

Prova 1



Read the text and complete the tasks.

Teacher sought for single-pupil school on Foula

Jayne Smith is leaving Foula Primary, in Shetland, after three and a half years in the post. The job is being advertised with a salary of £49,133 and rented three-bedroom accommodation is available. The closing date is Thursday and there has been interest from as far afield as South Africa and Azerbaijan.

Foula, about 20 miles west of the Shetland Mainland, is one of the UK's most remote inhabited islands and has a population of just 32. It was the location for the

1937 Michael Powell film 'The Edge of the World'.

The school currently has two pupils but one is leaving for high school in Lerwick at the end of the current term. Ms Smith, 38, told a local radio this morning: 'I have loved my time on Foula, it has just been amazing. Most of the time I have been there we have actually had just one pupil. He has been in the upper stages of primary, so we have been able to go and visit Fair Isle, we have had lots of trips to the mainland, it has just been brilliant.'

Of her decision to leave in October, she said: 'When I came I was initially going to do two years, I thought it would look good on my CV, and then of course I got caught up with being there. But I feel it is time to go and get back to the mainland.'

And of the type of person suited to the post, the departing teacher said: 'To be quite honest, the job is only a small part of it, it's got to be someone who's so adaptable and able to live in an isolated area. We can be cut off from the mainland for ... I think the longest time while I have been there has been three weeks that we have had no ferry and no plane. You have to be really resilient.'

The flight to the Shetland Mainland is 15 minutes, and the ferry journey is two and a half hours.

(adapted from http://www.bbc.com/news/uk-scotland-north-east-orkney-shetland-40171566?ocid=socialflow_facebook&ns_mchannel=social&ns_campaign=bbcnews&ns_source=facebook)

TASK A Choose the best answer.

1 Foula is ...

- A the name of the teacher.
- B the name of the school.
- C the name of an island.
- D the name of a pupil.

2 How many people live on the island?

- A 20.
- B 32.
- C 38.
- D The information is not in the text.

3 Which sentence means the same as 'I got caught up with being there' (lines 42-43)?

- A I got impressed by living there.
- B I got fed up with living there.
- C I got bored with living there.
- D I got involved with life there.

4 The word 'resilient' (line 59) here means ...

- A able to recover after a shock.
- B easily adaptable.
- C capable of showing resistance.
- D easily falling into depression.

5 How did Ms Smith feel about her experience?

- A She was looking forward to leaving after the first two years.
- B She was happy because she knew she would leave after two years.
- C She didn't really feel at her ease.
- D Satisfied, even though life must have been hard sometimes.

6 What kind of text is this?

- A An article.
- B An essay.
- C An ad.
- D A description.

7 Which of the following best explains the headline?

- A A single-pupil school on a Scottish island will soon be closed.
- B Also the last teacher will abandon a single-pupil school on an isolated Scottish island.
- C A new teacher is being sought for a single-pupil school on a Scottish island.
- D A new primary school is needed on one of the UK's most remote inhabited islands.

Score: /7

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 Jayne Smith wants to leave because she misses her friends and family. T F NG
- 2 No application for the post of teacher has arrived so far. T NG
- 3 Jayne wants to leave for South Africa or Azerbaijan. T NG

Score: /3

TASK C Complete the answers to the questions using no more than FIVE words.

- 1 How long has Jane been in Foula?
She has been in Foula for three and a half years.
- 2 Who is Michael Powell?
He is the the director of (the film) 'The Edge of the World', which was set in Foula.
- 3 How long had Jane intended to stay in Foula?
Before coming she had intended/planned to stay two years
- 4 How many pupils will be attending the school next year?
The school will have (only) one pupil/one pupil only
- 5 How long does it take to go back to the mainland?
A quarter of an hour by plane and two hours and a half / two and a half hours by ferry.

Score: /5

TASK D Complete the sentences with ONE of the phrases below.

~~caught up with~~ • ~~cut off from~~ • ~~as far afield as~~ • ~~free furnished accommodation~~ • ~~suited to~~

- 1 In addition to the salary, free furnished accommodation will be provided.
- 2 Applications came from as far afield as China and Japan.
- 3 Anne is quite suited to the role.
- 4 My sister is so caught up with work that she has little time for her son.
- 5 The inhabitants of that small town were cut off from the outside world by a landslide.

Score: /5

Total score: /20

Read the text and complete the tasks.

Insect snacks from around the world

Many cultures around the globe use insects in their diets. We know not all insects are edible. In fact, some insects are poisonous. But there are lots of insects that are safely eaten by people around the world.

Some examples from the past ...

Algeria The natives of Algeria would collect large numbers of desert locusts to use as food. They were a valuable resource for the poor population. The locusts were cooked in salt water and dried in the sun. Not only were they collected for personal use, but the locusts were traded in the markets as well.

Australia Australian natives, known as Aborigines, have eaten many different insects throughout history. Some of the insects eaten by the Aborigines were very sweet. Take, for example, the 'honeybag' bee, a stingless native bee, which provided sweet treats for the Aborigines.

... and from the present!

Japan The Japanese have used insects as human food since ancient times. The practice probably started in the Japanese Alps, where many

aquatic insects are captured and eaten. Thousands of years ago, this region had a large human population but a shortage of animal protein. Since the area had an abundance of aquatic insects, this food source became very important for human survival. The Japanese still use insects in many recipes. If you were to go to a restaurant in Tokyo, you might have the opportunity to sample some insect-based dishes such as *inago* (fried rice-field grasshoppers) and *semi* (fried cicadas). Most of these insects are caught wild.

Bali Dragonfly adults are hunted in Bali. Dragonflies are extremely difficult to catch but several interesting techniques have been used successfully. Dragonflies are captured by hand, for example, but one must be very quiet and quick. Sometimes the dragonflies are placed directly on the grate of a charcoal grill for cooking. Another method involves boiling them with ginger, garlic, shallots, chilli pepper and coconut milk. The wings are removed before cooking unless they are charcoal roasted.

(adapted from <https://entomology.ca.uky.edu/content/insect-snacks-around-world>)



TASK A Choose the best answer.

1 Can all insects be safely eaten?

- A Yes, but all of them must be cooked beforehand.
- B Yes, even if some of them are poisonous.
- C No, because some of them are poisonous.
- D No, because some of them are sacred.

2 Why did insect eating start in the Japanese Alps?

- A Because this aquatic region is rich in insects.
- B Because the population liked eating aquatic insects.
- C Because insects were the only food apart from fish which was available in the area.
- D Because the large population of the area could only survive if they were fed on insects.

3 The word 'sample' (line 30) means ...

- A example.
- C try.
- B see.
- D cook.

4 The words 'these insects' (line 33) refer to ...

- A grasshoppers and cicadas.
- C aquatic insects.
- B insect-based dishes.
- D wild insects.

5 In the sentence 'the wings are removed before cooking unless they are charcoal roasted' (lines 43-44), what does the word 'unless' mean?

- A Because.
- C For fear.
- B If.
- D Except if.

6 What kind of information does the text provide?

- A Mainly factual information.
- B Factual information and opinions.
- C Factual information and some definitions.
- D Only factual information.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 The natives of Algeria were in the habit of eating desert locusts. T F NG
- 2 In Australia the Aborigines only used sweet insects. T F NG
- 3 In Japan insect gastronomy is a recent development. T F NG
- 4 Dragonflies can also be baked. T F NG

Score: /4

TASK C Complete the table with the words below. There are two extra words.

locusts • fry • dragonflies • boil • cicadas • coconut • grill • grasshoppers • catch • roast

Insects	locusts, dragonflies, cicadas, grasshoppers
Cooking methods	fry, boil, grill, roast

Score: /2

TASK D Complete the text with the words below. There are two extra words.

diets • edible • poisonous • insects • species • protein • recipes • aquatic • food • nutritious

Entomophagy

(1) **Insects** as food emerge as an especially relevant issue in the 21st century due to the rising cost of animal (2) **protein**, food and feed insecurity, environmental pressures, population growth and increasing demand for protein among the middle classes. The consumption of insects, or entomophagy, therefore contributes positively to the environment and to health and livelihoods. It is estimated that insects form part of the traditional (3) **diets** of at least 2 billion people. More than 1,900 species have reportedly been used as (4) **food** Edible insects inhabit a large variety of habitats, from (5) **aquatic** ecosystems and farmed land to forests. Insects are a highly (6) **nutritious** and healthy food source with high fat, protein, vitamin, fibre and mineral content. The nutritional value of (7) **edible** insects is highly variable because of the wide range of edible insect (8) **species**

Score: /8

Total score: /20

Prova 3



Read the text and complete the tasks.



Holiday at a charming villa with a personal chef and private tour guides.

Visit Chianti, Florence, Pisa, Lucca, San Gimignano and more

Unpack your bags once as you settle in for a seven-night stay in a centuries-old villa in the splendid Tuscan countryside. Each morning you'll awake to the aroma from the kitchen (1)^D. You'll visit markets and shops and discover the connection the Italian culture has with its food. Enjoy some time reading a book in one of the many spacious rooms throughout the villa or take a swim in the pool after your morning walk in the vineyards just outside the door. 5

Trip highlights

- Seven nights at a beautiful historic villa
- **Hands-on** Italian cooking lessons
- Meals based on a regional Italian menu
- Breakfast provided for you every day
- Personal tour guides for the beautiful cities of Florence, Siena and San Gimignano
- Prearranged ground transportation
- Leisure time and a relaxed schedule

The recipes (2)^E range from southern dishes, through the classic cuisine of the Center, to the delicate and refined dishes that emanate from the northern regions of Italy. All will give you the experience of understanding just how food is connected to the places where it originated. Whether it's a visit to the butcher or a tour of a locally owned farm, you will experience in person the culinary culture of the Italian people. All dishes featured on the menu are authentic (3)^A. You are welcome to observe and even get your hands messy learning how to make pasta, stuffed zucchini flowers or *biscotti*, which will adorn the dinner table. 10 15

The daily excursions are led by expert local guides, (4)^C. Join us on our visit to Siena, on an all-day tour of the city of Florence and for a stroll around San Gimignano, which is one of Italy's most impressive medieval hill towns. Other visits include Pisa, Lucca and other towns that provide great opportunities for sightseeing, shopping and dining. 20 25

(adapted from <http://www.italianculinarytour.com>)

TASK A Choose the best answer.

1 Where is the villa?

- A Near the sea.
- B In a vineyard.
- C In the countryside.
- D On a hill.

2 Why is shopping for food an essential part of your holiday?

- A It will allow you to visit new places.
- B It is a cultural experience.
- C It will allow you to meet local people.
- D It will allow you to make meals with ingredients of your own choice.

3 What is not included in the package?

- A The guided tours to Florence, Siena and San Gimignano.
- B Breakfast.
- C The journey to Tuscany.
- D Access to the swimming pool.

4 What does the adjective 'hands-on' mean in this context? (see highlighted word in the box)

- A During the lessons you'll be asked to raise your hands.
- B All dishes are handmade.
- C You can have very practical cooking experiences.
- D The lessons will be academic only.

5 Who is this ad for?

- A Mainly for tourists from abroad.
- B Only for chefs and people who like cooking.
- C Italian tourists only.
- D Anyone who has never visited Tuscany.

Score: /5

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 The package includes a seven-night stay and all meals. T F NG
- 2 The chef is Italian. T F NG
- 3 All the excursions are with English-speaking guides. T F NG
- 4 Visits to Lucca and Pisa are included in the price. T F NG
- 5 Only Italian dishes are prepared at the villa. T F NG

Score: /5

TASK C Four sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-4). There is one extra sentence.

- A and distinctively and unmistakably Italian
- B ~~are the main cities you will experience~~
- C who will give insights for a deeper appreciation of the beautiful Tuscan cities
- D as your personal chef prepares the meals for the day
- E prepared at the villa

Score: /2

TASK D Complete the answers to the questions using no more than FOUR words.

- 1 Who will be cooking all the meals at the villa?
All the meals will be prepared by a personal chef.
- 2 What can you do in your free time?
You can read a book, take a swim in the pool or have a walk.
- 3 What kind of dishes will be prepared?
Only (authentic) Italian dishes will be prepared at the villa.
- 4 Where do the guides come from?
All the guides are local.

Score: /8

Total score: /20

Prova 4



Read the text and complete the tasks.

Why is Wellington the best city in the world?

Wellington, according to a recent report, is the world's coolest little capital, the best place to live. It has thus beaten out Edinburgh and Melbourne for the top spot. Welly has all you can ask for – beaches, views, culture, music, film and plenty of dining options. It's no surprise, really, that it consistently tops the polls.

5 Here are the top five reasons why Wellington should be on your 'must visit' list.

1 Good coffee everywhere

In Wellington, bad coffee doesn't exist – (1)^B..... Wellingtonians are proud to serve awesome brews.

2 Hipsters' paradise

10 If you aren't already a hipster, you will be by the time you leave, after trying Welly's famous craft beer, craft soda, artisan bread, artisan dumplings. Not to mention farm-to-table dining.

3 Apart from that ...

Beyond the city limits, day-trippers can take in an astounding variety of bush and beach scenes. (2)^D..... And if you really want to enjoy it, there's nothing better than going for a drive along the bays on a nice day, with a stop to refuel at one of Wellington's many excellent cafés.



4 Take a breath, count to ten

Smell that? (3)^A Wellington is one of the greenest, most unpolluted cities in the world. It's windy – that's true. But the wind will only help you enjoy the fresh, clean air of the city.

5 Get cultured

If you wanted to, you could fill every day of your week with something new. Wellington has a well-earned reputation as an entertainment and cultural centre. And all it has to offer is neatly packed within a compact two kilometres of city streets. You could enjoy a visit to Te Papa, the country's national museum, or a boat trip to Mātīu/Somes Island, a scientific nature reserve. Why not spend a day at the wildlife bird sanctuary Zealandia, then follow it up with a live gig in Newtown; or maybe you're going to geek out over the 'Lord of the Rings' paraphernalia at Peter Jackson's Weta Cave, then grab dinner and a movie at The Roxy Cinema in Miramar. You can indulge in retail therapy, artistic appreciation, scenic vistas, and gastronomic delights all within a short walk of downtown hotels.

Wellington is your oyster. No matter what you're into, (4)^C So what are you waiting for? Pack your bags and come for a visit – you won't regret it.

TASK A Choose the best answer.**1 What are the top three places to live in the world – in the order given by the text?**

- A Edinburgh, Wellington, Melbourne.
 B Melbourne, Wellington, Edinburgh.
 C Wellington, Edinburgh, Melbourne.
 D Wellington, Melbourne, Edinburgh.

2 What does 'farm-to-table' (line 12) refer to?

- A To local food at restaurants, preferably through direct acquisition from the producer.
 B To a type of restaurant, usually on a farm.
 C To the fact that the owner of the restaurant is a farmer.
 D To restaurants which are only in the countryside.

3 Why is Wellington a hipsters' paradise?

- A Because of the unconventional places you can visit.
 B Because it's a place full of young people.
 C Because it offers the sort of food hipsters like.
 D Because of its beaches and cafés.

4 If you want to listen to some live musicians, where should you go?

- A To Newtown.
 B To Te Papa.
 C To Zealandia.
 D To Peter Jackson's Weta Cave.

5 What does the word 'oyster' (line 33) mean in this context?

- A A fish restaurant.
 B A place full of opportunities.
 C The world.
 D A unique sea museum.

6 What is the purpose of the text?

- A To give curious information about Wellington.
 B To explain when it's the best time of the year to visit Wellington.
 C To explain why living in Wellington gives lots of advantages.
 D To promote Wellington as a tourist destination.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- | | | | | |
|---|--|---------------------------------------|---------------------------------------|--|
| 1 | The author of the text lives in Wellington. | <input type="checkbox"/> T | <input type="checkbox"/> F | <input checked="" type="checkbox"/> NG |
| 2 | You can have good coffee everywhere in Wellington. | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F | <input type="checkbox"/> NG |
| 3 | Wellington has plenty of lakes. | <input type="checkbox"/> T | <input type="checkbox"/> F | <input checked="" type="checkbox"/> NG |
| 4 | Wellington is much more polluted than other cities in the world. | <input type="checkbox"/> T | <input checked="" type="checkbox"/> F | <input type="checkbox"/> NG |

Score: /4

TASK C Four sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-4). There is one extra sentence.

- A That's fresh air, my friend.
- B the kind that will get you pursued by bad TripAdvisor reviews.
- C you can find something to do in Wellington and you'll love every second of it.
- D What more could you ask for?
- E ~~Wellingtonians are friendly and keen to help others.~~

Score: /2

TASK D Complete the sentences with ONE of the phrases below. There is one extra phrase.

~~is into • a long drive • top spot • grab a free lunch • farm to table • topped the polls • geek out over • hot spot • city limits~~

- 1 Steve Melville, who topped the polls at the last elections, received only 978 votes, and decided to retire.
- 2 'Beauty and the Beast' regains top spot on the charts.
- 3 In recent years the term 'farm-to-table' has become increasingly prevalent at culinary destinations.
- 4 Shall we go by car even if it's a long drive from Auckland to Wellington?
- 5 The official Harry Potter Book Club will be an international Harry Potter collective where you can meet fans and theorists, and geek out over books like teenagers.
- 6 Children took a break from some summer fun to grab a free lunch last Friday. The meals, handed out to all children, were provided by the local School District.
- 7 The app shows a map with all the addresses within the city limits.
- 8 She is into non-fiction books these days.

Score: /8

Total score: /20

Read the text and complete the tasks.



GRADUATION DAY

Horror stories that will make you cringe

Graduation *should* be one of the happiest days of your life. After all your hard work, you finally get your diploma and can celebrate with family and friends! While 99.999 percent of graduations are totally fine, they don't always go perfectly according to plan ...

- 5 'I woke up to see my friends' Snapchats from graduation. I literally slept through my own graduation.' — Tia, 18

'I didn't look at my diploma when I received it on stage, but when I sat down, I realized it was just a blank piece of paper. (1)^E..... eventually I got my real diploma, but it was a real moment of panic.' — Isabel, 18

- 10 'Four days before graduation, I went to the Dead Sea (as it is only half an hour from where I live) and got a tan. Wanting to get the full experience, I applied the famous Dead Sea mud onto my body. I then tied my hair up and applied the mud onto my face. (2)^D..... I realized an itching sensation on my forehead, but I ignored it thinking that this was the mud doing its 'magic'. I washed off the mud while swimming in the salty sea, then looked up to see my mum's horrified face looking back. My eyebrows were gone! I came home with no eyebrows and a burned body.' — Jawa, 18



20 'A few days before my graduation, my mother had bought hand clappers and joked about actually bringing them. When I got to the graduation and looked in the audience, she and my entire family had these bright blue and pink hand clappers, and were screaming and using them. I was absolutely mortified. Afterwards, a bunch of kids were talking about the weird family with the hand clappers. (3)^C' — Megan, 15

25 'My college graduation was held outside on a rainy, extremely windy day in May. When my name was called, I walked across the stage, took a picture with my diploma, and walked off. Feeling fantastic since it went as well as it did, I stepped off stage and headed down the middle aisle confidently in front of everyone right as a huge gust of wind blew. (4)^A I turned around, grabbed it off the ground and laughed all the way back to my seat. I felt somewhat embarrassed, but knowing I was done with college helped me tons. — Kayla, 21

(adapted from <http://www.seventeen.com/life/school/a40557/graduation-day-horror-stories-that-will-make-you-cringe/>)

TASK A Choose the best answer.

1 What happened to Tia?

- A She couldn't take a picture on her graduation day.
- B Her friends took lots of pictures of her on graduation day.
- C She didn't wake up in time for the graduation ceremony.
- D She didn't go to the ceremony because she was ill.

2 What happened to Jawa?

- A She had a wonderful suntan on her graduation day but no eyebrows.
- B During a short break at the Dead Sea she got sunburnt and her eyebrows were gone.
- C She went to the Dead Sea but didn't manage to come back in time.
- D She tried the famous Dead Sea mud for the first time and was happy with it.

3 How did Megan feel when she realized her family all had hand clappers with them?

- A She thought it was a joke.
- B She felt relieved but ashamed.
- C She hadn't noticed it till after graduation.
- D She felt extremely embarrassed.

4 What does the word 'fantastic' (line 24) mean in this context?

- A Strange in an unusual way.
- B Embarrassed and ashamed.
- C Extremely attractive.
- D Extraordinarily well.

5 What does the word 'tons' (line 28) mean in this context?

- A A lot.
- B A little.
- C But not so much.
- D Very little.

6 Where do you think this text comes from?

- A A teenager's blog.
- B A school magazine.
- C A schoolbook.
- D A teen magazine.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- | | | |
|---|---|--|
| 1 | Graduation Day is the happiest day in everyone's life.
With some exceptions. | <input checked="" type="checkbox"/> F <input type="checkbox"/> NG |
| 2 | Tia turned up at the graduation ceremony just in time. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F <input type="checkbox"/> NG |
| 3 | Isabel got someone else's diploma. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F <input type="checkbox"/> NG |
| 4 | Jawa had never been to the Dead Sea before. | <input type="checkbox"/> T <input type="checkbox"/> F <input checked="" type="checkbox"/> NG |

Score: /4

TASK C Four sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-4). There is one extra sentence.

- A My cap went flying.
- B I didn't think it was a huge deal
- C I just kept denying knowing any of them.
- D A couple of minutes later
- E It turned out to be a mistake and

Score: /2

TASK D Complete the story with the phrases below. There are two extra phrases.

graduation ceremony • ~~throwing~~ • eventually • ~~college diploma~~ • ~~cap~~ •
~~graduation day~~ • ~~confidently~~ • ~~taking~~ • ~~in the air~~ • ~~unfortunately~~

Something went wrong on Liza's (1) graduation day : while taking part in a photo shoot she was engaged in some classic poses, such as standing (2) confidently while holding her (3) cap and then jumping (4) in the air and (5) throwing it. (6) Unfortunately , the latter pose didn't work out the way she had planned and she broke her foot coming down from the jump. Apparently, (7) taking perfect graduation photos can be just as difficult as getting your (8) college diploma .

Score: /8

Total score: /20

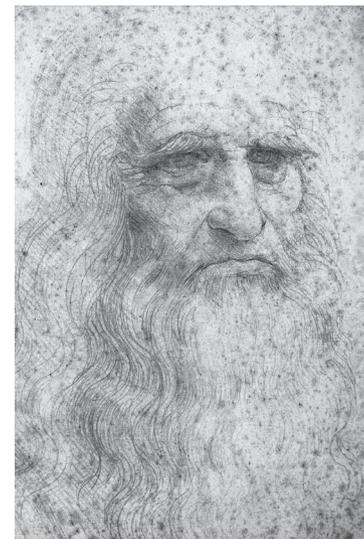
Prova 6

Read the text and complete the tasks.

Leonardo

Da Vinci was one of the great creative minds of the Italian Renaissance, hugely influential as an artist and sculptor but also immensely talented as an engineer, scientist and inventor.

- 5 Leonardo da Vinci was born on 15th April 1452 near the Tuscan town of Vinci, the illegitimate son of a local notary. Little is known about Leonardo's early life. He spent his first five years in the village of Anchiano, then lived in the household of his father, grandparents and uncle, Francesco, in the small town of Vinci.
- 10 He was an apprentice at the workshop of the sculptor and painter Andrea del Verrocchio in Florence. By 1472, at the age of 20, Leonardo qualified as a master in the Guild of St Luke, the guild of artists and doctors
- 15 of medicine. Leonardo's earliest known dated work is a drawing in pen and ink of the Arno valley, drawn on 5th August 1473.



- In 1478 Leonardo became an independent master. Around 1483 he moved to Milan to work for the ruling Sforza family as an engineer, sculptor, painter and architect.
- 20 From 1495 to 1497 he produced a mural of 'The Last Supper' in the refectory of the Monastery of Santa Maria delle Grazie, Milan. His work for Ludovico il Moro, Duke of Milan, included pageants for special occasions, designs for a dome for Milan's Cathedral and a model for a huge equestrian monument to Francesco Sforza, Ludovico's predecessor. Leonardo modelled a huge horse in clay, which became
- 25 known as the 'Gran Cavallo'. Seventy tons of bronze were set aside for casting it. The monument remained unfinished for several years, which was not unusual for Leonardo. In 1492 the model was completed, and Leonardo was making detailed plans for its casting. Michelangelo rudely implied that Leonardo was unable to cast it. In November 1494 Ludovico gave the bronze to be used for cannons to defend
- 30 the city from invasion by Louis XII.

After Milan was invaded by the French, Leonardo left the town. He may have visited Venice before returning to Florence. During his time in Florence, he painted several portraits, but the only one that survives is the famous 'Mona Lisa' (1503-1506).

- In 1506, da Vinci returned to Milan, remaining there until 1513. This was followed
- 35 by three years based in Rome. In 1517, at the invitation of the French king Francis I, Leonardo moved to the Château of Cloux, near Amboise in France, where he died on 2nd May 1519.

TASK A Choose the best answer.**1 What was Leonardo's earliest dated work?**

- A A portrait.
 B An abstract painting.
 C A drawing.
 D A sculpture.

2 What does the sentence 'Leonardo became an independent master' (line 18) mean?

- A Leonardo had his own workshop.
 B Leonardo became a teacher.
 C Leonardo started painting alone.
 D Leonardo opened an independent school of art.

3 What is the 'Gran Cavallo'?

- A A huge sculpture in bronze.
 B A huge drawing of a horse.
 C A life-size clay model for a horse.
 D A life-size wooden model for a horse.

4 Which of the following towns was never visited by Leonardo?

- A Milan.
 B Venice.
 C Rome.
 D Naples.

5 What does the sentence 'he may have visited Venice before returning to Florence' (lines 31-32) mean?

- A Leonardo didn't go to Venice.
 B Leonardo went to Venice before going back to Florence.
 C We don't know if Leonardo visited Venice.
 D We don't know if Leonardo visited Venice or Florence first.

6 In the sentence 'this was followed by three years based in Rome' (lines 34-35), what does the word 'this' refer to?

- A The time he would spend in Rome.
 B Leonardo's last visit to Florence.
 C The time he spent in Milan.
 D Leonardo's stay in France.

7 What kind of text is this?

- A A historical recount.
 B A diary entry.
 C An autobiography.
 D A biography.

Score: /7

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 Leonardo was born in Vinci. T F NG
 2 Leonardo wrote about lots of subjects, including philosophy. T F NG
 3 The famous 'Mona Lisa' is not the only portrait painted by Leonardo. X F NG

Score: /3

TASK C Match the words (1-4) with the corresponding definition (A-D).

- C 1 household
 B 2 apprentice
 A 3 guild
 D 4 dome

- A An organization of people who do the same job or have the same interests.
 B Someone who works for an employer for a fixed period of time in order to learn a particular skill or job.
 C All the people who live together in one house.
 D A round roof on a building.

Score: /2

TASK D Complete the text with the words below. There are two extra words.

art • subjects • work • scientist • created • invented •
paintings • science • sculptor • artist

The fame of Da Vinci's surviving (1)**paintings**..... has meant that he has been regarded primarily as an (2)**artist**....., but the thousands of surviving pages of his notebooks reveal the most eclectic and brilliant of minds. He wrote and drew on (3)**subjects**..... including geology, anatomy (which he studied in order to paint the human form more accurately), flight, gravity and optics, often flitting from subject to subject on a single page, and writing in left-handed mirror script. He (4)**invented**..... the bicycle, airplane, helicopter, and parachute some 500 years ahead of their time.

If all this (5)**work**..... had been published in an intelligible form, da Vinci's place as a pioneering (6)**scientist**..... would have been beyond dispute. Yet his true genius was not as a scientist or an artist, but as a combination of the two: an 'artist-engineer'. His painting was scientific, based on a deep understanding of the workings of the human body and the physics of light and shade. His (7)**science**..... was expressed through (8)**art**....., and his drawings and diagrams show what he meant, and how he understood the world to work.

Score: /8

Total score: /20

Read the text and complete the tasks.

Creative physical activities

Sports disciplines that encourage creative expression are becoming more and more popular. Creative physical activities include gymnastics, breakdancing, martial arts tricking, parkour and free running: they all provide intense workouts while stimulating the imagination.

5 **Gymnastics**

Gymnastics is a traditional creative physical activity. It can be a unique creative experience for every gymnast of every level. There are several different disciplines within the sport, such as floor exercises, vaults and trampolining. Gymnastics has rigid, time-tested techniques, but at the same time the sport gives space to a great deal of
10 creative expression. For example, rhythmic gymnastics is an art form that incorporates acrobatics and dance moves into routines.

Martial arts tricking

Martial arts tricking, which has been described as 'parkour without the cityscape', is an extreme sport that is relatively new. You might have seen the unique creativity
15 of martial arts tricking in Hollywood films such as 'Tron: Legacy' and 'Tekken'. It is a discipline that combines martial arts kicks with flips and twists from gymnastics and borrows many dance moves and styles from breakdancing.

Parkour and free running

Basically the terms 'parkour' and 'free running' are used to express the art of moving
20 creatively and in any given environment. Many athletes combine the two disciplines because they are so closely related. According to the strictest definition, parkour is the act of moving from point A to point B using the obstacles in your path to increase your efficiency. Free running is similar, but it is more like an art of movement to express your creativity with your environment. Essentially, there are no rules; the possibilities
25 are limited only by your physical abilities and the extent of your creativity.



TASK A Choose the best answer.

1 How can you describe creative physical activities?

- A Any kind of activity that uses a creative approach to achieve better health outcomes.
- B Sports activities that support psychological well-being.
- C Physical activities that combine exercise and imagination.
- D Structured programmes of activity aiming at achieving or maintaining physical fitness.

2 Which sentence means the same as 'gymnastics is a traditional creative physical activity' (line 6)?

- A Gymnastics is a creative physical activity commonly practised by people of different ages.
- B Gymnastics has been practised for a long time.
- C Gymnastics was officially recognized as a creative physical activity a long time ago.
- D Gymnastics is hardly recognized as a creative physical activity.

3 Which of the following is NOT included in gymnastics?

- A Breakdancing. C Vault.
- B Trampolining. D Floor exercise.

4 What does the word 'routines' (line 11) mean in this context?

- A Usual ways of doing things.
- B Parts of a physical exercise.
- C Sports activities.
- D Regular series of movements.

5 What does the word 'tricking' (line 12) mean in this context?

- A A training discipline.
- B An action that is intended to deceive someone.
- C An optical illusion.
- D A foolish or childish action.

6 What kind of information does the text provide?

- A Some factual information.
- B Mainly opinions.
- C Technical explanations.
- D Mainly factual information.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** According to the text, breakdancing is a form of creative physical activity. F NG
- 2** All sports disciplines encourage creativity. T NG
- 3** Rhythmic gymnastics combines various activities that also include ballet, gymnastics and dance. F NG
- 4** Parkour and free running can't be combined. T NG

Score: /4

TASK C Match the sports (1-4) with the corresponding description (A-D).

- C 1 breakdancing
- D 2 rhythmic gymnastics
- B 3 martial arts
- A 4 parkour

- A The sport of moving along a route, typically in a city, trying to get around or through various obstacles in the quickest and most efficient way possible.
- B Traditional forms of Asian self-defense or combat that combine physical skill and coordination without using weapons.
- C A form of acrobatic dancing, characterized by elaborate improvised virtuosic movements.
- D A form of gymnastics involving movements using hand equipment such as balls, hoops, and ribbons.

Score: /2

TASK D Complete the sentences with ONE of the phrases below. There are two extra phrases.

workouts • obstacle • extreme sports • athletes • routines • gymnastics •
 sport disciplines • acrobatic movements • techniques • skills

- 1 Artistic gymnasts perform short **routines** mostly lasting approximately 45 to 90 seconds on different gymnastics equipment, and only a few seconds (4-5 seconds) per vault.
- 2 All gymnasts must go through the same **workouts**, the same skill learning process and the same types of competitions.
- 3 Let's take a look at all the 42 Olympic **sport disciplines** from archery to wrestling.
- 4 **Techniques** are the basic movements of any sport or event: a block start in a 100-metre race is an example.
- 5 **Extreme sports** are perceived as involving a high degree of risk.
- 6 The journalist reveals that two of the three highest-paid **athletes** in the world last year played soccer, and combined, they made \$173 million.
- 7 The trick of parkour is to make as few wasted movements as possible while going past an **obstacle**
- 8 Free running is best described as a form of 'urban acrobatics' in which participants use the landscape to perform **acrobatic movements** in order to get from point A to point B.

Score: /8

Total score: /20

Prova 8



Read the text and complete the tasks.

Closing the gender gap

Governments have recently pledged to achieve universal primary and secondary education by 2030 and to eliminate disparities so that every child and adolescent completes quality education and learning. (1)^D

Unfinished business

5 By 2014, 88% of girls of primary school age (about 6 to 11 years old) were enrolled in school globally. The biggest gain was seen in Sub-Saharan Africa. Meanwhile, the out-of-school rate for girls declined from 18% in 2000 to 10% in 2014. The rate of boys out of school declined from 12% to 9%.

(2)^B Out-of-school rates have been virtually stagnant since 2008. In real terms this
10 means that of the 136 million children who began primary school in 2014, 38 million will leave school before reaching the last grade. In Sub-Saharan Africa and Southern Asia, where most of these children live, early gains between 2000 and 2007 are now at risk of being reversed. Poverty, isolation and inequality are barriers that require more targeted policy solutions.

15 Universal secondary education presents new challenges

The provision of quality secondary education by 2030 will also require more innovative solutions, (3)^E to enable youth to acquire the skills they need to contribute to economic growth. Young adolescents, roughly between the ages of 12 to 14, comprise 16% of the global out-of-school population and are twice as likely
20 to be excluded compared to children. Youth (roughly 15 to 17 years old) comprise 37% of the out-of-school population. They are less likely to have had any exposure to schooling based on the out-of-school rate from a decade ago.

What are the prospects for adolescent girls?

While the male and female out-of-school rates are very similar at the global level,
25 this is not the case at the regional level. In Sub-Saharan Africa and South and West Asia, (4)^C females are more likely to be excluded from education. In West Asia, for example, 20% of adolescent girls of lower secondary school age are out of school compared to 13% of boys. In Sub-Saharan Africa, the female rate is 36% compared to
30 32% for males.

Ensuring quality education and learning

The demand is growing for more and better data that can shed further light on those who are excluded from education and
35 learning. To support countries confronting evermore complex challenges, (5)^A it is important to develop a new generation of indicators to help countries make informed decisions that will improve the education and learning prospects
40 of all children and youth.



(adapted from <http://uis.unesco.org/>)

TASK A Choose the best answer.

1 Which part of the world saw the highest decrease in the out-of-school rate?

- A Europe.
- B Sub-Saharan Africa.
- C North America.
- D South America.

2 What does the adjective 'stagnant' (line 9) mean?

- A Unsteady.
- B Developing.
- C Not growing.
- D Stable.

3 What does the sentence 'of the 136 million children who began primary school in 2014, 38 million will leave school before reaching the last grade' (lines 10-11) mean?

- A All the children who entered primary education in 2014 will complete it.
- B Not all the children who entered primary education in 2014 will complete it.
- C More and more children have entered primary education since 2014.
- D There are still a few children who don't complete primary education.

4 Who is likely not to 'have had any exposure to schooling based on the out-of-school rate from a decade ago' (lines 21-22)?

- A 15-17-year-old people.
- B 12-14-year-old adolescents.
- C Girls.
- D Boys.

5 What kind of data about education is needed?

- A The number of women who abandon school early.
- B The total number of students who finish school.
- C The total number of students who abandon education early.
- D The number of students who receive a diploma.

6 Which of the following could be a summary of the text?

- A Out-of-school rates are decreasing all around the world.
- B Girls are closing the gender gap in out-of-school rates at global level, but inequalities persist.
- C There are still too many young people who have had no exposure to schooling at all.
- D In some areas of the world too many young people are at a high risk of leaving school early.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** The out-of-school rate declined both for boys and girls. F NG
- 2** Poverty, isolation and inequality still prevent many children around the world from going to school on a regular basis. F NG
- 3** Boys are more likely to be excluded from education in Sub-Saharan Africa than girls. T NG
- 4** Governments have lots of detailed information and accurate data on the situation in the First World. T F NG

Score: /4

TASK C Five sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-5).

- A** such as the measurement of learning and equity,
- B** But the data also point to a still-unmet demand for primary education.
- C** where most of these young out-of-school adolescents live,
- D** Can these challenges be met?
- E** such as 'second chance' education and vocational training,

Score: /2

TASK D Complete the sentences with ONE of the phrases below.

prospects • economic growth • inequality •
gender gap • disparity • an informed decision • provision • shed light

- 1 There seems to be little doubt that there remains a **disparity** between men's and women's pay.
- 2 South Asia is projected to close their **gender gap** in 46 years, Western Europe in 61 years.
- 3 The underlying cause of growing discontent is the enormous degree of social **inequality**
- 4 Measures beyond the mere **provision** of housing are required to address the needs of certain social groups and families.
- 5 What people living in the world's poorer areas need is rapid **economic growth**
- 6 The police said they would welcome any information that would **shed light** on the incident.
- 7 I don't know enough about the subject to be able to make **an informed decision**
- 8 That's a rather gloomy view of employment **prospects** for next year.

Score: /8

Total score: /20

Prova 9



Read the text and complete the tasks.

EU demographic situation: trends and challenges

The following information is based on the Europe Population Live counter. It shows a continuously updated estimate of the current population of Europe delivered by Worldometers' RTS algorithm, which processes data collected from the United Nations Population Division.

- 5 • The current population of Europe is 739,197,829.
- Europe's population is equivalent to 9.94% of the total world population.
- Europe ranks number 3 among regions of the world (roughly equivalent to 'continents'), ordered by population.
- The population density in Europe is 33 per km².
- 10 • The total land area is 22,121,228 km² (8,541,050 square miles).
- 74.5 % of the population is urban (550,414,585 people in 2017).
- The median age in Europe is 41.9 years.

Trends

- 15 Various reports project that population growth in the coming decades will essentially be driven by developing countries, based on current fertility rates, mortality rates, life expectancy at birth and generally improving health and sanitation conditions. In contrast, in Europe, an increasing number of deaths among the baby-boom generation (people born in the 1960s) and low fertility will lead to a decline in population, although that could be compensated by migration.



20 **Potential challenges**

The consequences of population ageing – the fact that an increasing retired population will need to be funded by a shrinking workforce – will exert significant pressures on public pensions and healthcare systems. Smaller and single-parent families will need adequate housing. In addition, given that single-adult households are more vulnerable to poverty and marginalization, family support systems and the management of the risk of poverty and social exclusion need to be adapted.

(adapted from <http://www.europarl.europa.eu/>;
<http://www.worldometers.info/world-population/europe-population/>)

TASK A Choose the best answer.

1 The text shows that ...

- A Europe's population is not declining.
- B Europe is by large the most populated area in the world.
- C The growth and ageing of a population may have social and economic consequences.
- D Measures must be taken to prevent the decline in Europe's population.

2 In which part of the world is the population growing?

- A Europe.
- B North America.
- C Developing countries.
- D Everywhere but in Europe.

3 Which sentence best explains that 'an increasing retired population will need to be funded by a shrinking workforce' (lines 21-22)?

- A Growing pension contributions may lead to lower wages for working-age populations.
- B A shrinking workforce will have to provide for a growing number of retired persons.
- C There is a risk that many workers will remain out of the labour market for long periods of time.
- D The rising pension age will possibly account for part of the population decline.

4 According to the graph, between 2000 and 2013 ...

- A , percentage wise, there were more and more elderly persons in Europe.
- B there was a growing number and share of young persons in Europe.
- C there was an equal number of men and women living in Europe.
- D there were as many young as elderly people in all European countries.

5 Considering the graph, we could say that ...

- A 15-39 year olds were the smallest age group in the EU in 2013.
- B 40-64 year olds were the smallest age group in the EU in 2013.
- C 15-39 year olds were the largest age group in the EU in 2013.
- D 40-64 year olds were the largest age group in the EU in 2013.

6 According to the text, what is the main demographic problem modern societies have to face?

- A A rise in the number of retired people.
- B A decrease in the total number of retired people.
- C An increasing number of large families.
- D A growing number of childless families.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 More than 10% of the world's population live in Europe. T F NG
- 2 Population density is the number of people per square kilometre. X F NG
- 3 Europe's population is equally distributed between urban and rural areas. T F NG
- 4 According to the graph, the demographic situation won't change in the near future. T F NG

Score: /4

TASK C Match the words 1-4 with the corresponding definition A-D.

- D 1 baby boom C 3 median age
- A 2 life expectancy at birth B 4 fertility rate

- A The mean number of years that a person can expect to live at birth if subjected throughout the rest of his or her life to current mortality conditions.
- B It is expressed as children per woman.
- C Age that divides the population into two numerically equal groups: half of the people are older than the age indicated and half are younger. This parameter provides an indication of age distribution.
- D The result of high fertility rates in several European countries in the 1960s.

Score: /2

TASK D Complete the text with the words or phrases below. There are two extra words or phrases.

~~social cohesion • trends • increasing • employment • part-time workers • rates • population • declining • social exclusion • unemployment~~

Europe's share of the global population is (1) declining and its population is ageing. Unemployment is still high, although (2) rates vary between Member States, as well as within them. Women, young adults and older workers have a higher risk of unemployment, while the number of (3) part-time workers is increasing. Migrants represent 7% of the European (4) population and account for around 7% of total (5) employment. Almost a quarter of Europeans face the risk of poverty or (6) social exclusion, a risk which has a strong geographical dimension and varies among social groups.

These (7) trends present an opportunity for debate on concepts such as 'working age', and the adoption of well-designed comprehensive policies that will strengthen (8) social cohesion and promote solidarity between generations.

Score: /8

Total score: /20

Prova 10



Read the text and complete the tasks.

Climate change

What is the problem?

The average temperature of the Earth's surface has increased by about 0.85 °C (1.4 °F) in the last 100 years. Up until 2015, 13 of the 14 warmest years had been recorded in the 21st century. 2015 then became the hottest year on record, but was surpassed
5 by record-breaking 2016.

(A)

The greenhouse effect is a natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gasses. Greenhouse gasses
10 include water vapour, carbon dioxide, methane, nitrous oxide, ozone and some artificial chemicals such as chlorofluorocarbons (CFCs).

The absorbed energy warms the atmosphere and the surface of the Earth. This process maintains the Earth's temperature at around 33 °C warmer than it would otherwise be, allowing life on Earth to exist. The problem we now face is that human
15 activities – particularly burning fossil fuels (coal, oil and natural gas), agriculture and land clearing – are increasing the concentrations of greenhouse gasses. This is the enhanced greenhouse effect, which is contributing to warming of the Earth.

The concentration of CO₂ in the atmosphere is now higher than at any time in the last 800,000 years and reached a record high in May 2015. But 2016 marked five
20 consecutive years of CO₂ increases of at least two parts per million.

(B)

Higher temperatures, extreme weather events and higher sea levels are all linked to a warming climate and could have a drastic effect on the world's regions.

Since 1900, sea levels have risen by on average about 19 cm globally. The rate
25 of sea-level rise has accelerated in recent decades, placing a number of islands and low-lying countries at risk.

The retreat of polar ice sheets is an important contributor to this rise. Arctic sea ice is also shrinking because of higher temperatures, though it makes little contribution to raised sea levels.

30 **(C)**

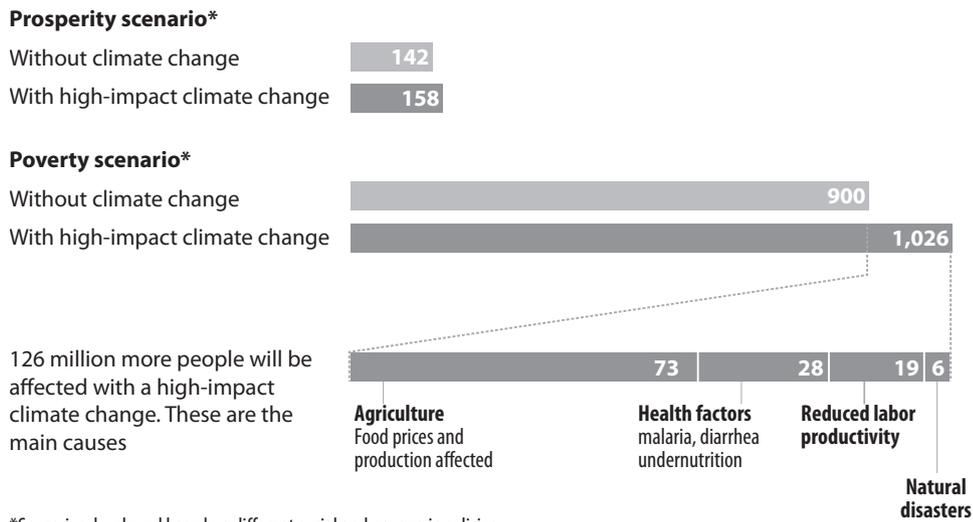
The changes could drive shortages in freshwater, bring about major changes in food production conditions and cause a rise in the number of casualties from extreme weather events.

(D)

35 By the end of October 2015, 146 countries had submitted national climate plans on curbing emissions that are expected to form the cornerstone of a binding, global treaty on climate change.

According to a UN report, emissions in their current form point to a rise of 2.7 °C above preindustrial levels by 2100. Scientists have determined that if temperature
40 rises surpass 2 °C, this will lead to substantial and dangerous climate impacts, which will hit the world's poor in particular.

Number of people in extreme poverty, in millions



*Scenarios developed based on different social and economic policies

(source: <http://news.nationalgeographic.com/2015/12/151201-datapoints-climate-change-poverty-agriculture/>)

(adapted from <http://www.environment.gov.au/>)

TASK A Choose the best answer.

1 What is the main problem with climate change?

- A The world is getting warmer.
- B The world is getting colder.
- C The world's climate is changing for the better.
- D Temperatures cannot be measured with exact precision.

2 Which of the following gasses are greenhouse gasses?

- A Carbon dioxide and oxygen.
- B Oxygen and nitrogen.
- C Carbon dioxide and methane.
- D Methane and nitrogen.

3 How does global warming affect sea levels?

- A There is a general shortage of water.
- B Lots of aquatic animal species are endangered.
- C Sea levels go down because so much more water is evaporating.
- D Glaciers and ice caps melt and cause the sea levels to rise.

4 What does the word 'sheets' (line 27) mean in this context?

- A A thin flat piece of something such as glass.
- B A large flat area of something such as ice or water.
- C A piece of something that has been separated from the main part.
- D A piece of something solid which does not have a regular shape.

5 Look at the graph: which sentence explains it best?

- A The 'prosperity scenario' is rather optimistic. But the 'poverty scenario' isn't as hopeful.
- B There will be strong economic growth, fewer people living in poverty, and improvements in basic services.
- C In the 'prosperity scenario' 100 million people will become poor due to rising food prices.
- D Natural disasters play a major role in the rise of poverty.

6 What kind of conclusion can you draw from the graph?

- A Climate change and poverty reduction are separate issues.
- B Climate change and poverty must be treated locally.
- C Climate change and poverty reduction can't be separated as issues, or treated locally. The world needs to resolve both of them.
- D Climate change and poverty reduction are separate issues, but the world needs to resolve both of them.

7 Look at the graph: why does agriculture play such an important role in rising poverty in poor countries?

- A Despite climate change and its effects on agriculture, poverty will rise in poor countries.
- B Although agriculture is not very sensitive to climate change, water scarcity will cause a rise in food prices.
- C Food prices will increase as a result of climate change.
- D Because increased water scarcity would not have an impact on agriculture but only on food prices.

Score: /7

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 The greenhouse effect is a natural process that is millions of years old. It plays a critical role in regulating the overall temperature of the Earth. F NG
- 2 According to the graph, there are no health risks beyond malnutrition. But disease rates are expected to rise. T NG
- 3 According to the graph, the potential for climate change to cause financial ruin or push the world's poor deeper into poverty is not evident. T NG

Score: /3

TASK C Match the questions (1-4) to the paragraphs (A-D) containing the answer.

- D 1 Is it possible to limit the damage?
- A 2 Why is it happening?
- C 3 What does the future hold?
- B 4 What are the effects?

Score: /2

TASK D Complete the text with the words below. There are two extra words.

warming • heat • sea • temperature • ocean • sheets • climate • carbon • emissions • nitrous

Some evidence for rapid (1) climate change

- The planet's average surface (2) temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees Celsius) since the late 19th century, a change driven largely by increased (3) carbon dioxide and other human-made (4) emissions into the atmosphere. Most of the (5) warming occurred in the past 35 years, with 16 of the 17 warmest years on record occurring since 2001.
- The oceans have absorbed much of this increased (6) heat , with the top 700 meters (about 2,300 feet) of ocean showing warming of 0.302 degrees Fahrenheit since 1969.
- The Greenland and Antarctic ice (7) sheets have decreased in mass. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 150 to 250 cubic kilometers (36 to 60 cubic miles) of ice per year between 2002 and 2006, while Antarctica lost about 152 cubic kilometers (36 cubic miles) of ice between 2002 and 2005.
- Both the extent and thickness of Arctic (8) sea ice has declined rapidly over the last several decades.

(adapted from <https://climate.nasa.gov/evidence/>)

Score: /8

Total score: /20

Prova 11

Read the text and complete the tasks.

Millions 'struggling' with maths

Millions of people are struggling to understand their payslips or calculate money in shops, campaigners have said, as they warned the UK's attitude to maths must change.

- Being bad at maths should no longer be seen as a 'badge of honour' or down to genetics, according to National Numeracy, a new organization which aims to challenge the nation's negative view of the subject.
- Chris Humphries, chairman of the group, said that poor numeracy skills can 'blight' an individual's life, (1)^D.
- Figures from a government survey, published last year, show that 17 million adults in England have basic maths skills (2)^C, he said.
- The Skills for Life survey, which questioned 7,000 16- to 65-year-olds, showed that almost half of the working age population has numeracy skills roughly the same as those expected of primary school children, and the proportion has risen (from 47% to 49%) in the last eight years.
- (3)^E, Mr Humphries, former chief executive of the UK Commission for Employment and Skills, said: 'That's a scary figure, because what it means is they often can't understand deductions on their payslip, they often can't calculate or give change. They have problems with timetables, they are certainly going to have problems with tax and even with interpreting graphs, charts and metres that are necessary for their jobs. It does matter, poor numeracy seriously blights an individual's life chances.'
- Mike Ellicock, (4)^A, said: 'We want to challenge this "I can't do maths" attitude that is prevalent in the UK,' adding that it was vital that all primary school teachers understand key maths concepts, as young children who fail to learn the basics will suffer later on.
- 'For my money Key Stage 1 (five to seven-year-olds) is the crucial area. There has been talk about having specialist maths teachers in Years 5 and 6, but my view is Key Stage 1 is crucial, and if you look at children and young adults that struggle with maths later in their lives, you can pretty quickly trace it back to the ideas that they met in Key Stage 1.'
- A YouGov poll of 2,068 adults, (5)^B, reveals that while four in five (80%) would feel embarrassed to tell someone they were bad at reading and writing, just more than half (56%) would feel embarrassed about saying the same of their maths skills.

(adapted from <http://www.standard.co.uk/newsheadlines/millions-struggling-with-maths-7498969.html>)

TASK A Choose the best answer.

1 What do campaigners ask for?

- A More investments in education.
- B More investments to promote numeracy in schools.
- C A change in the UK's attitude to maths.
- D A change in teaching methods, especially in primary school.

2 How do you interpret the word 'blight' (line 8)?

- A Harm.
- B Influence.
- C Have an impact on.
- D Help.

3 What does the text suggest about improving maths at an early age?

- A Starting to learn maths at the age of seven.
- B Teaching key maths concepts to all primary school teachers.
- C Hiring specialist maths teachers for Key Stage 1.
- D Hiring specialist maths teachers in Years 5 and 6.

4 Which situation is the least embarrassing for an adult according to a YouGov poll?

- A Admitting you have low maths skills.
- B Admitting you have low literacy skills.
- C Not being able to give change.
- D Not being able to understand deductions on a payslip.

5 What kind of data is the article based on?

- A Data collected through international surveys.
- B Data given by UK associations.
- C Data collected among primary school teachers.
- D Data from governmental surveys.

Score: /5

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 National Numeracy is an organization which has been promoting the study of maths for a long time now. T F NG
- 2 17% of the working population in the UK has basic numeracy skills. T F NG
- 3 Low numeracy skills prevent you from interpreting data. T F NG
- 4 The 'I can't do maths' attitude is very common in the UK. T F NG
- 5 Children are not embarrassed to admit they have poor numeracy skills. T F NG

Score: /5

TASK C Five sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-5).

- A chief executive of National Numeracy
- B commissioned by National Numeracy
- C that are, at best, the same as an 11-year-old's
- D leaving them at a higher risk of being excluded from school, or out of work as an adult
- E Speaking at the launch of National Numeracy

Score: /2

TASK D Complete the answers to the questions using no more than THREE words.

- 1 How many adults have poor maths skills? According to a recent survey, 17 million adults in England have very basic maths skills.
- 2 How has the situation changed in the last eight years? In the last eight years the proportion of adults with low maths skills has risen/increased (from 47%) to 49% of the working population.
- 3 According to Mike Ellicock, when should basic numeracy skills start being taught? Mike Ellicock suggests starting at the age of five/5.
- 4 What percentage of adults would feel embarrassed to say they have low maths skills? 56%.

Score: /8

Total score: /20

Prova 12



Read the text and complete the tasks.

Digital skills: what are they? And why are they so important?

The social and economic impact of technology is widespread and accelerating. The speed and volume of information have increased exponentially. Experts are predicting that 90% of the entire population will be connected to the Internet within ten years. With the Internet of things, the digital and physical worlds will soon be merged. These changes herald exciting possibilities. But they also create uncertainty. And our kids are at the centre of this dynamic change.

Children are using digital technologies and media at increasingly younger ages and for longer periods of time. They spend an average of seven hours a day in front of screens – from televisions and computers to mobile phones and various digital devices. This is more than the time children spend with their parents or in school. As such, it can have a significant impact on their health and well-being. What digital content they consume, who they meet online and how much time they spend on screen – all these factors will greatly influence children's overall development.

In the digital world kids are also exposed to many risks, such as cyberbullying, technology addiction, obscene and violent content, and data theft.

Moreover, there is the digital age gap. The way children use technology is very different from adults. This gap makes it difficult for parents and educators to fully understand the risks and threats that children could face online. As a result, adults may feel unable to advise children on the safe and responsible use of digital technologies. Likewise, this gap gives rise to different perspectives of what is considered acceptable behaviour.

So how can we prepare our children for the digital age? Without a doubt, it is critical for us to equip them with digital intelligence. Digital intelligence or 'DQ' is the set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life.

These abilities can broadly be broken down into eight interconnected areas: digital identity, digital use, digital safety, digital security, digital emotional intelligence, digital communication, digital literacy, digital rights.

Above all, the acquisition of these abilities should be rooted in desirable human values such as respect, empathy and prudence. These values facilitate the wise and responsible use of technology.

(adapted from <https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children>)

TASK A Choose the best answer.

1 The interconnection of everyday objects via the Internet is ...

- A the impact of technology.
- B a system of various digital devices.
- C the Internet of things.
- D a new digital content.

2 What does 'dynamic' (line 6) mean?

- A Fluid.
- B Constant.
- C Full of enthusiasm.
- D Complex.

3 How is the use of digital technologies changing among children?

- A Kids use digital and media technologies at school and not only at home.
- B Kids are now more aware of the risks than they were in the past.
- C Children are using digital technologies much less than in the past.
- D Children start using digital and media technologies at a younger age.

4 How does the text explain the 'digital age gap' (line 16)?

- A Adults and children don't use digital technologies in the same way.
- B Adults can't do many of the things children do with modern technologies.
- C Children use technologies in a less responsible way.
- D Children can rely on adults for advice on the use of technologies.

5 How would you define the general tone of the article?

- A Pessimistic.
- B Optimistic.
- C Neutral.
- D Alarming.

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 The main technological change is in the quantity of information we have. T F NG
- 2 Half of the world's population will be connected within the next ten years. T F NG
- 3 Children spend more time in front of screens than playing with their friends. T F NG
- 4 The way children use digital technologies is impacting their health. T F NG
- 5 The author of the text is aware of the pros and cons of the widespread use of technology in everyday life. T F NG

Score: /5

TASK C Match each definition (A-H) with the appropriate ability (1-8).

- | | | | |
|---------------------------------------|-----------------------------------|----------------------------|--------------------------|
| <input checked="" type="checkbox"/> F | 1 Digital identity. | <input type="checkbox"/> C | 6 Digital communication. |
| <input checked="" type="checkbox"/> G | 2 Digital use. | <input type="checkbox"/> E | 7 Digital literacy. |
| <input checked="" type="checkbox"/> D | 3 Digital safety. | <input type="checkbox"/> B | 8 Digital rights. |
| <input checked="" type="checkbox"/> H | 4 Digital security. | | |
| <input checked="" type="checkbox"/> A | 5 Digital emotional intelligence. | | |

- A The ability to build good relationships with others online.
- B The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.
- C The ability to communicate and collaborate with others online.
- D The ability to manage risks online (e.g. cyberbullying) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.
- E The ability to find, evaluate, utilize, share and create content.
- F The ability to create and manage one's online identity and reputation.
- G The ability to use digital devices and media.
- H The ability to detect cyber threats (e.g. hacking), to understand best practices and to use suitable security tools for data protection.

Score: /5

Score: /4

TASK D ☆ **Complete the answers to the questions using no more than FIVE words.**

- 1 How much time do children spend with their parents?
Children tend to spend **more time** in front of screens than with their parents.
- 2 Why do adults not fully understand the risks children face on screen?
Mainly because of **the digital age** gap.
- 3 Define digital intelligence or DQ.
DQ is the set of **social, emotional and cognitive abilities** that allow people to face the challenges and adapt to the demands of digital life.

Score: /6

Total score: /20

Read the text and complete the tasks.

| HOME |

| CONTACT US | LOGIN |



Most students can't tell the difference between real and fake news

Teens, this one is true: (1)^B students can't tell the difference between real and fake news.

5 The study concluded that 87% of the teenagers involved couldn't differentiate between ads and news stories, (2)^D Even more upsetting, if posts of tweets come with 'a large photo' attached, they are considered 'accurate' by students.

The findings were based on the media habits of 16,276 students between 13 and 19 years old, (3)^A it is the first study ever done on how teens find and evaluate online content.

10 But these findings are not surprising if we consider, for example, the impact that a large use of fake news had on the US presidential election in 2016. Media and social media were accused of using fake news which helped Trump to win the election.

15 Both Facebook and Google are trying to deal with the issue, including banning fake sites from using their ad platforms. (4)^E students are not able to distinguish facts from fiction as they rely too much on googling. Fact-checking and research techniques, which were once taught by librarians, are no longer used by teenagers.

20 A lot is expected of media literacy, which is slowly edging its way into the classroom, even though what is crucial seems to be the role of parents who should be able to train the next generation – the one with the largest access to information – to use critical reading skills when searching and selecting information.

TASK A Choose the best answer.**1 What was the study about?**

- A How teens distinguish real from fake news.
- B How teens find and evaluate online content.
- C The reliability of different online newspapers.
- D The reliability of some websites and social media.

2 What gives a teenager an idea of accuracy in a piece of news on Twitter?

- A The fact that it is signed by an important journalist.
- B The fact that it comes from a famous newspaper.
- C The large photos it may come with.
- D The external links it may come with.

3 During the US presidential campaign the social media were blamed for ...

- A spreading fake news in favour of only one candidate.
- B not treating all the candidates in the same way.
- C sponsoring the campaign of only one candidate.
- D not giving news about the campaign at all.

4 Who or what is to blame for young people's inability to discern facts from fiction?

- A Social media.
- B Googling.
- C Librarians.
- D Parents.

5 Which of the following best explains the sentence 'media literacy, which is slowly edging its way into the classroom' (lines 19-20)?

- A Media literacy is making its way into the school in an innovative way.
- B Media literacy is trying to become part of the everyday curriculum but without success.
- C Media literacy is slowly making its way into the school.
- D Media literacy is still an extra-curricular activity for most schools.

Score: /5

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** According to the article it's not always easy for an adult to tell the difference between real and fake news. T F NG
- 2** The research study mainly involved university students. T F NG
- 3** Researchers also interviewed parents and teachers about the students' media habits. T F NG
- 4** Some social media networks like Facebook and Google are trying to solve the problem of fake news. X F NG
- 5** Media literacy is taught in compulsory education. T F NG

Score: /5

TASK C Four sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-4). There is one extra sentence.

- A** and the report adds,
- B** a recent study conducted by two British universities has found that
- C** ~~the report notes a preference for Facebook as a news source (41%),~~
- D** the final report says.
- E** But the study seems to imply that

Score: /2

TASK D Complete the text with the phrases below. There are two extra phrases.

~~take action~~ • ~~fake news~~ • ~~spread~~ • social media • ~~check~~ •
program • publish • online • spot • reporting

Google is already flagging (1) **fake news**, but it knows that that isn't always enough. People need to recognize what fake news *is*, too. To that end, YouTube has just launched a (2) **program** that will teach UK teens to (3) **spot** fake news through workshops. Teens will be encouraged to (4) **check** facts, escape 'social bubbles', deal with hate speech responsibly and use (5) **reporting** tools. The streaming video giant certainly isn't expecting to eliminate the (6) **spread** of fake news among teens just by running a handful of events. Rather, this is one piece of a larger strategy – it's a bid to encourage both creators and concerned fans to (7) **take action** The move theoretically shows that YouTube is interested in promoting videos from a wide range of people, and that it wants to fight (8) **online** hate speech whenever possible.

Score: /8

Total score: /20

Prova 14



Read the text and complete the tasks.

Mark Zuckerberg's commencement address at Harvard

I'm honored to be with you today because, let's face it, you accomplished something I never could. If I get through this speech, it'll be the first time I actually finish something at Harvard.

Class of 2017, congratulations!

5 I'm an unlikely speaker, not just because I dropped out, but because we're technically in the same generation. We walked this yard less than a decade apart, studied the same ideas and slept through the same lectures. We may have taken different paths to get here, but today I want to share what I've learned about our generation and the world we're building together.

10 But first, the last couple of days have brought back a lot of good memories.

How many of you remember exactly what you were doing when you got that email telling you that you got into Harvard? I was playing 'Civilization' and I ran downstairs, got my dad, and for some reason, his reaction was to video me opening the email. That could have been a really sad video. I swear getting into Harvard is still the thing

15 my parents are most proud of me for.

What about your first lecture at Harvard? Mine was Computer Science 121 with the incredible Harry Lewis. I was late so I threw on a T-shirt and didn't realize until afterwards it was inside out and backwards with my tag sticking out the front.

20 I couldn't figure out why no one would talk to me – except one guy, KX Jin, he just went with it. We ended up doing our problem sets together, and now he runs a big part of Facebook. And that, Class of 2017, is why you should be nice to people.

[...]

Today I want to talk about purpose. But I'm not here to give you the standard commencement about finding your purpose. We're millennials. We'll try to do that instinctively. Instead, I'm here to tell you finding your purpose isn't enough. The challenge for our generation is creating a world where everyone has a sense of purpose.

25 that instinctively. Instead, I'm here to tell you finding your purpose isn't enough. The challenge for our generation is creating a world where everyone has a sense of purpose.

One of my favorite stories is when John F. Kennedy visited the NASA space center, he saw a janitor carrying a broom and he walked over and asked what he was doing.

30 The janitor responded: 'Mr. President, I'm helping put a man on the moon.'

Purpose is that sense that we are part of something bigger than ourselves, that we are needed, that we have something better ahead to work for. Purpose is what creates true happiness.

[...]

35 To keep our society moving forward, we have a generational challenge – to not only create new jobs, but create a renewed sense of purpose.

(adapted from <http://news.harvard.edu/gazette/story/2017/05/mark-zuckerbergs-speech-as-written-for-harvards-class-of-2017/>)

TASK A Choose the best answer.

1 What does the sentence 'if I get through this speech, it'll be the first time I actually finish something at Harvard' (lines 2-3) mean?

- A The speaker is leaving his post as a teacher at Harvard University.
- B The speaker is a student on his Graduation Day.
- C The speaker went to Harvard but didn't get a degree.
- D The speaker is starting a new career again at Harvard University.

2 What does the word 'unlikely' (line 5) mean in this context?

- A Not the kind of speaker you would expect in this context.
- B Unprepared.
- C Not used to speaking in public.
- D Not liked.

3 How did people treat the speaker during his first lesson at Harvard?

- A Everyone gave him a friendly welcome.
- B When he arrived everyone, but KX Jin, simply ignored him.
- C Everyone was angry with him for being late for class.
- D All the students were doing their problem sets and didn't see him arrive.

4 Why is 'finding your purpose' (line 25) not enough?

- A You'll find your purpose day after day.
- B People always find their purpose instinctively.
- C Because the world will help you find your purpose.
- D What is more important is to let everyone have a sense of purpose.

5 What kind of text is this?

- A A political speech.
- B A speech made by a parent on his child's Graduation Day.
- C A speech made by a former student on Graduation Day.
- D A university lecture.

6 Who is the speaker talking to?

- A His parents.
- B Teachers.
- C Colleagues.
- D Students.

7 ⚙️ What's the purpose, within the speech, of telling the story of President Kennedy?

- A To create a common background with the audience.
- B To make people laugh in a moment of great tension.
- C To make the message easy to understand and to remember.
- D To keep the listeners' attention.

Score: /7

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** The speaker's parents are in the audience listening to him. T F NG
- 2** The speaker was on holiday when he got the news he had been admitted to Harvard. T F NG
- 3** The speaker's first lecture at Harvard was Computer Science 121. T F NG

Score: /3

TASK C Match the phrases (1-4) to the situations (A-D) in which you would use them.

- D** 1 Let's face it!
A 2 Congratulations!
B 3 You should be nice to people.
C 4 What about...?

- A When you tell someone that you are happy with their success on a special occasion.
 B When you give advice.
 C When you introduce a new subject into a conversation.
 D When you say something true that people might not want to accept.

Score: /2

TASK D Complete the text with the words below. There are two extra words.

projects • purpose • challenge • slowly • sense • about •
 end up • face • start • fast

It's good to be idealistic. But be prepared to be misunderstood. Anyone working on a big vision will get called crazy, even if you (1) end up right. Anyone working on a complex problem will get blamed for not fully understanding the (2) challenge. Anyone taking initiative will get criticized for moving too (3) fast, because there's always someone who wants to slow you down.

So what are we waiting for? It's time for our generation-defining public works. How (4) about stopping climate change before we destroy the planet and getting millions of people involved manufacturing and installing solar panels?

Taking on big meaningful (5) projects is the first thing we can do to create a world where everyone has a (6) sense of purpose. The second is redefining equality to give everyone the freedom they need to pursue (7) purpose.

Let's (8) face it. There is something wrong with our system when I can leave here and make billions of dollars in 10 years while millions of students can't afford to pay off their loans, let alone start a business.

(adapted from <http://news.harvard.edu/gazette/story/2017/05/mark-zuckerbergs-speech-as-written-for-harvards-class-of-2017/>)

Score: /8

Total score: /20

Read the text and complete the tasks.

Jane Goodall, 'In the Shadow of Man'

Jane Goodall is known for her observational work with chimpanzees. 'In the Shadow of Man' is a highly interesting read for anyone who has ever wanted to know more about her work, and the nature of chimpanzees in general. Written in 1971, the book is accessible and not full of scientific jargon.

'In the Shadow of Man' tells the story of when Goodall began her research at the Gombe Stream Reserve in Africa, and how she slowly built a relationship with the chimps that, in turn, began to build one with her. She discusses how she not only had to earn their trust, but also what she observed as far as their habits and behaviours are concerned. The straightforward and engaging, even humorous, tone makes this animal study read almost like a novel. As Goodall describes the exploits of the group of chimps she would end up studying for years, you find yourself growing attached to the animals along with her as you see their distinct personalities emerge. More importantly, Goodall makes a compelling case for the reader to recognize the need for protective measures to be taken to preserve the

chimpanzees and their habitat. Readers will learn about David Graybeard, the first chimp that allowed Goodall to approach him, as well as Mike, Goliath, Leakey, Mr. McGregor, Worzle, Goblin, among many others. While anyone reading that list would think they were mere names and that is all, Goodall actually manages to develop the chimps' characters within the book. And although chimps do not have as distinct facial characteristics as do humans, the book is filled with facial photographs of these chimps, and I continually found myself thumbing through to see the actual face of the chimp she was speaking about.

One aspect Goodall speaks about is animal testing. Although she does not state that she is completely against it, she views the ways in which labs (and even the zoo) house the chimps as almost 'criminal' in her opinion. Laboratories often like to keep chimps housed in small cages, leaving them with nothing to do all day except wait around for the next painful experiment. Chimps are at their best when they are free to climb. Because these are highly intelligent creatures, over time they can become depressed and lethargic – just

as a human would if kept in a small prison cell.

Personally, after having read her book, I agree with what she says. This is not to imply that I think scientific experiments should all together be abandoned, but one is really forced to think twice about the poor ways in which the animals are treated. Hopefully, there will come a time when experimenting on higher animals won't be needed. The biggest difference between them and us is that they have not been able to learn speech, but they have shown that they do have an awareness of self – probably far more than we realize.

'In the Shadow of Man' is a terrific book. Goodall is not only a revered primatologist, but an excellent writer as well. Her story reads almost like a memoir, richly descriptive, but at the same time full of technical observations on chimpanzee behaviour. Since reading this book, and having contemplated the great apes, I view human beings differently. Recommended for all humans.

(adapted from
[http://themoderatevoice.com/
book-review-in-the-shadow-
of-man-by-jane-goodall/](http://themoderatevoice.com/book-review-in-the-shadow-of-man-by-jane-goodall/))

TASK A Choose the best answer.

1 What is 'In the Shadow of Man' about?

- A Animal testing.
- B Scientific experiments on chimpanzees in Africa.
- C The observation of chimpanzees in their natural habitat.
- D A woman and her relationship with chimpanzees.

2 What does the phrase 'and that is all' (line 49) mean in this context?

- A The list of names is complete.
- B The names on the list are not all the chimps she met.
- C It's something more than a list of names.
- D The names on the list are all we need to know.

3 According to Goodall, what is wrong with animal testing?

- A Animals are kept in small cages and may become depressed.
- B Animals may die during the experiments.
- C Animals are underfed and ill-treated.
- D Animals are free to move around the lab.

4 What does the sentence "In the Shadow of Man" is a terrific book' (lines 100-101) mean?

- A The book is full of terrible stories.
- B The book is extremely good.
- C Some of the photos in the book are cruel.
- D It's a book about terrible actions against animals.

5 Why is the book 'recommended for all humans' (line 112)?

- A Because men and chimpanzees have a lot in common.
- B Because it is easy to read.
- C Because we can understand what is wrong with animal testing.
- D Because it teaches us a lot about both men and animals.

6 What kind of book is 'In the Shadow of Man'?

- A A biography.
- B A novel.
- C A journal.
- D An autobiography.

7 What kind of text is this?

- A A book review.
- B An autobiography.
- C A newspaper article.
- D A report.

Score: /7

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** 'In the Shadow of Man' is an account of Jane Goodall's observations of chimpanzees in the Gombe Stream Reserve. F NG
- 2** The book is mainly written for the scientific community. T F NG
- 3** The author of the text asserts that, in coming to understand the chimpanzee, humans may come to understand something about themselves. F NG

Score: /3

TASK C Match the adjectives (1-4) with the corresponding definitions (A-D).

- C 1 straightforward
- D 2 engaging
- B 3 compelling
- A 4 revered

- A highly respected
- B very interesting or exciting
- C simple and easy to understand
- D pleasant and attracting your interest

Score: /2

TASK D Complete the text with the words below. There are two extra words.

wild • characters • actions • apes • environment • observations •
novel • chimps • memoir • human

I read Jane Goodall's 'In the Shadow of Man' years ago as I needed information on the great (1) **apes** Set in Tanzania, the book, a mix of factual (2) **observations** and personal impressions, is the (3) **memoir** that began her career. She entered Tanzania with an open mind, a patient attitude and an interest in exploring the adventures of chimpanzees in the (4) **wild** In the book, she shares every step with the reader – how she followed the (5) **chimps** until they finally accepted her presence. At the time she wrote this book, chimpanzees were not considered (6) **human** – they still aren't. Goodall approached her fieldwork expecting to see them fail the tests of humanness, things like using tools, caring for their families, working as a group, planning their (7) **actions** They leapt across each hurdle that she put in front of them, until her work destroyed all the rules about what made you and I human. By the time I finished this book, I realized that chimpanzees have adapted their lives to suit their (8) **environment**

Score: /8

Total score: /20

Prova 16



Read the text and complete the tasks.

Police: missing teens found in Texas

Three missing teens from Collin County were found in Frisco, Texas, Tuesday afternoon during a traffic stop with a 13-year-old girl behind the wheel. Frisco is about 30 miles away (1)^C

5 'We're OK, thank you all,' a woman, identified by Collin County Police as the mother of 13-year-old Jennifer Stenton, told a reporter who wanted to ask her a few questions. The police said Jennifer and her neighbour, 15-year-old Carol Bradford, took the hatchback belonging to Jennifer's mother around 6:30 Tuesday morning. The two also took Carol's ten-year-old brother Tom with them.

10 'They could have met somebody or come across somebody who would have taken advantage of the situation completely,' said Sgt. Robert Nicholson (2)^E Collin County Police were searching for the trio until about 4:30 Tuesday afternoon when they got a call from Frisco, someone had spotted the car at the mall. Investigators said the car was then trailed by a Cherokee County officer.

15 When the teens drove past the Central Police Department, the Chief got involved. He boxed the car to a stop a few hundred yards from the Police Department. He said he found 13-year-old Jennifer behind the wheel. 'The first thing I asked her was, (3)^A She says, "I'm 14." She's actually 13. It's kind of dangerous, a 13-year-old driving,' said Chief Mark Williams from the local Police Department.

20 Collin County Police said the girls apparently came to Frisco to visit one of the girls' relatives, but no one was home. 'Well, we think since early this morning they were here in Frisco,' said Sgt. Nicholson. Frisco Police said local radio reports and social media played a big role in finding the three missing teens. 'It was shared all over the county and there were local people here sharing it as well, so if they were here, they were going to be found. Definitely,' said Chief Williams.

25 Collin County Police Department said it is unclear if any charges would be filed against the older girls. (4)^B to always be aware of their children's activities.

TASK A Choose the best answer.

1 How many teen girls are involved in the story?

- A One.
 B Two.
 C Three.
 D Four.

2 Who is Tom?

- A A cousin of one of the girls.
 B A friend of theirs.
 C A brother of one of the girls.
 D The father of one of the girls.

3 Who was driving the car when the police stopped them?

- A The younger girl. C The boy.
 B The older girl. D None of them.

4 How long was it before the police found the missing teens?

- A 24 hours.
 B About three hours.
 C Half a day.
 D 10 hours.

5 Why have they driven to Frisco?

- A To go to the shopping mall.
- B To visit a relative.
- C They didn't say why.
- D They didn't intend to drive as far as Frisco.

6 Why was Chief Williams convinced they would be found?

- A Because he didn't think a 13-year-old girl can drive for a long time.
- B Because everyone knew the missing teens and their families.
- C Because it's unusual to see a 13-year-old driving a car.
- D Because the news of the missing teens had been shared everywhere in the county.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 The three teens were from Frisco, Texas. T NG
- 2 There were two girls and one boy in the group. X F NG
- 3 No one has taken advantage of the situation. X F NG
- 4 The girls have been told off by their parents. T F NG

Score: /4

TASK C Four sentences have been removed from the article. Choose from sentences (A-E) the one which fits each gap (1-4). There is one extra sentence.

- A "Let me see your driver's license."
- B They also said this was a teachable moment for other parents
- C from the area where the teens disappeared early Tuesday morning.
- D ~~"Make wise choices."~~
- E from the Collin County Police Department.

Score: /2

TASK D Complete the sentences with ONE of the phrases below.

~~play a role • take advantage of • drive past • file charges • come across • search for • get involved with • spotted~~

- 1 We don't know if the police will file charges against the two suspects.
- 2 The Mayor wants to thank all those who want to play a role in saving the hospital.
- 3 I don't think I have ever come across such a horrible person in my entire life.
- 4 Many students don't know how to take advantage of the resources available at the school library.
- 5 We intend to search for the information we need on the Web.
- 6 I saw his convertible outside the restaurant and decided to drive past
- 7 The police spotted a 13-year-old girl driving her parents' car.
- 8 That's not the kind of guy you want to get involved with

Score: /8

Total score: /20

Prova 17

Read the text and complete the tasks.

Everything we encounter in our daily lives contains some radioactive material. Careful analyses can identify and quantify the radioactive material in just about anything. This document describes a few of the more commonly encountered and familiar consumer products that can contain sufficient radioactive material for it to be distinguished from background with a simple handheld radiation survey meter.

Watches and clocks

Modern watches and clocks sometimes use a small quantity of hydrogen-3 (tritium) or promethium-147 as a source of light. Older (for example, pre-1970) watches and clocks used radium-226 as a source of light. If these older timepieces are opened and the dial or hands handled, some of the radium could be picked up and possibly ingested. As such, caution should be exercised when handling these items.

Ceramics

Ceramic materials (for example, tiles, pottery) often contain elevated levels of naturally occurring uranium, thorium, and/or potassium. In many cases, the activity is concentrated in the glaze. Unless there is a large quantity of the material, readings above background are unlikely. Nevertheless, some older (for example, pre-1960) tiles and pottery, especially those with an orange-red glaze, can be quite radioactive.

(A)
 20 Most of them contain a low-activity americium-241 source. Alpha particles emitted by the americium ionize the air, making the air conductive. Despite the fact that these devices save lives, the question 'are smoke detectors safe?' is still asked by those with an inordinate fear of radiation. The answer, of course, is 'yes, they are safe.' Instructions for proper installation, handling, and disposal of smoke detectors are found on the
 25 package.

Glass

Glassware, especially antique glassware with a yellow or greenish color, can contain easily detectable quantities of uranium. Even ordinary glass can contain high-enough levels of potassium-40 or thorium-232 to be detectable with a survey instrument.
 30 Older camera lenses (1950s-1970s) often employed coatings of thorium-232 to alter the index of refraction.

(B)
 They are designed to provide varying levels of potassium, phosphorous, and nitrogen. Such fertilizers can be measurably radioactive for two reasons: potassium is naturally
 35 radioactive, and phosphorous can be derived from phosphate ore that contains elevated levels of uranium.

(C)
 It contains a variety of different types and amounts of naturally occurring radioactive materials. Although the relatively small quantities of food in the home contain too
 40 little radioactivity for the latter to be readily detectable, bulk shipments of food have been known to set off the alarms of radiation monitors at border crossings.

(D)
 In the past, primarily 1920 through 1950, a wide range of radioactive products were sold as cure-alls, for example, radium-containing pills, pads, solutions, and devices designed to add radon to drinking water. Most such devices are relatively harmless, but occasionally one can be encountered that contains potentially hazardous levels of radium.

(adapted from <https://hps.org/publicinformation/ate/faqs/consumerproducts.html>)

TASK A Choose the best answer.

1 Where would you find a text like this?

- A In a school textbook.
- B In a magazine for teenagers.
- C In an informative fact sheet for consumers.
- D In an encyclopaedia.

2 A handheld radiation survey meter is...

- A made by hand.
- B small enough to hold in your hand when you use it.
- C so large that it can't be held in your hand when you use it.
- D only used manually.

3 Are older clocks and watches more radioactive than modern ones?

- A Yes, older clocks and watches contain more radioactive materials.
- B No, they aren't, although they contain more radioactive materials.
- C The text doesn't give any information about this.
- D Only if they were made before 1970.

4 What does the word 'background' (lines 5 and 16) mean in this context?

- A The radiation found naturally on earth.
- B What cannot be naturally found around us.
- C Something which can't be clearly seen.
- D Radiation which is produced artificially.

5 The words 'these items' (line 11) refer to ...

- A modern watches and clocks.
- B parts of old watches and clocks.
- C radioactive materials such as radium.
- D some types of old watches and clocks.

6 Which of the following could be the title of the text?

- A Radiation is seldom around us
- B How to protect yourself from radiation
- C Household items that emit radiation
- D Is everything we use in everyday life radioactive?

7 ★ Why was this text written?

- A To persuade people not to buy certain products.
- B To inform people about the presence of radioactive material in everyday products.
- C To describe the risk of using or handling radioactive material in everyday life.
- D To encourage people to use more natural objects in everyday life.

Score: /7

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** Everything we encounter in our daily lives contains some radioactive material. T F NG
- 2** Radium can be found in modern watches as well. T F NG
- 3** All radioactive material is man-made. T F NG

Score: /3

TASK C Match the headings (1-4) with the corresponding paragraphs (A-D).

- C** 1 Food
A 2 Smoke detectors
B 3 Fertilizers
D 4 Antique radioactive curative products

Score: /2

TASK D Complete the text with the words below. There are two extra words.

exposure • sources • produce • forms • radioactive • radiation •
 harmful • devices • receive • artificial

Radiation all around us!

Since the beginning of time, all living creatures have been, and are still being, exposed to (1) radiation. We generally (2) receive a total annual dose of about 620 millirem. Of this total, natural sources of radiation account for about 50%, while man-made sources account for the remaining 50%. Natural radiation (3) sources are in the soil, subsoil, air, water. (4) Artificial sources of radiation are the (5) devices which generate radiation, such as the equipment used in medical applications, lamps, radars, antennas, etc.

The various forms of radiation can be either beneficial or (6) harmful, depending on their use and control. For that reason, regulation of certain (7) radioactive sources is necessary to ensure that people and the environment are protected from unnecessary or excessive (8) exposure.

Score: /8

Total score: /20

Prova 18



Read the text and complete the tasks.

Record heat recorded worldwide

- The World Meteorological Organization (WMO) reports the planet Earth is experiencing another exceptionally warm year with record-breaking temperatures (1)^C At least 60 people have been killed in the devastating forest fires in central Portugal. The WMO says one of the factors contributing to these runaway wildfires
- 5 are very high temperatures (2)^D Extremely high temperatures also have been recorded in Spain and in France, which issued an amber alert, the second highest alert level, on Tuesday. The WMO reports near record heat is also being reported in California and in the Nevada deserts.
- Meteorologists report that North Africa and the Middle East are experiencing
- 10 extremely hot weather with temperatures topping 50 degrees Celsius. But WMO spokeswoman Claire Nullis says the hottest place on Earth appears to be the town of Turbat in southwestern Pakistan (3)^B WMO senior scientist Omar Baddour says the world heat record of 56 degrees Celsius was recorded in Death Valley in the United States in 1913.
- 15 'The concern now is we are close to cross that record. We are now 54. We are not that far.' The WMO says it expects global heat waves will likely trigger more deadly wildfires. If necessary precautions are not taken, it warns many people will die from the heat (4)^A

WEATHER WARNINGS GUIDE FROM THE MET OFFICE WEBSITE

We warn the public and emergency services of severe or hazardous weather through our National Severe Weather Warning Service. This includes warnings which are given a colour depending on a combination of both the likelihood of the event happening and the impact the conditions may have.

What the colours mean:

- Yellow: Severe weather is possible over the next few days and could affect you.
- Amber: There is an increased likelihood of bad weather affecting you.
- Red: Extreme weather is expected.

(adapted from <https://www.voanews.com/a/world-temperatures/3908281.html>;
<http://www.metoffice.gov.uk/guide/weather/warnings>)

TASK A Choose the best answer.**1 What is being described in the text?**

- A Climate change.
- B The causes of rising temperatures.
- C The consequences of record-breaking temperatures around the world.
- D The measures taken to protect the population from rising temperatures.

2 The box provides information about ...

- A the MET Office, i.e. the UK's national weather service.
- B the types of warnings about severe weather conditions.
- C the origin of different types of colour warnings.
- D the risks connected to each type of warning.

3 Where is the hottest place on Earth?

- A In Europe.
- B In Africa.
- C In Asia.
- D In the United States.

4 In the sentence 'temperatures topping 50 degrees Celsius' (line 10) how would you explain the word 'topping'?

- A Which are over.
- B Which are not higher than.
- C Which are not far from.
- D Which are below.

5 Where was the world heat record recorded?

- A In Europe.
- B In Africa.
- C In Asia.
- D In the United States.

6 What kind of text is this?

- A A weather forecast.
- B A scientific paper.
- C A newspaper article.
- D A report.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** Experts do not think the world heat record is likely to be broken. T F NG
- 2** Wildfires are one of the consequences of very high temperatures. F NG
- 3** A red alert will soon be issued in different countries. T F NG
- 4** The colour of the warning depends on a combination of three different elements. T F NG

Score: /4

TASK C Four sentences have been removed from the article. Choose from the sentences (A-E) the one which fits each gap (1-4). There is one extra sentence.

- A** , as happened in 2003, when heatwaves across Europe killed 70,000 people.
- B** , which reported a temperature of 54 degrees Celsius in May.
- C** occurring in Europe, the Middle East, North Africa and the United States.
- D** that have exceeded 40 degrees Celsius.
- E** ~~this is a new temperature record for Asia.~~

Score: /2

TASK D Complete the text with the words below. There are two extra words.

must • risk • severe • need • may • can •
should • safe • forecast • hot

What the colours mean

- Yellow: Severe weather is possible over the next few days and could affect you. Yellow means that you (1)**should**..... plan ahead, thinking about possible travel delays, or the disruption of your day-to-day activities. Yellow means keep an eye on the latest (2)**forecast**..... and be aware that the weather (3)**may**..... change or worsen, leading to disruption of your plans in the next few days.
- Amber: There is an increased likelihood of bad weather affecting you, which could potentially disrupt your plans and possibly cause travel delays, road and rail closures, interruption to power and the potential (4)**risk**..... to life and property. Amber means you (5)**need**..... to be prepared to change your plans and protect you, your family and community from the impacts of the (6)**severe**..... weather based on the forecast from the Met Office.
- Red: Extreme weather is expected. Red means you should take action now to keep yourself and others (7)**safe**..... from the impact of the weather. Widespread damage, travel and power disruption and risk to life is likely. You (8)**must**..... avoid dangerous areas and follow the advice of the emergency services and local authorities.

Score: /8

Total score: /20

Prova 19

Read the text and complete the tasks.

LONDON A Literary Tour

From Chaucer to Dickens, Shakespeare to Virginia Woolf, London has provided inspiration (and a home) to some of the English language's greatest writers. Strolling around London, be sure to look for the

5 blue plaques marking where people of importance, both literary and otherwise, have lived and worked throughout history. But if you would like to delve deeper into the city's literary history, read on. Here are a few can't-miss spots for literature lovers touring London.

10 *Start: Tube to Euston or King's Cross.*

1. British Library

It's the country's greatest book repository with more than 150 million items in its collection, including manuscripts that date back 4,000 years. It is the

15 second largest library in the world, behind the Library of Congress. Literature fans should visit the Sir John Ritblat Gallery to view the Library's stunning archival collection, which includes the Magna Carta, a Gutenberg Bible, original copies of 'Beowulf', 'The Canterbury Tales',

20 'Jane Eyre', and Shakespeare's First Folio, and select works from Jane Austen to the Beatles.

Head west along Euston Road, and then south down Gordon Street for:

2. 50 Gordon Square

25 A blue plaque marks the headquarters of the Bloomsbury Group, a group of writers, artists, and economists, including Virginia Woolf, E. M. Forster, and John Maynard Keynes, who met here in the early 20th century.

30 *Stroll southeastward through Bloomsbury's lovely garden squares to Doughty Street, and the:*

3. Charles Dickens Museum

A display of Dickensiana in the great author's only surviving London house. You can tour the museum

35 at your own pace or sign up for one of the Costumed Tours on the third Sunday of every month, in which a housemaid wearing traditional clothes gives you a tour of the residence.

Go south to:

4. Charing Cross Road

Long London's bookselling centre, this road is lined with second-hand stores and antiquarian dealers, as well as the mighty emporium of Foyles. Marks & Co., as immortalized in '84 Charing Cross Road', is gone,

45 but its former location is marked by a brass plaque.

Continue south to the end of Charing Cross Road, through Trafalgar Square, down Whitehall to:

5. Westminster Abbey

The list of famous people interred in Westminster Abbey is lengthy, to put it mildly, and Poets' Corner in the South Transept serves as a kind of literary hall of fame. Geoffrey Chaucer's tomb was placed here in 1556. That was the beginning of Poets' Corner, which has since served as a memorial to

55 Britain's greatest cultural contributors. Charles Dickens, Thomas Hardy, Rudyard Kipling, Laurence Olivier, Edmund Spenser, and Alfred Tennyson are all interred here, and there are also several monuments commemorating famous writers whose remains are

60 elsewhere, most notably Shakespeare, who is buried in Stratford-upon-Avon.

In the evening, take the Tube to London Bridge for:

6. Shakespeare's Globe

Finish your day of literary delights with dinner and a show at the recreated theatre of England's most famous playwright.

Note: *This information was accurate when it was published, but can change without notice.*

TASK A Choose the best answer.

1 Where does the tour start from?

- A King's Cross.
- B The British Library.
- C From any of the places listed in the text.
- D Euston.

2 What does the phrase 'a display of Dickensiana' (line 33) mean in this context?

- A All the original manuscripts of Charles Dickens' novels.
- B A museum with paintings and statues of Charles Dickens.
- C A library with only books about Charles Dickens.
- D A collection of memorabilia, manuscripts, books, works, etc., connected in any way with Charles Dickens.

3 What does the phrase 'to put it mildly' (line 50) mean?

- A That something is not as positive as it seems.
- B Something politely.
- C That the thing referred to is actually less important.
- D That something is much more extreme than the words suggest.

4 Who is NOT buried in Poets' Corner?

- A Geoffrey Chaucer.
- B William Shakespeare.
- C Charles Dickens.
- D Alfred Tennyson.

5 Where would you find this type of text?

- A In a library catalogue.
- B In a book of literary criticism.
- C In a tourist guidebook.
- D On a poster.

6 ☆ What does the final note 'This information was accurate when it was published, but can change without notice' (lines 67-68) imply?

- A It suggests that the reader should check the information before booking the tour.
- B The author didn't check the information when it was published.
- C Not all the information given is still valid.
- D The author may not have had time to check the information.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** The blue plaques around London indicate where famous people lived or worked. F NG
- 2** The Bloomsbury Group used to meet in a pub. T F NG
- 3** The Charles Dickens Museum is now in a house which once belonged to the novelist. F NG
- 4** The original text of the Magna Carta is in Westminster Abbey. T F NG

Score: /4

TASK C Where would you go if you wanted to try the activities listed here? Some landmarks can be used more than once. There are two extra activities.

~~British Library • Bloomsbury • Charles Dickens Museum • Charing Cross Road • Westminster Abbey • Stratford upon Avon • Globe Theatre~~

- | | | | |
|----|--|-------|------------------------|
| 1 | Watch a play. | ..... | Globe Theatre |
| 2 | Visit the house where Dickens lived. | ..... | Charles Dickens Museum |
| 3 | Admire Shakespeare's First Folio. | ..... | British Library |
| 4 | Watch a movie. | ..... |  |
| 5 | Visit Shakespeare's tomb. | ..... | Stratford-upon-Avon |
| 6 | Visit Chaucer's tomb. | ..... | Westminster Abbey |
| 7 | Have a look at the original manuscript of the Magna Carta. | ..... | British Library |
| 8 | Buy a second-hand book. | ..... | Charing Cross Road |
| 9 | Have a walk around Gordon Square. | ..... | Bloomsbury |
| 10 | Admire some of Leonardo's paintings. | ..... |  |

Total score: /2

TASK D Complete the text with the phrases below.

~~Shakespeare's itinerary • British Library • literary-related sites • on display • strolling • First Folio • Pub Walk~~

Listing London's (1) and pastimes could fill a book even lengthier than Harry Potter's seven wizardly adventures combined. For starters, get out and about on one of London Walks' lively jaunts. More than a hundred are offered every week, among them (2) and Dickens' London and the Literary London (3) Be sure to get an up-close look at the Bard's (4) at the (5), unusual in that its literary gems are (6) and not tucked away in a vault. For Sherlock Holmes fans, some agencies have an (7) for following in the famous detective's footsteps. Before (8) the city's streets, download the Get London Reading app, or check out the interactive map version, featuring more than 400 books associated with specific places around town.

(adapted from <http://www.nationalgeographic.com/travel/top-10/literary-cities/>)

Score: /8

Total score: /20

Read the text and complete the tasks.

The Curious Incident of the Dog in the Night-Time

5 It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs Shears's house. Its eyes were closed. It looked as if it was running on its side, the way dogs run when they think they are chasing a cat in a dream. But the dog was not running or asleep. The dog was dead. There was a garden fork sticking out of the dog. The points of the fork must have gone all the way through the dog and into the ground because the fork had not fallen over. I decided that the dog was probably killed with the fork because I could not see any other wounds in the dog and I do not think you would stick a garden fork into a dog after it had died for some other reason, like cancer, for example, or a road accident. But I could not be certain about this.

10

15 I went through Mrs Shears's gate, closing it behind me. I walked onto her lawn and knelt beside the dog. I put my hand on the muzzle of the dog. It was still warm.

20 The dog was called Wellington. It belonged to Mrs Shears, who was our friend. She lived on the opposite side of the road, two houses to the left.

25 Wellington was a poodle. Not one of the small poodles that have hairstyles but a big poodle. It had curly black fur, but when you got close you could see that the skin underneath the fur was a very pale yellow, like chicken.

I stroked Wellington and wondered who had killed him, and why.

– 1 –

(Mark Haddon, 'The Curious Incident of the Dog in the Night-Time', Vintage Books, 2004)

TASK A ☆ Choose the best answer.**1 What was the first impression the narrator had when he saw the dog lying on the grass?**

- A The dog was sleeping and dreaming.
 B The dog was playing with a garden fork.
 C The dog was dead.
 D The dog was running.

2 How did the dog die?

- A It had been ill for some time and died of cancer.
 B It had been run over by a car.
 C We don't know.
 D It had been killed.

3 What does the word 'muzzle' (line 16) mean?

- A Mouth and nose of the dog.
 B A covering put over the mouth and nose of the dog to prevent it from biting.
 C Head and ears of the dog.
 D The body of the dog.

4 Who is Mrs Shears?

- A The narrator.
 B A neighbour and a friend.
 C A neighbour the narrator didn't get on well with.
 D A relative of the narrator's.

5 How would you define the narrator's attitude?

- A Shocked and incredulous.
 B Sad and melancholy.
 C Surprised and inquisitive.
 D Curious and happy.

6 This excerpt is taken from a novel. Which part of the novel do you think it comes from?

- A From the preface to the novel.
 B From the main chapter where the crime is solved.
 C The end, just before the crime is solved.
 D The very beginning.

Score: /6

TASK B Read these sentences. Choose T (true), F (false) or NG (not given).

- 1** The narrator knows Mrs Shears and the dog very well. F NG
2 The dog had disappeared for some days. T F NG
3 Mrs Shears also had a cat. T F NG
4 Wellington had grey fur. T F NG

Score: /4

TASK C Match the first part of the sentence (1-4) with the second part (A-D).

- D 1 There was a packet of something sticking ...
 C 2 That large truck won't go ...
 A 3 The angle of the Leaning Tower of Pisa is so great that it looks like it might fall ...
 B 4 If you get close ...

- A over at any moment.
B to the fire, you may get burned.
C through the tunnel under the river.
D out of her pocket.

Score: /2

TASK D Complete the text with the words below. There are two extra words.

dog • grass • wound • scared • fork • blood • shoes •
a housecoat • concentrating • tired

I pulled the (1) **fork** out of the dog and lifted him into my arms and hugged him. He was leaking blood from the fork holes.

I like dogs. You always know what a (2) **dog** is thinking. It has four moods. Happy, sad, cross and (3) **concentrating** Also, dogs are faithful and they do not tell lies because they cannot talk.

I had been hugging the dog for 4 minutes when I heard screaming. I looked up and saw Mrs Shears running toward me from the patio. She was wearing pyjamas and (4) **a housecoat** Her toenails were painted bright pink and she had no (5) **shoes** on.

She was shouting [...]

I do not like people shouting at me. It makes me (6) **scared** that they are going to hit me or touch me and I do not know what is going to happen.

'Let go of the dog,' she shouted. [...]

I put the dog down on the lawn and moved back 2 metres.

She bent down. I thought she was going to pick the dog up herself, but she didn't. Perhaps she noticed how much (7) **blood** there was and didn't want to get dirty. Instead she started screaming again. I put my hands over my ears and closed my eyes and rolled forward till I was hunched up with my forehead pressed onto the (8) **grass** The grass was wet and cold. It was nice.

(Mark Haddon, 'The Curious Incident of the Dog in the Night-Time', Vintage Books, 2004)

Score: /8

Total score: /20