

# 现代英语

第二级

测试

TESTS 2

Andrew Harrison

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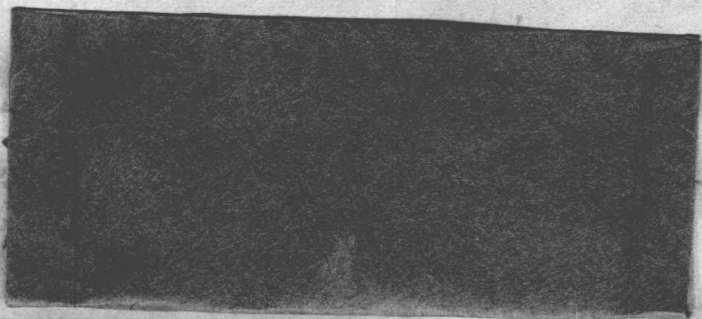
# MODERN ENGLISH

for University Students

## Tests

Grade 2

Andrew Harrison



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## 现代英语

测试

第2级

A. 哈里森

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# UNIT 1

- 1 Write the numbers 1 - 21 down the left side of your paper. Then look at the sentences below and decide which of the words in *italics* best fills each blank. (There may be more than one correct answer.) For example, the first answer is 'petroleum', so write that beside the number 1 on your sheet. Now choose the correct words for numbers 2 - 21. (20 marks)

In North America, natural gas, which is found either alone or associated with

- |    |  |                     |                  |                     |                   |
|----|--|---------------------|------------------|---------------------|-------------------|
| 1  | ....., has always been   | <i>rock</i>         | <i>petroleum</i> | <i>water</i>        | <i>air</i>        |
| 2  | ..... In other   | <i>found</i>        | <i>mined</i>     | <i>exploited</i>    | <i>burnt</i>      |
| 3  | ..... such as Venezuela or the Middle East it has been burned as | <i>areas</i>        | <i>countries</i> | <i>continents</i>   | <i>places</i>     |
| 4  | ..... Since 1945   | <i>efficiently</i>  | <i>oil</i>       | <i>before</i>       | <i>waste</i>      |
| 5  | ..... gas supplies in Europe, Africa, Asia and South             | <i>natural</i>      | <i>stored</i>    | <i>manufactured</i> | <i>coal</i>       |
| 6  | ..... have been discovered and exploited.                        | <i>America</i>      | <i>Asia</i>      | <i>India</i>        | <i>Pole</i>       |
| 7  | ..... in the North Sea   | <i>Exploitation</i> | <i>Gas</i>       | <i>Drilling</i>     | <i>Wells</i>      |
| 8  | ..... in 1965, and   | <i>ended</i>        | <i>began</i>     | <i>started</i>      | <i>reduced</i>    |
| 9  | ..... well over half the   | <i>now</i>          | <i>then</i>      | <i>today</i>        | <i>because</i>    |
| 10 | ..... in Britain are   | <i>houses</i>       | <i>people</i>    | <i>streets</i>      | <i>homes</i>      |
| 11 | ..... by natural gas, which flows from the                       | <i>connected</i>    | <i>heated</i>    | <i>run</i>          | <i>supplied</i>   |
| 12 | ..... through a 75mm diameter                                    | <i>beginning</i>    | <i>well</i>      | <i>pipe</i>         | <i>boiler</i>     |
| 13 | ..... three to six feet below the sea                            | <i>tube</i>         | <i>wire</i>      | <i>tunnel</i>       | <i>pipeline</i>   |
| 14 | ..... The gas contains   | <i>side</i>         | <i>surface</i>   | <i>bed</i>          | <i>shore</i>      |
| 15 | ....., and to ensure that  | <i>methanes</i>     | <i>liquids</i>   | <i>oils</i>         | <i>lumps</i>      |
| 16 | ..... do not block the pipeline by                               | <i>these</i>        | <i>some</i>      | <i>all</i>          | <i>they</i>       |
| 17 | ..... at low points, synthetic rubber balls                      | <i>stopping</i>     | <i>lying</i>     | <i>falling</i>      | <i>collecting</i> |
| 18 | ..... 'slugs' are pushed   | <i>named</i>        | <i>like</i>      | <i>called</i>       | <i>with</i>       |
| 19 | ..... the line at regular intervals by                           | <i>below</i>        | <i>along</i>     | <i>in</i>           | <i>through</i>    |
| 20 | ..... pressure to force any standing                             | <i>air</i>          | <i>gas</i>       | <i>high</i>         | <i>heavy</i>      |
| 21 | ..... to the shore.  | <i>gas</i>          | <i>pipe</i>      | <i>liquid</i>       | <i>water</i>      |

- 2 Write the numbers 22-32 down your paper. Then read the passage below and change all the verbs to the past tense. For example, the first answer is 'was'. Write this for number 22. Now do the others. (10 marks)

British Gas is at your service all winter. The weather forecast says that cold weather is coming. If the temperature falls by 5°C it can cause a 20% increase in the demand for gas, so engineers at British Gas analyse forecasts to determine the regions likely to be most affected and send information to their national compressor stations. These increase the flow of gas through the pipelines and provide extra supplies to meet local needs. So, with planning and the skills of its engineers, British Gas meets the changing demands which the British climate makes on the gas supply.

- 3 Write the numbers 33-43 down your paper. Then complete the following sentences using the correct words from the box. For example, the first word is 'when'. Write this for number 33. Now do the others. (10 marks)

a	another	by	firstly	he	himself
his	of	on	secondly	when	

\_\_\_\_ primitive man was cold, \_\_\_\_ had various ways \_\_\_\_ making \_\_\_\_ warm. \_\_\_\_ he could put \_\_\_\_ more clothes. \_\_\_\_, he could make heat \_\_\_\_ lighting \_\_\_\_ fire. \_\_\_\_ way was to exercise \_\_\_\_ body.

# UNIT 2

1 Write the numbers 1 - 21 down the left side of your paper. Then look at the sentences below and decide which of the words in *italics* best fills each blank. (There may be more than one correct answer.) For example, the first answer is 'others', so write that beside the number 1 on your sheet. Now choose the correct words for numbers 2 - 21. (20 marks)

'Give us a clue' is a game in which one person acts, without words, the title of a book, play or film, and a group of

- |    |   |                 |                   |                |                  |
|----|---|-----------------|-------------------|----------------|------------------|
| 1  | ..... try to guess what the             | <i>actors</i>   | <i>detectives</i> | <i>others</i>  | <i>listeners</i> |
| 2  | ..... is. He can use any part of his    | <i>title</i>    | <i>game</i>       | <i>person</i>  | <i>reason</i>    |
| 3  | ..... to explain the meaning of the     | <i>body</i>     | <i>head</i>       | <i>hand</i>    | <i>foot</i>      |
| 4  | ..... in the title, but he must not     | <i>ideas</i>    | <i>words</i>      | <i>letters</i> | <i>sounds</i>    |
| 5  | ..... Before he begins, he makes        | <i>say</i>      | <i>fall</i>       | <i>smile</i>   | <i>speak</i>     |
| 6  | ..... to show what kind of production   | <i>gestures</i> | <i>signs</i>      | <i>answers</i> | <i>mistakes</i>  |
| 7  | ..... is. For a book, he puts           | <i>there</i>    | <i>it</i>         | <i>he</i>      | <i>that</i>      |
| 8  | ..... hands in front of him, with the   | <i>his</i>      | <i>the</i>        | <i>both</i>    | <i>its</i>       |
| 9  | ..... together, and then                | <i>feet</i>     | <i>eyes</i>       | <i>hands</i>   | <i>palms</i>     |
| 10 | ..... them like a book;                 | <i>reads</i>    | <i>opens</i>      | <i>turns</i>   | <i>considers</i> |
| 11 | ..... it is a play, he                  | <i>because</i>  | <i>when</i>       | <i>if</i>      | <i>and</i>       |
| 12 | ..... up both hands with the            | <i>ties</i>     | <i>rises</i>      | <i>holds</i>   | <i>picks</i>     |
| 13 | ..... touching, then brings them        | <i>fingers</i>  | <i>ends</i>       | <i>elbows</i>  | <i>head</i>      |
| 14 | ..... away from each other in an        | <i>always</i>   | <i>down</i>       | <i>up</i>      | <i>all</i>       |
| 15 | ..... , stopping half way and then      | <i>angle</i>    | <i>arch</i>       | <i>arc</i>     | <i>oval</i>      |
| 16 | ..... his arms downwards, like the      | <i>throwing</i> | <i>dropping</i>   | <i>leaving</i> | <i>bringing</i>  |
| 17 | ..... at the sides of the               | <i>audience</i> | <i>scenery</i>    | <i>actors</i>  | <i>curtains</i>  |
| 18 | ..... in a theatre; for a film he holds | <i>building</i> | <i>seats</i>      | <i>stage</i>   | <i>audience</i>  |
| 19 | ..... left hand still and makes a       | <i>the</i>      | <i>his</i>        | <i>one</i>     | <i>a</i>         |



- 20 ..... gesture with his right      *circling*      *nodding*      *shaking*      *beckoning*  
 21 ..... , like someone turning      *one*      *ear*      *hand*      *eye*  
 the handle on a primitive  
 movie camera.

- 2 Read this passage and change the verbs into the passive. For example, you should begin: 'A handshake is given when ...'. Now write it all in the same way. (10 marks)

People give a handshake when they meet a friend after a long separation, or when they encounter someone for the first time. They use different kinds of handshake: sometimes they express warmth by exaggerating the action. They put the left hand over the handshake, grip the other person's arm, place the left arm on his shoulder, or bring him closer with a kind of hug. He leans his head towards the other person and gives him a friendly smile.

- 3 Write the numbers 22-32 down your paper. Then complete the following sentences using the correct words from the box. For example, the first word is 'to'. Write this for number 22. Now do the others. (10 marks)

her	it	of	on	the	then
this	to	to		until	without

\_\_\_ teach the chimpanzee the word "hat", \_\_\_ instructor showed \_\_\_ a hat, \_\_\_ took her hand and put \_\_\_ in the correct position: \_\_\_ the top \_\_\_ her head. \_\_\_ procedure was repeated \_\_\_ she began \_\_\_ make the sign \_\_\_ the instructor's aid.

# UNIT 3

- 1 Write the numbers 1-21 down the left side of your paper. Then look at the sentences below and decide which of the words in *italics* best fills each blank. (There may be more than one correct answer.) For example, the first answer is 'continuously', so write that beside the number 1 on your sheet. Now choose the correct words for numbers 2-21. (20 marks)

If coughs and sneezes spread diseases, why are people in our crowded cities not

1 .... ill? Do they stay at work	<i>continually</i>	<i>sometimes</i>	<i>continuously</i>	<i>ever</i>
2 .... with influenza? Or are there enough	<i>always</i>	<i>even</i>	<i>therefore</i>	<i>ever</i>
3 .... in their bodies to kill all	<i>organisms</i>	<i>germs</i>	<i>fluids</i>	<i>conditions</i>
4 ....? Could medical experts be wrong in	<i>contacts</i>	<i>diseases</i>	<i>fermentation</i>	<i>germs</i>
5 .... that viruses and bacteria go from	<i>thinking</i>	<i>believing</i>	<i>showing</i>	<i>telling</i>
6 .... to person? A new theory says that	<i>person</i>	<i>one</i>	<i>someone</i>	<i>this</i>
7 .... material from space originated	<i>dead</i>	<i>mineral</i>	<i>antiseptic</i>	<i>organic</i>
8 .... cells on earth, dominated	<i>tissue</i>	<i>living</i>	<i>live</i>	<i>carbolic</i>
9 .... and is responsible for most of the	<i>life</i>	<i>evolution</i>	<i>disease</i>	<i>mankind</i>
10 .... in the world. Space exploration	<i>diseases</i>	<i>death</i>	<i>variety</i>	<i>benefits</i>
11 .... that the particles in the	<i>offers</i>	<i>expects</i>	<i>shows</i>	<i>suggests</i>
12 .... of Halley's comet are made of	<i>nucleus</i>	<i>tail</i>	<i>star</i>	<i>light</i>
13 ...., oxygen, nitrogen and hydrogen-which are all organic. Many of the	<i>metal</i>	<i>rock</i>	<i>carbon</i>	<i>dust</i>
14 .... are the same size as common	<i>particles</i>	<i>comets</i>	<i>moons</i>	<i>satellites</i>
15 .... How do these particles in space	<i>colds</i>	<i>viruses</i>	<i>influenza</i>	<i>infections</i>
16 .... our noses? The earth is embedded with	<i>effect</i>	<i>leave</i>	<i>affect</i>	<i>attack</i>

17 ... from countless comets. and particles	<i>tails</i>	<i>material</i>	<i>debris</i>	<i>particles</i>
18 ... it may take anything from a few	<i>inside</i>	<i>beyond</i>	<i>from</i>	<i>with</i>
19 ... to ten years to descend. But some scientists are	<i>weeks</i>	<i>minutes</i>	<i>centuries</i>	<i>millennia</i>
20 ... that this	<i>sure</i>	<i>aware</i>	<i>confident</i>	<i>thinking</i>
21 ... is more important than person-to-person contact for short-lived viruses.	<i>phenomenon</i>	<i>belief</i>	<i>situation</i>	<i>event</i>

- 2 Write the numbers 22-32 down your paper. Then read the sentences below and write down the verbs, adding whether they are transitive or intransitive. For example, the first answer is 'drinks-transitive'. Write this for number 22. Now do the others. (10 marks)**

### **Klenz Disinfectant**

*First aid:* If someone drinks KLENZ, wash his mouth with water and then make him drink plenty of milk.

*Sore throat:* If your throat hurts, measure two teaspoons of KLENZ into a pint of warm water and stir thoroughly. Then gargle with this solution.

*Drains:* If you pour pure KLENZ in every day, it kills germs and prevents smells.

- 3 Write the numbers 33-43 down your paper. Read the sentences or phrases below, then list them in the correct order. For example, the first answer is E. Write this for number 33. Now do the others. (10 marks)**

### **Bandaging a child's finger**

- A making several loops.
- B and then run a one-inch roll of bandage
- C Hold these loops
- D Finally, cut the bandage
- E Wrap a piece of gauze round the wounded finger,
- F several times over the end of it,
- G moving gradually up and down it
- H and fix the end of it with a piece of sticky tape.
- I while you wind the bandage round the finger,
- J a couple of times.
- K with your other hand

# UNIT 4

- 1 Write the numbers 1-21 down the left side of your paper. Then look at the sentences below and decide which of the words in *italics* best fills each blank (There may be more than one correct answer.) For example, the first answer is 'then', so write that beside the number 1 on your sheet. Now choose the correct words for numbers 2-21. (20 marks)

If the earth's population continues to double every 35 years, as it is now doing,

- |  |                     |                  |                    |                   |
|--|---------------------|------------------|--------------------|-------------------|
| 1.....by AD 2570 it will have              | <i>and</i>          | <i>then</i>      | <i>because</i>     | <i>so</i>         |
| 2.....100,000 times. It would be very      | <i>run</i>          | <i>been</i>      | <i>increased</i>   | <i>happened</i>   |
| 3.....to increase the amount of            | <i>helpful</i>      | <i>difficult</i> | <i>impossible</i>  | <i>good</i>       |
| 4.....which the earth can support. If the  | <i>life</i>         | <i>grain</i>     | <i>food</i>        | <i>people</i>     |
| 5.....continues, by AD 2570 the mass of    | <i>way</i>          | <i>number</i>    | <i>stability</i>   | <i>trend</i>      |
| 6.....would comprise all of life and we    | <i>animals</i>      | <i>mankind</i>   | <i>humanity</i>    | <i>population</i> |
| 7.....be reduced to cannibalism to         | <i>might</i>        | <i>could</i>     | <i>should</i>      | <i>would</i>      |
| 8.....We could increase artificial         | <i>finish</i>       | <i>survive</i>   | <i>live</i>        | <i>remain</i>     |
| 9.....of food by new                       | <i>production</i>   | <i>yield</i>     | <i>manufacture</i> | <i>amounts</i>    |
| 10.....techniques such as growing          | <i>distribution</i> | <i>control</i>   | <i>production</i>  | <i>farming</i>    |
| 11.....in solutions of chemicals           | <i>animals</i>      | <i>plants</i>    | <i>trees</i>       | <i>crops</i>      |
| 12.....than in soil, but this would not be | <i>there</i>        | <i>easily</i>    | <i>rather</i>      | <i>stronger</i>   |
| 13.....to meet the increase involved in a  | <i>enough</i>       | <i>immense</i>   | <i>additional</i>  | <i>adequate</i>   |
| 14.....of growth so great. By AD 2600 the  | <i>size</i>         | <i>rate</i>      | <i>amount</i>      | <i>rise</i>       |
| 15.....would have standing room only, for  | <i>cities</i>       | <i>earth</i>     | <i>population</i>  | <i>animals</i>    |
| 16.....would not be a square metre per     | <i>it</i>           | <i>this</i>      | <i>people</i>      | <i>there</i>      |
| 17.....on the entire land surface,         | <i>person</i>       | <i>space</i>     | <i>inhabitant</i>  | <i>child</i>      |



18.....Antarctica. This takes on	<i>containing</i>	<i>including</i>	<i>covering</i>	<i>cancelling</i>
19.....of the differences in the	<i>account</i>	<i>notice</i>	<i>reason</i>	<i>control</i>
20.....of the industrialised nations and the	<i>agreement</i>	<i>relationship</i>	<i>resources</i>	<i>strategies</i>
21.....World.	<i>whole</i>	<i>Western</i>	<i>Third</i>	<i>Planet</i>

- 2 Write the numbers 22-32 down your paper. Then write out the following numbers in words. For example, the first one is 'one point nine six'. Write this for number 22. Now do the others. (10 marks)**

1.96	29	30,600
3/4	347	£11/2m
415	1986 (the year)	\$4bn
.6	2,492	

- 3 Write the numbers 33-43 down your paper. Read the passage below and fill in the blanks with either 'because' or 'and' or 'but'. The first answer is 'and'. Write this for number 33. Now do the others. (10 marks)**

The demand for water in Britain is rising \_\_\_\_ this causes a problem \_\_\_\_ it is difficult to meet this increase. \_\_\_\_ we must find a solution, \_\_\_\_ it must be soon, \_\_\_\_ time is running out. Every man, woman \_\_\_\_ child in Britain now uses over 60 gallons a day, \_\_\_\_ this will double by the year 2000. \_\_\_\_ this is not all drinking water, \_\_\_\_ we could recycle water for other purposes more quickly \_\_\_\_ cheaply \_\_\_\_ it does not have to be pure.

# UNIT 5

- 1 Write the numbers 1-21 down the left side of your paper. Then look at the sentences below and decide which of the words in *italics* best fills each blank. (There may be more than one correct answer.) For example, the first answer is 'freeze', so write that beside the number 1 on your sheet. Now choose the correct words for numbers 2-21. (20 marks)

In the late 1960s a movement grew to

- |   |                      |                  |                 |                    |
|---|----------------------|------------------|-----------------|--------------------|
| 1.....human bodies at the moment of       | <i>store</i>         | <i>freeze</i>    | <i>repair</i>   | <i>evaporate</i>   |
| 2.....so that the cellular                | <i>existence</i>     | <i>death</i>     | <i>birth</i>    | <i>sleep</i>       |
| 3.....could remain as                     | <i>system</i>        | <i>mechanism</i> | <i>work</i>     | <i>temperature</i> |
| 4.....as possible until what              | <i>slow</i>          | <i>alive</i>     | <i>complete</i> | <i>intact</i>      |
| 5.....the death of the                    | <i>made</i>          | <i>caused</i>    | <i>restored</i> | <i>began</i>       |
| 6.....individual could be cured. He       | <i>frozen</i>        | <i>personal</i>  | <i>dead</i>     | <i>stored</i>      |
| 7.....then be revived. There is no        | <i>might</i>         | <i>should</i>    | <i>will</i>     | <i>would</i>       |
| 8.....that a frozen body can be           | <i>idea</i>          | <i>evidence</i>  | <i>sign</i>     | <i>thought</i>     |
| 9.....to life again. And what             | <i>thawed</i>        | <i>set</i>       | <i>brought</i>  | <i>led</i>         |
| 10.....would arise with all these dead    | <i>complications</i> | <i>life</i>      | <i>crowds</i>   | <i>population</i>  |
| 11.....returned to life. Do we really     | <i>bodies</i>        | <i>animals</i>   | <i>tissues</i>  | <i>cells</i>       |
| 12.....to be immortal? If there were      | <i>arrange</i>       | <i>try</i>       | <i>want</i>     | <i>expect</i>      |
| 13.....or no deaths on earth, there would | <i>some</i>          | <i>few</i>       | <i>many</i>     | <i>little</i>      |
| 14.....to be few or no births. It would   | <i>expect</i>        | <i>have</i>      | <i>want</i>     | <i>mean</i>        |
| 15.....a society without babies.          | <i>expect</i>        | <i>have</i>      | <i>want</i>     | <i>mean</i>        |
| 16.....would be pleasant to               | <i>This</i>          | <i>However</i>   | <i>It</i>       | <i>We</i>          |
| 17.....the pains and discomforts of old   | <i>discover</i>      | <i>eliminate</i> | <i>have</i>     | <i>suffer</i>      |
| 18.....but the species would then         | <i>life</i>          | <i>times</i>     | <i>age</i>      | <i>men</i>         |
| 19.....of the same people, without        | <i>be</i>            | <i>exist</i>     | <i>combine</i>  | <i>consist</i>     |

- |   |               |               |              |               |
|---|---------------|---------------|--------------|---------------|
| 20.....The prospect of immortality may be | <i>change</i> | <i>life</i>   | <i>hope</i>  | <i>future</i> |
| 21.....than the prospect of death.        | <i>nearer</i> | <i>sadder</i> | <i>worse</i> | <i>wiser</i>  |

- 2 Write the numbers 22-32 down your paper. Then read this passage and fill in the blanks with either the infinitive or the — ING form of the verb in brackets. For example, the first answer is 'to keep'. Write this for number 22. Now do the others. (10 marks)**

If you want (keep) cool there are several ways of (do) it. You can decide (sit) in the shade and avoid (go) out in the sun; or you may prefer (take) a cold bath. It is better (stay) indoors, but if you intend (go) out it's advisable (wear) a large hat and (walk) slowly. You will need (drink) iced water, but I don't recommend (eat) ice cream.

- 3 Write the numbers 33-43 down your paper. Now read the phrases below and arrange them by letter in the correct order. For example, the first answer is E. Write this for number 33. Now do the others. (10 marks)**

- A follow herds of animals
- B on the move.
- C to depend less on plants
- D for single animals,
- E The Ice Ages forced man
- F It was better to
- G however large.
- H than to look
- I and more on animals.
- J The result of this was
- K that man began to live

# UNIT 6

- 1 Write the numbers 1-21 down the left side of your paper. Then look at the sentences below and decide which of the words in *italics* best fills each blank. (There may be more than one correct answer.) For example, the first answer is 'upright', so write that beside the number 1 on your sheet. Now choose the correct words for numbers 2-21. (20 marks)

In the last 80 years, examples of *Homo erectus* — man who walks

- |   |                      |                   |                 |                |
|---|----------------------|-------------------|-----------------|----------------|
| 1..... — have been discovered in many   | <i>alone</i>         | <i>up</i>         | <i>straight</i> | <i>upright</i> |
| 2..... of the world. It   | <i>bits</i>          | <i>parts</i>      | <i>places</i>   | <i>sites</i>   |
| 3..... certain that the move from Africa  | <i>was</i>           | <i>seems</i>      | <i>went</i>     | <i>becomes</i> |
| 4..... have meant considerable  | <i>must</i>          | <i>can</i>        | <i>couldn't</i> | <i>may</i>     |
| 5..... in the way these people lived.   | <i>movement</i>      | <i>skill</i>      | <i>changes</i>  | <i>choice</i>  |
| 6..... were intelligent, for their  | <i>Some</i>          | <i>These</i>      | <i>Those</i>    | <i>They</i>    |
| 7..... were almost twice as large as  | <i>brains</i>        | <i>hands</i>      | <i>skulls</i>   | <i>bodies</i>  |
| 8..... of earlier   | <i>that</i>          | <i>those</i>      | <i>some</i>     | <i>any</i>     |
| 9..... They could   | <i>men</i>           | <i>apes</i>       | <i>species</i>  | <i>animals</i> |
| 10..... simple stone  | <i>manufacture</i>   | <i>use</i>        | <i>make</i>     | <i>find</i>    |
| 11..... and they probably ate   | <i>caves</i>         | <i>tools</i>      | <i>shapes</i>   | <i>axes</i>    |
| 12..... meat than any other primate.  | <i>bigger</i>        | <i>better</i>     | <i>fewer</i>    | <i>more</i>    |
| 13..... larger brain allowed them to  | <i>Our</i>           | <i>Any</i>        | <i>Their</i>    | <i>This</i>    |
| 14..... new social  | <i>develop</i>       | <i>reach</i>      | <i>make</i>     | <i>do</i>      |
| 15..... in which food was   | <i>ideas</i>         | <i>strategies</i> | <i>skills</i>   | <i>customs</i> |
| 16..... and to exploit more of the  | <i>raw</i>           | <i>shared</i>     | <i>eaten</i>    | <i>killed</i>  |
| 17..... in which they lived. They   | <i>environment</i>   | <i>society</i>    | <i>climate</i>  | <i>world</i>   |
| 18..... how to hunt and how to  | <i>saw</i>           | <i>learnt</i>     | <i>knew</i>     | <i>tried</i>   |
| 19..... things with   | <i>see</i>           | <i>bury</i>       | <i>throw</i>    | <i>hit</i>     |
| 20..... accuracy, even at   | <i>extraordinary</i> | <i>very</i>       | <i>most</i>     | <i>great</i>   |
| 21..... animals — an ability which underlies modern man's skill at many sports. | <i>moving</i>        | <i>sitting</i>    | <i>running</i>  | <i>eating</i>  |



- 2 Write the numbers 22-32 down your paper. Then read this passage and write an abstract noun for each word in *italics*. The first one is 'covering'. Write this for number 22. Now do the others. (10 marks)

Our more distant ancestors must have had bodies *covered* with thick hair, like gorillas and chimpanzees. It is uncertain whether it was *reduced* to fine, short body hair before our sweat glands *developed*, but it may have been because our ancestors *began* to *hunt* on the open plains, where it was important to be *cool*. After this covering of hair *disappeared*, a dark-coloured skin was biologically *necessary*. It is reasonable to *assume* that, as *Homo erectus* moved northwards, a lighter skin colour *evolved* as a way of *adapting* to the weaker sunlight.

- 3 Write the numbers 33-44 down your paper. Look at the following list of phrases expressing certainty and uncertainty. 'It is certain that...' is the most certain: write it for the answer to number 33. 'It is impossible for...' is the least certain: write it for the answer to number 44. Now number the other phrases from 34 to 43 in descending order of certainty. (10 marks)

It is likely that...

We consider it unlikely that...

This may have happened because...

It could be that...

This might indicate that...

It is certain that...

This is probably why...

There is evidence that...

This must have been the result of...

It is impossible for...

We can find no evidence which indicates that...

We consider this theory improbable.