

NEW CONCEPT ENGLISH
**DEVELOPING
SKILLS**

L. G. ALEXANDER

Supplementary Written Exercises



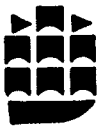
LONGMAN

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LONGMAN

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To the Teacher

This book has been written in response to requests from many teachers for additional writing material to accompany *Developing Skills* and which will help prepare students for the new Lower Certificate in English Composition and Language paper. It consists of sixty sets of exercises based on the texts in *Developing Skills* and is supplemented with four L.C.E. Language and Composition papers. The exercises are all in multiple choice form. The student is always presented with four choices and is asked to select the *best possible answer*. (It should be noted that there are no repeated instructions on every page.) The distractors in each exercise are by no means arbitrary. They are based on an analysis of errors most frequently made in classes of students of mixed nationality. The questions tend to be drawn from those parts of the text which have not received the relevant type of attention in the written exercises to *Developing Skills*. The answers are clear-cut, on the whole, though the teacher may occasionally find that he disagrees with a particular answer noted as correct in the Key to Exercises at the end of the book.

Each set of exercises is in three parts:

1 COMPREHENSION

The student is required to select three correct answers (Questions 1-3) which are designed to test his understanding of the text. The aim is to find whether the student has understood the *main points* of each passage.

2 STRUCTURE

There are five exercises (Questions 4-8) based on structural words and grammatical problems which occur in any part of each text. The emphasis throughout is on *usage*. The distractors usually include errors which the student is most likely to make. Most of the questions have been designed to elicit a *transform* of a structure, some to elicit a suitable *substitution* for a structure, and a few (mostly to be found in Unit 2) *reinforce* a structure in that the answer may be derived directly from the text. There are no 'impossible' forms offered in the choice of answers, except in questions which concern the correct order of words in a structure. Thus the student can be asked to provide suitable contexts for any of the given answers. A line reference is given for each question. The student must be strictly instructed to refer to the context in question, since in many cases there could be more than one correct answer if he was only to refer to the lines as they are quoted in the question itself. This instruction applies equally to the questions on Vocabulary.

3 VOCABULARY

There are four exercises (Questions 9-12), usually based on the final paragraph of each text, dealing with lexical items. The emphasis throughout is on the *meaning of content words*—though, inevitably, there is a certain amount of

overlap with the previous section regarding items that cannot be clearly defined as 'structural' or 'lexical'. The choice of distractors usually consists of 'false friends' and anticipates likely sources of student error. A line reference is given for each question.

Considerable emphasis has been given in the distribution of questions to those which test structural and lexical difficulties. There are two reasons for this: one that this book is *not* intended to be a series of specimen examination papers and should not be regarded as such. The multiple choice question is used here wholly for *teaching* purposes, the aim being to train students to read intensively, extend their command of patterns and increase their vocabulary range. Secondly, it need hardly be emphasized that the student's comprehension of any passage is directly related to his natural grasp of the structures and vocabulary involved.

To the Student

This book contains exercises based on the passages in *Developing Skills*. There is one set of exercises for each passage. Each set contains twelve questions. Four choices follow each question from which you are asked to choose THE BEST POSSIBLE ANSWER.

Each set of exercises is in three parts:

1 COMPREHENSION

Questions 1 to 3 deal with the meaning of the passage as a whole.

2 STRUCTURE

Questions 4 to 8 deal with the way we express ourselves in English. They are about grammatical problems. Beside each question you will find a line reference. It is important to check the context in the passage from which the question is drawn before giving the answer which you think correct.

3 VOCABULARY

Questions 9 to 12 deal with the meaning of words. Beside each question you will find a line reference. It is important to check the context in the passage from which the question is drawn before giving the answer which you think correct.

HOW TO WORK

- 1 Read the passage in *Developing Skills* very carefully.
- 2 Choose the best possible answer to each question. Think very carefully when making your choice. Refer to the passage as often as you like and use a good English-English dictionary if you want to.
- 3 Check your answers against the Key to Exercises at the end of the book.

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1 Puma at Large

- 1 **Experts eventually decided to investigate**
 - (a) because they did not believe that pumas existed in England.
 - (b) because they wanted a puma for the London Zoo.
 - (c) when a woman saw a puma in a small village.
 - (d) because people's descriptions of the puma had a lot in common.
- 2 **What particular piece of evidence persuaded the experts that a puma had been seen in the village?**
 - (a) The puma had not attacked the woman.
 - (b) The woman had described the animal she had seen as 'a large cat'.
 - (c) A puma had come very close to a human being.
 - (d) The puma had behaved like a cat.
- 3 **What was the problem the experts were unable to solve?**
 - (a) How the puma had managed to cover such great distances within a day.
 - (b) How the puma had escaped from a zoo.
 - (c) Whom the puma had belonged to.
 - (d) How the puma had climbed a tree.
- 4 **The accumulating evidence made the experts . . . the animal was a puma.** (lines 6-11)
 - (a) to think (b) thinking (c) think (d) thought
- 5 **People said . . . the puma.** (lines 9-10)
 - (a) to have seen (b) to see (c) they saw (d) they had seen
- 6 **. . . , it immediately ran away.** (lines 15-16)
 - (a) Observing her (b) On being observed (c) Having been observed (d) On her being observed
- 7 **Pumas never attack a human being except . . . cornered.** (line 17)
 - (a) they are (b) being (c) that they are (d) when they are
- 8 **—were now fully convinced that the animal . . . a puma.** (lines 23-24)
 - (a) must be (b) should have been (c) can only be (d) could only have been
- 9 **The woman saw 'a large cat' . . . five yards away from her.** (lines 13-15)
 - (a) at least (b) four or (c) no more than (d) within
- 10 **A puma will not attack a human being unless it feels itself to be . . .** (line 17)
 - (a) in a corner (b) in a trap (c) at an angle (d) under cover
- 11 **A business man on a fishing trip is probably someone who . . .** (lines 22-23)
 - (a) sells fish (b) fishes for pleasure (c) nets fish (d) earns his living as a fisherman.
- 12 **A private collector is a man who collects . . .** (line 26)
 - (a) for his own benefit (b) on his own (c) in private (d) unknown to the public

2 Thirteen Equals One

- 1 **The church clock did not work because**
 - (a) it was too expensive to repair.
 - (b) it disturbed the vicar's sleep.
 - (c) Bill Wilkins only worked at night.
 - (d) the bell had been out of order since the war.
- 2 **The vicar was surprised to see Bill Wilkins in the clock tower because**
 - (a) Bill Wilkins had been hoping to surprise him.
 - (b) it was an unusual time and place to find him.
 - (c) he had expected to find a figure.
 - (d) the clock had struck thirteen times.
- 3 **The vicar offered Bill Wilkins a cup of tea because**
 - (a) he thought that Bill Wilkins was thirsty.
 - (b) thanks to him, the clock would now strike once an hour.
 - (c) he was grateful for the trouble Bill Wilkins had taken.
 - (d) he was pleased to have been woken up for nothing.
- 4 **Before the war the big clock . . . the hours. (lines 4-6)**
 - (a) struck always (b) always struck (c) was always striking
 - (d) has always been striking
- 5 **It was not until the thirteenth stroke . . . the bell stopped. (lines 11-12)**
 - (a) before (b) when (c) so that (d) that
- 6 **The vicar asked Bill . . . doing in the church tower. (line 18)**
 - (a) what was he (b) what he was (c) what he is (d) whatever was he
- 7 **'I . . . it all right, but I'm afraid' (lines 24-25)**
 - (a) shall mend (b) am mending (c) have mended (d) mended
- 8 **'We'll get used to . . . that Bill.' (line 27)**
 - (a) hearing (b) hear (c) the sound (d) having heard
- 9 **Money which is collected for a cause is known as . . . (lines 1-2)**
 - (a) cash (b) a fund (c) a scholarship (d) an investment
- 10 **A grocer is a man who . . . (line 17)**
 - (a) runs a shop (b) eats a lot (c) sells bread (d) surprises people
- 11 **'I've been coming here . . . for weeks now.' (lines 19-20)**
 - (a) every night (b) all night (c) the following night (d) several nights
- 12 **' . . . , I'm glad the bell is working again.' (lines 22-23)**
 - (a) Yet (b) Good (c) Just the same (d) Even now

3 An Unknown Goddess

- 1 **The interesting discovery made by the archaeologists was**
(a) that the city had once been prosperous.
(b) that the temple had been used as a place of worship.
(c) they found the fifteen statues had been painted.
(d) that they were not the first to have found the head of the goddess.
- 2 **The city 'enjoyed a high level of civilization'. This is confirmed by the fact that**
(a) some of the houses were built only one storey high.
(b) a great number of fragments were found in the temple.
(c) the city had been built on clay.
(d) advanced techniques had been employed in building and decorating.
- 3 **In seeking to establish the identity of the reconstructed statue, the archaeologists**
(a) tried to determine which goddess it represented.
(b) pieced together the fragments they found.
(c) discovered that it was more modern than any of the other statues.
(d) wondered whether it belonged to the fifth or the fifteenth century.
- 4 **The city had once known . . . (lines 6-7)**
(a) a prosperity (b) the prosperous (c) the prosperity (d) prosperity
- 5 **The temple . . . used as a place of worship since Roman times. (lines 15-17)**
(a) was (b) has not been (c) had been (d) was not
- 6 **They found . . . that the goddess turned out to be (lines 23-25)**
(a) surprisingly (b) with surprise (c) to their surprise
(d) a surprise
- 7 **. . . being very old, she was very graceful. (lines 26-27)**
(a) Although (b) In spite of (c) Even (d) Even though
- 8 **So far, the archaeologists . . . to discover her identity. (lines 27-28)**
(a) have been impossible (b) have not been able (c) cannot have been
(d) could not
- 9 **In the most . . . room of the temple (lines 17-18)**
(a) holy (b) religious (c) frightening (d) colourful
- 10 **The head was carefully preserved. It was . . . (line 22)**
(a) well done (b) conserved (c) maintained (d) in good condition
- 11 **The goddess . . . to be a very modern looking woman. (lines 24-25)**
(a) appeared (b) proved (c) resolved (d) changed
- 12 **But, . . . the archaeologists have been unable (line 27)**
(a) beforehand (b) until now (c) for a long time (d) at this distance

4 The Double Life of Alfred Bloggs

- 1 **What does the case of Alfred Bloggs illustrate?**
 - (a) That people often care more about the status of a job than the salary.
 - (b) That 'white collar workers' usually wear a suit to go to work.
 - (c) That manual workers prefer to keep their job a secret.
 - (d) That office workers usually earn less than manual workers.
- 2 **What did Alfred Bloggs do for over two years?**
 - (a) He told his wife he worked for the Corporation, when in fact he did not.
 - (b) He disguised himself as a dustman.
 - (c) He led a double life.
 - (d) He earned twice as much as he used to.
- 3 **Why did Alfred Bloggs consider wearing a suit all day and being called 'Mr Bloggs' so important?**
 - (a) His new job is worth more than his previous one in every respect.
 - (b) He will no longer need a shower before returning home from work.
 - (c) He can now tell his wife about his previous job without embarrassment.
 - (d) He feels that other people will respect him more.
- 4 **They usually wear a collar and tie . . . (lines 6-7)**
 - (a) as they work (b) to work (c) going to work (d) in order to work
- 5 **Alf was . . . anything to his wife. (lines 14-15)**
 - (a) so embarrassed he said (b) very embarrassed and said
 - (c) very embarrassed, so he said (d) so embarrassed he did not say
- 6 **He told her that he worked for the Corporation . . . (lines 16-17)**
 - (a) simply (b) in a simple way (c) and no more (d) only
- 7 **Before he . . . home at night, he took a shower (line 19)**
 - (a) was returning (b) returned (c) had returned (d) will return
- 8 **His earnings were only half the amount . . . (line 23)**
 - (a) as they used to (b) they used to (c) they used to be
 - (d) they were used to
- 9 **—often receive much higher . . . than clerks (lines 1-3)**
 - (a) gains (b) fees (c) payments (d) wages
- 10 **His . . . kept his secret. (line 20)**
 - (a) brothers (b) work mates (c) companions (d) comrades
- 11 **His rise in status more than . . . the loss of money. (lines 23-24)**
 - (a) pays back (b) rewards (c) compensates for (d) values
- 12 **He wanted to be . . . 'Mr Bloggs', not 'Alf'. (line 25)**
 - (a) addressed as (b) named (c) cried out (d) shouted

5 The Facts

- 1 **The editor acted as he did because**
 - (a) he wanted an excuse to fire the journalist.
 - (b) he had not read the article beyond the first sentence.
 - (c) he was dissatisfied with the factual content of the article.
 - (d) he wanted to please the president of the new African republic.
- 2 **The journalist took a long time to send the details required because**
 - (a) it took him a long time to count all the steps.
 - (b) he had not been allowed to cable the information he had obtained.
 - (c) he did not realize how soon the magazine would go to press.
 - (d) he had been arrested before he had had time to obtain the facts.
- 3 **Why had the journalist been arrested?**
 - (a) Because his activities must have appeared suspicious.
 - (b) For having gone to extremes to provide unimportant facts.
 - (c) For climbing the palace wall in order to measure its height.
 - (d) Because the article was published in its original form.
- 4 **... the first sentence, the editor refused to publish (lines 8-9)**
 - (a) Reading (b) Having read (c) He read (d) Being read
- 5 **The magazine ... to press. (line 18)**
 - (a) was (b) had gone (c) was about to go (d) was due
- 6 **He sent the journalist two telegrams, but did not receive ... (lines 18-19)**
 - (a) the replies (b) the reply (c) no reply (d) a reply
- 7 **He informed the journalist he would be fired unless he ... (lines 20-21)**
 - (a) was replied (b) replied (c) would reply (d) did not reply
- 8 **He informed ... while carrying out his instructions. (lines 25-27)**
 - (a) his arrest to the editor (b) the editor his arrest
 - (c) the editor of his arrest (d) the editor that his arrest had been
- 9 **Editors of newspapers and magazines often go to extremes to provide their ... with unimportant facts and statistics. (lines 1-3)**
 - (a) audience (b) lectures (c) public (d) common
- 10 **The magazine would soon go to press. It would soon be ... (line 18)**
 - (a) pressing (b) printed (c) typed (d) impressed
- 11 **The poor man had been arrested. He was very ... (lines 23-24)**
 - (a) poor (b) stupid (c) innocent (d) unfortunate
- 12 **He had at last been ... to send a cable. (lines 24-25)**
 - (a) admitted (b) let (c) left (d) given permission

6 Smash and Grab

- 1 **While Mr Taylor was admiring the new window display**
 - (a) his two assistants were arranging jewellery in the window.
 - (b) some thieves were on their way to raid his shop.
 - (c) he was standing inside his shop.
 - (d) his staff were finishing their work for the day.
- 2 **The car headlights were on and its horn blaring**
 - (a) as the thieves wanted to warn people out of their way.
 - (b) as a special signal to the assistants.
 - (c) so the thieves could see where they were going.
 - (d) to break the early morning silence.
- 3 **The thieves chose to raid Mr Taylor's shop because**
 - (a) it was early in the morning and not many shops were open.
 - (b) they did not expect Mr Taylor and his staff to try and stop them.
 - (c) it usually had a great deal of valuable jewellery on display.
 - (d) they had a very fast car to get away in.
- 4 **The expensive shops in . . . were just opening.** (lines 1-2)
 - (a) Piccadilly's famous arcade
 - (b) a Piccadilly famous arcade
 - (c) a famous Piccadilly arcade
 - (d) the famous arcade off Piccadilly
- 5 **He . . . the display for several minutes before re-entering his shop.** (lines 10-12)
 - (a) was gazing at
 - (b) gazed at
 - (c) had gazed at
 - (d) had been gazing at
- 6 **Using bars made . . . iron, the thieves smashed the shop window.** (line 18)
 - (a) of
 - (b) from
 - (c) by
 - (d) with
- 7 **He and his staff began . . . furniture out of the window.** (lines 19-20)
 - (a) to throw
 - (b) by throwing
 - (c) and threw
 - (d) the throwing of
- 8 **Had he not been so busy taking the diamonds, he . . . the blow.** (lines 21-22)
 - (a) would feel
 - (b) had been feeling
 - (c) had felt
 - (d) would have felt
- 9 **To make the car 'roar down the arcade', the driver must have . . .** (line 15)
 - (a) accelerated
 - (b) sped
 - (c) run
 - (d) reversed
- 10 **Two others, their faces . . . black stockings, jumped out.** (lines 17-18)
 - (a) covered with
 - (b) overdressed with
 - (c) overlooked by
 - (d) made up in
- 11 **. . . , Mr Taylor was upstairs.** (lines 18-19)
 - (a) For the time being
 - (b) Meanwhile
 - (c) As it happened
 - (d) For a while
- 12 **Chairs and tables were . . . into the arcade.** (line 20)
 - (a) flown
 - (b) emptied
 - (c) hurled
 - (d) projected

7 Crazy

- 1 **The purpose of the civil defence exercise was to**
 - (a) demonstrate that children are often more sensible than adults.
 - (b) familiarize the citizens with certain emergency routines.
 - (c) discover whether the police would be needed in times of emergency.
 - (d) create a situation which would test the acting ability of the citizens.
- 2 **Why did the police not have much to do during the air-raid?**
 - (a) Like most of the inhabitants, they stayed underground.
 - (b) Doctors and nurses did most of their work for them.
 - (c) Everyone stayed in the shelters after the siren sounded again.
 - (d) Those who were above ground were there for legitimate reasons.
- 3 **What was particularly strange about adult behaviour during the civil defence exercise?**
 - (a) Their willingness to go to such extremes to create a realistic situation.
 - (b) To have reacted so emotionally to a situation they knew was not real.
 - (c) To have asked a child of six to comment on his supposed death.
 - (d) To expect the police would have any need to exercise their authority.
- 4 **They had to act . . . their city had been bombed. (lines 7-8)**
 - (a) as if (b) in case (c) like (d) as
- 5 **Police patrolled the streets to make sure . . . to leave the shelters too soon. (lines 12-13)**
 - (a) anyone from trying (b) no one to try (c) no one tried
 - (d) anyone who tried
- 6 **They stayed . . . for twenty minutes. (lines 16-17)**
 - (a) under ground (b) under the ground (c) the ground underneath
 - (d) underground there
- 7 **They waited until the siren . . . again. (line 17)**
 - (a) would sound (b) was sounding (c) was sounded
 - (d) will be sounded
- 8 **The child told him that he thought . . . crazy. (line 26)**
 - (a) all were (b) everyone was (c) everyone all (d) they are all
- 9 **—remained above ground . . . police patrolled the streets in case (lines 10-12)**
 - (a) and (b) since (c) although (d) until
- 10 **The police were not very . . . because the citizens took (lines 14-16)**
 - (a) concerned (b) employed (c) interested (d) occupied
- 11 **Some people were so moved by his . . . that they began to cry. (line 24)**
 - (a) apparition (b) appearance (c) showing (d) seeming
- 12 **A doctor asked him to . . . on his death. (line 25)**
 - (a) remark (b) begin (c) tell (d) note

8 A Famous Monastery

- 1 **St Bernard dogs are best known for**
 - (a) being a great summer tourist attraction.
 - (b) having saved people's lives before the new tunnel was built.
 - (c) being able to search people out who have been trapped in the snow.
 - (d) the freedom they have to wander about in the winter.
- 2 **What is the main advantage of the new tunnel?**
 - (a) It prevents people from endangering their lives by climbing the Pass.
 - (b) It brings thousands of tourists to the monastery each summer.
 - (c) It provides a fast and safe communication across the Swiss-Italian border.
 - (d) It brings the St Bernard monks into greater contact with the world.
- 3 **In what way does life at the St Bernard monastery differ in winter?**
 - (a) The great number of visitors must come to the monastery on skis.
 - (b) The dogs are free to save the lives of people lost in the snow.
 - (c) The monks are more welcoming to their visitors.
 - (d) The monks can pursue their occupation relatively undisturbed.
- 4 **The highest mountain pass in Europe is . . . (lines 2-3)**
 - (a) of 8114 feet
 - (b) at 8114 feet high
 - (c) high 8114 feet
 - (d) 8114 feet high
- 5 **—a few people who are . . . to cross the Pass on foot. (lines 16-17)**
 - (a) rash enough
 - (b) so rash
 - (c) too rash
 - (d) very rash
- 6 **. . . so many people about, the dogs have to be kept in (lines 19-20)**
 - (a) With
 - (b) Being
 - (c) Because
 - (d) Having
- 7 **The monks let . . . outside their enclosure. (lines 23-24)**
 - (a) them to wander
 - (b) to them wandering
 - (c) them wander
 - (d) them wandering
- 8 **Parties of skiers . . . the monastery in winter. (lines 24-25)**
 - (a) visit to
 - (b) are visiting at
 - (c) visit
 - (d) are visiting
- 9 **The great St Bernard Pass lies . . . Switzerland and Italy. (lines 1-2)**
 - (a) within
 - (b) between
 - (c) about
 - (d) along
- 10 **—sent out into the snow . . . a traveller is in difficulty. (lines 14-15)**
 - (a) if ever
 - (b) in case
 - (c) all the time
 - (d) while
- 11 **Thousands of people . . . across the Pass. (line 19)**
 - (a) trip
 - (b) voyage
 - (c) conduct
 - (d) motor
- 12 **They are allowed to . . . outside their enclosure. (lines 23-24)**
 - (a) graze
 - (b) drift
 - (c) roam
 - (d) wonder

9 A Trip to Mars

- 1 How soon can scientists expect to receive any information concerning the nature of the surface of Mars?
 - (a) Within a year of the rocket's departure from earth.
 - (b) Not until a landing has been attempted.
 - (c) As soon as a radio transmitter has been dropped from a satellite.
 - (d) When certain scientific instruments have been landed on the planet.
- 2 What might prevent scientists from trying to land men on Mars?
 - (a) The discovery that Schiaparelli's 'canals' are not in fact canals.
 - (b) The failure of the plan to drop a ball containing a radio transmitter.
 - (c) Having obtained sufficient information from a satellite in orbit.
 - (d) Proof that its atmosphere lacks certain elements vital to man's survival.
- 3 Having successfully dropped the rubber ball, scientists would then calculate how dense the atmosphere is by
 - (a) directing the ball towards the planet's surface.
 - (b) slowing the ball down to a rate which could then be measured.
 - (c) measuring the rate at which the ball was falling.
 - (d) dropping another capsule with scientific instruments on to the surface.
- 4 The pictures will take three weeks . . . to the earth. (lines 7-9)
 - (a) to travel (b) on travelling (c) of travel (d) with travelling
- 5 If the pictures turn out . . . they may solve several problems. (lines 10-11)
 - (a) as well (b) well (c) good (d) succeeding
- 6 . . . a satellite has been put into orbit round Mars, scientists (lines 18-19)
 - (a) If (b) Until (c) Unless (d) Once
- 7 Scientists would be able to calculate . . . (lines 23-24)
 - (a) the atmospheric density (b) an atmosphere of density
 - (c) the dense atmosphere (d) density of atmosphere
- 8 It . . . possible to plan a manned trip to Mars, provided that a great deal more information is obtained. (lines 26-27)
 - (a) ought to be (b) must be (c) would have been (d) can only be
- 9 . . . other scientific instruments contained in the rocket, is a television camera. (lines 6-7)
 - (a) Along (b) Among (c) Between (d) Within
- 10 Any attempt to land on Mars will not take place . . . (lines 16-17)
 - (a) before long (b) in the near future (c) for long (d) long ago
- 11 Scientists will calculate how dense the atmosphere is from the ball's rate of (lines 23-24)
 - (a) speed (b) fall (c) drop (d) decrease
- 12 With sufficient scientific information, a manned trip to Mars should be . . . (lines 26-27)
 - (a) obtainable (b) potential (c) considerable (d) feasible