes appeared in 1848. It was discovered by John B. Curtis and his brother. As with other new products, it took some time before people got acquainted with it and started to buy it regularly. Expecting big success, the brothers moved to Portland in 1850 and in addition to their "spruce" gum, they began producing "paraffin" gum, too. After some time the "spruce" variety lost its popularity because of impurities from the resin which couldn't be eliminated.
- B It was William Finley Semple from Ohio who got the first patent for chewing gum, although he didn't produce it for commercial use. A big breakthrough happened when ex-president of Mexico Antonio Lopez de Santa Anna bought extract from the manna ash tree, expecting to sell it. He tried to persuade Thomas Adams, a photographer and inventor, to buy it. Adams wanted to vulcanise the extract and use it instead of caoutchouc (natural rubber). Unfortunately, he wasn't successful, but he noticed that Santa Anna was often chewing this hardened extract. Disappointed by his failures, he cooked a small amount of it and chewing gum was created. He gave part of it to a local shop just to test customer reaction and surprisingly it sold out.
- C In 1871, Thomas Adams applied for a patent for a chewing-gum machine to produce it en masse. Liquorice was added to the chewing gum to attract more people. And he was successful again. It was the first flavoured chewing gum, called "Black Jack". Chewing gum then had its shape changed – into sticks. Adams went on to introduce the chewing-gum variety "Tutti-Frutti". His gum was the first product to be sold in vending machines in New York, 1888.
- D Another important "chewing gum" person was John Colgan from Kentucky. In 1880, he started to add flavour directly into the sugar which was then mixed with the juice. This small change meant that the flavour lasted much longer than before.
- E In 1892, Wrigley, Jr. chewing gum appeared on the market and it immediately became the brand. The typical package of five chewing gum sticks packed separately from each other appeared in the 1940s. That is how the war generation in Europe knew it. The last significant innovation was sugar-free chewing gum a decade later.

IV. WRITING (20 POINTS)

Write a description of a person you admire or look up to. Give details about the person, why you admire this person and what has made her/him so admirable.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 4: TOTAL: /100 POINTS

KEY – TEST 4

I. LISTENING COMPREHENSION

1. The Right to Live or Die

1. C, 2. A, 3. C, 4. B, 5. C

2. Hyperlexia

1. false, 2. not stated, 3. false, 4. not stated, 5. true

3. No Meat

1. 2002, 2. his girlfriend, 3. proteins, 4. elephants, horses, 5. preservatives, 6. smoke, drink, 7. existence, 8. positive feelings/positive vibrations, 9. fruit/vegetables/salad, 10. salt

II. LANGUAGE IN USE

1. University Studies

1. internationally, 2. researchers, 3. respected, 4. prestigious, 5. currently, 6. requirements, 7. jointly, 8. apply, 9. assistance

2. Jerome David Salinger

1.C, 2.D, 3.C, 4.B, 5.D, 6.C, 7.A, 8.D, 9.B, 10.A, 11.C, 12.A, 13.B, 14.D, 15.C

3. Prince

1. named, 2. appeared, 3. has been known, 4. were placed, 5. is, 6. to have achieved, 7. founded, 8. had begun/began to release, 9. reflecting, 10. manipulating, 11. was, 12. established, 13. has won, 14. was inducted, 15. deserves

III. READING COMPREHENSION

1. The American Way

1. Let's have a closer look at fast-food consumers and their eating habits.
2. It's nothing unusual: you don't have to feel embarrassed at all if you do this.
3. However, the main reason is they don't know how to cook.
4. Their junk food would hardly comply.
5. The food and performance are included in the price.
6. And you don't wait too long to satisfy your hunger.
7. However, the tendency is away from these types of restaurants.

2. My First Day at School

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

3. Chewing Gum

1. false, paragraphs B, A, 2. false, paragraph A, 3. not stated, paragraph C, 4. true, paragraph D, 5. false, paragraph B, 6. not stated, paragraph E, 7. false, paragraph B, A

IV. WRITING

Well, I suppose Soña's my oldest and best friend. We studied at university together. Soña was one of the best students at university. She studied English and French. Besides those two languages, she can also speak German and Spanish fluently. She is linguistically and musically gifted. As far as I can remember, I think, she used to play some musical instrument, too. Her brother is a professional pianist... and I think, he inspired her a lot. She loves Sting and that sort of music. She is actually crazy about him. I bet she can remember all the lyrics to his songs and I'm sure she's never missed a single concert.

Once, when I noticed a saxophone in the corner of her room, I asked: "Soña, is this yours? Can you play it?" Just then she admitted that she had learnt how to play it on her own. She is very good at keeping secrets. She has never betrayed me! Nowadays, you hardly ever find a person like that. She is never jealous, nor mean. Sometimes, I think, she's too generous. I admire her talent and will to finish things. Once she starts something, she puts all her effort and energy into finishing it. I wish I was the same. I'm so lucky to have such a special friend as Soña.

TAPESCRIPTS

1. THE RIGHT TO LIVE OR DIE (DVD/POCUVANIE_TESTY/TRACK 10)

Interviewer: What was Andrew's life like before the accident?

Ann: He used to work as a car salesman in my father's company. He started working there right after high school and we first met there. Since then, we knew we were made for each other. He was a devoted father of our three children, Julie, 24, Michelle, 22, and Kevin, 13 and enjoyed nothing more than taking them boating on the nearby lake. Moreover, he had an insatiable appetite for books, which may sound rather surprising. But he could read almost every day and everywhere, and all our friends knew it about him, so whenever he celebrated something, they always bought him a book. And he loved that.

Interviewer: When and how did it all happen? Do you still recall it?

Ann: Of course, I will remember it for the rest of my life. It's something you just can't forget, even if you wanted to. It happened more than seven years ago; Andrew had just turned 40. After a couple of drinks at the local bar, he decided to try his new Dodge Ram. He was driving along, unfortunately without his seatbelt, and as he was turning off the freeway, his truck skidded across the shoulder, and rolled end over end. Andrew was thrown out and he ended up in a coma. He was taken to the hospital afterwards.

Interviewer: How is he doing now?

Ann: Today, after almost eight years, he is still in the hospital, being kept alive only by a tube that delivers liquid nourishment to his broken body. He's got severe brain damage which has paralysed his left side. After sixteen months, he began to show signs of awareness, moving his hand or leg when asked. Here and there, he can hold a cup or push a ball. His right eye stares vacantly, but his left one appears to track. He is conscious. I can detect his mood. However, after the accident, the inner world of Andrew is a mystery to doctors. They know he feels pain but do not know how much. Hopefully, he doesn't suffer much.

Interviewer: How do you feel about it? It must be hard for you to see your husband like this.

Ann: I've been married to Andrew for 22 years, and together with our children we moved into Andrew's hospital room for the first year after the accident. But we no longer visit him regularly. The man with diapers on, fed by a tube, cannot recognise any of us. I know he will never again become the man he once was. The doctors are keeping him alive artificially. Frankly speaking, for me, Andrew died eight years ago.

Interviewer: What about Andrew's mother? How does she manage this situation?

Ann: You know, he still is her son and she is fighting to keep him alive. But when I see all his suffering, I wish every day the doctors would remove my husband's feeding tube and let him die. I don't think a miracle will happen.

Interviewer: What was Andrew's relationship to his mother? Did they visit each other?

Ann: Mandy, Andrew's mother, lives alone in a small apartment 10 miles away,

where her son also lived before we got married. And when the accident happened, she suddenly reappeared after years of no contact and wants to fight for him. Four times a week, she takes the bus to our local hospital, and spends almost six hours with Andrew, her second child out of eight. Of course, she denies any estrangement, insisting that he visited her frequently, keeping this secret from me. But I don't think so.

Interviewer: **When and how did the battle between you and your mother-in-law begin?**

Ann: Actually, it began in 2002, when Andrew pulled out his feeding tube for the third time. This was a sign for me that he didn't want to live anymore. It was his choice – I don't want to make decisions for him. Moreover, he once remarked that he would rather die than be unable to look after his family. After Andrew pulled out his feeding tube, I had the right to withhold medical treatment acting on medical advice and the wishes Andrew had expressed. But his mother received an anonymous call from the hospital, telling her of my intentions. So, she applied for a restraining order and the case then went before a judge, who eventually denied my right to rid Andrew of his feeding tube. Since then, we've been through several legal battles; the next one takes place in California's Supreme Court in two weeks, where they should make a decision about whether the extremely incapacitated or "minimally conscious" can be denied medical care. Andrew's neurologist believes that the ruling could affect thousands of brain-injured people who survive only because of feeding tubes. Despite the fact that Mandy doesn't go to church regularly, her reasons for fighting to keep Andrew alive are entirely religious. She is firmly convinced that there must have been a reason why God didn't let him die the night of the accident. So regardless of the doctors' hopeless prognosis she believes that enough therapy and prayer may eventually improve Andrew's health condition.

Interviewer: **Do you think this will ever end?**

Ann: I hope so. It can't last forever. But there are days when I think it's a never-ending story. Fortunately, I've got kids who support me and give me the power to face this all each day.

2. HYPERLEXIA (DVD/POCUVANIE_TESTY/TRACK 11)

Parents who have gifted children have a reason to be proud. Nevertheless, if your two- or three-year-old son or daughter is able to read without having been taught, ask yourself an important question: is my child a little genius or does he or she suffer from hyperlexia?

Hyperlexia is a precocious ability to read words, far beyond what would be expected at an early age, or a fascination with letters or numbers which emerges in the pre-school years. Hyperlectic children don't need to be taught, they are simply born with this ability. It is commonly found among children who are considered high-functioning. However, these children have barriers in language acquisition and communication and difficulties in socialising and interacting with people, and due to this lack they are unable to describe their feelings. They find it difficult to make friends, and prefer playing on their own,

avoiding contact with their peers. This syndrome has characteristics similar to autism, pervasive developmental disorder and Asperger syndrome.

Some children are able to recite the alphabet quite soon, others begin as sight readers and some begin reading single words and then read sentences and paragraphs. Although at first glance it doesn't appear so, in spite of the pride, the parents should be careful with their phenomenal offspring. Hyperlexia is considered to be a special disability accompanied by different psychological problems. On the one hand, the children can read quite early, on the other hand, they don't understand what they are reading and they have difficulties understanding spoken speech as well. This can result in learning problems and the child may undergo a long and painful process at school. Children lack the ability to express and describe their feelings and emotions.

When parents realise their child is able to read letters very early, they shouldn't ignore it and should consult a specialist who may reveal the disorder. These children need a sensitive approach, since, as already mentioned, it may be an accompanying phenomenon of autism or other developmental disabilities. They show above-average intelligence, but some mental disability can be present, too. Frankly, this phenomenon needs further research and each child must be approached individually.

3. NO MEAT (DVD/POCUVANIE TESTY/TRACK 12)

Josh: What made you become a vegetarian?

Nick: During my regular check-up, my general practitioner found out that my cholesterol was quite high and I'd put on a few kilos in the previous few years. It was in 2002. He told me it was high time to do something about my weight. You know, stressful work, irregular eating habits, several cups of strong coffee each day and insufficient sleep caused my health problems. But then I met Laura, my girlfriend, and I completely changed my lifestyle, almost overnight. I began to be interested in improving the quality of my life, and studied some books on healthy food. But initially, I didn't plan on being a vegetarian.

Josh: It seems your main reason for becoming a vegetarian was a better lifestyle. Is that true?

Nick: Yeah, I became more concerned about my lifestyle. Vegetarianism is something religious and meditative. After making this decision, people kept asking me where I got my proteins from, etc. I tried to explain to them that even elephants are vegetarians, and they are big and strong. Horses, also vegetarians, have tremendous stamina. These animals find proteins in their plant-based food. The meat industry just wants to make money and persuade people to eat meat. It's baloney! Why should I do it?

Josh: Yes, you may be right. But I'm not telling you to eat meat on a daily basis. What about milk or other dairy products. Haven't you considered them?

Nick: Of course, I have. But just because the dairy industry is promoting that white stuff by showing people drinking it, it won't convince me.

Josh: There are several kinds of vegetarians. What about you? What kind are you?

Nick: I don't eat all that garbage that people consume nowadays. Processed food contains too many preservatives harmful to our health. Since the food I eat also lacks some natural elements, I must take minerals and vitamins. I gave up all medications.

I hardly remember the last time I took any. And besides that, I neither smoke, nor drink alcoholic beverages.

Josh: Did you also have any spiritual reasons for turning away from animal products?

Nick: Well, somehow I felt I was much closer to God than ever before. I appreciated more good things in my life and the life of other people. I realised I was more aware of love after giving up eating meat. Animal products just make people more aggressive. So I wanted to change it.

Josh: Did vegetarianism help you reach spiritually higher levels?

Nick: The fewer meat products we ingest, the more we elevate ourselves. We become more conscious of higher levels of existence.

Josh: Have you experienced it yourself?

Nick: Yes. In fact, I became an angel walking on this planet. People with higher consumption of meat have low vibrations and can't elevate themselves.

Josh: Have you changed your way of thinking or attitude towards people?

Nick: Every thought of yours, good or bad, influences you and people around you. And it's the same with feelings or the spoken word. So, I try to think clearly.

Josh: So, what you're saying is, you now think positively and are nice to people. Does it really have any connection to vegetarianism?

Nick: Of course. Meat has negative effects on our spirits and souls. So, how can we save the world if we think and act negatively? We should spread more positive feelings, more love. Forget judging people by their material possessions, look how many positive vibrations and love they pour out and spread. Then the world itself becomes more positive.

Josh: Wow, that sounds really wonderful. So, we can make the world a better place by love.

Nick: Yes, you can send love not only to people but animals, too. The way you feel towards animals influences their behaviour towards you. If you show fear, they feel it, but if you show love to an animal, that animal loves you back.

Josh: But, let's come back to your eating habits. What does your daily diet consist of?

Nick: I have some fruit for breakfast. Then later I have a salad, but I prefer a romaine one to other types of lettuce. I usually prepare it myself. I add some cucumbers and celery; once in a while I put beans in, but first I check the label on the can to be sure it's free of chemicals. And as I have previously mentioned I don't drink milk. It makes me sick. Oops, I almost forgot, I love pasta. That's really tasty.

Josh: Do you have any dressing with your salad?

Nick: Of course. Salad without a dressing? No way. But I'm very careful about the choice. I prefer a raw one with virgin olive oil. Sometimes I make my own. Since I don't use ordinary salt, I buy a special one – amino acid salt. Then I put some oregano and other herbs like that in it, I mix it with lemon juice and pure organic apple cider vinegar. That commercial stuff is garbage. I can't stand it! So I don't buy it.

Josh: Well, we've had a tremendously challenging interview, I've learned a lot about you, and I hope our listeners have enjoyed it as well. Thank you for the interview, Nick.

Nick: Thank you, Josh.

TEST 5

I. LISTENING COMPREHENSION (20 POINTS)



1. GIFTED CHILDREN (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 13)

Listen to the interview with Peter Norman, an expert and researcher on gifted children. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. It is necessary for gifted children
 - A) to be treated in the same way as their peers.
 - B) to get the education they require from an early age.
 - C) to get private tuition.
 - D) to be involved in different activities.
2. 'Asynchronous development' means
 - A) rapid development in all aspects.
 - B) different development at certain stages.
 - C) not corresponding to the norms of a particular age.
 - D) faster mental than physical development.
3. Gifted children
 - A) are critical towards their peers.
 - B) don't need to be treated differently.
 - C) are always interested in new things.
 - D) learn easily.
4. Gifted children
 - A) should spend time with children of different peer groups.
 - B) are often placed with untalented peers.
 - C) are usually less emotional than others.
 - D) are involved in sophisticated activities only with grown-ups.
5. When children's giftedness is identified
 - A) parents should wait for the child's reaction to it.
 - B) parents should divert the child's attention from it.
 - C) parents should consult a specialist.
 - D) parents ought to talk about it with their child.

2. THE LEPRECHAUN (10 POINTS) (DVD/POCUVANIE_TESTY/TRACK 14)

Listen to the text about leprechauns and fill in the missing words or phrase according to the text in the gaps provided from 1–10.

The leprechauns are of 1. (1 word) origin they are male and not more than 2. (2 words) tall, usually wearing trousers, shirts or jackets and hats in 3. (1 word) and black boots. They live hidden 4. (1 word) in small caves and go out only for specific purposes, mainly to 5. (2 words) on human beings. Another reason for their coming out is 6. (2 words) their gold kept in a pot of supernatural 7. (1 word). If you are clever enough to take the pot from the leprechaun, he grants you three wishes. A 8. (1 word) is created from the reflection of the washed and dried pot. Since leprechauns bring 9. (1 word), the speaker keeps a 10. (1 word) with a leprechaun motif.

3. BRITISH SCHOOLS IN SLOVAKIA (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 15)

Listen to the interview with one of the former students of the British International School in Bratislava. Decide whether the following statements are true, false or not stated according to the text.

1. The person in the studio has been accepted to an English University.
2. Breaks are more frequent than in ordinary schools.
3. Students are obliged to be involved in projects.
4. Scholarships and loans help students apply for universities which are quite pricey.
5. Excellent command of English is a must for students.

II. LANGUAGE IN USE (40 points)**1. SLOVAK CHRISTMAS (10 POINTS)**

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: 0. significant

Christmas is a 0. (SIGNIFY) feast day in Slovakia. In many families the 1. (BELIEVE) in Jesus Christ is still 2. (LIVE).

Long before Christmas Eve all the shops are decorated with a 3. (VARY) of ornaments in order to entice customers to spend their money on 4. (USE) trifles. Colourful lights, Christmas trees and other decorations are to be found far and wide helping people experience a 5. (TRUE) festive atmosphere.

The smell of 6. (FRESH) baked cakes and cookies spreads all around and we can hardly resist the 7. (TEMPT). Christmas is connected with different customs and traditions, 8. (INCLUDE) carolling or a typical dinner, which may vary from region to region. Children are excited about 9. (WRAP) their presents, which is an 10. (FORGET) experience for them.

2. THE ECONOMIC CRISIS (15 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: 0. A similar

In our private lives we experience both good and bad times. It may sound unbelievable but it is 0. to our economy and so we shouldn't be surprised if economic problems 1.

The main question being asked is how the economic crisis 2. on ordinary life. But it's hard to predict its 3. because it depends on people's behaviour as well. Their belief in everything that they see and hear in the media may worsen the situation. In particular, television and press 4. are flooded with articles full of catastrophes and tragedies.

Companies basically exist 5. the sale of their products. If people start to economise and buy fewer goods, the crisis can deepen. Those who 6. their jobs, can't afford as much as before and finally companies start to lay even more people off. This 7. a serious economic crisis.

The present crisis is 8. to debt. More and more people run up debts, they then borrow more, and it is subsequently more difficult to 9. The economic crisis obviously brings many changes 10. the middle class particularly. On the one hand, it decreases people's living standards, but on the other hand, some purifying effects may

follow. Companies 11. an excessive number of people, not considering the future. However, they are now being forced to release them without being 12.

Is it going to get better or worse? Nobody can say 13. But the best thing to do is to invest in education. Because of the crisis, you are probably being forced to save and are willing to buy 14. expensive books nor attend courses. Nevertheless, the majority of companies lack employees in the best-paid positions. Therefore, you should improve your qualifications and take advantage of the economic crisis 15. complaining.

0.	A) similar	B) like	C) probable	D) the same
1.	A) rise	B) arise	C) raise	D) happen
2.	A) reflects	B) influences	C) affects	D) impacts
3.	A) after-effects	B) consequences	C) causes	D) outcomes
4.	A) all over the world	B) globally	C) in the world	D) universal
5.	A) thank to	B) thanks to	C) because	D) despite
6.	A) loose	B) lost	C) lose	D) wasted
7.	A) sets off	B) launches	C) effects	D) causes
8.	A) related	B) connected	C) associated	D) based
9.	A) get down with	B) get away with	C) get by	D) get from
10.	A) affecting	B) interfering	C) destroying	D) inferring
11.	A) took over	B) took to	C) took of	D) took on
12.	A) accused	B) blamed	C) punished	D) charged
13.	A) surely	B) for sure	C) sure	D) in 100%
14.	A) no	B) either	C) neither	D) or
15.	A) in spite of	B) because of	C) despite of	D) instead of

3. KATE AND WILLIAM – A NEW ROYAL COUPLE (15 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: 0. **was born**

Catherine Elizabeth Middleton 0. (**bear**) on 9 January, 1982. She 1. (**spend**) her childhood in Chapel Row in Bucklebury. While her parents 2. (**work**)

for British Airways in Amman, Jordan, (her mother as a flight attendant and father as a steward) between 1984 and 1986, she 3. (**attend**) an English-language nursery school there. After 4. (**arrive**) home to Berkshire, she 5. (**educate**) at St. Andrew's School, then in the co-educational independent boarding school Marlborough College followed by 6. (**study**) the History of Art at the University of St Andrews.

Prince William, the elder son of Charles and Diana, The Prince and Princess of Wales, born on 21 June, 1982, 7. (**go**) to a few schools before he 8. (**decide**) on Eton College. After he 9. (**turn**) fifteen, his mother 10. (**die**) in a car crash in Paris in August 1997. The funeral 11. (**hold**) the following month at Westminster Abbey. After a gap year in Chile and a stay in a few African countries he 12. (**choose**) to study at the University of St Andrews.

Kate and William started 13. (**date**) each other there. In spite of a several-month long break-up, their relationship 14. (**end**) in matrimony on 29 April, 2011. They 15. (**confer**) the titles the Duke and the Duchess of Cambridge by the Queen.

III. READING COMPREHENSION (20 POINTS)

1. PEARLS (7 POINTS)

Read the article about pearls and put the removed sentences in their correct place in the text. There are two extra sentences.

Are you into pearls? Then forget all the superstitions claiming that they bring only bad luck and tears. Actually, the pearl is the perfect jewel. 1. They like them in spite of their price which is very high. The most precious are the ones which are not coloured, but have a clear silver gloss. Their price usually depends not only on their size but their gloss, colour and shape, as well.

Their first mention comes from the year 2206 B.C. Cleopatra, the woman known for her polished tastes, loved them tremendously. 2. For the Romans they were a symbol of luck; the Chinese used them as a medicine, and the Mongols were convinced they worked

as an aphrodisiac. 3. Later, Coco Chanel was the one who made them popular and placed them on her black polo necks. The seventies brought new shapes, patterns and colours.

Although pearls don't need careful treatment, you should be aware that they are easily damaged by acids such as vinegar. Their gloss isn't stable and can be influenced by many factors, such as temperature change or human sweat. 4.

Nowadays, there are still some brave pearl hunters who have devoted their lives to the traditional way of hunting. 5. It leads to blindness or bleeding from the lungs. Moreover, the diver may be attacked by a shark. So, they normally don't reach a very high age.

If you really want to stand out and plan to go to the jeweller's, you'd better choose them carefully. Probably the best choice would be white gold. 6. Just put it on and you'll see.

- A) In the twenties, a long pearl necklace was a must for every woman from the upper classes.
- B) But you shouldn't wear them very often because you can become allergic.
- C) That might be the reason why the pearls are considered to be the queen of all jewels.
- D) Its combination with the pearl is remarkably beautiful.
- E) Frequent diving into sea water can cause terrible after-effects.
- F) They keep looking for pearls anywhere they can.
- G) Its grandiosity and artfulness appeals to women and doesn't require special care.
- H) It is also proven that if the pearls are not worn, they lose their shiny look.

2. EMPTY NEST SYNDROME (5 POINTS)

Read the text about empty nest syndrome. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. Empty nest syndrome

- A) may cause depression and anxiety.
- B) takes several months to recover from.
- C) never affects fathers.
- D) affect parents who stay together for many years.

2. Children who suddenly leave their parents

- A) are able to take care of themselves.
- B) aren't ready to take on responsibility.
- C) make them worry about their independence.
- D) cause the divorce of their parents.

3. Parents who suffer more from empty nest syndrome

- A) usually have a full-time job.
- B) consider it a challenge.
- C) may have unhappy marriages.
- D) are parents whose children left for abroad.

4. Julie

- A) explained to her daughter how she felt.
- B) had to cope with the syndrome at a relatively young age.
- C) got used to a new life quite soon.
- D) had only a dog to talk to.

5. Julie

- A) didn't have to cook at all.
- B) took up various activities she didn't do before.
- C) enjoyed being at work with colleagues more than staying at home.
- D) used to set out on trips on her own.

Empty nest syndrome is the feeling of grief and loss when children move out of home. Parents are left alone after years of caring for their offsprings and for many of them it means a big change, but a new life as well, which can lead to feelings of redundancy, anxiety and depression. In particular, a mother might feel that her most important job is over: she may feel useless. Nevertheless, experts claim that it takes some time to get over the identity crises and to adapt to new circumstances. It may last from several months to years in some cases. It's hard to predict in advance how much time it requires until a mother turns into an independent woman again.

There are different moments when children leave their parents; often it is gradual, but sometimes it happens unexpectedly. For example, children go to school in a new town or they have left school and begun attending college or university; but still their home is where their parents are. Moving just a few streets away is less painful than moving somewhere far away since they can see each other any time. But sometimes parents have to cope with the situation of children being able to take care of themselves, or they worry that their children aren't ready to take on adult responsibilities.

Some parents are more vulnerable than others. They consider the change more stressful than challenging. Their marriage may be unstable and unfulfilling. Full-time parents tend to suffer more than parents who have other duties.

Julia, one of the parents whose children left home at a relatively young age, had to face empty nest syndrome. After twenty-three years of living together, her daughter moved

away to live with her partner. Later, her son left the nest too – to study elsewhere. Although Julia wasn't even fifty, she faced loneliness – her husband worked all day long, and she had nobody to talk to. She often found herself being stuck behind four walls. The change came as a shock; she missed her daughter the most because they used to spend long hours chatting. She didn't say anything to her, but her daughter soon realised something was wrong. So she started to call her mother more often and visited her more frequently because she didn't live too far away. It didn't last long and Julie got used to her new way of life. She realised she faced a big challenge.

Julie finally appreciated being on her own at home. She eventually realised she could devote all her free time to herself. She started visiting friends, reading books, looking after her new dog. She didn't have to cook so often as before and saved some money that she and the rest of the family could use on family trips.

Even nowadays, once in a while, she sets out on a journey abroad with her husband. Her son visits them often, too. The whole family then sits together talking or they just go out for a beer or a coffee. Julie also visits her mother, who is a pensioner, and they spend weekends together; and at the end of the day, she is glad to return home and enjoys being on her own.

Parents whose children leave their countries for abroad probably suffer more, but they can handle the situation as well if they try not to think about it, but devote time to their hobbies or friends. Though it may be difficult at the beginning, it can work.

3. SAN FRANCISCO – THE CAPITAL OF BEAT GENERATION (8 POINTS)

Read the text about San Francisco and fill in the sentences with missing words in the space provided.

1. San Francisco is easy to (4 words)
2. The Golden Gate Bridge is hard to see in (1 word)
3. The legendary tram takes you (1 word)
4., a crooked thoroughfare, takes you to one of many attractions. (2 words)
5. Popular San Francisco postcards show (2 words)
6. is the centre of the Beat Generation. (2 words)
7. You can be taken to the former prison by (1 word)
8. Entrance to Alcatraz is (3 word)

When you arrive in San Francisco, you might be a bit disappointed. You will struggle to find a nicely-mown lawn or painted house. They have been replaced by a chaotic tangle of skyscrapers and half-derelict buildings. Clean streets are history. However, half an hour is enough to change your mind and completely fall in love with this unique city.

The Golden Gate Bridge, though not made of gold, is really marvellous. Just standing next to it takes your breath away and the feeling of euphoria will double during sunny days. However, this may not be taken for granted. Fog is almost an everyday part of life here. Fortunately, it disappears by noon.

Furthermore, there are also things worth seeing; for example, Russian Hill, which is traversed by Lombard Street, a road of sharp turns lined by beautiful greenery. If you're fit enough to walk up the hill, jump on a legendary San Francisco cable car and for just five bucks you can find yourself downtown. Although you may feel it's going to crash on a curve or the driver won't be able to brake dashing down the hill, it's certainly an unforgettable experience. There are only two cable car routes more than 130 years old. Another attraction, Alamo Square, with its Victorian houses, is also popular among tourists, but it is mainly known from San Francisco postcards.

The Chinese quarter of the city is probably the biggest one outside the Asian continent and is full of souvenir shops. If you are hungry, you can stop at a restaurant or bistro. Next to the quarter you can find the so-called North Beach with its characteristic Italian pizza huts and cafés. This area is particularly remembered for the beat generation which is still alive there. Just drop in the City Light bookstore where you can read a few verses by Jack Kerouac or Lawrence Ferlinghetti.

You can't miss the famous former prison, Alcatraz, which now serves as the main attraction. Admission is free of charge; you only pay for the ferry which takes you there.

IV. WRITING (20 POINTS)

Write an essay on the pros and cons of modern communication (Facebook, Skype, etc.), the possible dangers of social networking and how the virtual world influences young people. Don't forget to express your opinion on modern means of communication.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 5: TOTAL: /100 POINTS

KEY – TEST 5**I. LISTENING COMPREHENSION****1. Gifted Children**

1. B, 2. D, 3. C, 4. A, 5. D

2. Leprechaun

1. Irish, 2. 90 centimetres, 3. green, 4. underground, 5. play tricks, 6. to wash,
7. powers, 8. rainbow, 9. luck, 10. mug

3. British Schools in Slovakia

1. not stated, 2. false, 3. true, 4. true, 5. false

II. LANGUAGE IN USE**1. Slovak Christmas**

1. belief, 2. alive, 3. variety, 4. useless, 5. truly, 6. freshly, 7. temptation,
8. including, 9. unwrapping, 10. unforgettable

2. Economic Crisis

1. B, 2. D, 3. B, 4. A, 5. B, 6. B, 7. D, 8. A, 9. C, 10. A, 11. D, 12. B, 13. B,
14. C, 15. D

3. Kate and William – a New Royal Couple

1. spent, 2. were working, 3. attended, 4. arriving, 5. was educated,
6. studying, 7. went, 8. decided, 9. had turned/turned, 10. died, 11. was held,
12. chose, 13. dating, 14. ended, 15. were conferred

III. READING COMPREHENSION**1. Pearls**

1. G, 2. C, 3. A, 4. H, 5. E, 6. D *Extra sentences: B, F*

2. Empty Nest Syndrome

1. A, 2. C, 3. D, 4. C, 5. B

3. San Francisco – The Capital of Beat Generation

1. fall in love with, 2. fog, 3. downtown, 4. Lombard Street, 5. Victorian houses,
6. North Beach (or City Light), 7. ship/ferry, 8. free of charge

IV. WRITING

Esej s prvkami argumentácie (Argumentative essay)

V prvom odseku predstav tému. Je vhodné vybrať si aktuálnu problematiku, o ktorej sa diskutuje. Snaž sa prezentovať najčastejšie názory iných.

Vyjadri kladný názor. Argumenty môžu gradovať, t. j. posledný bude najsilnejší. Názor podlož príkladmi.

Rovnakým spôsobom opíš opačné názory. Opäť nezabudni na príklady.

Zosumarizuj obe strany a v závere vyjadri svoje jednoznačné stanovisko.

The Internet – Friend or Foe?

In the past decade, the number of Internet users has grown enormously. Internet-connected computers are widely available and within the reach of even small children, who spend their spare time playing with them. However, psychologists believe this phenomenon has both advantages and setbacks. Is it true or not?

In the present world, the Internet has become a necessity: we use it at work and also in our free time. It surely can help us carry out our work duties, such as communicating with customers, ordering material, looking up for necessary information etc. Moreover, we cannot deny its intellectual potential. After work we use the social networking sites to keep in touch with our family and friends.

On the other hand, the Internet can be dangerous if used without restraints. Many parents do not pay attention to their children believing there is no danger in Internet surfing. However, some underage Internet users visit adult-only content sites. This can result in serious psychological problems because children see no border between the real and fantasy worlds. They can become more violent believing it is a normal behaviour or asocial and addicted to the Internet. Many adults also spend too much time using the modern means of communication. We all must admit that this time could sometimes be used in much better way.

The Internet surely is a great and helpful medium, but it must be used wisely. It is the responsibility of adults to watch over their children. They must be taught how and when to use the Internet. Otherwise, children's health will be put at risk. Adults themselves should also think about the time they spend using the Internet and consider their priorities in life.

Esej s prvkami argumentácie môžeš rozvíjať dvoma spôsobmi.

1. **Vyrovnaný pohľad:** autor sa snaží presvedčiť čitateľa až v závere.

1. odsek: úvod (predstavenie problematiky, prezentácia rôznych názorov)
2. odsek (názory v prospech argumentu)
3. odsek (názory proti argumentu)
4. odsek: záver (sumarizácia názorov, prezentácia vlastného pohľadu na problematiku)

2. **Snaha o presvedčanie:** autor v úvode vyjadri vlastné stanovisko, ktoré sa snaží objektívnym spôsobom obhájiť.

1. odsek: úvod (predstavenie témy, vyjadrenie vlastného postoja)
2. odsek (názory v rozpore s autorovým názorom)
3. odsek (silné názory v prospech autorovho postoja)
4. odsek: záver (zhrnutie názorov, autor neopakuje vlastný názor, ale snaží sa ho podporiť niečím zapamätateľným, napr. citáciou a pod.)

TAPESCRIPTS

1. GIFTED CHILDREN (DVD/POCUVANIE_TESTY/TRACK 13)

Interviewer: Good morning and welcome to our Tuesday morning show. Today, we have in our studio Peter Norman, who has been studying gifted children and their behaviour for several years. Good morning, Peter. Thank you for coming. Could you tell us whether parents are aware of what it means to have a gifted child in the family? Should the child be treated differently by their parents?

Peter: Frankly speaking, we would all like to believe that our child is the smartest of all. Nevertheless, a gifted child is born to only a few of us. It is vital to provide him or her with the appropriate education beginning at a very early stage. Because these children usually don't really get what they require, they are bored at school, knowing many things being taught in advance. Since they can't be treated in the same way as their peers, they need to experience a different kind of classroom and instruction to make use of their potential.

Interviewer: What does "gifted child" mean?

Peter: It's a child who shows or performs at a significantly high level of accomplishment in comparison to other children of the same age. Giftedness or, "asynchronous development", as it is sometimes referred to, means children's minds are often ahead of their physical growth. Certain functions develop differently at different stages of development. "Asynchronous development" enables faster cognitive development, which then overtakes the development of the physical and emotional aspect.

Interviewer: But how do we discern if our child is gifted and not just bright?

Peter: Sometimes, it's difficult to tell whether a child is really gifted and would require special treatment in order to thrive. But we must remember a gifted child does not equal a model student. Because gifted children are very curious, they keep asking questions. In spite of playing a lot, they still achieve good results at school. Often a gifted child gets bored while learning because they already know the right answer. Bright children, on the other hand, learn easily. Showing strong feelings and opinions, perfectionism and self-criticism are typical features of gifted children. They are simply never satisfied with themselves.

Interviewer: Who is a peer for a gifted child? Can gifted children be socially mixed with their peers?

Peter: Parents usually worry about placing their gifted offspring in a same-age peer group because they do not meet the norms of their age. As they think on a different level, they rarely share interests with their peers and are more sensitive than them. Gifted children possess a wide variety of interests and to meet their needs, they need to be in contact with several

different peer groups who have common interests, steering them mostly towards older children, or even adults who are able to correspond with them better in more sophisticated activities.

Interviewer: What if parents discover they have a gifted child? Can you give them any advice on how to bring them up?

Peter: Unfortunately, there isn't any manual like the ones DVD players or cell phones have, but some recommendations or the experience of other parents in raising them might be useful. On the one hand, bringing up such a child might be exciting but on the other hand, it can give many parents grey hairs. Once your child becomes aware of his or her exceptionality, it is useful to have an open discussion with your child about it. Initially, children learn from their parents. If they spend time with their gifted child, then they are better prepared to respond to their needs, offer them the appropriate education, and the children manage to reach their full potential. No matter how capable of reading children are, it's wise of parents to read to them as often as possible. Treating children with respect and giving them enough support is indispensable to their further development. And one more thing, you should realise that once you have a gifted child there is a possibility your other children may be exceptional as well.

2. THE LEPRECHAUN (DVD/POCUVANIE_TESTY/TRACK 14)

The leprechaun is a traditional figure of Irish mythology. It has some unusual features. To begin with, it is only male. He varies in height from 60 centimetres to 90 centimetres and dresses mostly in green: green trousers, green jacket or shirt, green hat, and black shoes. He is usually quite old-looking, with a white beard.

The leprechaun lives underground in small caves and only comes out for two special reasons. The first is to play tricks on people, usually by hiding something. This is why when many people lose something, they blame leprechauns. When my father couldn't find his car keys in the morning, he often said: "The bloody leprechauns have taken my keys again!".

The other reason for coming into the open is to wash their gold. Every leprechaun has his own pot of gold which gives him magic powers. When you take a leprechaun's pot of gold from him, he must grant you three wishes before getting it back – but be careful as the leprechauns will still try to trick you with your wishes.

When it rains, the leprechaun takes out his pot of gold and washes it in the rain. Afterwards, he lets it dry in the sun, and when the sun reflects back into the sky, it causes a rainbow. This is how many parents explain the rainbow phenomenon to their children, and it is often possible, after a storm, to see a group of children in Wellington boots and raincoats marching across fields looking for the end of the rainbow and a pot of gold.

Leprechauns are bringers of good luck and to see one means luck for the rest of one's life. Most Irish people have a leprechaun symbol in some shape or form – usually a ceramic figure, a stuffed toy, a picture or a decorated ornament. I myself have a mug with a leprechaun motif and the motto: "May the luck of the Irish be always with you!"

3. BRITISH SCHOOLS IN SLOVAKIA (DVD/POCUVANIE_TESTY/TRACK 15)

Interviewer: Welcome to our new programme about schools in Slovakia. Today, we have a guest in our studio, Mary Brezinski, a student of the British School in Slovakia. What can you tell our listeners about your school?

Mary: Ah... Just to get it right, I have graduated from school, so I don't attend it anymore. I have already been accepted to university. But back to your question. The school has existed in Bratislava since 1997 – it's a private one. It is attended by students from forty countries all over the world, so all nationalities are accepted. The lessons are led in English, but there are no extra requirements for knowledge of English, at least in the lower years of study.

Interviewer: How are students taught there? What about the number of students and their age range?

Mary: Well, there were only forty students at the beginning. Today, the number has increased; there are six hundred and fifteen students aged from two to eighteen. The school follows the British curriculum and the lessons are, as I have already mentioned, in English. 180 days are divided into three terms that are followed by exams and holidays.

Interviewer: How long are the students at school? Are there any breaks like students in ordinary schools have? Oh, one more thing, do they have to wear a uniform?

Mary: Each class has up to twenty students and they are at school from 8.30 am to 4.00 pm each day mostly. Breaks in the school aren't frequent, but if there are any, they are usually longer than in ordinary schools. The lunch break is the longest one and lasts approximately one hour. And uniforms? Well, all students are obliged to wear a school uniform, except the ones in the last year of their studies.

Interviewer: What extracurricular activities are offered to students?

Mary: There certainly are many of them, mainly sports. Students can choose what they like. If they are keen on sports, they can try a typical British sport, such as cricket or rugby. They have to take part in various charity activities and projects as well. However, students do enjoy them.

Interviewer: What does the school prepare you for?

Mary: Well, how to put it in one sentence. The school concentrates on the gradual development of a personality ready for higher education.

Interviewer: Does the school offer any special programme that helps you get to university?

Mary: Oh, yes. It's the IB DP – The International Baccalaureate Diploma Programme. It is a two-year programme for students in their last two years of study acknowledged by reputable universities worldwide. Not every school manages to get this accreditation because there are certain criteria to be fulfilled.

Interviewer: Are your students accepted to universities?

Mary: The British School has had this programme for three years now and achieved outstanding results. 100% of graduates carry on their education at universities, 95% of them go and study abroad at universities of high repute, for example, Oxford.

Interviewer: What about the cost of study? How much do students pay? Can they apply for any scholarships?

Mary: So, on the one hand, this school is rather expensive; the school fees for one student for one year vary from 6,000 to 16,000 euros. The price rises proportionally according to the level the students study at. In the last year the fee also covers all expenses, final examinations included. On the other hand, education is a good future investment and so it's worth the money you pay for it. Talented students have the opportunity to apply for a full scholarship or they can even get student loans which enable all students to study even at expensive universities abroad.

Interviewer: When and how can students apply for places at this school? Do they have to pass a school entrance examination?

Mary: Because there are a lot of students whose parents move quite frequently, the enrolment to any year of study can practically take place at any time of the year. In the lower years you don't need to pass the school entrance examination, moreover, you don't need knowledge of English.

Interviewer: Ok, so at the beginning, English isn't so important, but later in higher years you can't do without this language. What if students are not very good at it?

Mary: Those students who have difficulties with English can attend an intensive English course within the regular school day. Before entering the 10th year of study, in ordinary secondary schools it is the 1st year, they, of course, need to have a certain knowledge of English. Applicants should pass entrance examinations. Before entering the IB Diploma Programme they need to fulfil more demanding requirements in English.

Interviewer: Ok, thank you very much for coming to our studio. I wish you all the best at university. Goodbye.

Mary: Thanks a lot. Goodbye.

TEST 6



I. LISTENING COMPREHENSION (20 POINTS)

1. THE HISTORY OF CHOCOLATE (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 16)

Listen about the history of chocolate. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. The fruit of the cacao tree

- A) are approximately as big as a pineapple.
- B) grow only in a moist and warm climate.
- C) are fermented after being sun-dried.
- D) are more than 2,000 years old.

2. The Mayans and the Aztecs

- A) didn't use sugar, as cacao seeds were sweet enough.
- B) drank a pure cocoa drink without any special ingredients.
- C) considered cocoa drink healthy.
- D) didn't like cocoa drink, as it was drunk cold.

3. Chocolate

- A) was first discovered in the 15th century in Spain.
- B) was mainly drunk by the wealthy because of its price.
- C) was given in regular amount to soldiers during the wars.
- D) became popular in France before the 16th century.

4. Chocolate

- A) lovers all over the world are able to spend more than \$1.3 million on this sweet treat a year.
- B) was invented in America at the beginning of the 20th century.
- C) houses spread all over Europe by the 17th century.
- D) became popular thanks to Daniel Peter, who came up with the idea of milk chocolate.

5. Researches show

- A) that too much chocolate makes blood pressure rise.
- B) that chocolate isn't harmful at all.
- C) that chocolate improves our love life.
- D) that all the myths about chocolate are true.

2. ANASTACIA (7 POINTS) (DVD/POCUVANIE_TESTY/TRACK 17)

Listen to the interview with Anastacia, a well-known singer. Decide whether the following statements are true, false or not stated according to the text.

1. *Heavy Rotation* is considered Anastacia's best album ever.
2. Ne-Yo is Anastacia's manager.
3. She has been into music since her childhood.
4. She is going to release an album of her best songs.
5. She gave up drinking alcohol.
6. She prefers wearing brand-name clothes to casual.
7. Her sister helped her to get in shape.

3. PANDEMIC FLU DECLARED – NOVEL FLU VIRUS A (H1N1) (8 POINTS)
 (DVD/POCUVANIE_TESTY/TRACK 18)

Listen to the text about a new pandemic and fill in the missing words or phrase according to the text in the gaps provided from 1–8.

A global pandemic of a new influenza virus was declared by the WHO after its first detection in summer 2009 in the United States. Later that year, other countries such as (1.) and (2 words) reported people sick with the virus. Swine flu, as it was originally called, has genes similar to those in viruses occurring in pigs in North America. After being infected by the H1N1 virus, people may suffer from (2.) (1 word) and in more serious cases it can be (3.) (1 word). This flu is spread from person to person like (4.) (1 word) influenza and is accompanied by similar symptoms. Shaking hands and touching infected objects can be dangerous as well, but sneezing and coughing are the (5.) (1 word) ways of transmission. The illness affects a wide variety of people. However, those over sixty-four seem not to have been at (6.) (1 word) so far. It may take one or even several days for symptoms to (7.) (1 word). Since no effective vaccines are yet available, people should (8.) (1 word) themselves more in order to avoid the illness spreading further.

II. LANGUAGE IN USE (40 POINTS)

1. MOBILE PHONES AT SCHOOL (10 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: 0. usage

The 0. (USE) of mobile phones at school is still 1. (HEAVY) discussed not only by students and parents but teachers as well. They share 2. (VARIETY) opinions. Although 3. (NEAR) every student has a mobile phone and brings it to school, this technological 4. (INVENT) is not used for 5. (EDUCATE) purposes at all. It is seldom used to make contact outside the school in case of 6. (EMERGE). Students mostly use their mobile phones for 7. (SOCIAL) with their mates. Nowadays, they are 8. (COMMON) used as music players, cameras, camcorders or are simply used for browsing the Internet. If they are stolen, it should be the student's 9. (RESPONSIBLE), not the school's. What is even worse – students sometimes become victims of mobile-phone bullying. Lately, there have been some cases where many people have been hurt 10. (EMOTION).

2. TRAVEL (17 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: 0. have always travelled

People 0. (ALWAYS/TRAVEL). In the past, they 1. (MOVE) from one place to another in order to 2. (SEARCH) for food or escape from danger. But times 3. (ALREADY/CHANGE). Millions of people 4. (TRAVEL) every day for different reasons – 5. (DO) business, commute to work or school, or just to relax. 6. (TRAVEL) has become very popular among Slovaks and it 7. (BE) common nowadays. People are able 8. (TRAVEL) long distances to entertain, see attractive places or 9. (LEARN) about new cultures and their customs, which may be both enriching and exciting but dangerous as well. Furthermore, it 10. (POLLUTE) the environment.

In spite of 11. (HAVE) no sea, Slovakia is an ideal country for the gradual development of tourism. Beautiful scenery in the High Tatras 12. (BECOME) the main attraction not only for Slovak inhabitants but also for foreign tourists. Although mountains 13. (PROBABLY/BE) what we are mostly proud of, people 14. (ALSO/VISIT) our capital city, Bratislava. They usually visit the castle that 15. (RESEMBLE) an upside-down table. Tourists enjoy 16. (STROLL) through the streets in the centre of the city or walk along the Danube.

3. VALENTINE'S DAY – FEBRUARY 14TH (13 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: 0 B. has already been celebrated

14th February 0. as St. Valentine's Day for several decades in different corners of the world. It is devoted not only 1. people who are in love. Those who just like each other, can celebrate this day too. And how 2. ? One of the legends 3. that St. Valentine was a priest living in Rome in the 3rd century during the 4. of Emperor Claudius, who was famous for his cruel war expeditions. He believed that married men were weaker soldiers because they had to 5. their families. Therefore, matrimony in the country 6. Nevertheless, St. Valentine secretly married couples in love, and so the emperor had him executed.

Another legend from 7. Rome is based on a different story. St. Valentine was depicted as a very good-hearted and honest man whose 8. were known by the emperor himself. However, they couldn't become very 9. friends since Valentine was strongly 10. of Christian superstitions. He was put up to Astorius's house where he met his beautiful but blind daughter. After restoring her 11., the whole of Rome talked about nothing but this miracle. He became a symbol of 12. and devoted love.

No matter how it really happened, February 14th is a day when people all around the world 13. their love to one another sending amorous greetings.

0.	A) already has been celebrated	B) has already been celebrated	C) is already celebrated	D) has been already celebrated
1.	A) for	B) about	C) to	D) by
2.	A) had it originated	B) did it originate	C) originated it	D) has it originated
3.	A) says	B) tells	C) admits	D) speaks
4.	A) governance	B) power	C) reign	D) regime
5.	A) care about	B) take care for	C) care of	D) take care of
6.	A) has been forbidden	B) was forbidden	C) was permitted	D) had been forbidden
7.	A) old	B) far	C) ancient	D) antique
8.	A) virtues	B) values	C) moralities	D) prejudices
9.	A) near	B) next	C) close	D) cloze
10.	A) influenced	B) believed	C) convinced	D) persuaded
11.	A) eyesight	B) sight	C) visual sense	D) vision
12.	A) clear	B) clean	C) pure	D) absolute
13.	A) admit	B) have	C) express	D) share

III. READING COMPREHENSION (20 POINTS)

1. MASTER OF MODERN LITERATURE (6 POINTS)

Read the true life story of Ernest Hemingway, one of the greatest writers in American literature, and put the paragraphs A–F into correct order.

- A Raised in a stormy relationship with his mother, as a toddler he and his eighteen-month-old sister were often dressed in the same girl's frilly dresses since their mother felt deprived of not having had twin girls. Their relationship got even worse when she forced him to go to church and pray regularly. She expected him neither to smoke nor to drink. Eventually, his inability to get on with his mother drove him to alcohol addiction.
- B His work as a journalist in Paris was a great inspiration for his writing. He joined the group around the writer Gertrude Stein, later known as the "Lost Generation". As a journalist he travelled a lot and gathered material for his books. He is one of the most translated authors in the world, and many films have been based on his books. However, he didn't like what screenwriters and directors did to his stories, and when *A Farewell to Arms*, the first film based on one of his stories, was made in 1932, he dissociated himself from it because, unlike his book, the film featured a happy ending.

- C Ernest Miller Hemingway grew up as the son of a Chicago doctor and singer. He had one elder sister and four younger siblings. Like his father he enjoyed being out in the countryside and used to spend holidays in his birthplace in Windermere, on the coast of Walloon Lake, forming a lifelong relationship with nature, fishing, hunting and adventurous expeditions.
- D Hemingway suffered while others were happy. But he was given a chance to meet Gary Cooper, his future friend whom he looked up to for his talent and moral virtues. When he died of cancer in 1961, Ernest broke down. The whole Hemingway dynasty suffered from mental illness. In his later years, he suffered from paranoia and depression. In spite of specialist medical treatment, he remained a wreck longing for the salvation of death. He tried to commit suicide several times. Eventually, he shot himself.
- E Interested in World War I, he wanted to join the army, but his impaired left eye made it impossible. On his colleague's advice, he finally managed to get close to the battlefield by joining the Red Cross. As a young recruit he was seriously injured and had to stay in hospital in Milan where he first fell in love with Agnes, a Red Cross nurse. However, after being rejected, he returned to America. Later, he got a job in Toronto. Eventually, after several unsuccessful marriages, he married Mary Welsh, an American correspondent.
- F His father, on the other hand, gave him the feeling of freedom and the opportunity to show his own abilities. When he couldn't spend time outdoors, he used to read a lot. The world of books appeared to be more interesting and challenging for him than the preaching in church. In spite of being a model student, he refused to continue his studies. He left his family for Kansas City and became a reporter for the Star newspaper.

2. ANOREXIA AND BULIMIA CARE (ABC) (5 POINTS)

Read the following text about a charity organisation which tries to help people suffering from eating disorders. Decide whether the following statements are true, false or not stated.

1. Young people care too much about their image.
2. ABC only helps to fight eating disorders.
3. ABC is a charity funded by the government.
4. The ABC website has 250 visitors daily from all over the world.
5. If you donate £500, it will help ABC advertise their activities in a magazine.

According to a survey, the main concern of young people in their 20s and 30s is body image. People in this age group are often affected by eating disorders such as anorexia and bulimia. Eating disorders affect anyone and any family. And they often have devastating results in the lives of those directly affected and in the hearts of parents and family members.

ABC is a national Christian charity working exclusively with eating disorders. We are trying to help families through the ups and downs on the journey towards recovery and a brighter future. ABC has been in existence for nearly 20 years, helping support hundreds

of people every month who struggle because of eating disorders: sufferers, helpers and families. ABC provides telephone help-lines for sufferers, a parents' help-line and e-mail support. We give advice, information, encouragement and prayer.

ABC is a resource for professionals. We offer training and literature to church leaders, youth leaders, counsellors, teachers and health professionals.

ABC receives no statutory funding and is entirely dependent on the generosity of individuals to be able to keep caring for those in need.

Where does your donation go?

- £2 to send out information to a person who has been in touch seeking help.
- £10 to cover the cost of one of our trained staff spending one hour giving advice and support.
- £100 to cover the costs of one of our staff to speak at a weekend conference or training event.
- £150 to keep our website up-to-date and running smoothly for one month. We have 250 visitors daily.
- £500 to place an advert in a magazine so that people know that we exist and how to find us.
- £1000 to cover the costs of new leaflets for schools and colleges.
- £2000 to cover the costs of producing one issue of Lifeline Magazine for our members and supporters.

3. FROM THE SEA UP TO THE SKY (9 POINTS)

Read the article about Vancouver and put the removed sentences in their correct place in the text. There are two extra sentences.

According to the research of the Economist Intelligence Unit, Vancouver is the third in a list of the most pleasant places to live. 1. The city was named after George Vancouver, the English captain and explorer of Dutch origin.

This coastal city, which belongs to the province of British Columbia, is the third largest in Canada and at the same time the largest metropolis on the western coast. 2. Despite all these statistics, you won't feel anxious because of the number of people living here.

It's enough to take a walk in Stanley Park and breathe in the scent of the sea and conifers. This park is one of the biggest in Vancouver. But here there aren't neatly-cut bushes, mowed lawns and nice flower beds. 3. Its edges are lined by neighbouring beaches where students running around their teacher during biology lessons can be seen on ordinary days.

4. At the weekend, they are crowded with holidaymakers sunbathing on the sand or families playing with their children. There are also aqua buses. 5. You can visit a market where you can get anything from fruit and vegetables to mushrooms.

Granville is also famous for its small arts and crafts shops. These are small workshops where artists create and sell their artefacts. 6. But if you are really keen on art, the University of Art is just around the corner.

If you take a twenty-minute drive from downtown, you immediately find yourself in a completely new world. 7. And the view there is simply marvellous. In summer, you can set out on a bike tour on well-known cycle paths. If you are interested in white-water rafting, the Capillano river, and Seymour and Lynn Creek bays are ideal. 8. If you don't like to do sport, just come and see a popular ice hockey or baseball game. Simply said, doing or watching sport is an all-year-round leisure activity no matter how old you are. If there is anything in Vancouver that appeals to you, board a plane and you will be here in a couple of hours. 9.

- A) It's definitely worth it.
- B) In the city, a number of marathons and other sporting events are held.
- C) You can sign up to one of many creative courses or simply watch others.
- D) Vegetation around Vancouver grows quickly thanks to the mild and moist climate.
- E) It is tolerant, peaceful but dynamic as well.
- F) You found yourself in the centre of attention surrounded by a variety of shops.
- G) These small boats take you to the picturesque Granville Island, which is worth seeing because of its unique atmosphere.
- H) It is actually an ancient forest that spreads out over the peninsula.
- I) It is growing unbelievably fast; at the moment it is the fourth most heavily populated place on the continent.
- J) Vancouver beaches are full of businessmen relaxing during their lunch breaks.
- K) You can ski down Cyprus Mountain, Grouse Mountain and Mount Seymour.

IV. WRITING (20 points)

Write a story for your school newspaper. The story must begin with the following words:

At first, I could hardly believe my eyes, but finally I understood.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

KEY – TEST 6**I. LISTENING COMPREHENSION****1. The History of Chocolate**

1. A, 2. C, 3. B, 4. C, 5. C

2. Anastacia

1. not stated, 2. false, 3. false, 4. true, 5. false, 6. false, 7. true

3. Pandemic Flu Declared – Novel Flu Virus A (H1N1)

1. Canada, Mexico, 2. pneumonia, 3. fatal, 4. regular, 5. main, 6. risk, 7. develop, 8. protect

II. LANGUAGE IN USE**1. Mobile Phones at School**

1. heavily, 2. various, 3. nearly, 4. invention, 5. educational, 6. emergency, 7. socialising, 8. commonly, 9. responsibility, 10. emotionally

2. Travel

1. moved, 2. search, 3. have already changed, 4. travel, 5. to do, 6. Travelling, 7. is, 8. to travel, 9. learn, 10. pollutes, 11. having, 12. has become, 13. are probably, 14. also visit, 15. resembles, 16. strolling

3. Valentine's Day – February 14th

1. C, 2. B, 3. A, 4. C, 5. D, 6. B, 7. C, 8. A, 9. C, 10. C, 11. A, 12. C, 13. C

III. READING COMPREHENSION**1. Master of Modern Literature**

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

2. Anorexia and Bulimia Care (ABC)

1. true, 2. true, 3. false, 4. not stated, 5. true

3. From the Sea up to the Sky

1. E, 2. I, 3. H, 4. J, 5. G, 6. C, 7. K, 8. B, 9. A *Extra sentences:* D, F

IV. WRITING

I could hardly believe my eyes, but finally I understood. When I was fifteen, I was given a puppy for my birthday. We called her Rusty. She became a beautiful and intelligent dog. We all got really attached to her.

After five years, our family had to move to a flat, about 15 kilometres away from our house. We didn't want to take Rusty to a flat because she would probably suffer there. I asked Andrew, a friend of mine, to take Rusty to live with him in his house. Andrew told me we could see her whenever we wanted. She didn't want to move at all, but finally she jumped on the back seat of the car. The car disappeared in the distance.

Later that evening, I went out to lock the front gate. Suddenly, I saw something big was hurrying towards our front gate. After a closer look, I realised it was Rusty. She jumped on me licking my face all over. I couldn't believe my eyes.

And how it all happened? When Andrew arrived home, Rusty took the chance and tore out of his hands and started running back home. When the scared friend called me to say what had happened, Rusty had been already taking a nap on the rug in front of the fireplace.

TAPESCRIPTS

1. THE HISTORY OF CHOCOLATE (DVD/POCUVANIE_TESTY/TRACK 16)

Chocolate. Doesn't that make your mouth water? Dark, milky, full of nuts, raisins or honey crisps. The world's favourite treat comes in many forms, shapes, consistencies and flavours. What in the world would we do without it? And where in the world did chocolate come from in the first place?

The tasty secret of the cacao tree was discovered 2,000 years ago in the tropical rainforests of the Americas. Cacao trees grow best in a warm, moist climate. They produce a fruit about the size of a pineapple and inside there are the cacao tree's seeds, or cocoa beans. Once ripe, they are harvested, fermented for several days, sun-dried and can then be processed into chocolate.

In both the Mayan and Aztec cultures cocoa was the basis for a thick, cold, unsweetened drink considered to be a health elixir. Since sugar was unknown to them, different spices, such as hot chilli peppers, vanilla or corn meal, were used to add flavour.

The history of chocolate started in Europe in the 15th century after the Spanish conquistador Hernan Cortez brought back the recipe describing how to make this hot stimulating drink. Chocolate eventually became a very popular drink in Europe, with its nourishing, fortifying and aphrodisiac qualities.

In the 16th century, chocolate encroached upon France and increased in popularity. Since cacao seeds were very rare, only emperors could drink chocolate.

By the 17th century, chocolate houses were flourishing all over Europe, catering mostly to the rich because only they could afford to enjoy the treat. The chocolate bar, as we know it today, was created at the beginning of the 19th century by C. Houten. During World War II, soldiers were given a daily ration of chocolate as an energy source.

In 1876, Swiss Daniel Peter came up with the idea of adding milk and sugar to chocolate, and so the first milk chocolate was born. Four years later, chocolate became the most popular form of confectionary thanks to Rudolph Lindt.

Chocolate fever began in the USA at the end of the 20th century and continues up to now; for example, on St. Valentine's Day or Mother's Day chocolate lovers are willing to spend up to \$1.3 million in the USA alone.

New research has shattered many of the old chocolate myths that proclaimed it isn't good for us. Chocolate causes pulse and sugar levels to rise and produces a sense of happiness and well-being, enhancing our love lives. Scientists have even found out that chocolate can decrease blood pressure.

So, if you have a sweet tooth, enjoy it. But eating too much chocolate can lead to real addiction. As it is often said, too much of anything is harmful, therefore, we should consume this well-known cacao delicacy in moderation. Nevertheless, no matter how it's prepared or presented, many people would agree that chocolate may well be the most delicious and alluring treat ever invented.

2. ANASTACIA (DVD/POCUVANIE_TESTY/TRACK 17)

Interviewer: Anastacia has sold over 14 million albums, gained 225 gold and platinum awards, among other successes, and is therefore rightly considered a superstar. Her latest CD is called *Heavy Rotation*. In the following interview we reveal a bit about her private and professional life. Anastacia, can you describe your work with Ne-Yo, the singer and song-writer?

Anastacia: My manager and I were totally excited when we found out that he had written a song for me. When I listened to *I Can Feel You*, I was very happy. It's a fantastic song.

Interviewer: Who do you think influenced you the most?

Anastacia: Actually, it's hard to say, probably no one. When I was a little girl, I didn't perceive music at all. However, I liked the busy life around music. I wanted so much to stand on the stage, sing and entertain other people. It's great that my dream came true and I can show people my ideas and emotions through my lyrics.

Interviewer: Who would you like to work with?

Anastacia: Hmm... Interesting question?! I'm not thinking about it right now. Show business changes very fast, people come and go. There were many of those who came and started their career briskly and today nobody knows them. What the future holds: I would like to make a cover album of the best hits I've made. Yeah, this is my next music dream.

Interviewer: A big break in your career is over. What did you enjoy most about that time?

Anastacia: Well, to be honest – a glass of delicious wine. During my concerts, I avoid drinking any kind of alcohol, I save my voice. I don't have much time for a private life, so I enjoyed being with my husband, I went to bed and got up whenever I wanted, I met my friends. It was like a holiday for me and I think it helped me. You can feel it in my songs, can't you?

Interviewer: What did you miss most?

Anastacia: Singing, recording and writing, of course. It's an absolutely indescribable feeling, when after so many long hours of working, I can hold a completed CD in my hand and then I'm really happy.

Interviewer: How would you identify your personal fashion style?

Anastacia: Well, I have absolutely no clue what I should say. I feel pretty good in jeans and a T-shirt. However, the reality is that in the music business fashion is very crucial. You aren't in unless you wear Cavalli, Versace or Armani.

Interviewer: How is it going to be trying constantly to stay in good shape?

Anastacia: The truth is that I put on some weight while on my break. Thanks to yoga and regular training, led by my sister, actually, I keep my body in good shape. And besides, I eat healthily. You know, tell me what you eat and I tell you who you are.

3. PANDEMIC FLU DECLARED – NOVEL FLU VIRUS A (H1N1)

(DVD/POCUVANIE_TESTY/TRACK 18)

On June 11, 2009, the World Health Organisation declared a global pandemic of novel influenza A (H1N1). The virus was first detected in the United States in April that year. Then other countries, Canada and Mexico included, reported cases. Because many of the genes in this virus proved similar to those in influenza viruses that normally occur in pigs in North America, it was generally referred to as "swine flu". In conjunction with regular influenza viruses, it can cause respiratory illness, which can sometimes have significantly serious consequences, such as pneumonia, and in more severe cases it can prove fatal. However, most of those affected have recovered without requiring special medical treatment. Novel influenza can cause symptoms like regular influenza viruses, such as fever, coughing, a sore throat, headache, muscular ache and fatigue. It was quickly determined that the virus was able to spread from human to human mainly through sneezing or coughing. Furthermore, it can also be spread by shaking hands or touching infected objects. Although the illness can impact on various people of all age groups, adults older than sixty-four years do not yet appear to be at risk. It is highly contagious from first infection, but it can take from one up to eight days for symptoms to develop. Since the WHO declaration of the pandemic, the new H1N1 virus has continued to spread worldwide. Vaccines are a very vital part of the response to novel H1N1 influenza and making them is a long multi-step process requiring several months to complete. Moreover, it is not proved whether contemporary vaccines against influenza can prevent people from getting it. Everyone has to be very careful in protecting themselves and lessening the spread of the virus, in particular by avoiding crowds in public places where there is a high probability of the presence of infected people. People travelling abroad, particularly to countries with the new strain of influenza, should be aware of the risk.