



## I. Reading Section (15 marks)

Read the article.

### Eating Chocolate Is Good For Your Heart

LOS ANGELES (Reuters) - Thursday March 25 There is more good news from the scientific community for chocolate lovers -- eating chocolate may reduce their chance of heart disease by helping arteries remain unclogged.

A study released Wednesday, sponsored by Mars Inc., the makers of M&M's and Snickers, and conducted by Mars and the University of California Davis, found that cocoa contains flavonoids that act as antioxidants and can help prevent plaque from sticking to artery walls.

"What we found is that these individual flavonoids in some of our chocolate products actually have significantly different antioxidant activities," Mars researcher Dr. Harold Schmitz told Reuters.

"This is very significant. About 100 years ago people found vitamins, 50 years later they found various vitamins all do different things," he said after the findings were presented at the American Chemical Society's national meeting in Anaheim, California.

The report went further than previous studies by identifying particular flavonoids found in chocolate that inhibit the oxidation of so-called bad cholesterol.

That oxidation is believed to be a key event leading to build-up of plaque in arteries, which can lead to their **blockage** and ultimately cardiovascular disease.

Researchers told a cocoa experts meeting in Spain last year that cocoa contained more than 600 chemicals that may help fight cancer and heart disease, and could also help protect the human immune system, fight **rheumatism** and combat stress.

Another report last December by the Harvard School of Public Health said eating candy could increase **longevity**.

The Harvard study was spurred by the belief that since candy has been part of the diet from the days of Ancient Egyptians, Arabs and Chinese, it presumably had some value. The study showed that eating candy appeared to add a year to **life expectancy**.

Flavonoids are also the chemical found in wine that studies have indicated are linked to a lower risk of heart disease and stroke.

#### Vocabulary

**unclogged** – without obstruction

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### Answer the questions about the article. (6 marks)

1. Why is food that contains flavonoids healthy?
2. Do all flavonoids have the same effect on the human body?
3. When did scientists discover the effects of different vitamins?
4. What is a possible effect of eating candy, according to a Harvard study?
- 5-6. Name two benefits of eating cocoa.

### Match the nouns from the article (7-10) with the correct definitions (a-d). (2 marks)

|                     |   |
|---------------------|---|
| 7. blockage         | a. a type of illness                                  |
| 8. rheumatism       | b. the length of time someone lives                   |
| 9. longevity        | c. the length of time it is thought someone will live |
| 10. life expectancy | d. an obstruction                                     |

Read the article.

## Memory Test

Jerome Burne talks to a magician who teaches children ways to remember facts.

The Greek philosophers knew about it and it could still dramatically improve children's school results today, except that no one teaches it. "It" is a very old technique for making your memory better. Try memorizing this series of random numbers: 3, 6, 5, 5, 2, 1, 2, 4. Chances are you won't remember them in five minutes. However, had you been at a lecture given at a school in the South of England last month, you would be able to fix them in your head for five days, five weeks, in fact, forever.

"I am going to give you five techniques that will enable you to remember anything you need to know at school," promised lecturer Ian Robinson to a fascinated audience of a hundred schoolchildren.

Robinson is an entertainer called the *Mind Magician*. He specializes in doing magic tricks that look totally impossible, and then reveals that they involve nothing more mysterious than good old-fashioned trickery. "I have always been interested in tricks involving memory – being able to reel off the order cards in a pack, that sort of thing," he explains.

Robinson was already lecturing to schools on his magic techniques when it struck him that students might find memory techniques even more valuable. "It wasn't a difficult area to move into, as the stuff's all there in books." So he summarized everything to make a two-hour lecture about five techniques.

What Robinson's schoolchildren get are methods that will be familiar to anyone who has dipped into any one of a dozen books on memory. The difference is that Robinson's approach is firmly aimed at schoolchildren. The basic idea is to take material that is random and meaningless – musical scales, bones of the arm – and give them a structure. That series of numbers at the beginning of the article fits in here. Once you think of it as the number of days in the year (365) and the number of weeks (52) and so on, it suddenly becomes permanently memorable.

The reaction of schools has been uniformly enthusiastic. "The students benefited enormously from Ian's presentation," says Dr. Johnston, head of the school where Robinson was speaking. "Ideally we should run a regular class in memory techniques so students can pick it up gradually."

Are the following statements true or false? If they are false, re-write them so that they are true.

(5 marks) Example: Ian gave a lecture at a school in the South of England last year.

False. The lecture was last month.

11. Ian Robinson has given up his work as a magician to become a lecturer.
12. Robinson's lectures include all his own ideas about how to improve your memory.
13. The techniques can be applied in many ways, not just in magic tricks.
14. Although the techniques are very helpful, schoolchildren find his lectures a bit boring.
15. According to the article, random information can only be effectively memorized if it is giving a meaningful structure.

What do the following phrases from the article mean? Choose the correct answer. (2 marks)

16. "**Chances are** you won't remember them in five minutes."

- a. It is very probable that      b. It is improbable that      c. There is the opportunity

17. "...being able **to reel off** the order cards in a pack,"

- a. to give out      b. to mix up      c. to say quickly

18. "The difference is that Robinson's **approach** ..."

- a. get closer      b. way of doing something      c. ideas

19. "The reaction of schools has been **uniformly** enthusiastic."

- a. in every case      b. boringly      c. surprisingly

## II. Use of English Section (20 marks)

Look at these sentences. Are both verb forms possible? If they are possible, tick the sentence. If not, choose the correct option. (3 marks)

Example: When I was young, I used to be/d be very shy.

20. We *used to go/went* to Spain on holiday last year.  
 21. During the summer we *used to play/d play* in the woods for hours.  
 22. My mother *is always complaining/always complains* about how much everything costs.  
 23. When Adela was younger, she *used to have/d have* a pet rabbit.  
 24. Our kids *will play/play* their music too loudly - it drives me crazy!  
 25. My father *didn't use to/used to* like cooking.

Complete these third conditional sentences with the correct form of the verb in brackets. (4 marks)

26. We \_\_\_\_\_ (not be) late if the car \_\_\_\_\_ (not break down).  
 27. Our journey \_\_\_\_\_ (might be) quicker if we \_\_\_\_\_ (take) the train.  
 28. If I \_\_\_\_\_ (know) It was a secret, I \_\_\_\_\_ (not tell) anyone.

Complete the table with crimes, criminals and verbs. (5 marks)

| Crime     | Criminal      | Verb      |
|-----------|---------------|-----------|
| looting   | <u>looter</u> | loot      |
| 29. _____ | robber        | 30. _____ |
| burglary  | 31. _____     | 32. _____ |
| 33. _____ | 34. _____     | kidnap    |
| 35. _____ | thief         | 36. _____ |
| 37. _____ | mugger        | 38. _____ |

Write the correct prepositions. (2 marks)

Example: My mum is terrified of big dogs.

39. Australia is famous \_\_\_\_\_ its beaches.  
 40. Is Tim excited \_\_\_\_\_ going to Japan?  
 41. I was very fond \_\_\_\_\_ music as a child.  
 42. Anna was shocked \_\_\_\_\_ the standard of driving.

Fill in the gaps with the correct form of the verbs in brackets. (3 marks)

Example: She loves going (go) to the cinema.

43. He doesn't mind \_\_\_\_\_ (help) me.  
 44. My brother taught me \_\_\_\_\_ (drive).  
 45. I stopped \_\_\_\_\_ (help) a girl who had fallen off her bike.  
 46. I forced him \_\_\_\_\_ (tell) me his name.  
 47. I think you'd better \_\_\_\_\_ (get) some sleep.  
 48. Did you remember \_\_\_\_\_ (buy) some milk?

Fill in the gaps in the conversation with these words/phrases. You don't need to use all the words or phrases. (4 marks)

|            |                      |          |                 |
|------------|----------------------|----------|-----------------|
| 's that    | 's it going for (x2) | what way | come            |
| 's he like | sort of              | with     | as what exactly |

- SUE Hi Tim! How are you?  
 TIM Not great, actually.  
 SUE Oh! Why's that?  
 TIM It's my course. I'm not enjoying it any more.  
 SUE How (49) \_\_\_\_\_? You loved it when you started.  
 TIM I know. I think it's the teacher really.  
 SUE Why? What (50) \_\_\_\_\_?  
 TIM He's a bit boring so I don't listen properly and then I don't do well in the coursework. I need to sort out my life a bit.  
 SUE In (51) \_\_\_\_\_?  
 TIM I don't know. Do something different.  
 SUE Like (52) \_\_\_\_\_?  
 TIM Join a study group and do exciting things in my free time.  
 SUE What (53) \_\_\_\_\_ things?  
 TIM Acting, for example. I'm studying drama after all. By the way, did I tell you that I'm writing a play?  
 SUE Really? How (54) \_\_\_\_\_?  
 TIM Very slowly. I've had to do a lot of research into 20<sup>th</sup> Century politics.  
 SUE What (55) \_\_\_\_\_?  
 TIM My play's about a Canadian politician. In fact, I'm going to Canada soon.  
 SUE How long (56) \_\_\_\_\_?  
 TIM Oh, about a month.  
 SUE Fantastic!

