

FCE PRACTICE

exam papers

For the revised Cambridge ESOL FCE Examination

Virginia Evans



Express Publishing

2



Practice

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For the Revised Cambridge
FCE Examination



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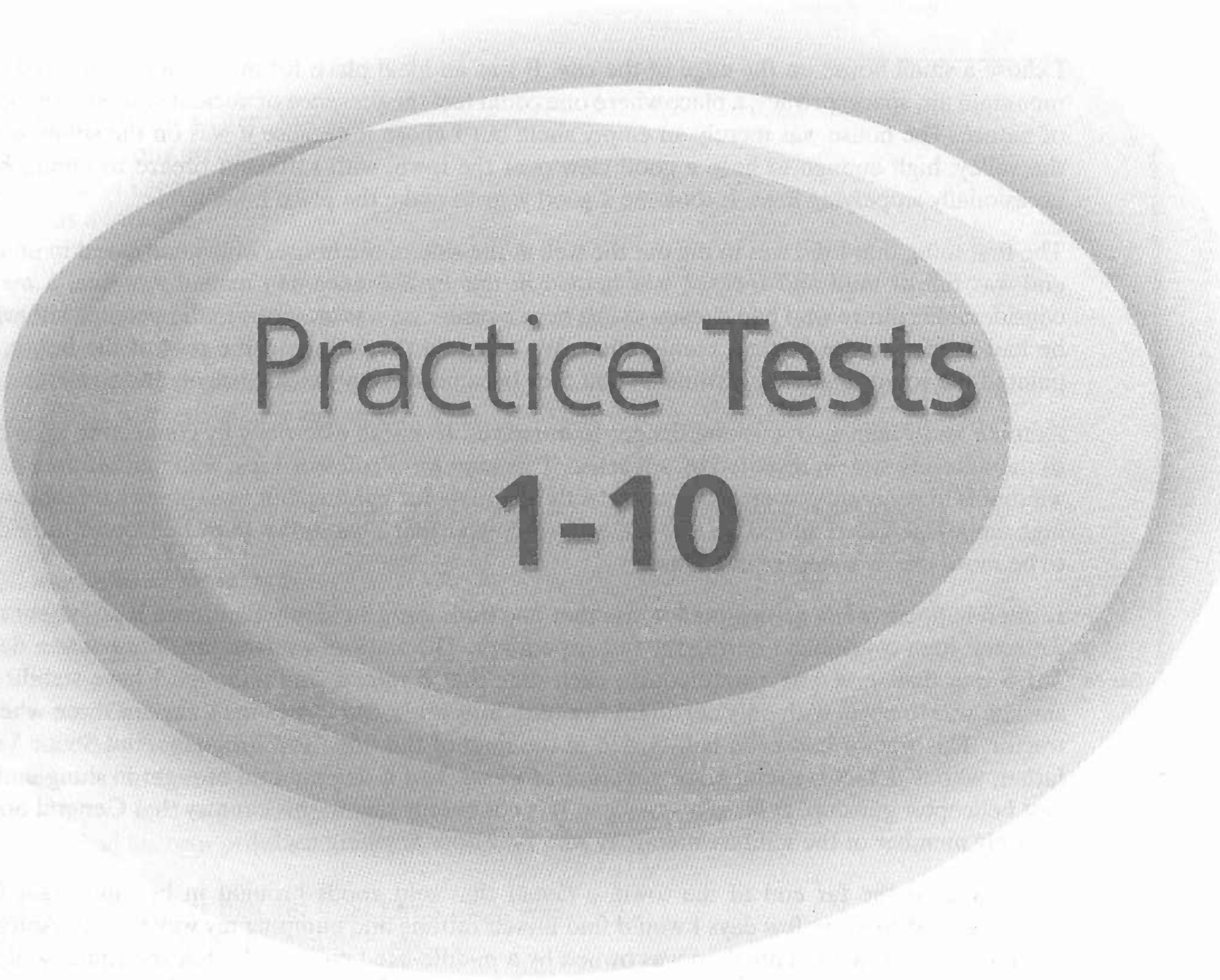
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Description	
Paper Format & Timing	Tasks & Marking Scheme
<p>Reading (1 hour)</p> <p>Part 1 multiple choice</p> <p>Part 2 gapped text</p> <p>Part 3 multiple matching</p>	<p>Part 1 a text followed by 8 questions, each with 4 options (A, B, C or D). Each correct answer receives 2 marks.</p> <p>Part 2 a text from which 7 sentences have been removed and given in jumbled order after the text. Each correct answer receives 2 marks.</p> <p>Part 3 one long text or several shorter texts preceded by 15 multiple-matching questions. Each correct answer receives 1 mark.</p>
<p>Writing (1 hour 20 minutes)</p> <p>Part 1 Question 1 letter/email (120-150 words) compulsory task</p> <p>Part 2 Questions 2-4 letter/article/essay/report/review/story (120-180 words)</p> <p>Question 5 (two options) article/essay/letter/report/review based on one of two prescribed reading texts (120-180 words)</p>	<p>Part 1 writing a letter or email based on written input material given</p> <p>Part 2 writing one of the four tasks</p> <p>Each question carries equal marks.</p>
<p>Use of English (45 minutes)</p> <p>Part 1 multiple choice cloze</p> <p>Part 2 open cloze</p> <p>Part 3 word formation</p> <p>Part 4 key word transformations</p>	<p>Part 1 a cloze test with 12 gaps followed by 4-option multiple-choice items Each correct answer receives 1 mark.</p> <p>Part 2 a cloze test with 12 gaps Each correct answer receives 1 mark.</p> <p>Part 3 a text with 10 gaps to be filled in with a word derived from the stem given beside the text Each correct answer receives 1 mark.</p> <p>Part 4 8 gapped sentences to be completed with between two and five words one of which is given, so that each means the same as the lead-in sentence Each correct answer receives up to 2 marks.</p>



Practice Tests

1-10

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

I chose a small house on the edge of the city. It was an ideal place for me, because I wanted fresh mountain air, space, privacy, a place where one could feel the presence of ancient gods and the spirits of nature. The house was merely an empty shell, but I chose it because it was on the sunny side of the valley, high enough to have a good view over the town, with sufficient breeze to diminish the occasionally stupefying heat. It took me a good year to make the place inhabitable.

The first thing that I did was to dig out the well at the side of the house, which had caved in on itself and was full of mud and rocks. I was helped in this by a Frenchman named Antoine, a man of considerable culture who had chosen to live here because he was attached to the people, with whom he had arrived in the original immigration. We repaired the walls and the roof of the house, and painted the rooms completely white so that they became suddenly clean, bright, and spacious.

Antoine and I managed, at some danger to ourselves, to install electricity by connecting up a cable to the faltering system invented by a teacher. This man was Professor Luis, who had set up a row of windmills to generate power; this was perfectly adequate for lighting, but was somewhat feeble when high amperage was required, so that the electric cooker that I had flown in by helicopter turned out to be more use as a storage cupboard.

It often happens when setting up a house that one finds quite suddenly that there is an urgent need for some item overlooked during the last expedition. The track down from my house was a deeply
line 18 pitted one that served as a watercourse each time that it rained, and although I have stabilised it since, it was to begin with only negotiable on foot or by mule, or by Antoine's ancient three-wheeled tractor. This tractor had been half-buried in the mud of the flood at Chiriguana, but Senor Vivo's father, who is in fact General Sosa, governor of Cesar, had it dug out and brought in slung under a vast helicopter gunship, at his son's request. It is commonly said in this country that General Sosa is the only member of the military hierarchy who ever does anything useful.

There was, at the far end of the town, a *tienda* that sold goods brought in by mule-train from Ipasueno, and so every few days I would find myself rattling and bumping my way to it on Antoine's formidable old tractor. This shop was owned by a middle-aged couple who left the running of it to their daughter, a girl of twenty or so years whose name was Ena, as I discovered by overhearing the father asking of her the price of a bottle of Ron Cana.

Ena was small and strongly built; usually she wore a plain, faded blue dress, and her feet were always bare. Sometimes I used to think that her head was very slightly too large for her, but she had an appealing and serene face framed by her long black hair. She reminded me forcibly of a Greek girl with whom I had once been in love, for she had the same smooth and soft olive skin, and big brown eyes beneath eyebrows almost heavy enough to meet in the middle. On her forearms were the traces of soft black downy hair, which to be frank, is something that has always driven me crazy, and her fingers were slim and elegant.

The best thing about her, however, was her elfin spirit; she had an air of quiet amusement, an innocent devilry, that gave her the aura of having existed from all eternity, and of being able to see the funny side of everything. I perceived that she had a streak of mischief in her, as was to be revealed when I discovered how it was that she had kept me for so long in ignorance.

Tip

Read the text once quickly to get a general idea of what it is about, before looking at the questions.

- 1 What attracted the writer to the house?**
 - A where it was located
 - B how big it was
 - C the view it gave of the valley
 - D the condition it was in

- 2 According to the writer, Antoine**
 - A had recently arrived.
 - B liked to keep to himself.
 - C was a foreigner.
 - D painted for a living.

- 3 What impression does the writer give of the electricity supply?**
 - A It was too dangerous to use.
 - B It didn't always work properly.
 - C It only worked when it was windy.
 - D It was a very reliable system.

- 4 The writer uses the phrase 'served as a watercourse' (line 18) to show that the path**
 - A had many deep holes.
 - B was difficult to walk on.
 - C was sometimes flooded.
 - D needed to be repaired.

- 5 Why was General Sosa unlike other military officers?**
 - A He liked helping his relatives.
 - B He was in charge of the area.
 - C He managed to get things done.
 - D He had his own private helicopter.

- 6 How did the writer find out what Ena's name was?**
 - A Her father told him when he asked.
 - B Someone mentioned her name.
 - C He heard a customer asking for her.
 - D Antoine gave him the information.

- 7 What criticism of Ena does the writer make?**
 - A She never wore shoes.
 - B She wasn't interested in clothes.
 - C Her eyebrows were too thick.
 - D Her head seemed to be too big.

- 8 What did the writer like best about Ena?**
 - A her sense of humour
 - B her physical appearance
 - C her innocent ignorance
 - D her resemblance to someone

You are going to read an article about a white-water rafting adventure. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (**9–15**). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

A Coward's Adventure

Even though I'm a writer for *Outdoor Adventures Magazine*, everyone at my office knows in actual fact I'm a bit wary of anything remotely resembling an "outdoor adventure." That's why my boss likes to give me these projects. He thinks I'm the perfect candidate because, like most people, I'm often afraid to try something new. However, upon my return from an assignment I have usually not only conquered any fears I originally had, but also become quite an enthusiast of the activity as well!

This month's hair-raising adventure – white-water rafting – was no exception. The minute my boss told me about it, I felt very nervous. **9** But now that I've completed the assignment, I'm happy to report that I found it extremely enjoyable.

In order to get some information about white-water rafting, I called Nigel Dossett, who runs Scotland's foremost white-water rafting centre in Perth. The first thing he told me was that not all rafting trips are the same. **10** It's important for the public to be aware of this before booking a trip, in order to determine how hard or easy a rafting course should be. The goal is to spend more time in the raft than in the water, so it's best to take it easy the first time out.

Upon my arrival at Nigel's Extreme Raft World Centre, I saw that there were several dozen people there for the day's rafting activities. **11** We

were then given a safety briefing about some of the dangers to watch out for, such as boulders, fallen trees, sharp underwater rocks, waves and anything else that could block a raft's forward movement.

We were put into groups of six, plus a guide, based on skill and level of experience. **12** I put on my wetsuit, life jacket and crash helmet and climbed aboard, hoping he was right. With the first few strokes of the paddle, I could feel excitement begin to replace my fear. The river caught us in a gentle flowing motion, rocking and pulling us smoothly towards the first rapid.

Suddenly our guide shouted "Forward paddle!" and everyone started paddling excitedly. We steered around boulders as huge waves crashed over us, soaking the entire boat. **13** It was remarkable how much team spirit had sprung up immediately between the members of my boat.

We eventually stopped for lunch at a lovely spot on the river under a huge oak tree. **14** It was satisfying to see that such an exciting and fun sport could be enjoyed by such a wide variety of people.

My trip was much better than I had expected, and the scenery, the accommodation, the rushing river and the thrill of the ride were all amazing. **15** I recommend it for anyone, from the fit to the couch potato, the young to the old, and even for cowards like yours truly!

- A** Nigel began by explaining the differences in the difficulty levels and asked us to be honest about our paddling experience.
- B** Without a doubt, white-water rafting is one of the most exciting outdoor adventures.
- C** Although we were drenched, everyone was laughing and yelling as we worked together to drive the raft forward.
- D** The thought of battling raging river rapids in a flimsy rubber boat was almost enough to make me call in sick.
- E** Chatting as we relaxed, I found that everyone's background was different, including a stockbroker and a housewife.
- F** It all depends on what each individual feels like doing on that particular day.
- G** I was in a medium difficulty group, and our guide assured us that the ride would be lots of fun without being too dangerous.
- H** He said that rapids are broken down into different classifications – anything from very calm to very dangerous.

Tip

Don't be alarmed by the amount of text in this part – it is not necessary to understand everything in order to answer the questions correctly.

You are going to read a magazine article about one-day travel destinations. For questions 16–35, choose from the people (A-E). The people may be chosen more than once.
Mark your answers on the separate answer sheet.



Read the rubric and instructions carefully to identify the type of text and what you have to read it for.

Which person or people

admits that something is not to her taste?

16

enjoys watching people living their everyday lives?

17

mentions the fact that something is inexpensive?

19

mentions a long tradition associated with the place she visits?

19

suggests she spends a lot of money at her favourite destination?

20

like an area where there are not a lot of other people?

21

22^o

visits a place which gives her ideas related to her job?

23

sometimes has company when she visits her favourite place?

20

says she doesn't visit as frequently as she would like?

25

discovered her favourite destination purely by chance?

26

appreciate a lack of noise?

27

28

mention how long it takes them to get there?

29

30

Great Escapes from London

For Londoners with a busy lifestyle, it's hard to get away even for a day, but Amanda Hyslop spoke to five different women who regularly do exactly that.

A **Julia Finch** is a busy lawyer who loves nature but doesn't get nearly enough of it sitting in her London office all day, so she often takes advantage of Wisley Garden, only an hour's drive from Central London. "My favourite thing is that there is always something new to see. The garden collection has been developing for more than 100 years and far surpasses anything I've ever seen. It's a lovely, peaceful place for a stroll, and it's so vast that it doesn't get crowded. I get ideas for my own garden from the great demonstration gardens full of practical ideas and techniques. I can even incorporate my other favourite hobby of photography by bringing my camera and clicking away. It's perfect for a great day out."

B **Jessica Green** is a hardworking student who needs a break from the books once in a while, and makes Brighton her favourite one-day destination. "I love being by the sea, and it's so close to London that whenever I feel like it, I just jump on a train and in 55 minutes I'm there. Brighton evolved from a small fishing village into England's most famous seaside resort, and offers all the traditional attractions, including restaurants, nightlife, miles of sandy beaches and two piers. I always eat at this great self-service restaurant, which is also modestly priced. My favourite spot, though, is a small strip of sand under one of the piers, where I can just sit all alone and hear nothing but the sea."

C **Martha Roberts** is an architect who enjoys her job so much that her work is also her hobby. "My favourite piece of architecture to study in my free time is The Royal Pavilion in Brighton. I try to get some of my co-workers to go with me, since it isn't all that far from London, but they're usually too busy. The Pavilion was built for King George IV and if ever a building represented the concept of 'over the top', this is it. The pseudo Indian palace, with Chinese-influenced interiors, is a riot of colour, expensive fabrics, crystal and gilt. It's not the sort of style I would ever like in my own house, but I do find inspiration for my work in everything I look at."

D **Flora Evans**, a market analyst, feels she deserves an expensive treat after a busy week, which is why she often takes time to get away. "I go to Bath to visit my favourite luxury spa and enjoy the pools, which are fed by Britain's only natural hot springs. Sitting in the pool, with only the soft, gentle sound of moving water, is the ideal way to relax. And of course, a day of pampering is never complete without some shopping. Bath is one of the best shopping destinations outside London, with many specialist shops and a number of antique shops tucked away in the narrow streets. A good souvenir to buy is hand-blown glass, which takes its blue colour from the city's hot springs."

E **Elizabeth Dosset**, a sales assistant at a popular department store, happened upon her favourite destination by accident. "I was on a trip to Stonehenge, but the site was closed and I ended up in the small market town of Salisbury, just a short distance away. There are not many residents and not many visitors, either, which is perfect since I need a break from all the people I deal with every day. I couldn't believe that a market still takes place regularly in the town's market place, just as it has done since the 13th century. My favourite thing to do is observe the shopkeepers going about their business and see people running errands or just having some tea. The town is so charming and quaint that I try to go at least once a month. I wish I could go more often, though."

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 Your school head teacher has given your email address to an English exchange student called Rupert, who will be attending your school for a term. Rupert has written to you requesting certain information. Read his email and the notes you have made. Then write an email to Rupert, using **all** your notes.

Tip

Read the rubric carefully, underlining the key words/ phrases. They will help you do the task.

email

From: Rupert Engleton
Sent: 25 May
Subject: Some Questions

Hello,

I received your email address from your head teacher a few weeks ago. Can you please answer some questions for me?

No, but ...

Firstly, I was wondering whether the school has a pool, since I'm a keen swimmer.

Yes - answer his questions

I was also wondering whether there is a computer lab. If so, how many computers are there and what are the opening hours?

Also, are there any after-school activities? Can you tell me about some of them?

Yes - give details

Finally, I would be interested to know if you enjoy going to your school. If so, what do you particularly like about it?

Tell him

Yours sincerely,
Rupert

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part.
Write your answer in **120-180** words in an appropriate style.

2 You have seen this announcement in an international music magazine:

MUSIC AROUND THE WORLD

We are planning to publish a number of articles on different types of music people listen to.

Write an article about the music people listen to in your country. Tell us what music people like to listen to **and** why.

The best article will be published in our magazine.

Write your **article**.

3 You recently saw this notice in a travel magazine called *Destinations*.

Reviews needed!

Have you been on a resort holiday recently? If so, could you write us a review about it? Include information about the resort you went to (such as facilities, accommodation, cost and so on) and say whether you would recommend the holiday to other people.

The best reviews will be published next month.

Write your **review**.

4 You are studying English at a language school and have decided to enter a short story competition which the school is organising. The competition rules say that the story must **begin** with the following sentence:

Simon could not believe the news he had just received over the phone.

Write your **story** for the competition.

Tip

When writing a story, you must not change the given sentence in any way. Also establish from the sentence what person and number the story is to be written in.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A above B over C beyond D past

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Read the whole text first to get an idea of its theme(s) and content.

ROLLS-ROYCE

The name Rolls-Royce has been associated with high-quality cars for (0) a century. The first Rolls-Royce was produced in 1905, as the result of the (1) efforts of Charles Stewart Rolls and Frederick Henry Royce.

Rolls, an upper-class Londoner who was (2) at Eton and Cambridge University, started a company in 1902 to sell motor-cars. Royce, an engineering genius, (3) from a working-class background. He began his apprenticeship in a railway workshop at the age of 14, but by the age of 21 he had (4) up his own engineering business. Royce designed several motor-cars, and his first experimental model (5) in 1903. (6) after that, Charles Rolls and Henry Royce met, (7) the Rolls-Royce manufacturing firm in 1904. Royce designed the motor-cars and Rolls sold them. Rolls, who had (8) himself a reputation as a keen racing motorist, also had a passion for flying. In 1910, at the age of only 33, he sadly (9) his death in a plane crash – in (10) , he was the first Englishman to die in this way. Royce, however, continued work on their shared dream, and (11) to develop his first aero-engine in 1915. The Rolls-Royce Merlin aero-engine later powered British fighter aeroplanes in World War II. On Royce's death in 1933, the famous Rolls-Royce monogram was changed from red to black as a (12) of respect for the great man.

- | | | | |
|---------------|------------|-------------|----------------|
| 1 A connected | B mixed | C combined | D collected |
| 2 A educated | B schooled | C taught | D trained |
| 3 A grew | B arrived | C came | D arose |
| 4 A put | B made | C set | D brought |
| 5 A appeared | B showed | C presented | D developed |
| 6 A Early | B Shortly | C Briefly | D Quickly |
| 7 A shaping | B forming | C building | D constructing |
| 8 A earned | B awarded | C deserved | D succeeded |
| 9 A got | B knew | C found | D met |
| 10 A spite | B case | C order | D fact |
| 11 A kept up | B went on | C got by | D saw through |
| 12 A note | B message | C signal | D sign |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	B	E	E	N															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Read the title of the text carefully as it is a summary of what you are going to read.

Traditional Cooking

A new school of cookery has opened in France. "The Friends of French Cookery" has (0) started by a group of grandmothers who are anxious to keep traditional food and cooking techniques alive. They are against the modern-day use (13) freezers, microwaves and TV dinners.

None of these grandmothers have (14) any experience as professional cooks, and they run their school (15) being paid. They are motivated only by a desire to produce good quality, tasty food. They are especially keen to teach the younger generation (16) to cook traditional dishes, and to convince them that traditional food is better (17) convenience foods and take-aways.

The grandmothers run cookery courses two or three times a week, and the fee is about £20, (18) includes tuition and lunch.

Most of the recipes are traditional, and some of (19) have ancient legends attached (20) them. Only seasonal ingredients (21) used.

The courses are great fun, and tourists join (22) with the locals (23) they work together to create a delicious meal. (24) midday they all sit down at long tables to eat a three-course lunch.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0 S U C C E S S F U L

Tip

After reading the text once quickly, identify what part of speech the given word is and what sort of changes you need to make.

Becoming a Top Athlete

To be (0) in a sport requires a number of things including ambition and (25) Without these qualities, it is very difficult to compete at a high level. Most of the famous sportspeople we know today began training during their (26) in order to reach their peak while still comparatively young.

Athletes should pay careful (27) to their diet, because (28) food is essential for maintaining a strong body which is less liable to suffer injury. Diet is also important because it must be adequate to support such (29) activity.

It is also necessary to have the (30) to succeed. Athletes will often encounter temporary (31) on their road to eventual success, and they must mentally prepare themselves so that this type of (32) doesn't have too strong a negative effect on their future (33) Even if a sufficiently talented athlete puts in the time and effort required, they will also need (34) , and perhaps a little luck, in order to succeed.

SUCCESS

DEDICATE

CHILD

ATTEND

NOURISH

ENERGY

DETERMINE

FAIL

COURAGE

PERFORM

PATIENT

PART 4

For questions **35-42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very nice man gave us directions
GIVEN
 We
 a very nice man.



Read the whole sentence, look at the key word and then try to work out what the question is testing (passive, conditionals, etc).

Example:

0 WERE GIVEN DIRECTIONS BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

35 Please don't touch the exhibits.
RATHER
 I touch the exhibits.

36 It's a good thing you gave me a lift or I would have been late for my interview.
GIVEN
 I would have been late for my interview me a lift.

37 Please do not drop litter in the park.
REQUESTED
 You drop litter in the park.

38 He doesn't get on with his colleagues.
TERMS
 He is not with his colleagues.

39 Light travels faster than sound.
TRAVEL
 Sound as light.

40 He could not explain why he was always late to work.
ACCOUNT
 He could not late to work.

41 Our boss wouldn't let us go home until we had done our work.
MADE
 Our boss our work before we went home.

42 I had never been to a theme park before.
FIRST
 It I had ever been to a theme park.

You are going to read an article about a music festival. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

The Glastonbury Festival

Entering the already crowded festival site, I was a little uneasy. I'd heard discouraging tales of muddy fields, shocking toilet facilities and not being able to find your tent among so many others exactly the same as yours. I had, of course, tried to prepare for every eventuality. In my rucksack were a brightly coloured flag to raise above my tent so I could find it easily, bright green wellington boots and – just in case the sun did come out – some suncream. As it turned out, all of them proved to be very useful.

The three-day Glastonbury Festival of Contemporary Performing Arts, held on Worthy Farm in Somerset every June, is the largest open-air music festival in the world. The festival grew from humble beginnings in 1970 into the massive event it is today. The main organiser of the festival is the farm's owner, Michael Eavis, who started it all up because he likes music, and he still makes the final choice of which big-name bands will appear. Over 100,000 tickets were sold this year, which is a lot of organisation for one farmer. (In fact he does hire a music promotion organisation to help him sort out all the complications of running such a huge festival, so he isn't quite all on his own.)

But it's not just music at the festival. As I wandered about the site, looking for somewhere to pitch my tent, I realised that this was, indeed, a festival of performing arts. There were theatre tents, dance performances, jugglers and mime artists all over the site. You certainly wouldn't starve in this place, either. I'd never seen so many food stalls in my life. Whether you prefer Thai, Indian and African, to mention just a few, or even good old English staples such as jacket potatoes, there was something for everyone.

After a pleasant evening of meeting people
line 39 from every imaginable walk of life and dancing

the night away at the dance village, I awoke to the sounds of thunder and lightning. The downpour only lasted a couple of hours, but it was still one of the worst rainstorms of the past 100 years. I was one of the lucky ones. Although my tent leaked a bit and my clothing was damper than I would have liked, at least I was on high ground. Some poor souls who had camped further down the hill had to try to retrieve whatever belongings they could from tents submerged under four feet of water. The organisers did an efficient job of mopping up most of the water fairly quickly, but there was no escaping the mud. Festival-goers didn't let that dampen their spirits in the least, though, and thanks to my green wellies, nor did I.

The famous Pyramid Stage had its usual line-up of great bands and there were plenty of big names playing on the Other Stage, too. In fact, there are so many stages, with so many different types of music and things going on, that it can be really difficult getting to see and do everything you want to. I found myself running from one venue to the next, trying to catch at least part of my favourite acts, and still missed a few altogether.

Then it was all over, and I had to pack up my mud-caked belongings and head back to the real world again. It had been a pleasant surprise to discover that 100,000 people crammed into muddy fields in basic conditions (the stories I'd been told about the toilets were true) can still manage to have the time of their lives. Tickets aren't cheap, but since over £1 million in proceeds from the festival goes to charity, it would be childish to complain. I left clutching the handcrafted souvenirs bought from various stalls, and with a warm, happy feeling that I'm sure is shared by anyone who has experienced the magic of the Glastonbury Festival.



Read only the question or question stems, not the options, and underline the key words. This will help you read more effectively later.

- 1 When the writer arrived at the festival, she**
 - A was afraid she might not enjoy it.
 - B had to walk across muddy fields.
 - C was wearing wellington boots.
 - D was shocked by the toilets.

- 2 The organisation of the festival**
 - A is managed by Michael Eavis alone.
 - B is difficult due to the size of the project.
 - C takes just a few days in the summer.
 - D is completely controlled by a music company.

- 3 What impression did the writer get walking round the festival?**
 - A There was too much food on sale.
 - B It was a very theatrical festival.
 - C It was easy to get lost on the site.
 - D There was lots to see and do.

- 4 The writer uses the phrase 'from every imaginable walk of life' (line 39) to show**
 - A the lively way people at the festival behaved.
 - B what activities people were doing at the festival.
 - C there were a wide variety of people at the festival.
 - D how many people she had met at the dance village.

- 5 The flooding didn't affect the writer as much as some people because**
 - A her tent didn't let any water in.
 - B she had set up her tent on a hill.
 - C she didn't mind wearing damp clothes.
 - D the organisers were good at their job.

- 6 What complaint did the writer have about the performances at the festival?**
 - A She didn't manage to see some performances.
 - B She became tired from running around the site.
 - C There was too much music on at the festival.
 - D It wasn't possible to see a full performance.

- 7 What feature of the festival had the writer not expected?**
 - A Tickets for the festival were very expensive.
 - B There were over 100,000 people there.
 - C Festival profits are donated to charity.
 - D It was enjoyable despite the lack of comfort.

- 8 What was the writer's attitude to the festival by the end of it?**
 - A She realised the discouraging stories she'd heard were untrue.
 - B She felt that attending the festival had been a special experience.
 - C She thought she had spent too much on tickets and souvenirs.
 - D She was sad that she would have to go back to a normal life again.

You are going to read an article about a man who spent a year as a volunteer. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

After the tsunami

Paul Green tells us about dedicating his time and skills to helping victims of the 2004 Asian tsunami rebuild their homes.

I remember that day very clearly. It was 26 December 2004 and as we always did on this day, my friends and I had a barbecue, then went to the beach for a surf. We had a great day, completely unaware of the devastation that was about to be unleashed not so far from our hometown of Brisbane, Australia. When I returned home later that night, I heard the terrible news that a massive undersea earthquake in the Indian Ocean had triggered off a deadly tsunami. We would later learn, of course, that altogether it had killed around a quarter of a million people and left more than one-and-a-half million people homeless.

My friends and I had returned from a surfing trip to Indonesia earlier the same month, and I was particularly saddened by the destruction that occurred there, as I had felt a strong affection for the people I had met during my travels. **9** I was later to learn that Indonesia had sustained the worst physical damage of all the countries affected by the tsunami.

At the time, I was a successful florist in the city centre. I had spent years building up my client base and training staff. I really wanted to help, so I donated a percentage of the profits from my shop to the worst-affected areas in Indonesia. **10** I leased my business and flew over to Indonesia.

I joined an organisation of volunteers called *Shelter*, committed to rebuilding homes. After the tsunami, over 160 aid organisations and UN agencies began operations in Indonesia to provide shelter, food and schooling, so I wasn't alone. *Shelter's* focus was on rebuilding homes. **11** I soon realised, however, that we weren't just rebuilding homes, we were creating hope for the future.

I chose to join a housing charity, rather than a medical one, because I had previously trained as a carpenter and I believed I could make a difference with my talents. When I was a child, I was always fixing things. **12** I was just the type of person *Shelter* was looking for. *Shelter* found a role for me on building sites, teaching construction skills to the locals and supervising the production of materials such as bricks and roofing tiles.

Disease was common because of poor water and sanitary conditions, so *Shelter* tried to move the homeless out of temporary camps and into permanent proper homes as soon as humanly possible. **13** Many of the volunteers also suffered from these. I frequently experienced high fevers and rashes, and it was during these times that I most longed for the comforts of home.

Looking back, spending a year as a volunteer was the best decision I had ever made, but it wasn't easy. **14** Most people were happy to help, but a few said that if I was going to drop out of 'real life' for so long I'd have to finance my humanitarian adventures myself. There was also the sheer physical labour. By the end of the day I was both physically and mentally exhausted. Sometimes my muscles ached so much that I couldn't imagine continuing the next day.

Back home in Brisbane, I continue to support *Shelter* by giving presentations on my year abroad and spreading the word about their charitable work. **15** I have also made countless lifelong friends. Furthermore, I am welcome in many homes in the area. My friends and I will definitely have somewhere to stay during our next surfing trip!

- A** Common illnesses suffered by disaster victims include diarrhoea, fevers, skin irritations, respiratory infections and stomach problems.
- B** I hoped that they had all escaped unharmed.
- C** My story has inspired dozens of new recruits to sign up as volunteers.
- D** Many people had lost loved ones and the sorrow of the locals could be felt all around us.
- E** By the time I was in my twenties I could make furniture and had helped many friends with renovations and repairs to their homes.
- F** I had to live off my savings, and when they ran out I asked friends and family for loans.
- G** However, I soon realised that I wanted to do more than give money.
- H** 500,000 Indonesians didn't have a roof over their heads, so they were desperately needed.

Tip

Quickly read the text first to get a general idea of the meaning and sequencing of events. Then read all the sentences before you start filling them in.

PART 3

You are going to read about four different chefs and their work. For questions **16-30**, choose from the chefs **(A-D)**. The chefs may be chosen more than once.

Mark your answers **on the separate answer sheet**.



Underlining the key words in all questions will help you focus on the kind of information you are looking for.

Which chef

says their restaurant isn't as popular as it once was?

16

didn't always have an easy, successful life?

17

mentions the effect that food can have on health?

18

suggests that their work can be stressful?

16

says that the way their food looks is important?

20

creates their own versions of traditional food?

21

feels that they challenge people's mistaken beliefs?

22

mentions differences in the training of chefs?

23

thinks that it is best to eat the way people did in the past?

24

mentions being concerned about their reputation?

29

cares greatly about the atmosphere in their restaurant?

26

makes no apology for behaving rudely?

27

says they find time for a leisure activity?

28

doesn't mention anything about what dishes they serve?

29

gives food away for free?

30

Meet the Chefs

A

Gerard

I am a classically trained French chef and I am concerned about the lack of quality in most restaurants today. It seems that people can simply do a short cooking course and then call themselves a chef these days. I was trained in the *cordon bleu* tradition and am particularly skilled in making pastries. Both the food and service are of a very high standard at my restaurant. For me, presentation is the key. When a customer is served his meal, it should be pleasing to the eye. For dessert at our restaurant, I recommend our signature dish: hazelnut and pecan nougat. It will definitely have you wanting to return the next evening for a second helping!

Critics have praised my creations and I have received 3 Michelin stars. Now my name is associated with excellent cooking. I know that the media have published reports from former staff who claim I threw food and swore at them. But the way I see it, if you can't take the heat, get out of the kitchen! Everyone who works in a celebrated restaurant has to expect some pressure. I have standards to maintain, after all.

B

Arpad

My 'soup kitchen', as I jokingly call it, only serves soup and drinks, as I prefer to specialise. The most popular soups are gazpacho, lentil, courgette and celery. I know that people who enjoy fine dining would not normally consider going to a soup restaurant, but after they have tasted the delicious soups on our menu they change their minds. I want to show how soup can be a meal in itself, not just a starter or something you throw together at the last minute.

I grew up in poverty and often ate at the soup kitchens in our neighbourhood. In honour of the volunteers who fed me in tough times, I now donate over 100 litres of soup to charities every week. It's the least I can do. The success of the business means that nowadays I have nothing to do with the daily operations of the restaurant. Having handed most responsibilities over to the staff, I get to enjoy my other passion, which is golf.

C

Elisabeth

I only use organic ingredients. Too many pesticides and insecticides are present in our food today and I believe they are causing widespread illness. Apart from that, humane treatment of animals is really important to many of our customers. To be certified organic, the animals must eat natural food, not be treated with antibiotics, or be kept in cages. They must have space to walk freely. For these reasons, organic meat is fresher and of better quality, and my customers say they can taste the difference. Organic food should be eaten by everyone who cares about our planet.

I always purchase food from local producers. You see, pollution caused by transporting food long distances is a serious problem. Just like our ancestors, who didn't have refrigeration or modern transport, we should only eat produce that is grown close to home and in season. My restaurant follows that principle.

D

Rosemary

My speciality is Polynesian food. I have travelled extensively and my places for sourcing ingredients are Samoa, New Zealand and Hawaii. I combine old recipes with innovative ways of preparing food, and I try to maintain the unique cultural history of a dish while adding a modern twist.

When I first opened my restaurant, there were queues lining up outside. People were curious. Things have quietened down now, but on Saturday nights, you can expect to wait over an hour for a table. Booking is highly recommended.

By placing frangipani and gardenia around the restaurant, I have tried to recreate the fragrances of the region. I put hibiscuses in shell vases which are handmade by locals. The vases look magnificent in the evenings, when the restaurant is lit up with candles. Many of the customers tell me that the flowers trigger memories of their own trips to the region. To add to the flowers, I have brought back artefacts and fabrics from my journeys to place on the tables for customers to admire during their meal. Eating at my restaurant should be an unforgettable experience.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 You have received an email from your friend, Jerry, who has to plan a party at the language school you used to attend. Read Jerry's email and the notes you have made. Then write an email to Jerry, using **all** your notes.

Tip

When referring to the input material, do not 'lift' straight out of the text. Use your own words where possible, but keep your writing natural and close to the meaning.

email

From: Jerry West
Sent: 20 May
Subject: Party!

Bet you're glad your studies are over. I really miss you at the school. How is your office job going? _____

Explain

We're coming to the end of the school year and I've just been asked to help organise the school party. I was wondering if you could give me some advice?

There will be over fifty students going. I'm not sure whether to hire a boat and have a party on the river, or to pick a good restaurant. What do you think?

Give opinion, with reasons

I'd like to invite you along. You studied here last year, so there may be some familiar faces at the party. It's on 15th June. Hope you can make it. _____

Yes!

I have one last favour to ask. I have to write a speech, but I don't know what to say. Any ideas? _____

Make some suggestions

Write soon!

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.



Remember that letters of application are written in a formal style and you need to be consistent – i.e. you can't use short forms or other examples of everyday, informal language in a formal letter.

2 You have seen this advertisement for a job in a local English-language newspaper.

EXPERIENCED PERSON NEEDED

We need someone to work in our café in the evenings. You must speak English and have a friendly personality. You also need to have:

- experience of working in a café or restaurant
- the ability to communicate well with customers
- a willingness to work hard

Please write to Ms B Lattimer explaining why you think you are suitable for the job.

Write your **letter of application**. Do not write any postal addresses.

3 You recently saw this notice in a magazine called *DVD World*.

Films on DVD – reviews needed

Have you seen a good film on DVD lately? We have created a new Readers' Review section in our magazine, and would like to invite readers to write a film review. Include information on elements such as the plot, the acting and the soundtrack. Also, tell us whether or not you would recommend it to others.

If your review is one of the best, we will publish it in next month's issue of *DVD World*.

Write your **review**.

4 You have had a discussion in your English class about whether or not students should have to wear school uniforms. Your teacher has now asked you to write an essay giving your views on the following statement:

Wearing a school uniform has both advantages and disadvantages.

Write your **essay**.

For questions 1-12, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A decided B considered C referred D noticed

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Many of the missing words are parts of set phrases.

Machu Picchu

The city of Machu Picchu, in Peru, South America, is (0) to be one of the most breathtaking sights in the world. It was built by the Incas in about 1450, when the Inca Empire was at its most powerful. What makes this city so unusual is that it is (1) 2,430 metres above sea (2) , on the top of a mountain ridge in the Andes Mountains.

Machu Picchu is so remote that the Incas had to take a long, treacherous path through the Andes to get to it. To this day, historians still (3) how the Inca people were able to build this stone city so high up (4) the use of modern technology. The Incas were expert builders, carving the rocks perfectly and (5) them together so well that you cannot slide a knife (6) the stones.

Astonishingly, the (7) of the world only learned of the city's existence after an American historian, Hiram Bingham, (8) it on 24 July 1911. Previously, only a few local people were (9) of the city. It has now become a popular tourist (10) People walk for up to four days on the Inca Trail through the Andes Mountains to (11) this amazing city and admire the spectacular (12) from the top.

- | | | | |
|----------------|---------------|-------------|------------|
| 1 A set | B placed | C situated | D settled |
| 2 A line | B level | C height | D point |
| 3 A think | B imagine | C doubt | D wonder |
| 4 A without | B except | C apart | D unless |
| 5 A fitting | B suiting | C fixing | D mixing |
| 6 A among | B through | C between | D against |
| 7 A rest | B other | C remainder | D part |
| 8 A invented | B discovered | C created | D realised |
| 9 A aware | B sensitive | C alert | D familiar |
| 10 A direction | B destination | C position | D location |
| 11 A arrive | B reach | C finish | D achieve |
| 12 A scene | B image | C view | D look |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	O	N																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Tip

Be aware of when verbs change tense in the text in order to avoid filling in a wrong tense in your answers.

April Fools' Day

On April Fools' Day, people in many countries play tricks (0) each other. Usually, the tricks involve making friends believe something ridiculous. On (13) day you could, for example, tell a friend there is a huge spider on (14) shoulder. If they believe you, you have succeeded (15) fooling them, and (16) if you only trick them for a second, you have the right to shout "April Fool!"

This day, 1st April, is also known (17) All Fools' Day. In some countries, (18) as Ireland or Cyprus, you can only try to fool someone before 12 noon. (19) you do play tricks after midday, you become the fool instead.

But how (20) this tradition begin? Some say April Fools' Day originated in France when that country adopted the new Gregorian calendar. In the previous calendar, New Year was celebrated (21) 25th March until 1st April, rather than on 1st January, as in the Gregorian calendar. Some people refused (22) follow the new calendar, and continued to celebrate the New Year in Spring. Other people made fun of them and laughed (23) them because they were old-fashioned and didn't want to change. Now April Fools' Day has become a global tradition, and no one is safe! People play tricks on (24) , not just on those who don't want to change with the times.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	E	F	F	E	C	T	I	V	E										
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

Tip Remember that all spellings need to be correct!

Facial Expressions

Body language is a very (0) form of communication. Some (25) expressions, in particular, can be understood all around the world. If we find something (26), for example, we wrinkle up our noses. Anyone watching immediately knows how we feel.

All people smile, and a smile is likely to get a positive (27) It can, however, be obvious when you don't mean it. When you (28) smile, muscles around your eyes automatically contract, but these muscles are difficult to control consciously. An authentic smile fades quickly, too, while an artificial smile will (29) last longer.

The expressions we make when we are angry, sad and scared are also common to most cultures. Despite all the (30) languages spoken in the world, we can still communicate using this (31) language of facial expressions.

However, you sometimes need to be (32) Certain gestures can vary, even within a single country. For example, (33) Italians gesturing 'yes' tilt their heads forwards, never back, whereas people in the north nod by tilting the head backwards *and* forwards. This can be very (34) !

- EFFECT**
- FACE**
- DISGUST**

- REACT**
- GENUINE**

- USUAL**

- DIFFER**
- UNIVERSE**

- CARE**
- SOUTH**

- CONFUSE**

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 Terry's car needs repairing.

SHOULD

Terry
repaired.

Tip

Make sure you use between two and five words.
Contractions (e.g. can't, isn't) count as two words.

Example:

0

SHOULD HAVE HIS CAR

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 Sanjay couldn't get his parents' permission to buy an expensive car.

ALLOW

Sanjay's parents to buy an expensive car.

- 36 Ann got this painting ten years ago.

HAS

Ann ten years.

- 37 Let's visit the art gallery this afternoon.

WE

Why to the art gallery this afternoon?

- 38 You should book your ticket beforehand if you want to get a good seat.

ADVANCE

Your ticket if you want to get a good seat.

- 39 We don't have any milk left, so we must go and buy some.

RUN

We milk, so we must go and buy some.

- 40 I could never have finished the job without your help.

IF

I could never have finished the job me.

- 41 Sophia was often ill when she was a child.

USED

Sophia when she was a child.

- 42 Parking here is free after 5pm.

PARK

It doesn't here after 5pm.

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

It would be simple enough to follow him. Roger was a man of habits, and even when his hours of work were irregular he would still take his mid-day meal, whenever he did take it, at Percy's. Miss Temple found an antique bookshop across the street where, as she was obliged to purchase something for standing so long watching through its window, she on impulse selected a complete four-volume *Illustrated Lives of Sea Martyrs*. The books were detailed enough for her to spend the time in the window, apparently examining the books, while actually watching Roger first enter and then, after an hour, exit alone, from the heavy doors across the street.

He walked straight back to his office in the Ministry courtyard. Miss Temple arranged for her purchase to be delivered to the Boniface, and walked back into the street, feeling like a fool. She had re-crossed the square before she convinced herself that she was not so much a fool as an inexperienced observer. It was pointless to watch from *outside* the restaurant because only from inside could she have discovered whether or not Roger dined alone or with others, or with which particular others – all important information.

She had a pretty good feeling that the crime she believed he had committed wasn't to benefit his work, which meant she was likely to learn nothing from observing his working day. It was after work that any real information would be gathered. Abruptly she entered a store whose windows were thick with all shapes of luggage, hampers, oilskins, lanterns, telescopes, and a large assortment of walking sticks. She left wearing a ladies' black travelling cloak, with a deep hood and several well hidden pockets, opera glasses, a leather-bound notebook and an all-weather pencil. Miss Temple then took her tea.

Between cups of tea and two cakes, she made entries in the notebook, summarising her plan and then describing the day's work so far. That she now had a kind of uniform and a set of tools made everything that much easier and much less about her particular feelings, for tasks requiring clothes and supporting equipment seemed somehow more objective, even scientific, in nature. In keeping with this, she made a point to write her entries in a kind of code, replacing proper names and places with synonyms or word-play that hopefully would not be understood by anyone but herself.

line 31 Miss Temple left the tea shop at four o'clock, knowing Roger to leave usually at five, and hired a carriage. She instructed her driver in a low, direct tone of voice, after assuring him he would be well paid for his time, that they would be following a gentleman, most likely in another carriage, and that she would knock on the roof of the coach to indicate the man when he appeared. The driver nodded, but said nothing else. She took his silence to mean that this was a usual enough thing, and felt all the more sure of herself. When Roger appeared, some forty minutes later, she nearly missed him, amusing herself for the moment by peering through the opera glasses into nearby open windows, but a sudden feeling caused her to glance back at the courtyard gates just in time to see Roger, standing in the road with an air of confidence and purpose that took her breath away, flag down a coach of his own. Miss Temple knocked sharply on the roof of the coach, and they were off.

The thrill of the chase, complicated by the nervousness of seeing Roger, was quickly lost when, after the first few turns, it became obvious that Roger's destination was nowhere more interesting than his own home.



Underline parts of the text where you expect to find the answers to each question. Write the question number in the margin if it helps you.

- 1 **Miss Temple thought it would be easy to follow Roger because**
 - A he always took a break at the same time.
 - B his work schedule never changed.
 - C he always ate lunch at a particular location.
 - D she already knew the schedule of his working day.

- 2 **Miss Temple bought a book at the bookshop because**
 - A she suddenly felt like buying something.
 - B she was forced to by the shop owner.
 - C she wanted a way to pass the time.
 - D she needed an excuse to stay there.

- 3 **What mistake did Miss Temple soon realise she had made?**
 - A She had waited for Roger in the wrong place
 - B She needn't have made a purchase at the bookshop
 - C She should have followed Roger back to the Ministry when she had had the chance
 - D She had re-crossed the square at the wrong place

- 4 **Miss Temple decided to follow Roger after work because**
 - A she believed that was the time she could find out what she wanted to know.
 - B she couldn't see what he was doing inside his office.
 - C she didn't want to risk him seeing her outside his office.
 - D she had other, more important things to do during the working day.

- 5 **How did Miss Temple's purchases make her feel about what she was doing?**
 - A more determined
 - B less personally involved
 - C better prepared
 - D less confused

- 6 **The word 'this' in line 31 refers to**
 - A the driver's silence.
 - B banging on the hood of the carriage.
 - C being asked to follow someone.
 - D paying drivers well for their time.

- 7 **When Roger left his office at about five o'clock, Miss Temple**
 - A watched him through her new opera glasses.
 - B saw him just before he got into a carriage.
 - C had a sudden feeling of breathlessness.
 - D pretended to be looking into an open window.

- 8 **Miss Temple's excitement at following Roger**
 - A increased each time she caught sight of him.
 - B turned into boredom after a while.
 - C ended when her carriage started following him.
 - D disappeared when she realised where he was going.

You are going to read an article about antique shopping. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

The Art of Buying

How do you find good shops and great deals when shopping for that perfect antique? Judy Smith, an enthusiastic antique collector, reveals the secrets to successful antique shopping. Judy discovered her interest in collecting antiques several years ago. “I recall the day when a good friend introduced me to the art of treasure hunting in antique markets. I bought a delicate china teapot, which was the rarest object I’d ever possessed. From that point, I was hooked.”

Visiting regions known for their antiques is a good way to add to your collection. When travelling, Judy recommends always being on the lookout for eye-catching antiques and then asking people where they got them. “When I was in Woburn, I liked the antiques in my bed and breakfast so much that I asked the owner where she shops. She told me, and I immediately headed off to see what hidden treasures I could find there. **9** As I was shopping at a gift shop in Bath, I started talking to the woman at the counter. In a matter of minutes, she provided me with loads of information about antique dealers with shops off the beaten track which I would have never been able to discover on my own. It turned out to be one of my most successful antique hunts!”

Judy also says she prefers single-owner shops to antique markets, although the former are getting harder and harder to find. **10** It’s easier to negotiate the price, too. Plus space is limited at many market stalls, so you’re less likely to find a large selection of goods in them.

If an antique market is your only choice, then remember when shopping that chances are the stall’s owner will not be present. **11** If you want a

bigger discount, the attendant will need to call the owner of the stall and ask his or her permission.

Judy recommends keeping an eye open for flea markets because there are those rare occasions where you can find something unexpected. **12** Knowing whether they’re worthwhile, however, requires skill, taste, a keen eye and patience. “Don’t go in the hope of discovering a priceless object at a low price; the right frame of mind is to acquire pieces just because you like them,” Judy advises.

Carry cash or a chequebook, because dealers will usually offer you the best price if you’re not paying by credit card. Don’t try to negotiate a better price by putting down the quality of the piece. **13** It’s better to simply ask, “Can you do any better on the price?” or offer an alternative price.

When negotiating the price of an object at a flea market or car boot sale, sometimes it can be effective to take a wad of notes out of your pocket. **14** Sellers will think that if you’re paying in cash, you’re prepared to close the deal.

Judy also warns of the dangers of getting tricked when antique shopping. “Once I spotted what looked like an early edition of Rudyard Kipling’s *The Jungle Book*. The bookseller assured me it was a first edition. **15** It looks very nice in my bookcase, but it turned out not to be a first edition after all.” Being careful is important, but sometimes there’s no way to avoid this type of situation, which is why collecting antiques shouldn’t be about making money, but about acquiring pieces that suit your taste. This way, you’ll never be sorry, even if you end up with a fake.

- A** Usually the person running the stall is authorised to give you only a small percentage off the price.
- B** Pointing out that “there’s a scratch on the surface” could put off the seller, and your motives will be obvious.
- C** I felt like an expert with enough experience, so I bought it.
- D** That’s a sign that you’re ready to buy whatever it is that you want.
- E** This is because they offer a more personal service, and the owner can usually give you the background on a piece.
- F** Booths there sell an endless range of collectable items – anything from old clothing to rare books.
- G** Buyers can be observed among the market stalls, peering and poking in every corner.
- H** Another good tip is to chat with the locals and ask them about any well-hidden shops.

Tip

Look carefully at the information which comes before and after each gap. Pay special attention to the functions of connectors in the sentences (e.g. The reason for this is, Another advantage is that, etc). This will help you make a logical connection with the rest of the text.

PART 3

You are going to read an article about five people with different careers. For questions 16–30, choose from the people (A–E). The people may be chosen more than once.
Mark your answers on the separate answer sheet.



Scan the text and look for paraphrases of questions rather than the same words.

Which person or people

admits they weren't good at one aspect of their job at first?

16

changed their career plans because they wanted a steady income?

17

benefited from drawing attention to their own ability?

18

raised an issue that improved colleagues' working conditions?

19

went abroad to live?

20

followed a parent's advice?

21

is self-taught in their field?

22

regards working as better than being in higher education?

23

used their reputation to build up their business?

24

mentions having a restricted social life?

25

enjoys working with a particular type or group?

26

is self-employed?

27

is in charge of other workers?

28

would like to develop their career in a new direction?

29

30

How I Got Here

A

Lisa Jones – *Secondary School Teacher*

My mum was a teacher, and when I was small, it was a little awkward having her teach in the same school I attended. But after I grew up and met some of her former students, I realised what a difference she had made in people's lives. I started out as a teacher's assistant, but one day I daringly stepped out of my place and tried out some innovative teaching techniques. The head teacher got to hear about it, and was so impressed that I moved on to teaching my own class. I really enjoy teaching at secondary level, because I find that teenagers are very engaging and we have some great discussions about modern issues in class.

C

Tom Dunmore – *Diving Instructor*

I am very interested in the field of marine biology and I devoted my younger years to researching and writing a book on the subject. I then went on to get my diving certificate. I started working in England as an instructor, but when I realised there was no real future for me there, I moved to the Caribbean. I started with a diving company in the British Virgin Islands, which was great, but I noticed that the equipment was somewhat outdated. When I pointed it out to my boss, he was so surprised that he immediately ordered new gear for all the instructors. I soon fell in love with the island lifestyle. I enjoy my job, as well as my time off, and now life is perfect.

B

Sarah Booth – *Office Administrator*

All I wanted at seventeen was to keep from going to university like all my friends, so I took a management course and then went to work as an office manager in a small real estate company. In the beginning I was a little nervous about making decisions that would have an impact on the entire office, but my boss is a close friend and luckily had faith in me and my abilities. My friends who are still at university don't appreciate the fact that I have a lot of responsibility right now and that I supervise a large number of employees. They're always calling me to go out – to parties or for pizza, but I usually turn down their invitations because I have to get up early the next day to go to the office.

D

Barbara Hammond – *Illustrator*

After art school I really wanted to become a 'serious' artist, but I knew that I couldn't be sure of supporting myself financially if I did. Then Mum suggested I try book illustration. She's pretty wise and she soon convinced me. I started at a small publishing company that produces children's books. I love working there, but in the beginning I was hopelessly disorganised – I kept ordering the wrong types and amounts of supplies. I eventually got the hang of it, though. Recently I branched out into drawing a weekly cartoon for the local newspaper in my spare time, and I hope it will lead to more work of the same kind, perhaps with a national newspaper.

E

Kenneth Steward – *Jewellery Designer*

I never imagined I would end up doing this kind of work, and I actually fell into it by accident. I wanted to buy my mother a brooch for her birthday, but I couldn't find one I liked, so I decided to design my own. Some of her friends saw it and liked it so much that I started to get requests on a regular basis for new designs. My mother likes to boast that her son is a designer, but I wonder what her friends would think if they knew that I haven't had any formal training. My brooch designs became so popular that local jewellery stores began calling me for advice on their own jewellery lines, which is how my new jewellery consulting company was born. That's growing rapidly, and I'm also planning to take on some people to help me so I can expand into mail-order jewellery.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 You have recently received an email from your English penfriend, Elizabeth, who you're going to visit soon. Read Elizabeth's email and the notes you have made. Then write an email to Elizabeth, using **all** your notes.

Tip

Make sure you have covered all the points in your answer and the style is consistent throughout.

email

From: Elizabeth Jones
Sent: 25 May
Subject: Visit

Tell Elizabeth

I'm so glad you're coming to visit.

Can you tell me exactly what time you're arriving on the 7th?

Since you're planning to stay for two weeks, I'll organise a trip to London.

Ask about weather, clothes

Also, it will be my brother's 18th birthday, and we'll be having a big party at our house. There'll be lots of people and even a band!

If you can stay longer, I was hoping we could visit my cousins in Scotland. Can you change your plans? Let me know!

birthday present - what about ...?

Write soon!
Elizabeth

No, because ...

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.



In essays, it is important to use appropriate linking words to connect similar ideas and introduce opposing ideas. They help the reader follow your piece of writing.

- 2** You have had a discussion in your English class about computers. Your teacher has now asked you to write an essay, giving your opinion on the following statement:

Computers are more advanced than the human brain.

Write your **essay**.

- 3** You have seen the following notice in an international magazine.

SPORT

- What is your favourite sport and why?
- Why is sport so important in our lives?

Write us an article answering these questions.
The best article will be published in the magazine.

Write your **article**.

- 4** You have recently read a book which you enjoyed very much. Write a letter to an English-speaking penfriend, recommending the book and explaining why you thought it was so good.

Write your **letter**. Do not write any postal addresses.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A increased B elevated C developed D spread

0	A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Pay close attention to the words before and after each gap.

Tips for Flying

The number and length of flights has (0) sharply in the past few years and the number of passengers on long distance flights is also higher. As the human body was not designed for flying, people can (1) if they are on an aeroplane for a long time. Therefore, it is important to (2) certain measures to increase your comfort. In the air, your body is more (3) to the effects of alcohol, coffee, tea and rich or fatty foods, so it is best to (4) these the day before you leave as well as during the flight. A long-distance journey often (5) travellers feeling stiff, because they have been sitting in one (6) for several hours.

In order to reduce the (7) of this happening to you, there are some exercises you can do while you are flying. (8) this, a hot shower taken after the flight can be an effective (9) of minimising stiffness. If you wear loose clothing made from (10) materials, such as cotton, you will feel more comfortable as your skin will be able to breathe more easily. Your skin suffers in other ways too, becoming drier (11) you have left the ground. This can be avoided, however, if you (12) some skin cream with you.

- | | | | |
|---------------|-------------|-----------------|-------------|
| 1 A agonise | B endure | C suffer | D tolerate |
| 2 A have | B take | C make | D do |
| 3 A fragile | B sensitive | C delicate | D weak |
| 4 A ignore | B delete | C prevent | D avoid |
| 5 A results | B makes | C causes | D leaves |
| 6 A position | B point | C space | D situation |
| 7 A accidents | B chances | C opportunities | D fortunes |
| 8 A Apart | B Besides | C Except | D Despite |
| 9 A way | B route | C direction | D path |
| 10 A natural | B physical | C pure | D real |
| 11 A since | B once | C while | D until |
| 12 A bring | B take | C fetch | D get |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	O	N	E																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Be aware of negative or contrasting ideas and the passive form, as these can effect your choice of words.

Edvard Munch

Edvard Munch, (0) of the greatest artists of his time, (13) born in Norway in 1863. In 1899 he travelled (14) Paris, where he became familiar (15) the current trends in French art. He began to develop an unusual artistic style, in which he tried to express his deep inner feelings rather (16) the appearance of what he was painting. This style later became known (17) Expressionism, and many 20th century artists were influenced (18) him.

At the time, though, Norwegian critics could (19) understand his work and found it shocking. Munch moved to Germany in 1892, but met with the same reaction there. An exhibition of his paintings in a Berlin gallery caused such strong protests (20) the gallery had to be closed after only a (21) days. When people slowly started to accept his style of painting, his work became well-known for the powerful emotions it showed. His (22) famous work, a painting called "The Scream", is an image of a terrified, screaming figure in a twisted landscape. As (23) as painting, he was also interested in print making.

When Edvard Munch died in 1944, he left many of his paintings and prints to the city of Oslo in Norway. The rest (24) be found in museums and in famous collections around the world.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 S U C C E S S F U L



Look carefully at the structure of the sentence and the text as a whole before you fill in the gaps.

Computer Skills in the Office

To be (0) in the business market, it is vital for a company to keep up with all the latest technological (25) Nowadays it is (26) accepted that running a company without computers, in particular, is virtually (27) This is why businesses are so keen to hire the best people available for their technology departments.

Apart from the needs of the technology department, it is important that almost all employees have some degree of (28) with personal or desktop computers, even if this involves no more than the (29) of a basic computer course. Like all new things, however, most people will only become (30) with using computers after practical experience.

Thanks to computers, today's businesses are run and managed with far less (31) than companies could hope to achieve in the past. For example, computers enable the (32) of huge amounts of information and greatly speed up the (33) of documents and reports.

In short, although the average businessperson has no need to be a technology expert, they are unlikely to get very far without at least a basic (34) of computers.

SUCCESS
DEVELOP
WIDE
POSSIBLE

FAMILIAR

COMPLETE
COMFORT

DIFFICULT
ORGANISE
PREPARE

KNOW

PART 4

For questions **35-42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 A very nice man gave us directions.

GIVEN

We
a very nice man.

Tip

Some of the given words could either be verbs or nouns. Try both forms to see which fits the sentence.

Example:

0

WERE GIVEN DIRECTIONS BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 Steve asked me how much I paid for my new sweater.

COST

Steve wanted my new sweater.

- 36 What a pity you didn't tell me earlier!

WISH

I earlier!

- 37 The plane couldn't take off because of the rain.

PREVENTED

The rain off.

- 38 She doesn't see or hear from her childhood friends any more.

TOUCH

She has her childhood friends.

- 39 He gave the impression that he wasn't working.

SEEM

He working.

- 40 You didn't pay attention in class.

OUGHT

You attention in class.

- 41 Jessica was late due to the traffic.

TIME

Jessica didn't due to the traffic.

- 42 "I won't allow my son to stay out past midnight," Mike said.

REFUSED

Mike son stay out past midnight.

You are going to read an article about a visit to a chocolate factory. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Peter Moon and the Chocolate Factory

Journalist Liz Campbell fulfils a childhood dream of visiting a real-life chocolate factory.

From the outside, the building resembles a caramel square dusted with cocoa. As I walk through the revolving doors, I am greeted with the pleasing aroma of smooth, sweet, rich chocolate that permeates everything. Even in the reception area, where Peter Moon's wife Leona is busy with Easter orders, I can't escape this potent scent.

If you want to appreciate this for yourself, then allow me to indulge you. Get a chocolate bar and, against all your natural instincts, try to open the wrapper slowly. Then take a moment to savour the tantalising smell of chocolate inside. Now picture yourself actually *inside*, confined within the four walls of the wrapper that is shutting in the aroma with you. If the mere thought of that sounds good to you, what would it be like to breathe in the aroma of this fine chocolate every single day? I ask Leona that very same question. "I'm so used to the smell. I've worked here for so long I don't even notice it any more," Leona admits. To my mind, that is an absolute tragedy. But she later confesses that she still eats a few pieces of chocolate every day.

I observe Leona as she expertly handles customers who are desperate to get their orders in on time. The factory's chocolate has just been given the highest rating in a recent consumer report and needless to say, the orders have been flooding in. The boom in business could explain her high spirits, which I must admit is infectious, and I can't help feeling excited about being let into this hidden world.

At that moment, Peter Moon enters from a door at the back, dressed in a white hat and a heavy-duty rubber apron. After polite introductions, he immediately launches into his favourite topic. "Did you know that chocolate comes from the bean of the Theobroma Cacao tree, which means 'food of the gods'?" he asks. "The Aztecs considered cacao to be man's inheritance from Quetzalcoatl, the god of the air. Cacao seeds were made into a drink with the addition of maize and vanilla. The Spaniards

observed its use and carried back beans to Spain, where it rapidly became a drink for the wealthy." I can tell this man lives and breathes what he does.

I follow Peter into the packing room, which is bursting with multicoloured cellophane and ribbons that are waiting to decorate chocolate eggs arranged in lines. I watch as staff work, carefully wrapping Easter treats. Over 60 staff are employed at the factory and, from appearances, I don't doubt their commitment. "My team are extremely focused. We are like a family here," Peter declares proudly. I couldn't agree more. I immediately get the impression that this is no ordinary factory.

And then, as he and I enter the adjoining room, I try to pull myself together. I make a great effort to control my excitement, reminding myself that the real purpose of my visit is to gather information to write an article. A conveyor belt transports small cubes of sweet centres towards a chocolate waterfall, with the promise of being enveloped in a thick, luxurious layer of chocolate. Moon picks up a tray of half-finished mini chocolate eggs. Each egg is ready to be filled and brushed over with more chocolate to seal it. Coloured cocoa butter will then be painted on to it to give it a shiny exterior. It is obvious that a significant amount of care and attention goes into making Moon's chocolates, and each one is finished lovingly by hand.

"We use the freshest ingredients, which are free from artificial preservatives, and so our products only have a shelf life of three weeks," explains Peter. By finding ingredients from all around the world, Peter is responding to the growing trend of chocolate connoisseurs who hold tasting evenings with friends. They enjoy trying to name the origins of the cocoa bean that the chocolate is made from, like those who appreciate fine wine. As I leave, I learn that Peter, like his wife, also takes the opportunity to sample his work. "I think it's important to test the products on a regular basis," he says smiling. And, yes, if you are wondering, I did get to take some home!

Tip

Remember that the answers will be found in the text in the same order as the questions. Questions are usually one per paragraph. It is a good idea to read ALL the paragraph carefully before choosing an option.

- 1 What does the writer notice most when she enters the factory?**
 - A how busy it is in the reception area
 - B the unusual appearance of the building
 - C the smell of chocolate in the building
 - D the way she is greeted by Leona Moon

- 2 The writer's description of unwrapping a chocolate bar is intended to make her readers**
 - A appreciate the pleasure of eating chocolate.
 - B able to imagine her experience more clearly.
 - C understand how the factory workers feel.
 - D want to visit the chocolate factory themselves.

- 3 The writer thinks it is 'an absolute tragedy' (line 22) that Leona**
 - A is unaffected by the smell in the factory now.
 - B confesses to eating chocolate every day.
 - C says the smell is not as strong as it once was.
 - D doesn't even like the smell of chocolate.

- 4 What is the cause of the writer's enthusiasm as she watches Leona work?**
 - A She is going to experience something that few people get the chance to.
 - B She is impressed by the way that Leona deals with the customers.
 - C She shares Leona's excitement about a recent consumer report.
 - D She is happy that Leona's business has just become very successful.

- 5 The writer's first impression of Peter Moon is that he**
 - A is not dressed in the way she would have expected.
 - B can tell her a lot about the history of the Aztecs.
 - C doesn't really care about polite introductions.
 - D is interested in everything connected with his job.

- 6 What does the writer suggest about the staff at the factory?**
 - A They seem to care deeply about their work.
 - B They don't seem to be working very hard.
 - C Many of them seem to be related to each other.
 - D They seem to get on very well with Peter Moon.

- 7 The writer says 'I try to pull myself together' (line 59) to show that she**
 - A feels as if she is in two places at the same time.
 - B is finding it difficult to stay calm and do her job.
 - C is tired of gathering information about the factory.
 - D can't remember the real purpose of her visit.

- 8 What do we learn about Peter Moon's chocolate in the last paragraph?**
 - A It is growing in popularity all around the world.
 - B Its special ingredients make it taste like fine wine.
 - C It is regularly tested by chocolate connoisseurs.
 - D It must be eaten within three weeks after it is made.

You are going to read an article about a woman who taught a gorilla to 'speak'. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

Talking with Koko

Dr Francine Patterson has spent her life attempting to communicate with humankind's closest relative, the gorilla.

Dr Patterson was introduced to Hanabi-Ko (Koko) in 1972, at a time when Koko was just a tiny, undernourished one-year-old gorilla. Patterson was in search of a candidate for her forthcoming four-year project, with Stanford University, on inter-species communication. Little did she know that this would turn into her lifelong work.

She wanted to research communication between humans and one of their closest relatives in the animal world – the gorilla. On a visit to San Francisco Zoo, Dr Patterson's eyes immediately fell on Koko. **9** This decision would not only provide Patterson with a constant companion over the coming years but also make Koko one of the most famous gorillas in the world.

From the beginning, Patterson chose to communicate with Koko through American Sign Language. She began by teaching Koko the basic signs. **10** She suddenly started to create her own signs by combining different signs for words she already knew and casually dropping them into her 'sign conversations' with Patterson. For instance, when she wanted to signal 'ring', a word she had not been taught yet, she signed 'bracelet' together with 'finger'. Although this was not traditional sign language, it made sense.

After some time of having only human company, Koko signed that she still felt lonely. So a friend was found for her in the form of Michael, an orphaned gorilla from Cameroon. **11** They became inseparable. Although there were no plans to teach Michael to sign, he had an aptitude for learning and was very willing. By the end of his first year, Michael had learnt over twenty signs, some of which were even taught to him by Koko. Amazingly, the pair even began to sign to each other.

When Koko reached adulthood, she communicated

her desire to have a baby. Patterson's people suggested Michael as a father but Koko surprisingly showed signs of human-like embarrassment, explaining that she considered Michael to be more like a brother since they were raised together and gorillas appear to have their own rules regarding matches. **12** Their friendship lasted for twenty-four years so, naturally, when Koko was told of Michael's death from heart failure in 2000, she showed signs of grief by crying, searching his rooms and signing his name repeatedly.

By the end of his life, Michael could sign six hundred phrases and understand one thousand words spoken in English while Koko could sign and recognise twice as many. One particularly memorable moment occurred when Koko was experiencing great pain. After signing to her caregivers that she had a toothache, she was able to indicate her level of pain as being between nine and ten on a pain level chart. **13** After the painful tooth was removed she received a full health check-up and thankfully was found to be in good shape.

Over the years, technology was used to enrich Koko's world. To provide her with a voice, she was given a specially adapted computer and a screen on which she could make sentences. The screen was housed in the floor of her enclosure and could withstand 900 kg of gorilla force. **14** She could switch the lights on and off when she wanted, for example. And in 1998, the world watched in wonder as Dr Patterson conducted the world's first inter-species live web chat with Koko.

Although some are sceptical about Koko's true intelligence, it can not be denied that Koko has challenged the world's stereotypical view of the angry, blood-thirsty gorilla. **15** Its main aim is to make people aware of the problems great apes face, both in captivity and in the wild, and to save them from extinction.

- A** It also allowed her to have a certain amount of control over her environment.
- B** If only all animals could tell humans this kind of information.
- C** Dr Patterson's initial project resulted in the setting up of The Gorilla Foundation.
- D** However, it soon became clear that Koko was not only learning each sign, but also logically adapting the sign language herself.
- E** But in the beginning, Koko had difficulty adapting to her new environment.
- F** As a result, they were destined to remain just good friends.
- G** It was at this point that she knew she had found the perfect subject for her project.
- H** At first they did not take to each other, but they started to get on and eventually formed a very strong bond.

Tip

Look out for pronouns, both in the text and in the sentences (e.g. they – their, she – her, etc). These will help you make the right connections between ideas.

PART 3

You are going to read a page from a brochure with advertisements for four unusual leisure experiences. For questions 16-30, choose from the advertisements (A-D). The advertisements may be chosen more than once. Mark your answers on the separate answer sheet.



Don't waste time reading the whole text in detail – zoom in on what answers the questions.

Which of the advertisements mention(s):

something participants in the experience must bring with them?

16

a particular historical period?

17

giving you something to take home with you?

18

that the experience is designed exclusively for children?

19

giving you the chance to take a break from normal life?

20

giving you the opportunity to admire the landscape?

21

what participants will learn before the start of the activity?

22

regret that a specific type of visitor cannot enter the place?

23

that the place has been used for more than one purpose?

20

something which makes it possible for the disabled to participate?

29

that young children are not allowed to take part in the activity?

26

the qualifications of the people in charge of the activity?

27

28

that those taking part should be in good physical condition?

29

30

Do Something Different

A

Indoor Skydiving

If you have always wanted to try skydiving, but are afraid of flying, here is the answer – indoor skydiving. You will feel like you are freefalling from a plane, even though you are only about two feet off the ground, as a giant propeller blasts air at 200 mph, suspending you in the airflow. It is a freefall experience that everyone must try, at the world's biggest skydiving wind tunnel, in Bedfordshire, England. Compared to other similar experiences on the market, you will get more 'flight time' in the wind tunnel and, when you finish, a DVD containing footage of your flight for you to remember the experience. This facility also caters to international skydiving teams, so be assured that you'll be in the safest hands.

The tunnel was originally built over fifty years ago to study aerodynamic forces, and later to test the strength of aeroplane parts such as ejector seats. Four decades later, the tunnel was restored.

A reasonable level of fitness is required in order to participate. Spectators can watch the dive from the free viewing gallery, but the loud noise makes it unsuitable for very young children.

C

Traditional Circus Skills

Do you want to learn some new skills? Are you fed up with the usual routine and want to do something a little more exciting than walking around the shopping centre on Saturday mornings? Then roll up, roll up – come and join the circus! During your session at Britain's top circus skills school, you will learn about the physical strength required for the trapeze and acrobatics, practise your coordination skills while juggling and attempt to acrobalance (otherwise known as tightrope walking). All the instructors are professionals with first-hand knowledge of the techniques and equipment used. You'll be learning the basics in no time, so you can impress all your friends with your new skills when you get home.

It is recommended that you wear casual clothes that don't restrict your movement – a tracksuit and trainers would be ideal. Participants must be at least 14 years old, and although they don't need to be in absolutely tip-top shape, a reasonable level of fitness is required if you want to get the most from this course. Spectators are welcome throughout. Unfortunately, there is no disabled access at the school.

B

The Cathedrals Express Steam Train

Step back into the 19th century as you take a train ride on the Cathedrals Express, which runs from central London to some of England's most beautiful cathedral cities. It's the perfect experience for romantic couples, Harry Potter fans and those who want to relive the good old days. As you travel, you will dine on superb food while sitting at a table with lovely views of the countryside. The train is an exact replica of one that operated during Victorian times, and the carriage interiors are beautifully decorated. It is an unusual sight, so expect people to wave at you as you go by. Of course, you may wish to wave back! When the train pulls into the terminus, you are released from the fantasy for a short spell, as you have the chance to shop or see the sights.

Trains and stations have ramps for wheelchair users. Spectators are welcome to see the train depart and meet it on its return.

D

Scuba Diving

Are you having trouble finding things to do with the kids? Here's an idea. At the Aqua Fun Programme, young adventurers are introduced to the thrill of breathing under water. They are first taught the basic procedures for scuba diving, including safety and communication with fellow divers, and familiarised with the equipment before dipping their toes into the water. All the instructors are qualified Dive Instructors. Then, under constant supervision, they get to dive and swim around in a swimming pool, at a maximum depth of only 6m, but still experience what it would feel like to be in a natural diving environment.

Parents are welcome to watch as their children learn to scuba dive and enjoy splashing around making bubbles underwater. Children don't have to be strong swimmers and previous experience is not needed. You must bring your own swimwear, but all other equipment will be provided.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 You want to attend a language school in England. You saw the advertisement below and sent a short email to Chris Rendall. Now you have received an email from him in reply. Read the advertisement, Chris Rendall's email and the notes you have made. Then write an email to Chris Rendall, using **all** your notes.

Tip

Both parts of Paper 2 carry the same number of marks, so **spend the same length** of time on each one. It is vital that you attempt both tasks.

SUMMER LANGUAGE COURSES

2-, 4- or 6-week courses
Beautiful English seaside town
Full accommodation provided

For more information contact:
Chris Rendall
Barnes English School, Bournemouth
email: rendallc@barnes_english.co.uk

Apologise

*Yes ...
but ask
about ...*

*Tell him
and say why*

Give details

email

From: Chris Rendall
Sent: 12 April
Subject: Summer language courses

Thank you for your email asking for information about summer courses. Since you didn't give any details, though, I'm not sure exactly what you'd like to know.

Firstly, have you visited our website? It gives all the facts about the school, the courses we offer, the cost and dates of each course and so on. I'll be happy to answer any other questions, of course – for example, about things to see and do here, or even what clothes to bring.

We arrange accommodation with local English families, but I'll need to know when you plan to be here, and if you'd prefer a family with children.

It would also be helpful if we knew a little more about you, such as your age, level of English, interests and so on.

Hope to hear from you soon.

Chris Rendall

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.



‘When writing an article, try to catch your reader’s attention by using various techniques such as including a catchy title and addressing your reader directly.’

- 2 Your English teacher has asked you to write an article for the school magazine about two photographs which are particularly important to you. You have been instructed to describe what the pictures show and what memories they bring back to you.

Write your **article**.

- 3 You have recently moved to another city and begun studies at a language school there. Your friend from your last language school has asked you the following questions in their recent letter:

I really miss having you around at school. Tell me about your new school. What was your first day like? Is your new school different from this one? And how are the teachers and the other students?

Write a letter to your friend, answering the questions in their letter. Do not write any postal addresses.

Write your **letter**.

- 4 Developers are planning to build a tourist resort in your charming little beach town. A local TV station is going to film your English class having a discussion about the new plans. Your teacher wants you to prepare by writing an essay giving your opinions on the following statement:

Developers should be allowed to build big hotels and tourist complexes anywhere they like.

Write your **essay**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A detached B single C divided D separate

0	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Remember that all four options are similar in meaning but only one should be used in this context.

Rainbows

A rainbow is an optical display of colour that usually appears in the sky when a beam of sunlight refracts through millions of raindrops. Each (0) colour from the spectrum is then sent to your eyes. For this to happen, the angle between the (1) of light, the raindrop and the human eye must be between 40 and 42 degrees.

After studying rainbows in (2) , Sir Isaac Newton was able to explain how they are formed. However, he was colour blind, so he had to (3) on the eyes of his assistant, who could easily (4) all the seven colours: red, orange, yellow, green, blue, indigo and violet. His assistant could also clearly (5) the difference between indigo and violet.

There are two types of rainbows. Primary rainbows are the most (6) and have the most distinctive colours, with red (7) on the outside of the arc and violet on the inside. Secondary rainbows are unusual because the light is reflected twice within the raindrop before it (8) a rainbow, so the colours are in (9) order and not as bright as primary rainbows.

There is a popular myth that if you reach the end of a rainbow, you will find a pot of gold waiting for you. In (10) , it is impossible to do this, because a rainbow has no end – as you go towards the point where the rainbow (11) to touch the ground, it moves away from you as quickly as you (12)

- | | | | |
|---------------|-------------|-------------|--------------|
| 1 A strip | B ray | C streak | D row |
| 2 A depth | B length | C width | D breadth |
| 3 A rely | B trust | C confide | D believe |
| 4 A discover | B realise | C recognise | D understand |
| 5 A say | B speak | C talk | D tell |
| 6 A often | B common | C ordinary | D regular |
| 7 A appearing | B happening | C viewing | D revealing |
| 8 A develops | B forms | C shapes | D grows |
| 9 A behind | B back | C return | D reverse |
| 10 A case | B spite | C time | D fact |
| 11 A looks | B seems | C shows | D sees |
| 12 A arrive | B approach | C near | D progress |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example:

0	A	R	O	U	N	D											
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

Tip

A number of the missing words are prepositions that go with certain verbs or adjectives (e.g. insist on, tired of).

Putting it Off!

Your big exams are just (0) the corner and you have only two or three days left to do some serious revision. You have to commit to memory the history of (13) Industrial Revolution – so what (14) you doing organising the kitchen cupboards? Ordinarily, it is (15) a task that you would choose to do unless you really had to, but suddenly you feel the time is right to pay particular attention (16) this area of the house and get it looking spotless. The books upstairs can wait.

Such behaviour is known (17) procrastination – a deliberate attempt to avoid something which really needs to be (18) , but which you can't be bothered to do. Other examples of (19) sort of behaviour include browsing the Internet or watching television when the kitchen sink is full of dirty dishes, or going off to get tea and coffee at the office (20) of finishing the work you've been given.

In short, procrastination is the art of putting off (21) tomorrow what should be done today. More often (22) not, the real reason why a procrastinator delays a job is that they have a vague hope that (23) else might just do it (24) them.

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: **0** C O N F U S I O N



Bear in mind prefixes (e.g. un-, im-), suffixes (e.g. -tion, -ly) and spelling changes.

English Students and Culture Shock

Culture shock is a feeling of (0) experienced by someone visiting a new country and being confronted with an (25) culture. It is experienced by many of the thousands of students who leave home to study English in an English-speaking country.

These students have to cope with changes in weather, food, language and behaviour. (26) have found that there are several stages of culture shock and that adjusting to life in a new country is an ongoing and gradual process.

Initially, students may feel (27) and delight at the new culture. They take to their language studies with enthusiasm and make significant progress.

Once the (28) of being in a foreign place wears off, feelings of (29) , depression and homesickness may arise, and homesick students may call home repeatedly. (30) problems, due to locals speaking too quickly and using strange idioms and slang, are also very common. (31) , stress may be caused by racial discrimination, (32) problems or safety concerns.

During the next stage, the student is more (33) and begins to accept the positive and negative aspects of both cultures. They begin to feel at home and realise that problems are also (34) opportunities.

CONFUSE
FAMILIAR

RESEARCH

EXCITE

NOVEL
ANXIOUS
COMMUNICATE

ADDITION
FINANCE

REAL

LEARN

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 Why are you interested in learning a new language?

WANT

Why
a new language?

Tip

Check your answer to make sure it is as similar as possible in meaning to the sentence given.

Example:

0

DO YOU WANT TO LEARN

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 They offered her a job but she refused.

TURNED

She of a job.

- 36 I find driving on the left in England very strange.

ACCUSTOMED

I driving on the left in England.

- 37 I expect you were very tired by the end of the week.

MUST

By the end of the week exhausted.

- 38 Being late is inexcusable.

EXCUSE

There is late.

- 39 Matthew decided not to do his homework and went to play football.

INSTEAD

Matthew went to play football homework.

- 40 "I wouldn't stay out too late, Lee," said Mary.

ADVISED

Mary out too late.

- 41 Her mother won't tolerate rudeness.

PUT

Her mother rudeness.

- 42 Natalie didn't listen carefully enough to the spoken instructions.

ATTENTION

Natalie didn't the spoken instructions.

You are going to read an article about kart racing. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Life in the Fast Lane

The next generation of Formula One greats is coming up fast in karts

On the grid, minutes before the start of a British Grand Prix in August, the drivers' faces are grave with concentration. The pre-race interviews are over, and the glamour models are off the track. Fans are screaming from a packed grandstand. Squeezed into his driving seat, wearing a red, white and yellow jumpsuit and white helmet, Nelson Jones is pulling on a pair of tight black gloves. No question where he's expecting to finish: "First," he says before pulling down his gold visor. At the start signal, with a burst of engine noise, the drivers dart down to the first turn.

It all sounds a lot like a Formula One car race, but there's a difference – Nelson is all of thirteen years old, and he's racing in a go-kart. What could be seen as child's play in this rural town of Lincolnshire is in fact a proving ground for professionals. Almost all of today's Formula One drivers owe a debt to the experience first gained in a small plastic bucket seat. It is the first step for young talent to move into professional race cars, because it introduces them to the essential basics such as finding the racing line, concentration and how to compete on the track. That track record makes karting a must for youngsters keen to make racing their life's ambition.

Nelson Jones is no different, and has actually been racing since he was eight years old. Nelson's father, Steve, stood by his son at every step. "I believe everyone has a special talent, and when my son Nelson showed us how gifted he was with racing, even at an incredibly young age, I knew we had to do something. Racing can be really dangerous and it gets expensive, but five years ago, when I had the opportunity to buy him his first official kart, I rushed to do it. It was in a really bad state, but it was perfect for what we had in mind."

The appeal is not hard to see. Karting offers the thrills and spills of real-life racing but with less

powerful machines, which can nevertheless reach speeds of 160 km/h. Nelson's interest in racing was unstoppable; he would wake up early on weekends and work on his race kart, making modifications to increase control and speed. "He had discipline. He used to be up even before me in the mornings, getting ready for the day's race," says his father.

After taking part in three or four local races in Britain, in which he won first place despite his young age, Nelson decided that he would go for it and have a crack at his first international Grand Prix in Germany, which he won as well. line 49

Although Nelson now travels all over Britain and Europe to take part in races, Lincolnshire remains home. Growing up there, the interest he showed in racing was not via the usual exposure to video games, like the other kids he meets at races. "We lived near a small karting racetrack and I became fascinated – I couldn't stop talking about it. One day, as we were driving past, I made my father stop the car so I could have a better look at the karts flying by. I saw so many people, including kids my own age, and I took a liking to it straight away."

Nelson eventually got his chance to try it out. The family hired an instructor for amateurs to teach Nelson, who took him as far as the age of twelve. The instructor then informed Nelson's father it was time to look for someone more qualified.

Perhaps it is Nelson's good fortune in having always been expertly advised that has made him so relaxed about facing the pressures of an international racing circuit. But what is it like to be so young with a schedule fully booked with races, and all eyes watching him, expecting victory after victory? "It's good for me, as I know what I need to be doing. The public's expectations, as well as the pressure, helps me focus and concentrate so I can race at my highest level." line 73



Avoid options that use words from the text but convey a different meaning.

- 1 **The writer suggests in paragraph 1 that, before the start of the race, Nelson**
 - A ignores the models and the screaming fans.
 - B doesn't want a long pre-race interview.
 - C is confident that he will win the race.
 - D is uncomfortable in his small driving seat.

- 2 **According to the text, karting is important for future Formula One drivers because**
 - A it shows if young drivers have enough talent to become professionals.
 - B it helps them decide whether racing is really their life's ambition.
 - C it teaches them some of the skills they need to race professionally.
 - D it gives them valuable experience of driving in a small bucket seat.

- 3 **How did Nelson's father react to his son's interest in racing?**
 - A He worried about the dangers of such a hobby.
 - B He thought Nelson's talent must be supported.
 - C He realised this hobby would be very expensive.
 - D He believed Nelson was too young for racing.

- 4 **At the beginning of his racing career, Nelson**
 - A couldn't sleep well on the day of a race.
 - B did a lot of preparation before a race.
 - C preferred working on his kart to racing.
 - D needed to increase his self-control.

- 5 **The writer uses the phrase 'have a crack at' (line 49) to show that Nelson**
 - A wasn't sure whether he would do well at this level.
 - B realised it was a chance to start a successful career.
 - C was used to winning every Grand Prix he entered.
 - D thought he was too young for an international race.

- 6 **Nelson became interested in kart racing**
 - A because his father often talked about it.
 - B after watching other children doing it.
 - C to meet other children of his own age.
 - D because of his exposure to video games.

- 7 **What does the writer suggest about Nelson's first race instructor?**
 - A He lacked confidence in his teaching ability.
 - B He was not qualified to teach professionals.
 - C He only coached drivers under the age of twelve.
 - D He decided to look for a younger driver to coach.

- 8 **What is Nelson referring to when he says, "It's good for me" (line 73)?**
 - A having a full racing schedule and demanding fans
 - B feeling confident that he will win race after race
 - C having expert advisors who can help him to relax
 - D focusing on racing at the highest international level

You are going to read an article about professional autograph hunters. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

Star Signs

Stars are not the only ones making big money in Hollywood any more ...

Each day in Los Angeles, from posh hotels to trendy nightclubs, from the back gates of television studios to peaceful restaurants, celebrities are being harassed for their signatures. A bold breed of entrepreneur has emerged in Hollywood: the professional autograph hunter. “In the old days, autograph seekers were very nice and friendly, and true collectors,” said Pat Kingsley, whose public relations firm represents some of the biggest stars in Hollywood.

In Hollywood today, autograph seeking has turned into a serious business. The fact is that autographs of famous stars can command hundreds of dollars on the open market. **9** Because they view it as a business and part of their livelihood, these autograph hunters can become very hostile if celebrities refuse to accommodate them.

Autograph hunters defend themselves by arguing that the only reason some celebrities don't want to sign autographs is because they don't make any money from the sale of their own signatures. **10** Many autograph hunters like Kraus agree that they shouldn't be criticised for their methods of making money, even if it is at the expense of the stars.

The value of celebrity autographs varies depending on whose they are and how often the celebrity has provided their signature. **11** Another difficult person to get autographs from is Harrison Ford. It is said that even people working on a movie with him cannot get his autograph.

While the demand for celebrity signatures is high, real collectors disapprove of autograph hunters and their methods. **12** These hunters will stake out stars at hotels, restaurants and nightclubs and then, if the stars refuse to sign, chase their car until they pull over or escape in traffic.

There are many tales about some autograph hunters and the tricks they get up to. **13** He cruises Hollywood in a big black Cadillac, his trunk filled with hundreds of celebrity photos, arranged alphabetically so he can have the right one on hand at a moment's notice. Alfie claims that the majority of very famous stars are courteous and very nice with him and fans in general.

Like most autograph hunters, Pettit has his own system for finding stars and getting his hands on their autographs. **14** Pettit is also a master of disguise. He can look like a college student or dress up as a woman if he has to. Once, after getting Julia Roberts to sign a photo during the filming of one of her movies, Pettit changed his disguise, went back and got three more signatures from her.

Actors and singers are not the only celebrities that are approached by autograph hunters – the list has grown to include politicians. **15** Later on, it was discovered that even at such a young age, the boy was a professional autograph hunter. It appears that what once was the ultimate display of admiration has now grown into a multi-million-dollar enterprise, and it seems that almost everyone wants in.

- A** Perhaps the most extreme of these high drama stories are about Alfie Pettit, who runs “Alfie’s Autographs of Hollywood.”
- B** During his presidency, President Clinton was chased for miles by a 16-year-old boy from New York to get his autograph on a photo of the White House.
- C** As celebrity has become one of the dominant aspects of American culture, the public’s passion for owning anything connected to celebrities has exploded.
- D** Joe Kraus, owner of Celebrity Galleries in Stockton, California, says “the artist has made money off the public, so the public, in some ways, is making money off the artist.”
- E** Autograph seekers have books that contain six or eight pictures to be signed by just one actor.
- F** The Hollywood trade magazines tell him which stars are cast in movies and TV shows, as well as providing him with a list of which streets will be closed for filming.
- G** Collectors feel that getting an autograph has become a dangerous game where some of the most successful autograph hunters literally chase celebrities for their autographs.
- H** Kraus said one of the hardest autographs to obtain is Elizabeth Taylor’s, because most of ‘her’ signatures are actually done by secretaries and so aren’t genuine.



Look for links at the beginning and end of the missing sentences as well as before and after the gaps.

You are going to read an article about treasure hunters. For questions 16–30, choose from the people (A–D). The people may be chosen more than once.
Mark your answers **on the separate answer sheet**.

Tip

It may be helpful to go through each section of the text in turn and match the questions which refer to it.

Which person

- | | | |
|---|----|--------------------------|
| pursues his hobby as a change from his everyday life? | 16 | <input type="checkbox"/> |
| turned his former hobby into a profitable job? | 17 | <input type="checkbox"/> |
| says success doesn't come often in his hobby? | 18 | <input type="checkbox"/> |
| tries to find objects of a specific type? | 19 | <input type="checkbox"/> |
| has a job which involves something he enjoyed from an early age? | 20 | <input type="checkbox"/> |
| says that certain people disapprove of what he does? | 21 | <input type="checkbox"/> |
| mentions where he prefers going to look for objects? | 22 | <input type="checkbox"/> |
| mentions those who look at the objects he finds? | 23 | <input type="checkbox"/> |
| emphasises that his activities are not against the law? | 24 | <input type="checkbox"/> |
| is a recognised expert at what he does? | 25 | <input type="checkbox"/> |
| has a hobby which is similar to his job? | 26 | <input type="checkbox"/> |
| mentions the ability to spot whether an object is genuine or not? | 27 | <input type="checkbox"/> |
| has been responsible for a number of important discoveries? | 26 | <input type="checkbox"/> |
| mentions that he is not alone when he hunts for objects? | 25 | <input type="checkbox"/> |
| does not mention if any of his finds are in a museum? | 30 | <input type="checkbox"/> |

Treasure Hunters

A

Jason Pritt

I'm a salvage diver by profession, working for an international company that helps to retrieve items from under the water — anything from cars to whole ships. Like many other people who earn their living as divers, I also do it for pleasure. In my free time I look for sunken treasure. There are still many ships lying at the bottom of the sea with cargoes of gold and silver just waiting to be discovered. But it is a very time-consuming hobby, with a very high failure rate. It requires a lot of research into the history of shipwrecks, and even with the latest technology it can be difficult to locate them. Many marine archaeologists object to people like me diving for treasure, as they claim it can disturb underwater historical sites. However, it is perfectly legal to seek out treasure under the sea. Also, if I find something I think is of historical value, I hand it over to a museum, so I think I actually help historians. Of course, anything else I find I sell to collectors.

C

Mike Irwin

I used to work as an office manager, but when I realised that I was actually making more money from my hobby, I handed in my notice and became a full-time antique collector and dealer. Most collectors have a speciality, and mine is Art Deco objects, jewellery and furniture. This is a style that was very popular in the 1920s and 30s, and which is still popular with many collectors today. My favourite hunting grounds are flea markets, car boot sales and jumble sales, because I can often find items at amazingly cheap prices and sell them on for a good profit. I sometimes go to antique fairs, too, but I don't usually go to auctions, as they tend to be quite expensive. If you want to succeed in this business you need to have a very well-trained eye in order to be able to tell which pieces are authentic and which ones are simply modern replicas of the Art Deco style. I'm very lucky, in that I can make a good living doing something I enjoy so much.

B

Steve Adams

When I was a little boy, I really used to enjoy digging around in our back garden and at the beach, looking for anything of interest. So it's hardly surprising that I grew up to become an archaeologist. I wouldn't say it was easy getting to the top of the profession, and it took me many years to become a respected leader in my field. It's usually hot, hard work on an archaeological dig, sifting carefully through layers of ancient dirt under the sun all day long. It is very rewarding, though. I'm very proud of the priceless objects that have been uncovered at the sites I'm in charge of. I believe that I have helped to give the world some beautiful ancient artefacts that we would never have found otherwise, and that this has contributed both to our world heritage and to our knowledge of the past.

D

John Lessing

During the week I'm a schoolteacher — I teach Maths — but at the weekend I need to take a break from my usual routine, so my son and I become amateur treasure hunters. Every weekend we take our metal detectors to the countryside to scour the fields for interesting objects. Some of the best places are fields that were once battle grounds, as you can come across all sorts of fascinating items. Most of the time we tend to unearth things such as old coins or uniform buttons. We keep our best finds in the dining room at home, so we can show our collection to friends and visitors. I'll always remember the time we actually discovered a Viking hoard that had been buried for over a thousand years. It was one of the most substantial and valuable finds ever made in our region, and it is now on exhibit at our local museum.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 You are a member of Students' World, an online group organised by a website for students of English. You have received an email from the secretary asking members for various information. Read the email and the notes you have made. Then write an email to Students' World, using **all** your notes.

Tip

Look carefully at the rubric and input material to see who you have to address your letter/email to. What greeting and style do you need to use: informal, semi-formal or formal?

email

From: Students' World
Sent: 22 May
Subject: Survey

Hello!

We're asking all members of Students' World to send us a short email about the books, DVDs or any other materials they use to help them learn English.

If you are preparing for exams, please tell us what main coursebook or other material you use, and whether you feel it has been a good or bad choice. Give brief reasons, please!

Give opinion and say why

Secondly, do you have any study suggestions or learning tips which helped you, and might help other members improve their English?

Make one or two suggestions

Finally, could you tell us how you found out about Students' World, and what made you decide to become a member?

Explain

We'd like to include members' responses on the website, but we won't do this without your permission. May we use your answers in this way?

Yes – as long as ...

Please reply soon!
Jane Edwards

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **120-180** words in an appropriate style.



Plan the structure and make notes before you start writing. This will ensure that you don't run out of ideas half way through the task.

2 You see the following notice in an international magazine.

Spend the day with someone famous

**If you could spend 24 hours with a famous person,
who would you choose and why?**

The best article will be published in our magazine next month.

Write your **article**.

3 You have recently seen a music concert, which you enjoyed very much. Write a letter to an English-speaking penfriend, describing the concert and explaining why you thought it was so good.

Write your **letter**. Do not write any postal addresses.

4 Your English class has had a discussion about different ways to meet new people. Your teacher has now asked you to write an essay, saying whether you agree or disagree with the following statement:

The Internet is the best way to meet new people.

Write your **essay**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A tell B say C inform D speak

0	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Tip Pace yourself! Don't spend too long on one part of the paper but make sure you have time to attempt all four parts.

OXFORD

Some people (0) that Oxford is the most attractive city in England. Whether this is (1) or not, it is certainly worth a visit. It is also ideal for a day (2) from London, as there are regular trains and buses at fifteen-minute (3) which only take about an hour to get there.

You should (4) plenty of time to visit Oxford's unique and varied range of historic attractions. What is probably of most (5) to the visitor is the famous University with its different colleges. You can (6) several of these elegant historic buildings in a day, as the majority of them are (7) walking distance of one another. Many of the oldest and most remarkable colleges are centrally (8), and most are open to visitors in the afternoon. It is a good idea to check before visiting, (9), as opening days and times vary.

The two rivers that (10) through the city are another major attraction for residents and tourists (11) Both the Thames and the Cherwell rivers are lined with lush green vegetation, and a stroll along their (12) or a leisurely boat ride is the perfect way to round off a day of sightseeing. Different kinds of boats are available for hire at several central locations from April to September.

- | | | | |
|----------------|---------------|-------------|--------------|
| 1 A real | B genuine | C honest | D true |
| 2 A trip | B travel | C journey | D voyage |
| 3 A gaps | B breaks | C intervals | D spaces |
| 4 A allow | B permit | C agree | D let |
| 5 A attention | B notice | C interest | D curiosity |
| 6 A look round | B see through | C find out | D check up |
| 7 A inside | B under | C within | D beneath |
| 8 A placed | B located | C addressed | D positioned |
| 9 A yet | B despite | C however | D although |
| 10 A flow | B move | C pour | D lead |
| 11 A similar | B same | C likely | D alike |
| 12 A sides | B edges | C fringes | D banks |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example:

0	W	H	I	C	H														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Look for any clues which are not obvious or which come much earlier or later in the sentence.

Technology

“Technology” includes any machine, method or system (0) uses scientific knowledge for practical purposes. Whether in the form of a primitive hand-held tool (13) the latest computer, technology gives (14) greater control over the world around us and makes our lives easier and happier. Without the ability (15) invent, discover and improve, we would still be living like cavemen, and civilisation as we know (16) would be impossible.

Throughout history, technological progress has changed the (17) people live. Thousands of years (18) , for instance, people lived by hunting animals and gathering wild plants. In order to find food, they had to move (19) place to place. The gradual development of agricultural tools and farming methods meant that people no longer had to wander in search of food, but (20) settle in villages. Similarly, the Industrial Revolution in the 1700s brought the invention of the steam engine and machines (21) manufacturing cloth and other products. This produced great social change, as millions of people moved to the cities to work in factories.

(22) most technology benefits people, some inventions, (23) as weapons of war, have had a harmful effect on our lives. Others have been (24) beneficial and harmful. The car, for example, is a fast, convenient means of transport, but has also contributed greatly to the problem of air pollution.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	S	I	G	N	I	F	I	C	A	N	T	L	Y						
---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--



Never leave the prompt word at the end of the line unchanged.

Sport on Television

Television has (0) affected the world of sport and the way that we, as spectators, get to enjoy it. In recent decades it has become virtually (25) to watch sport live on television without the constant (26) of replays by the television channel.

Any time a referee makes a slightly (27) decision, we are immediately shown an instant replay. We are so accustomed to this that if we don't see the instant replay, we're left with the (28) that we've missed out on something important.

Television has also been a major factor in making top (29) sportspeople extremely (30) Leading figures in sports such as tennis and football may enjoy enormous fame and (31) as a result of television coverage, which leads to enormous amounts of money for product endorsements and sponsorship deals. Their fees may (32) reach millions of pounds for a single TV commercial or magazine (33)

Many consider these amounts scandalous, but others argue that TV sport is beneficial overall, because it provides (34) for more people to take part in healthy activities.

SIGNIFICANT

POSSIBLE

INTERRUPT

CONTROVERSY

SUSPECT

PROFESSION

WEALTH

POPULAR

EASY

ADVERTISE

ENCOURAGE

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very nice man gave us directions.

GIVEN

We
a very nice man.

Tip

When transferring your answers to the answer sheet, don't write out the full sentence.

Example:

0

WERE GIVEN DIRECTIONS BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

35 He took a taxi so he wouldn't have to walk in the rain.

AVOID

He took a taxi in the rain.

36 The hotel charged the group for the damage they caused in their rooms.

PAY

The hotel the damage they caused in their rooms.

37 She can't decide what to wear to the party.

MIND

She can't what to wear to the party.

38 Colin finds it easy to remember people's names and phone numbers.

DIFFICULTY

Colin people's names and phone numbers.

39 Pollution is measured by special instruments.

USED

Special instruments pollution.

40 Penicillin was discovered by Alexander Fleming.

WHO

It penicillin.

41 Jane is efficient and qualified.

WELL

As is also qualified.

42 Kate and Ann look exactly the same to me.

TELL

I between Kate and Ann.

You are going to read an article about a woman who changes her life by going to live in Italy. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

A Change of Scenery

Sally Thwaite left behind her routine life and headed for the Italian hills.

If you walk into any bookstore there is an entire shelf dedicated to books about people who decide to change their lives by relocating to another country. This usually involves selling their house and car in the UK, buying a run-down old house abroad and renovating it, experiencing amusing cultural misunderstandings and meeting charming locals along the way. I used to sneer at those kinds of books and wonder why anyone would put themselves through the discomfort of going to live in a foreign country – all in pursuit of a simple life!

One day, instead of walking straight past this section, I found myself stopping to browse, and ended up selecting a book to read on the train. The cover showed a cluster of villages clinging to a steep cliff, surrounded by blue-green water. It was about an accountant who realised one day how boring her life was, so she bought a ticket to Italy. After reading the book, I started watching a reality TV show called *A New Home in Tuscany*, about a couple who leave London and move to the Italian hills. I became so hooked that if friends called on Tuesday nights I would make some excuse not to go out. Soon the idea of moving abroad had lodged itself in my mind and was turning into a magnificent possibility.

I resigned from the hospital where I worked, sold my apartment and moved to the region of Umbria in Italy. Once there, I rented an apartment and hired a little motorbike. I loved sampling the local cuisine and I even signed up for a short cooking course. A very charming local called Francesco ran the course. When he told me that I cooked like a local myself, I didn't care whether this was a little white lie or genuine praise. By the end of each lesson, not only had we learnt how to prepare an authentic Umbrian dish, we were also rolling around the floor in fits of laughter, since Francesco was a natural storyteller and we enjoyed his talent for imitating people.

I also took a three-month Italian language course. It is fair to say that my attempts at cooking

were more successful than my attempts, at this later stage in my life, to acquire a new language. I persevered, however, and after a few weeks of lessons I actually had a short conversation with a local – OK, I only asked for directions to the train station. In my mind, though, this was a triumph of communication and I was satisfied with my modest progress.

It was at one of these language classes that I heard a fellow student, John, mention that his neighbour, Sandro, was moving to Rome and selling his farmhouse for a song. John said he wished he had the money to purchase it himself, as the property was sure to be snapped up soon. I couldn't believe that it cost less than half the amount that I had sold my tiny apartment for. Would I dare to copy the writers of all those books, and the couple on the TV reality show? line 52

I had to go and have a look, of course. The farmhouse was located on the top of a lush hill, and although it was very run-down, it possessed charm. There were extensive orchards with well-kept trees, so I would have nature's bounty literally on my doorstep. I bought it straight away.

The project wasn't without its difficulties, though. The farmhouse was constructed entirely of stone and wood in 1857, and was collapsing in several places. My first priority, therefore, was to hire some local craftsmen to add supports to the building. I also strengthened the foundations, installed a new kitchen and renovated the rest of the property. In the end, all the cost and effort were worthwhile, because I felt I belonged here as much as I did anywhere in the world, and I was determined to make it my home. I must say I sometimes look at my collection of books on Italy and think I'd like to have a go at writing one myself! I'd like to share my experience and let other dreamers out there know that the difficulty is worth it. I didn't quite find the simple life, but I did find what the Italians call the sweet life – *la dolce vita*.

Tip

Don't choose options which sound likely but for which there is no evidence in the text.

- 1 **What did the writer originally think of books about going to live in a foreign country?**
 - A They took up too much space in bookstores.
 - B They contained many entertaining stories.
 - C They didn't interest her in any way.
 - D They included a lot of useful information.

- 2 **The author didn't want to go out on Tuesday nights because**
 - A she was busy making plans to move abroad.
 - B she was really interested in her book about Italy.
 - C she wanted to watch a television programme.
 - D she preferred not to see friends during the week.

- 3 **The impression that the writer gives of Francesco is that**
 - A he could only cook local food.
 - B he wasn't honest with his students.
 - C his cookery course was too short.
 - D his students found him amusing.

- 4 **What did the writer realise about learning the Italian language?**
 - A that she could learn Italian easily in spite of her age
 - B that a three-month course of lessons would be enough
 - C that it was harder than learning to cook local dishes
 - D that it would help her to get on better with the locals

- 5 **The writer uses the phrase 'for a song' (line 52) to suggest the farmhouse was being sold**
 - A as quickly as possible.
 - B for personal reasons.
 - C for reasons of pleasure.
 - D at a very low price.

- 6 **When she first went to see the farmhouse, the writer**
 - A believed it could be made into a charming home.
 - B mistakenly thought it would be easy to repair it.
 - C was surprised by how run-down the property was.
 - D thought the orchards were too close to the farmhouse.

- 7 **What did the writer conclude about her decision to move to Italy?**
 - A She felt that the unexpected difficulties had spoilt her dreams.
 - B She was disappointed that she couldn't find the simple life she wanted.
 - C She knew anywhere else in the world would feel just as much like home.
 - D She felt that, despite the problems, her decision had been a good one.

- 8 **How did the writer's attitude change, during the time she writes about, towards books about moving to Italy?**
 - A She began to understand why their authors write them.
 - B She now realised they made it seem easier than it really was.
 - C She began to rely on them for information on moving to Italy.
 - D She started to enjoy collecting them as a hobby.

You are going to read an article about a top female stunt performer. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

Lights, Camera, ACTION!

Annie Fielding talks about her journey to becoming a successful female stunt performer.

Falling face first through a plate of glass, being thrown from a moving car, diving off a tall building and being beaten up – this could all be the material from people’s nightmares, but for me it’s all in a day’s work.

Having trained as a professional dancer, I started out by choreographing dance routines in music videos and films. I was working on the set of a musical, overseeing a particularly complex dance sequence, when I was introduced to Dan Pullman, who was the senior stunt coordinator on the movie. We hit it off straight away. **9** We enjoyed each other’s company and gradually grew very close. Then we decided to get married.

At first I had absolutely no interest in stunt work, but just for fun Dan started showing me a few basic stunts, such as falling and landing safely. **10** Apparently, I was a natural. I didn’t find these stunts too difficult, because my dance background had equipped me with a certain amount of physical strength and flexibility. Compared to dancing around a studio, I found it exhilarating because there were more risks involved. It prompted me to rethink my own career.

So then Dan started training me seriously. I learnt the martial art of judo and how to fight, and to ride horses and motorbikes. I remember the pain that I suffered in this short space of time. **11** By the time I was hired for my first stunt job, I felt ready. I know that within the stunt community there was some talk that my connection with Dan had helped me to land jobs. Well, that may have been the case at first, but since then I believe I have proved myself on my own merit. I keep getting hired to do further jobs so I must be quite good at what I do.

I only entered the stunt industry four years ago and now I have built up a fairly impressive list of stunt work experience. I have worked in music videos, television and major motion pictures. **12** It isn’t easy to get regular work in this field, especially if you are a woman. There are many unemployed stunt performers out there. The longest I have gone without a project is a month, so I consider myself really lucky.

It’s great work if you can get it. You might get asked to do a stair fall or a car knock-down. **13** Last week I was strapped to a moving truck as it caught fire. The days tend to be long and, depending on what is being made, a job can last from a few hours to several months. Sometimes you get to travel. My last job – doubling for an actress in a horror film – involved spending three whole weeks in Mexico.

If I’m not working, I’m training. I take karate lessons and always find time to ride, as horse stunts are my speciality. I also make sure I rehearse driving stunts in deserted areas. Doing long falls is a common thing asked of stunt people but it is not something you can practice regularly. **14** That way I am prepared for anything that is asked of me.

On the surface, my profession seems glamorous and daring, but I take every opportunity to tell young people that they must be prepared to work incredibly hard. **15** Yes, you do get to live out your action fantasies and have the chance to work with top celebrities, but there is always the possibility that you may get injured in spite of all the safety precautions taken. It is, in my opinion, important to have a realistic idea about the profession.

- A** I also point out how physically demanding and dangerous it is.
- B** I like it when we work on a film together, because we can see each other every day.
- C** I think even he was surprised by what I could do.
- D** I didn't know then that he would inspire me to follow a different path in life.
- E** You never know what to expect, and no two stunt jobs will ever be exactly the same.
- F** People in the industry say that such success so early in your career is very unusual.
- G** I just need to keep my body lean and in peak physical condition.
- H** I would go to bed every night covered in bruises, but I remained extremely focused.

Tip

If you cannot fit a sentence into a gap, move on to the next one. Don't waste time on it. You can always go back to the gap later.

You are going to read a magazine article in which four people describe their shopping experience. For questions 16-30, choose from the people (A-D). The people may be chosen more than once. Mark your answers **on the separate answer sheet**.



Make sure you select all the options at least once.

Which person

- | | | |
|--|----|--------------------------|
| goes to the supermarket every two or three days? | 16 | <input type="checkbox"/> |
| avoids buying the most popular brands of products? | 17 | <input type="checkbox"/> |
| doesn't like to spend a lot of time in the supermarket? | 18 | <input type="checkbox"/> |
| is pleased with a new service that has been provided? | 19 | <input type="checkbox"/> |
| uses public transport when they go shopping? | 20 | <input type="checkbox"/> |
| doesn't like company when they go to the supermarket? | 21 | <input type="checkbox"/> |
| looks out for bargain prices? | 22 | <input type="checkbox"/> |
| criticises the behaviour of some other shoppers? | 23 | <input type="checkbox"/> |
| appreciates the opening hours of supermarkets? | 24 | <input type="checkbox"/> |
| is sometimes in an uncomfortable situation while shopping? | 25 | <input type="checkbox"/> |
| sometimes has a meal while shopping? | 26 | <input type="checkbox"/> |
| had a frightening experience in the supermarket? | 27 | <input type="checkbox"/> |
| dislikes shopping less now than they used to? | 28 | <input type="checkbox"/> |
| organises their shopping carefully? | 29 | <input type="checkbox"/> |
| enjoys supermarket shopping despite how tiring it can be? | 30 | <input type="checkbox"/> |

SUPERMARKET SHOPPERS

A MELANIE ROGERS

For a mother of two young children, supermarket shopping can be an absolute nightmare. They get bored and restless and start to play up. It can be really embarrassing when everyone stares at you because both your kids are sobbing their hearts out! And if you're not watching them, they can take goods off the shelves without you noticing. Once I even managed to briefly lose my two-year-old son. He'd wandered off down another aisle while I was comparing the prices on some items. I was frantic when I realised he wasn't by my side. Luckily one of the assistants saw him and picked him up, but it was a scary five minutes until I got him back. I'm glad to say that things have improved in my shopping centre recently, as they've opened a supervised play area where I can drop the kids off while I shop, and pick them up when I've finished. It really makes life much easier.

B JULIAN KENT

I'm not keen on shopping with other people, because it always seems to take much longer, so I usually go on my own. Nowadays big British supermarkets are open all night, which is very convenient for me. I prefer to go as late as possible, when there are no queues at the checkout and I can get all my shopping done very quickly. I usually only go once a month and make sure I stock up on everything I'm likely to need. It means you have to plan all your meals, and you need to have a big freezer, but at least I don't waste my all-too-precious time going to the shops every couple of days. If I do run out of something, or realise I've forgotten something I need, then I'll grab it from the local mini-market. I try to make sure I don't have to do this too often, as small local shops are much more expensive.

C BOB CARTER

My wife and I retired ten years ago and we recently gave up the car as it was too expensive to run on our pensions. We get the bus into town once a week to do our shopping. We're not as fast on our feet as we once were, and some young people can be very inconsiderate, pushing you out of the way at the counters or losing their patience when you are not moving down the aisles as fast as they'd like. Others, of course, are very helpful and will give you a hand when they see you need it. Even though it can wear you out carrying all the bags, we try to make a nice outing of it. We'll treat ourselves to a bit of lunch at one of the cafes, or we'll go for tea and sandwiches at one of the nice tea rooms in the centre. We actually look forward to our shopping trips!

D SALLY WALKER

I suppose I'm a bit of a scatterbrain, as I never seem to have what I need when I need it. This means that I end up popping out to the supermarket at least three times a week to get in more supplies. I don't mind, though, because unlike most people, I find supermarkets to be quite relaxing places. I enjoy wandering slowly down all the aisles, checking out any new products or searching for special offers. I always take a calculator with me, as I like to know how much I'm spending, and I prefer to buy the shop's own-brand products, because they cost a lot less than the big name brands. My kids complain that we never have the "proper" breakfast cereal or the "really nice" baked beans, but I just point out that it leaves us with more money to do the really fun things. I'm sure they know I'm right.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 You have received an email from your English-speaking penfriend, Robert, who is designing a website about different countries around the world. Read Robert's email and the notes you have made. Then write an email to Robert, using **all** your notes.



Use the information in the rubric to write an introductory remark in the first paragraph, rather than going straight into the notes.

email

From: Robert Best
Sent: 8 October
Subject: Website

Hello!

As part of my ICT course, I have to design a website. I've decided to do a site about various countries, including your country, through the eyes of young people living there. I've got lots of general information, but I need your personal comments and ideas.

First of all, do you think it's a good idea? Would you be interested in visiting a site like this?

Give opinion and say why

I'd also like you to tell me:

- what you think makes your country and its people special
- what you would recommend for visitors to your country to see/do

Explain

Give some examples

Finally, I want to include local music that young people in each country enjoy listening to. Could you send me some? It will have to be in a format I can use on the website, of course.

Yes, but ask for more information

Please reply soon!

Robert

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.



In order to write a report you need to use straightforward, formal language and write in an impersonal style. Organise the information under appropriate headings which are usually included in the rubric.

- 2 You are studying English at a language school with students from several countries. You have been asked by the school principal to find out what students think about your school and if they would like to see any changes. Write a report making recommendations about lessons, the facilities, the food at the canteen and anything else you would like to see changed.

Write your **report**.

- 3 You see the following notice in an international magazine.

How and why did you start learning English?

Do you want to share your experience with other language learners? Tell us how and why you started and what you think is the best way to learn English. The best articles will be published in the next issue.

Write an **article** based on your own experience.

- 4 Your English class has just had a discussion on whether money is a good or bad thing. Your teacher has now asked you to write an essay giving your opinion on the following statement:

Having too much money is as much of a problem as not having enough.

Write your **essay**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A period B moment C point D time

0	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Be aware of any prepositions that follow gaps, as this will often determine the correct option.

Music Television

At 12:01 on 1 August 1981, a new American cable TV channel broadcast the video of a song by The Buggles called *Video Killed the Radio Star*. This was the (0) MTV was born. Before this, pop and rock artists relied on radio to (1) their audiences, but now audiences could actually see their favourite bands (2) their greatest hits on a TV channel entirely (3) to music.

Some critics (4) the channel would fail, and some musicians felt annoyed about having to act and dance in videos to win over fans. Other artists, (5) as Madonna and Michael Jackson, took (6) of the coverage, and it helped to make them into cultural icons. MTV both influenced and was influenced by the young generation, and the channel had an (7) on style, fashion and trends.

Over the following years, MTV (8) globally, bringing music television to Europe in 1987 and Asia ten years later. Nowadays there are few people in the world who have not (9) of MTV. Since the channel's humble beginnings, the first MTV viewers have grown older and now themselves have children who (10) the channel. Today's audience (11) continents and generations.

Today, there is no longer an emphasis on music alone, and the channel also has quiz shows, reality shows and films. The original idea of music television is a distant (12)

- | | | | |
|-----------------|---------------|------------|---------------|
| 1 A touch | B stretch | C catch | D reach |
| 2 A perform | B act | C show | D display |
| 3 A specialised | B interested | C devoted | D closed |
| 4 A checked | B confirmed | C proved | D believed |
| 5 A such | B like | C just | D same |
| 6 A benefit | B advantage | C profit | D assistance |
| 7 A impression | B improvement | C impact | D inspiration |
| 8 A expanded | B heightened | C enlarged | D increased |
| 9 A known | B noticed | C listened | D heard |
| 10 A see | B watch | C look | D view |
| 11 A jumps | B crosses | C meets | D matches |
| 12 A reminder | B memory | C history | D past |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 H I S



There may be more than one correct answer, but do not write more than one word in each gap.

Mary Shelley's Story

In 1816, English poet Percy Bysshe Shelley and (0) future wife, Mary, visited another famous poet, Lord Byron, at his house near Lake Geneva in Switzerland. It rained (13) snowed constantly during their stay, forcing the group to (14) most of their holiday indoors. One night, Byron challenged the Shelleys and his doctor, Polidori, to each make up a ghost story. He said that the person who wrote the most terrifying tale (15) be the winner.

Mary, who was only nineteen (16) the time, came up with the idea for her story after having a nightmare in (17) she saw a pale student of science kneeling beside 'the thing he had put together'. This ultimately lead her to write one of the greatest horror novels of all time – *Frankenstein*. In the finished novel, a mad scientist (18) Victor Frankenstein brings a monster to life. It is really a warning against man's dangerous relationship (19) science.

The book was first published (20) 1818, although for several years the writer's identity was not revealed. (21) then her story has become extremely popular and many films have been based (22) it. It is astonishing to think that it was (23) by a 19-year-old who set about writing the story in a simple attempt (24) scare her close circle of friends.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 D E V E L O P M E N T



Look out for negative meaning in particular – the word may fit grammatically but you might need the opposite meaning.

Early Clocks

The (0) of the clock is an interesting story, although there is some (25) about the way in which clocks came about. The word 'clock' originated from the Latin word 'clocca', which means 'bell', and it was first coined about 700 years ago.

Before the (26) of the modern-day clock, there were several ways that a person could tell the time. People first told the time by looking at the sun in the sky. When the sun was (27) overhead, it was noon, and when it was close to the horizon, it was either sunrise or sunset. But time could not be told (28) using this method.

(29) believe that the sundial was used around 3,500 BC and was probably the (30) clock. On the sundial, the shadow of the sun points to a number on a disc which shows you the time. However, since sundials are (31) on the sun, they can only be used to tell time during the day.

Water clocks, or *clepsydra*, were an Egyptian invention and were also (32) in Greece. Water dripped slowly out of a hole in a clay (33), which had a series of marks on it that indicated the time. The Greeks made several (34) on the design over the years. Water clocks had the advantage over sundials that they could also be used at night.

DEVELOP
AGREE

INVENT

DIRECT

ACCURATE

HISTORY

EARLY

DEPEND

FASHION

CONTAIN

IMPROVE

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 The school I studied at last year was better than this one.

GOOD

This school
my last one.

Tip

Don't forget to use the word in bold and make sure that you do not change this word in any way.

Example:

0

IS NOT AS GOOD AS

Write the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 I cannot afford to buy a train ticket.

HAVE

I to buy a train ticket.

- 36 There is no more petrol in the car.

RUN

The car petrol.

- 37 It is useless to worry about what has already happened.

POINT

There is what has already happened.

- 38 "Have you had anything to eat?" Mum asked Liam.

WHETHER

Mum asked anything to eat.

- 39 Did you mean to kick him, or did it happen by accident?

PURPOSE

Did you kick him an accident?

- 40 If you don't know how to spell the word, why don't you check in the dictionary?

UP

If you don't know how to spell the word, you in the dictionary.

- 41 The senior managers are interviewing the candidates.

INTERVIEWED

The candidates the senior managers.

- 42 It's too cold to go for a walk today.

IF

We could go for a walk cold today.

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

At eleven o'clock, his pregnant wife rose and went to bed. David stayed downstairs, reading the latest issue of *The Journal of Bone and Joint Surgery*. He was known to be a very good doctor, with a talent for diagnosis and a reputation for skilful work. He had graduated first in his class. Still, it was early in his career and – though he hid it very carefully – he was unsure enough about his skills that he studied in every spare moment, collecting each success he accomplished as one more piece of evidence in his own favour.

line 8 When he was younger, he felt himself to be the odd one out at home, born with a love for learning in a family absorbed in desperately trying to just get by, struggling day to day to make ends meet and avoid the debt collector. They had seen education as an unnecessary luxury, and no guarantee of making a good living. They were so poor, that when they went to the doctor at all it was to the clinic in Morgantown, fifty miles away. His memories of those rare trips were vivid, bouncing in the back of the borrowed pickup truck, dust flying in their wake. The dancing road, his sister had called it, from her place in the front with their parents. In Morgantown the rooms were dim, poorly lit, and the walls were painted a depressing green that reminded David of dirty pond water. The doctors had always been hurried, abrupt with them, distracted.

line 18 All these years later, David still had moments when he imagined those doctors from his childhood gazing at him, and he felt himself to be an impostor, about to be unmasked and revealed by a single mistake. He knew his choice of specialisation reflected this. The random excitement of general medicine was not for him. Neither was the delicate risky plumbing of the heart. He dealt mostly with broken bones, sculpting casts and viewing X-rays, watching breaks slowly yet miraculously knit themselves back together. He liked that bones were solid things, surviving even the extreme heat of cremation. Bones would last; it was easy for him to put his faith in something so solid and predictable.

He read well past midnight, until the words swam senselessly on the bright white pages, and then he threw the journal on the coffee table and put out the fire in the fireplace. The stairs creaked with his weight as he climbed to the second floor of their new house. He paused by the nursery door, studying the shadowy shapes of the baby crib and the changing table, the stuffed animals and toys arranged on shelves. The walls were painted a pale sea green. His wife had made the quilt that hung on the far wall, sewing night after night making tiny stitches, stubbornly tearing out entire panels if she noted even the slightest imperfection. A border of bears was carefully and perfectly stencilled just below the ceiling; she had done that too.

On an impulse he went into the room and stood before the window, pushing aside the curtain to watch the snow, now nearly eight inches high on the lampposts and the fences and the roofs. It was the sort of storm that rarely happened in Lexington, and the steady white flakes and silence filled him with a sense of excitement and peace. It was a moment when all the unconnected parts of his life seemed to join themselves together, every past sadness and disappointment, every anxious secret and uncertainty hidden now beneath the soft white layers. Tomorrow would be quiet, the world gentle and fragile, until the neighbourhood children came out to break the stillness with their foot prints and shouts of joy. He remembered such days from his own childhood in the mountains, rare moments of escape when he went into the woods, his breathing louder yet his voice somehow hushed by the heavy snow that bent branches low and drifted over paths. The world, for a few short hours, transformed.



All four options in the questions are usually referred to in some way or other in the text, so you need to check each one carefully.

- 1 **David studied in his spare time because**
 - A he was not confident about his ability.
 - B he wanted to be the best in his field.
 - C he couldn't read if his wife was with him.
 - D his career was not successful enough.

- 2 **The writer uses the phrase 'make ends meet' (line 8) to mean**
 - A surviving a difficult moment.
 - B being able to cope financially.
 - C not paying back their debts.
 - D overcome something difficult.

- 3 **David's family thought that education**
 - A took up too much of David's valuable time.
 - B was a way for him to escape from poverty.
 - C was far too expensive for them to afford.
 - D might not help David to find a good job.

- 4 **What impression does the writer give of the clinic in Morgantown?**
 - A It was a memorable place for a child to visit.
 - B The walls and light bulbs were very dirty.
 - C It was badly decorated and under-staffed.
 - D The doctors were busy but always polite.

- 5 **What does 'this' in line 18 refer to?**
 - A feeling he wasn't really a good doctor
 - B being watched by other doctors
 - C wearing a doctor's face mask
 - D making too many mistakes

- 6 **What did David like about his specialisation?**
 - A He could feel sure about what he was doing.
 - B He could be artistic when he made casts.
 - C He knew that he would have a solid future.
 - D He dealt with exciting things every day.

- 7 **What impression does the writer give of David's wife?**
 - A She didn't like to make mistakes.
 - B She was nervous about having a baby.
 - C She wasn't very hard working.
 - D She enjoyed making things.

- 8 **How did David feel about the snowstorm?**
 - A He was surprised to see snow in Lexington.
 - B It made him feel sad and disappointed.
 - C It made him feel like he was a child again.
 - D It had a pleasant effect on his mood.

You are going to read an article about a female explorer. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

One Step at a Time

"I was a dreamer as a child and I've always been drawn to stories of adventurers. I was the girl who fell out of trees and got muddy. I was never much of a team player, which probably accounts for the fact that I'm now a solo explorer." So says Hannah McKeand, the current world record holder for a solo, unsupported trek to the South Pole. It was no easy feat for the 33-year-old Briton, who completed the expedition in 39 days and 9 hours while suffering bitterly cold conditions in an effort that put her in the history books.

Hannah's urge to explore began in 2001, when she joined an expedition into the Western Desert.

9 The trip was supposed to be a once-in-a-lifetime experience, but no sooner had she returned to the UK than she found herself yearning for more.

Still wanting to travel, Hannah quit her job as a marketing director and committed herself to full-time exploration. In the first twelve months, she headed back to the Western Desert and then on to the Wakhan Corridor in Afghanistan. **10** She accomplished this trip with the support of a five-member team in 56 days. Next on her list was a world yacht race that took her sailing halfway around the globe.

Hannah returned to the South Pole in one of her most ambitious projects ever. **11** She received no outside assistance or re-supply throughout her time on the ice, meaning that she had to carry all of her food, fuel and equipment by herself for the entire time she was there.

Hannah ended up pulling a sledge weighing up to 100kg for close to twelve hours a day. **12** She survived

on a diet of chocolate, fudge, halva, dried fruit and nuts, energy bars and dried meats and still managed to lose nineteen kilos. "I didn't miss normal food, because I had lost my appetite," joked Hannah, when asked about the physical stress.

She had also decided to complete the journey solo, meaning that in times of hardship, she had no teammates to provide either emotional or physical support.

13 Hannah reflects, "I thought it was going to be really hard, because I'm naturally a social person, but it turned out the loneliness wasn't an issue. I was so busy taking care of my energy levels and body temperature that the days just flew by."

To prevent loneliness and to keep in contact with the outside world, Hannah carried a variety of technological devices. **14** These allowed her to speak to family, friends and the media whilst on the ice. She was also able to connect them to her computer, allowing her to send and receive regular emails and update her website.

As with many an adventurer, Hannah always has one eye on the future. With the South Pole successfully behind her, Hannah's next big adventure will be to conquer the North Pole. **15** She confides, "The biggest lesson I have learnt so far is that with a little patience, you can get anywhere. If you just keep putting one foot in front of the other then vast distances can be covered in time. But most importantly, I have learnt that in the wilderness we are completely insignificant, and that only with utter respect and the best preparation can we spend time there safely."

- A** She completed a 1,110-kilometre marathon across the Antarctic ice, beating the previous world record by nearly two days.
- B** It is a long enough period that sometimes you can't see the end but you just have to be resilient and keep pushing on.
- C** As well as a beacon, which constantly transmitted her location via satellite, she also carried two satellite telephones.
- D** They explored the valleys and sandy landscape of this vast part of Egypt, looking for "rock art."
- E** The potential psychological impact of such isolation is difficult to imagine.
- F** After fully exploring these two incredible places, Hannah ended the year with her first expedition to the South Pole.
- G** In preparing for this latest endeavour, Hannah is quick to draw on her past experience.
- H** Dragging this load over endless miles of snow and ice caused her to burn between 6,000 and 8,000 calories a day.

Tip

Don't be discouraged by unknown vocabulary, as you are not expected to understand every single word in the text. A second careful reading of the text will help you understand it better.

PART 3

You are going to read an article about five members of a mountain rescue team. For questions 16-30, choose from the people (A-E). The people may be chosen more than once. Mark your answers on the separate answer sheet.



Remember that where a double option is required, these may be given in any order.

Which person or people

made a change in his career plans?

16

has parents involved in a similar field?

17

had an unexpected experience early in his career?

18

believes that a strong character is as important as ability?

19

has a plan for the future?

20

mentions the tough training programme volunteers undertake?

21

says that he is sometimes afraid?

22

says that there is competition for his type of job?

23

mentions criticism sometimes made about the rescue team?

24

received encouragement from someone?

25

26

mentions the positive emotion which the job can give?

27

points out how tiring the work can be?

28

suggest volunteers are expected to do more than one task?

29

30

Central Bowlandshire Mountain Rescue Team

A **Paul Barron** – *Deputy Team Leader*

Our rescue team is made up of volunteers who give their time to help people in trouble on the mountains. We're looking for people who can not only perform their jobs well, but who also have the mental toughness to deal with the high pressure, life-and-death situations we sometimes encounter. The job isn't all excitement, though; even if you're a first aid expert, say, you still have to take your turn doing things like keeping the headquarters clean. Sadly, some people put us down as amateurs because our team is comprised of volunteers, but the truth is that all of our staff are extremely well trained and very dedicated.

D **Paul Barrington** – *Dog Trainer*

I left veterinary school to come here and train dogs used for search and rescue. In fact, it was my wife's idea, because she knew I wasn't very happy about what I was doing then. We're both pleased about how it's turned out, and she often says I should have done this sooner. I hope one day to open a dog training school, so that all the mountain rescue teams in the county will be able to train and take care of rescue dogs properly. The dogs are an important part of the team, and we wouldn't be as successful as we are in search and rescue without their help.

B **Allan Carter** – *Ambulance Paramedic*

I come from a family of doctors, but I came here to be a paramedic because I wanted a more hands-on experience at the scene of an emergency. As an ambulance paramedic, I deal with all kinds of emergencies almost every day. There are a lot of people trying to get into this field and it's tough, so I consider myself pretty lucky to be here doing something I love. On my very first day, I remember being called out on a really serious emergency. I couldn't believe it when I was left to handle it on my own, but everything went well and I managed to get everyone taken care of. It gave me confidence and I know that I can handle anything now.

E **John Dowie** – *Trainer/Park Ranger*

The most important ability for any team member is that they have to be a competent mountaineer. Additionally, each member must be able to do certain jobs outside their area of expertise, such as radio operations, helicopter procedures, mountain environments and first aid. Callouts and training can take place on any terrain, in any weather, day or night, and can mean long periods outdoors, exposed to the elements. This is to make sure our members are ready for anything. Our team members soon realise the amount of commitment which is required to be a member of our team. I remember when I was a new recruit, I worked so hard and was so exhausted that I could practically fall asleep standing up. But at the end of the day, we all know that there's nothing better than the wonderful feeling we have after a successful rescue. It's just amazing.

C **Nick Holmes** – *New Recruit*

I'm at the local university in town. I wanted to help with something worthwhile and spoke to a university counsellor who convinced me to join the local rescue team. He said that, since the town is surrounded by mountains where students go hiking and camping, I could make a real difference by volunteering for mountain rescues. It can get pretty dangerous when we're out in the mountains during a snowstorm, or on difficult terrain trying to save someone, but I always try to control my fear. I could be saving one of my very own classmates, and that's important to me.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 You recently discovered that you have a distant English-speaking cousin, Camille, who is the same age as you. You have spoken briefly on the telephone, and now you have received Camille's first email. Read the email and the notes you have made. Then write an email to Camille, using **all** your notes.

Tip

Take a minute or two to think about the notes you have to develop. You may find it helpful to jot down one or two ideas before you write the task. The points you develop should sound natural, logical and convincing.

email

From: Camille Spring
Sent: 27 May
Subject: Hi

Hi!

How are you? I'm so excited about having a cousin I never even knew about!

You must tell me all about your interests and where you live. I'd like to know about your family, too. What are they like?

Give details

You probably want to know about me and my family, too. Is there anything in particular you'd like me to tell you?

Ask about ...

Of course I would also love to meet you. Could you come here for a holiday? My parents say you can stay with us as long as you like in the summer.

No, because ...

If you prefer, perhaps I could come and visit you. In that case, would it be possible for me to stay with you? I don't know anything about your home, or how your parents would feel.

Invite her and explain

Write soon!

Camille

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.



When addressing someone in a formal letter by their title, first names are never used, only the title and the surname.

- 2 You have seen this announcement in a local English-language newspaper.

MEGAPLEX THEATRES

WEEKEND WORK IN OUR CINEMA

We want an enthusiastic person to work at weekends, when we show a variety of films for English-speaking audiences. You need to be:

- good at dealing with people
- prepared to work nights
- able to speak English reasonably well

Write to Ms Agnes Kirby, explaining why you would be suitable for the job.

Write your **letter**. Do not write any postal addresses.

- 3 You are a member of a local environmental group which is part of a larger international organisation. You have been asked to write a report for the international organisers, explaining what your group has done in the past year and making some recommendations about what could be done in the near future.

Write your **report**.

- 4 As part of your English course, you have had a class discussion about crime. Your teacher has now asked you to write an essay, giving your opinion on the following statement:

Education is more effective than punishment in reducing crime.

Write your **essay**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A yet B just C still D ever

0	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Even if you are not completely sure about an answer, don't leave anything unanswered – rather than leave a gap, make an educated guess.

Vegetarianism

Until recently, vegetarianism was fairly uncommon in Britain, and it is (0) considered strange by some. But since the 1960s its popularity has increased greatly, to the (1) that high street stores stock a huge variety of products for vegetarians.

The reasons people give for not eating meat are (2) Perhaps most vegetarians do it for moral reasons, arguing that it is (3) to kill. The opposing point of view is that it is (4) for us to kill for food, and that we have evolved to do so. Still, there are societies where eating meat is not allowed because it is (5) their religion.

There are other good reasons to (6) meat, one of which is the inefficiency of livestock farming. A single (7) of soya bean plants can actually (8) 200 times as much protein as the number of cattle which could be raised on the same (9) of land, so a vegetarian world might be a world without hunger.

Although it is, in theory, cheaper to eat only vegetables, vegetarianism is most (10) in richer countries such as Germany and Britain, where many people (11) meat for health reasons. In these countries, at least, it (12) to be a matter of choice rather than necessity.

- | | | | |
|-------------------|----------------|-------------|-------------|
| 1 A measure | B distance | C length | D extent |
| 2 A numerous | B lots | C several | D dozens |
| 3 A false | B faulty | C wrong | D mistaken |
| 4 A real | B natural | C physical | D genuine |
| 5 A across | B beside | C opposite | D against |
| 6 A give up | B put down | C cut off | D turn away |
| 7 A pitch | B place | C farm | D field |
| 8 A achieve | B produce | C create | D establish |
| 9 A amount | B total | C area | D size |
| 10 A popular | B famous | C known | D liked |
| 11 A exclude | B prevent | C escape | D avoid |
| 12 A finishes off | B goes through | C turns out | D comes up |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	H	O	W																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Don't forget that accurate spelling is important for this task.

Stress and Athletic Success

Success, in any field, is often a matter of (0) well a person is (13) to control the amount of stress they experience. As stress increases, their performance often improves, but there is a certain point beyond (14) their performance begins to decline sharply. Sports psychologists now help Olympic athletes, (15) others, balance the good and bad effects of stress.

Before an athletic event, a high level (16) excitement can actually have a positive effect (17) the athlete. This excitement becomes harmful, (18) , if negative thoughts take over. Thoughts such as "What if I fail?" or "I know the others are better than me" should definitely be avoided. Psychologists help athletes manage (19) replace negative thoughts with positive (20)

Another useful technique before competing (21) to recognise your level of excitement and adjust it if necessary. Music may be helpful (22) these cases. If you're over-excited, listening to soft music can help to calm you down. If you feel you're not excited (23) , you may want to listen to fast, powerful music to raise your spirits.

The key to success, in other words, is a person's knowledge of their ideal level of excitement. An imbalance either way could mean the difference (24) success and failure.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 M E E T I N G



You may have to make more than one change to the prompt word to make it fit the meaning.

Repairs to a Tower Block

At the last general (0) of the Stanley Tower Block Residents' committee, the residents decided that several important repairs to the block were (25) needed. The lift had broken down with increased (26) recently and many of the residents were concerned for their safety. There was a (27) that the lift be the first thing to be replaced, since it was over thirty years old. This suggestion was (28) put to a vote, and was approved by a large (29) of those in attendance.

A number of residents also suggested that the entrance hall needed to be redecorated because it made a bad (30) on visitors. Since many of the residents agreed, it was decided that a new main door would have to be fitted, and that this should (31) be one of the latest types of (32) doors which are almost impossible to force open.

However, there was then some (33) about how to work out the fair (34) of the cost of the repairs, as not everyone felt they would benefit from all the proposed changes.

MEET

URGENT

FREQUENT

PROPOSE

IMMEDIATE

MAJOR

IMPRESS

PREFER

SECURE

AGREE

DIVIDE

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 A very nice man gave us directions.

GIVEN

We
a very nice man.

Tip

If you change your mind and want to replace a word on the answer sheet, clearly rub it out and replace it. Don't try changing the word itself and don't put it in brackets because it will seem as if you are providing an alternative answer.

Example:

0

WERE GIVEN DIRECTIONS BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 Luggage must not be left unattended.

REQUESTED

You your luggage unattended.

- 36 I don't see why I should try harder.

WORTH

In my opinion, it harder.

- 37 They decided to throw out all the old furniture.

RID

They decided all the old furniture.

- 38 She spent her childhood in Spain.

BROUGHT

She in Spain.

- 39 She likes to travel abroad.

KEEN

She abroad.

- 40 You need to reach a decision as soon as possible.

MIND

You need to as soon as possible.

- 41 He wasn't involved in the project.

NOTHING

The project him.

- 42 You can stay here, but don't make too much noise.

LONG

You can stay here not make too much noise.

You are going to read an article about a writer's first job. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

I started as a paperboy when I was 11. You weren't supposed to be allowed a route until you had passed your 12th birthday, but my father, keen to see me making my own way in the world, pulled some strings at the paper and got me one early. The route covered the richest neighbourhood in town, around Greenwood School, a district studded with grand mansions. This sounded like a desirable post, when it was presented to me by the route manager, Mr McTivity, a man of low morals and high body odour, but of course mansions have the longest driveways and widest lawns, so it took many minutes to deliver each paper. And papers weighed a ton back then.

During my route, I would devote a good length of time to asking myself "what if" – what I would do if I could make myself invisible or if I could hypnotise everyone in the world. Then I might move on to consider unanswerable questions. How do migrating birds know which bird to follow? What if the lead bird just wants to be alone? And when you see two ants going in opposite directions then pause to check each other out, what information exactly are they exchanging? And how could we be sure that we all saw the same colours? Maybe what some see as green others see as blue? Who could actually say?

In those days, my hold on the real world was always fragile, so the combination of long walks, fresh air and being alone on my route let me slip easily into my own private thoughts and fantasies. But there was a price to pay for my absent-mindedness. I would suddenly realise that I couldn't remember any of the last 47 properties I had visited. I didn't know if I had left a paper, or instead just walked up to the door, stood for a moment like a mechanical robot and turned round and walked away again.

It is not easy to describe the sense of self-disappointment that comes with reaching the end of your route and finding that there are sixteen undelivered papers in your bag and you don't have

the least idea to whom they should have gone. Mr McTivity would not be amused if he found out. There was only one way I could resolve this. So I spent much of my early years first walking an enormous newspaper route and then revisiting large parts of it – sometimes twice!

As if delivering papers seven days a week weren't enough, you also had to collect the subscription money. So at least three evenings a week I had to turn out again and try to coax some money out of my ungrateful customers who didn't appreciate me turning up. There wasn't a more unpleasant task than this. But in particular, the moment that filled me with dread was collecting from Mrs Vandermeister. Mrs Vandermeister was 70 years old, possibly 80, and never went anywhere without an aluminium walker. She was very small, forgetful, interestingly aromatic and practically deaf. line 55

Getting money from her was a nightmare. If I rang the doorbell at 15-second intervals for an hour and 10 minutes, eventually she would realise someone was at the door. "Now who the heck is that?" she would shout to herself, and begin the long process of getting from her chair to the front door, which was just twenty-five feet away. After about twenty minutes, she would reach the hallway and start coming towards the door, taking her time. When eventually she came to the door, it would take an extra half-hour to convince her that I was not a murderer.

When she finally opened the door, she was always alarmed to find me standing there. "Oh, Billy, you gave me a start!" she'd say. "It's nice of you to pop by." After I reminded her why I was there, there would be another small eternity while she went off, shuffling and wobbling and humming a tune, to find her purse. She would return half an hour later to ask how much again. There would be another detour to toilet or kitchen, and finally the announcement that she didn't have that much cash and I'd have to call again another time. line 76



If a question is in the form of an incomplete sentence, make sure that you read both parts of the sentence very carefully and that the whole sentence agrees with the information in the text.

- 1 **What do we learn about the writer's father in the first paragraph?**
 - A He took steps to make his son become more independent.
 - B He wanted his son to think about exploring the world.
 - C He showed his son that he didn't need to follow the rules.
 - D He arranged for his son to work in the richest area of town.

- 2 **What did the writer realise about the route he was given?**
 - A It would be a pleasant environment to work in.
 - B He would have to work for a man he disliked.
 - C He would be working in the area near his school.
 - D It wasn't as good as he had been told it was.

- 3 **In the second paragraph, what impression does the writer give of himself as a child?**
 - A He was interested in solving difficult puzzles.
 - B He was very curious about a lot of things.
 - C He talked to himself whenever he was alone.
 - D He believed he could do amazing things.

- 4 **What made the writer's job more difficult than it should have been?**
 - A He used to daydream instead of concentrating on the job.
 - B He couldn't remember which properties he had to visit.
 - C The route was very long and the papers were very heavy.
 - D He did not know who the papers should be delivered to.

- 5 **The writer was often disappointed when he got to the end of his route because he**
 - A couldn't find the right addresses to deliver all his papers.
 - B realised he had forgotten to deliver a number of papers.
 - C had to walk his route again to collect subscription money.
 - D would have to tell Mr McTivity about his undelivered papers.

- 6 **What does 'this' refer to in line 55?**
 - A collecting money from Mrs Vandermeister
 - B having to argue with unhappy customers
 - C having to work three evenings a week
 - D asking his customers to pay their bills

- 7 **When the writer rang Mrs Vandermeister's doorbell, she**
 - A usually chose to ignore it completely at first.
 - B didn't hear it until he had rung several times.
 - A immediately got up and went to answer the door.
 - D shouted out for her visitor to identify himself.

- 8 **Mrs Vandermeister used the phrase "you gave me a start!" (line 76) to show that she**
 - A was delighted to have someone visiting her.
 - B didn't trust the person who was calling on her.
 - C was not expecting to see the person at the door.
 - D was grateful for being made to get out of her chair.

You are going to read an article about a detective from Belgium who uses his hearing to solve crimes. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

Fighting Crime by Hearing

Sacha van Loo cannot see, but he uses his highly developed listening skills to solve crimes.

Sacha van Loo is not your typical detective. He carries a white cane instead of a gun. Although not entitled to carry a firearm on the job or make arrests, van Loo is like a blind Sherlock Holmes, whose disability allows him to pick up clues that sighted detectives might miss. He is one of six blind police officers working in a ground-breaking unit that analyses taped or video recordings of suspects in criminal investigations.

It all started when Paul van Thielen, a director at the Belgian Federal Police, heard about a blind police officer working in the Netherlands. **9** Van Thielen was sure that blind people could be better than sighted people at listening to surveillance recordings and interpreting them. He set up the first blind police unit in Belgium, after a law was passed giving police extended powers to secretly record suspects who might be involved in serious crimes, such as child abduction and murder.

Initially, there were some fears about working with blind people. **10** To deal with these concerns, van Thielen organised sensitivity training for the sighted officers, with blind volunteers. "At first when members of the police heard that blind people were coming to work here, they laughed and told me that we were a police force and not a charity," said van Thielen. "But attitudes changed when the blind officers arrived and showed their determination to work hard and be useful."

Attitudes were not the only things to change. **11** Lifts with voice-activated buttons were installed and each blind officer was given a special computer with a Braille keyboard and a system that translated pictures on the screen into sound. Van Loo also carries a small global positioning system device with a

voice that directs him to his destination, street by street.

At work, Sacha van Loo's talents have not gone unnoticed. **12** When the police listen in on a suspect making a phone call, van Loo can identify the number instantly by listening to the tones. By listening to a voice echoing off a wall, he can figure out whether a suspect is speaking from an airport lounge or a crowded restaurant. And from the purr of an engine, he can detect whether a suspect is driving a Peugeot, a Honda or a Mercedes.

Van Loo explains how his hearing has become so well developed. "I have had to train my ear to know where I am. It is a matter of survival to cross the street or get on a train. Some people can get lost in background noise, but as a blind man I divide hearing into different channels. It is these details that can make the difference between solving and not solving a crime." **13** "Some of the things I have to listen to can be very disturbing," he says. "I have overheard criminals plotting to commit murder, drug dealers making plans to drop off drugs, and even worse."

Despite his handicap, his parents taught him at an early age to be independent. **14** "My parents accepted my blindness, which also helped me to accept it," he said. Van Loo attended an ordinary high school as well as a special school for the blind, where he learned how to use a cane and to read Russian in Braille.

On top of his well-developed hearing, Van Loo is a trained translator who speaks seven languages, including Russian and Arabic. **15** While other officers have taken hours to identify the nationality of a suspect by their voice, van Loo just uses the "library of accents in his head" to do the job quickly.

- A** He had heard about Sacha van Loo's super hearing from another police officer.
- B** A lot of money was spent to make life easier for the new blind officers in the police station.
- C** This led him to consider how blind people could use their strong sense of hearing to help fight crime.
- D** In fact, his sense of hearing is so sharp that his power has been compared to those of a superhero.
- E** These skills make him even more invaluable to the police force.
- F** Some officers felt unsure about how to behave around their new workmates and believed they would need extra assistance.
- G** Dealing with his blindness through his life has also given him the strength to deal with the stresses of the job.
- H** Van Loo's father even took him to the movies, and taught him to drive a car by guiding his hands on the steering wheel.

Tip

When you have chosen a particular sentence, check that it fits grammatically and follows the structure of the text. Pay special attention to verb tenses.

PART 3

You are going to read a page from a holiday brochure with descriptions of four unusual hotels. For questions **16-30**, choose from the hotels (**A-D**). The hotels may be chosen more than once. Mark your answers **on the separate answer sheet**.



The information in the questions is not always simply a paraphrase of the text. It can be a general idea, for which there is a specific example in the text.

Which hotel

- | | | |
|--|----|--------------------------|
| is built as a temporary structure? | 16 | <input type="checkbox"/> |
| is in a building once used for another purpose? | 17 | <input type="checkbox"/> |
| employs people from the area to keep it in good condition? | 18 | <input type="checkbox"/> |
| is decorated by well-known artists? | 19 | <input type="checkbox"/> |
| offers guests the chance to take part in team activities? | 20 | <input type="checkbox"/> |
| has been built in a protected area? | 21 | <input type="checkbox"/> |
| uses an unusual building material from a natural source? | 22 | <input type="checkbox"/> |
| uses electricity from a natural source? | 23 | <input type="checkbox"/> |
| has a different theme for each room? | 24 | <input type="checkbox"/> |
| has an item which is stored for re-use? | 25 | <input type="checkbox"/> |
| caters for people who don't have much money? | 26 | <input type="checkbox"/> |
| uses an unusual method to take guests to their rooms? | 27 | <input type="checkbox"/> |
| has outdoor facilities for guests? | 28 | <input type="checkbox"/> |
| is for people who enjoy a particular hobby? | 29 | <input type="checkbox"/> |
| has an indoor garden space? | 30 | <input type="checkbox"/> |

Unusual Places to Stay

A Ice Hotel – Sweden

Imagine a hotel that is completely rebuilt every year, with a new design, new suites and a brand new reception. In March huge blocks of crystal-clear ice are extracted from the nearby frozen River Torne to provide materials to create the Ice Hotel in Jukkasjarvi, Sweden. The ice is then stored in a giant freezer ready for use in November when the weather is cold enough for the construction of the outer walls to begin. By December the ice has been carved into windows, doors, pillars, items of furniture and elegant statues. Even the beds in the hotel are made of packed snow and ice. Finally, celebrated sculptors from Sweden and elsewhere are personally invited to complete the interiors with beautiful art works which are designed to catch and reflect the light in dramatic ways. Obviously, the results of all the effort put into creating the hotel are not permanent, as the entire hotel begins to melt when the weather gets warmer. In fact, the only piece that is preserved is the huge, cut-ice chandelier, which is kept in a freezer for the next version of this amazing hotel.

B The Old Jail – Australia

There is one major difference between The Old Jail Hotel in Mount Gambier, South Australia and a real prison – you can let yourself out of this one! This hotel is ideal for the budget traveller who does not want to pay over the odds but still wants to have a completely unique experience. The Old Jail, originally a state prison, was closed in 1995 after about 120 years of use. Since then it has been listed as an historic building and so protected from most modern alterations, except – fortunately – for the locks. Also, the entrance area has been restored to the way it was in 1866. Guests should expect accommodation to be very basic, and the layout is similar to how it was when it operated as an actual prison. But if you are feeling cooped up inside, there are plenty of outdoor walled garden spaces. Guests can also participate in games such as indoor cricket, football, darts and pool.

C Library Hotel – New York

This ten-floor hotel is the last word in accommodation for the dedicated bookworm – a place where guests can relax and read to their heart's content. It is the first hotel of its kind to organise floors and art work, as well as the books, according to the Dewey Decimal System – the way in which libraries used to categorise books. You can choose to stay on floors relating to Science, Technology, Arts, Philosophy and several other subjects. Each of the sixty rooms contains a different collection of books and art exploring an individual topic. For instance, you could ask for the Language floor and stay in the English room! Other spaces available for the guests to enjoy are the Writer's Den, an elegant mahogany-panelled room, and the Poetry Garden, a floral green-house. They are ideal places to relax and enjoy the city skyline. This place is a lovely, quiet retreat from the hustle and bustle of the busy city.

D Green Magic Tree House – India

Have you ever wondered what it would be like to sleep in the treetops? As its name suggests, the Green Magic Tree House in Kerala, India, is constructed amongst the tops of giant trees in a lush tropical nature reserve. On your way to this very special accommodation, you have the option of walking with a guide through the jungle or driving through coffee and spice plantations. The first sight of the tree houses is breathtaking. There are two giant trees with wooden cottages made entirely from eco-friendly materials. Local craftsmen have been employed to create and maintain this delightful hideaway. A large cane basket takes you up to the cottages using a pulley system. Once on top you have a bird's eye view of acres of greenery. In the quiet of the night you can listen to the cries of the forest animals and experience the thrill of being on the top of the world. Although the tree houses are comfortably furnished and have running water for showers, there is no TV or radio and solar energy is used for lighting.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 Your English-speaking friend Aaron visited you for a short holiday a few weeks ago. Read the part of Aaron's letter shown below, and the notes you have made. Then write a letter to Aaron, using **all** your notes.

Tip

Remember to organise the four content points presented in Part 1 in clear, easy-to-follow paragraphs.

Anyway, thanks again to you and your family for making me feel welcome during my stay. I had a great time, and I hope I wasn't a difficult guest!

Accept thanks

I posted my photos of the holiday as soon as they were developed. Have you received them yet? What do you think of them?

Yes – thank him and give opinion

What have you been doing since I left? I want to know all about it!

Give details

I hope that on my next visit we will have time to travel around your country. Where do you think we should go, and what is the best time of year for me to come?

Make suggestions and explain why

I also hope you will be able to come here soon and stay with me.

Write back soon!

Aaron

Write your **letter**. Do not write any postal addresses. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **120-180** words in an appropriate style.



If you choose the essay option, make sure you identify the essay type. Do you have to write an essay giving your opinion, a balanced for-and-against essay, or an essay discussing problems together with their causes and/or solutions?

- 2** Your English teacher has asked you to describe some of the ways in which the place where you live has changed in your lifetime. Write an essay describing these changes, and say whether you think these changes are good or bad, giving reasons.

Write your **essay**.

- 3** You have seen this announcement in an English language newspaper.

MY FAVOURITE SONG

Tell us about a song you love. What are the words about? What feelings are expressed in the song? Why do you like it so much?

We will publish the most interesting articles next month.

Write your **article**.

- 4** A local English-language paper is running a short-story competition. Readers are asked to write a story entitled 'My big mistake'. Write a story describing how and why you made a mistake, and what the consequences were.

Write your **story**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A ago B before C past D earlier

0	A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Be prepared for the 4 options to all be different from a word you might usually expect in the context. Only one option is correct.

The Man in the Iron Mask

The 'Man in the Iron Mask' lived three hundred years (0) in the Bastille, a prison in Paris notorious for its bad conditions. He was (1) to the prison in 1698 and (2) the rest of his life there, dying at the age of 60 in 1703. To this day we are still not (3) of his true identity. The famous writer Voltaire was the first to write about this mysterious prisoner, who was never actually seen (4) when his face was hidden by an iron mask.

In 1789, when angry citizens forced their (5) into the Bastille, they came (6) an unusual iron mask. The Bastille record books showed the mask belonged to prisoner number 64389000 – 'Man in the Iron Mask'. Anyone who had read Voltaire's story would already have (7) about this mysterious prisoner. After further investigation, it was found that he had been buried under the name of Marchioli.

The question has often been (8) as to the man's identity. Some say he was a French Duke or perhaps an Italian diplomat. Voltaire himself (9) the idea that the prisoner was the older brother of King Louis XIV, son of Louis' mother but not of his father, and that the king did not want the (10) to learn of this. Voltaire's theory could (11) the man's separation from other prisoners, the mask used to hide his face and why his guards (12) him with such respect.

- | | | | |
|-----------------|----------------|--------------|---------------|
| 1 A transferred | B removed | C replaced | D put |
| 2 A settled | B passed | C spent | D finished |
| 3 A certain | B secure | C definite | D right |
| 4 A unless | B except | C beside | D apart |
| 5 A path | B road | C route | D way |
| 6 A against | B across | C over | D by |
| 7 A known | B understood | C believed | D recognised |
| 8 A mentioned | B raised | C demanded | D requested |
| 9 A put forward | B brought down | C gave up | D let through |
| 10 A community | B society | C population | D public |
| 11 A describe | B explain | C reason | D express |
| 12 A cared | B acted | C treated | D dealt |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 W E R E



Make sure that your answer fits grammatically and makes sense.

The Brontë Sisters

The Brontë sisters, Charlotte, Emily and Anne, (0) born and brought up in a lonely village high on the Yorkshire moors, yet all three became famous novelists. (13) father, Patrick Brontë, was the parish priest of Haworth in Yorkshire. He was very strict (14) his children, and also a little eccentric. After his wife died, the girls and their brother, Branwell, were looked (15) by their aunt.

When they were still very young, the sisters were (16) to boarding school. They received a better education there than was usual for girls at that time, but lived (17) conditions which encouraged the spread of disease. The girls did (18) get enough food and the buildings were cold and damp.

There were no jobs available (19) women at that time, and the sisters, except for occasional jobs as governesses or school teachers, lived their whole lives (20) home. They occupied their time with music, drawing, reading and, above (21) , writing.

Charlotte Brontë's famous novel, *Jane Eyre*, recounts the boarding school life Charlotte hated and her experiences (22) a governess. Emily Brontë wrote only one novel, *Wuthering Heights*, (23) is considered a romantic masterpiece. Anne was the mildest and (24) patient of the sisters; both her novels can be regarded as softer versions of *Jane Eyre*.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	P	R	O	D	U	C	T	I	V	E								
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--



When changing the given word into an adjective or noun, more than one form may be possible. Check the sentence carefully to see which form is required.

NEW YEAR'S RESOLUTIONS

Every year on 1st January, millions of people decide that they will finally become the wonderful, (0), healthy, happy person they've always wanted to be. The (25) that an individual makes, at the beginning of the year, to achieving a (26) lifestyle change is called a New Year's resolution.

In the Western world, popular resolutions include improving one's appearance or physical (27), or reducing one's intake of alcohol or cigarettes. Losing weight, by eating more (28) and exercising more, is (29) the most common resolution.

A student may wish to focus more in class. Other people may make the (30) to donate money to the poor. Some may want to be more (31) with their spending, and there are those who choose to become more (32) responsible.

The trouble is that the (33) to make changes, especially concerning exercise and diet, tends to fade as soon as we come to the (34) that we can't change everything overnight. Many New Year's resolutions are broken long before the end of January.

- PRODUCE
- COMMIT
- BENEFIT

- FIT
- SENSIBLE
- POSSIBLE

- DECIDE
- ECONOMY
- ENVIRONMENT

- EAGER

- REALISE

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 Greg has been unemployed for almost two years.

OUT

Greg has
for almost two years.

Tip

If the first part of the second sentence includes a proper noun or pronoun, pay special attention to it as the answer often requires a pronoun that agrees with it.

Example:

0

BEEN OUT OF WORK

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 Andre was too worried to sleep.

THAT

Andre was not sleep.

- 36 We've missed the last bus, so there is no point in waiting.

WORTH

It , because we've missed the last bus.

- 37 "Is washing the car now really necessary?"

HAVE

"Does the car now?"

- 38 You shouldn't take a dictionary into the examination room.

SUPPOSED

You a dictionary into the examination room.

- 39 Lisa's aunt is teaching her German.

TAUGHT

Lisa her aunt.

- 40 He said he would only do the job if we paid him first.

NOT

He said he would we paid him first.

- 41 "Could you help me move this heavy wardrobe?"

HAND

"Could you this heavy wardrobe?"

- 42 She was smiling, so I'm sure she was happy.

MUST

She was smiling, so happy.

You are going to read an article about a famous sculptor. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

A Man With a Mission

Owen Forrest, one of today's most famous sculptors, talks about work, inspiration and his new book.

Clean shaven, with shoulder-length hair, the artist Owen Forrest looks younger than 35. Interviewing him is quite hard, not because he's a difficult person, but because he's so agreeable. Make a comment about his work and how it challenges ideas about life in the modern city, and he'll smile and answer, "Yes, I see your point." Or he'll cut you off in the middle of a question to offer you some more coffee.

He isn't trying to be vague; he's just a shy young man from central England. Perhaps that's why he seems such a down-to-earth person. Far from having a typical artist's temperament, he comes across more like a farmer who just happened to wander into a giant studio in London and start working. When I asked him how it felt to represent Britain at the 2007 Paris Biennale Art Show, he replied that it was "very nice" and that he was rather surprised but, of course, pleased to have been chosen. His modesty is rather charming, and highly unusual in an artist.

It's not often that someone of Forrest's fame will sit down to answer the ordinary person's questions on such topics as where his inspiration comes from, what it's like to sculpt without machines in today's mechanised world, or simply why he does it. Forrest says he was prompted to write *My Hands, My Vision* by a sense that many people's interest in his art extended beyond mere everyday conversation. "I was asked very intelligent questions by people who weren't in the art world, from taxi drivers to people in supermarket queues. It made me realise that people have an interest in what I do which goes beyond browsing in galleries and museums," he says.

My Hands, My Vision avoids the biographical and mainly focuses on Forrest's inspiration. "The events in my life haven't had a huge influence on my work," he says, though he admits his father's obsession with wood-carving and carpentry have played a role. The book aims to open up the process of how he creates his sculptures, how his imagination is sparked by an idea or perhaps something he happens to see on the

street. He seeks to replace the sense of false mystery which surrounds many artists with a more realistic window into the kind of physical and mental work it takes to be a sculptor.

"The publicity an artist gets when they show a new series of works in the media is a double-edged sword," Forrest points out. "You get attention, but you also come in for a lot of criticism from the media. First, they ask you to talk about your work and then they create their own interpretations, regardless of what you tell them your work actually says or means."

Forrest's personal working style is to build up each sculpture piece by piece. He says that this process is not widely understood. "There's no real vocabulary for discussing the craft of building the types of sculptures I create. Reviews of art work which appear in magazines or newspapers tend to be based on whether the reviewer likes the particular artist or not, rather than discussing whether the artist is skilful, or how intelligent his work is."

There is still something mysterious about the creation of an amazing sculpture. "It's very personal, very emotional. It's like building a new friendship," Owen says. "When you are building a friendship, you have periods of being very close and times when you are separate. It's similar with sculpting. You can spend days working non-stop, and then you find you need to take a break for a week or so. Once a sculpture is finished, the process you went through to create it remains with you, like an old friend."

Owen includes examples of his early work in *My Hands, My Vision*. "I wanted to make a point about all those who criticised my early work as rubbish. It wasn't all bad, and it has affected the work I create today, as well as my approach to sculpting. It was an important building block in my desire to create sculptures where people are challenged not only to view the world in a different way, but their own place in that world." His success seems to prove he has achieved his goals.



Pace yourself – leave time at the end to go back to any questions you may have left and check all your answers.

1 Why did the writer feel that interviewing Owen Forrest was difficult?

- A He didn't like to answer questions.
- B He talked too much about himself.
- C He wasn't interested in being interviewed
- D He was too pleasant with his responses.

2 What surprised the writer about Owen Forrest?

- A He had once worked as a farmer.
- B His behaviour wasn't typical of artists.
- C He had taken part in a famous art show.
- D His studio was too large to work in.

3 Why did Owen Forrest decide to write his book?

- A He was tired of answering questions about his work.
- B He knew people were tired of visiting museums.
- C He wanted to entertain people with his writing.
- D He realised people were curious about his work.

4 The main purpose of Owen Forrest's book was to

- A give important details of his own life.
- B analyse the difficulties of an art career.
- C explain how he works as an artist.
- D encourage others to become artists.

5 How does Owen Forrest feel about media publicity?

- A It isn't always beneficial.
- B It rarely contains the truth.
- C It is usually too critical.
- D It isn't good promotion.

6 What does Owen Forrest imply about art critics?

- A They have a limited vocabulary.
- B They do not understand sculptors.
- C They fail to address all the issues in art.
- D They do not recognise some artists' work.

7 When Owen Forrest is making one of his sculptures

- A he wants to create new friendships.
- B he usually takes a week off work.
- C he goes through a variety of feelings.
- D he keeps going until it's finished.

8 Why did Owen Forrest want to include his early work in his book?

- A To show its influence on his later work.
- B To challenge people's views of the world.
- C To prove that it was actually very good.
- D To annoy the people who criticise him.

You are going to read an article about a chess player. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

This Queen of Chess Keeps Her Opponents in Check

“My parents wanted me to learn chess at a very young age,” Mandy Smith says. “They believed that the earlier I started doing something, the better I would be at it when I grew up.” The method Mandy’s parents used seems to have worked. Today Mandy is one of the strongest and most gifted female chess players around. She is also one of the youngest, at only seventeen.

When Mandy’s parents realised that their daughter was displaying some serious talent at the chess board, they decided to hire her a professional instructor. **9** “I learnt so much from our daily matches. Slowly, I improved to the level where I was even beating my teacher. That’s when chess became more than just a hobby and I considered making it a career,” says Mandy.

Mandy started by entering competitions at the local level, which she quickly outgrew. Easily beating players twice or even three times her age with much more experience, Mandy started to get attention from the international chess community. **10** When asked how she felt about that, Mandy states that she had always studied with the goal of becoming a strong player, rather than just a junior or female champion.

Generally the chess world divides competitions between male and female events. “Organisers say that they separate competitions between men and women in order to attract more women to the game,” says Mandy. **11** They are also trying to encourage women to join local chess teams through advertising, websites and articles geared towards making the game appear more attractive and less male-oriented.

Mandy has some of her own ideas on how to encourage more participation in chess by women and girls. **12** She believes that’s the way to boost the image of female chess. She also believes that professional chess matches amongst females need a steady stream of exposure, to make it clear that women play chess professionally, not just as an occasional talent show.

Mandy will start university in the autumn and wants to get a degree in English Literature. She currently writes a number of columns on chess for local papers and Internet sites. **13** One of her main reasons for writing it is to increase the exposure of women’s chess and to represent it for what it is – a dynamic and exciting sport for women and girls.

In her book, Mandy recounts a match where she and her female opponent wore all black or all white, according to their chess pieces, as a means of attracting attention to the game. “**14** It really showed that chess is more dramatic than people realise. There is nothing like the excitement of winning or the terrible pain of defeat. We felt that if we added a more visual aspect to the match, it would make women more visible in the world of chess.”

Mandy’s main goal, though, is to increase awareness of the game of chess as something fun, challenging and even cool. “**15** What anyone needs to be successful, though, is motivation. Having the stamina to sit for hours at a time, thinking and analysing, is not for the weak, but those who manage to do it will walk away with a great sense of accomplishment.” And Mandy would know, since she usually walks away from her matches victorious.

- A** At the time, she was one of the youngest players, and one of the very few females, playing at such a high level.
- B** I felt as if I was putting on a performance, rather than just playing a game.
- C** She suggests a movie about girls or women in chess, or even a character on a television show.
- D** She was taught by a Grandmaster, the highest level of chess player in the world.
- E** She is also in the process of writing a book about her experiences as a young, talented female chess player.
- F** There are many cultural reasons why women don't play chess.
- G** All different types of people can do well at chess.
- H** However, they are aware that this in itself is not going to draw them in huge numbers.

Tip

Be aware of where quotation marks open and close in the text. This will make it easier for you to identify the sentences as direct speech or the writer's comment and insert them correctly.

PART 3

You are going to read about four different writers. For questions 16-30, choose from the writers (A-D). The writers may be chosen more than once.

Mark your answers on the separate answer sheet.



Be aware of negatives and also of questions that may appear similar, when reading the text.

Which writer

didn't complete their studies?

16

says it is hard to make much money from the kind of writing they do?

17

was surprised by the success they achieved?

18

thinks some people have a false impression of the kind of work they do?

16

became successful after being given a prize?

20

mentions how badly paid they were at the beginning of their career?

21

says their writing career began as a leisure activity?

22

has to do another job, apart from writing, to earn enough to live on?

23

says their work has taken them abroad?

24

became interested in their career at a young age?

25

appreciates the money they earn from their writing?

26

had a lot of practice at their job before finishing their studies?

27

knows that how much work they get depends on how good their work is?

28

thinks their kind of writing helps people's understanding of the world?

23

says they were disappointed with the quality of the writing in their field?

30

The Write Stuff

Four professional writers talk about their work.

A **Moira – Newspaper Journalist**

I first got hooked on journalism when I started writing a column about teenagers' rights for the school paper when I was at secondary school. From then on, I knew that this was the only career for me. I did a degree in journalism at university and I also ended up being the editor of the university paper, which meant that by the time I graduated I already had a lot of experience as a journalist. I started my professional career working for a small local paper. It paid a pittance, but even though it was tough being broke all the time, I learnt a lot about every aspect of journalism. I've been working for a national newspaper for over ten years now. It's hard work with long hours, and not nearly as glamorous as most people think it is, but it can also be very exciting, too.

C **Linda – Screenwriter**

I was at university doing an English degree when I realised that academic life wasn't for me and I dropped out in the middle of the course. But I was still determined to make a career out of writing. I began by sending comedy sketches and short plays to radio stations and managed to get a foot in the door. Working in radio brought me into contact with people in film and TV, and before long I was offered the chance to work on a TV drama series. My big break came when I wrote the script for a TV film which won a major award. Now I work as a screenwriter in various parts of the world, including Hollywood. It's a very competitive business and you are only as good as your last success. If you don't come up with top quality stuff you can soon find yourself unemployed.

B **Jason – Children's book writer**

When my children were small, the only time I got to be with them was in the evening after work, and one of the things I loved doing as a dad was reading them a story at bedtime. But I often found that a lot of the books weren't very challenging and a lot of the stories were really predictable, so I decided that I could do better. It started out as a hobby, really, and a way to impress my children. Then they started telling their friends at school about my stories, and a couple of the mums asked if they could borrow copies to read to their children. In the end I just thought I might as well see if I could get them published. I was quite shocked when they turned out to be so popular. It really is tremendously enjoyable work, and I can't complain about how well paid it is, either.

D **Seamus – Poet**

It can be very difficult to earn a decent living as any kind of writer, but as a poet it is almost impossible. We poets are a dying breed in many ways, as not many people write poetry for a living and there isn't really a huge market for it these days. If I wasn't teaching at a university I'd probably have to wash dishes in a restaurant, or something, to make ends meet. Even though I'm quite well known in Britain and have published many volumes of poetry, it still doesn't bring in huge amounts of money. That doesn't mean it's a hobby for me, though. Being a poet is a calling, really, it's part of my soul and I couldn't imagine being anything else. I also think we need poets, as poetry can give a different perspective on life, one that you can't get from other kinds of writing.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- 1 Your English-speaking penfriends have asked you to help Miss Birch, who teaches at a school near their home, with a project her students are doing. Now you have received an email from Miss Birch about the project. Read her email and the notes you have made. Then write an email to Miss Birch, using **all** your notes.



Try to keep to the word limit and remember that answers that are too short are probably incomplete, while answers that are too long may have a negative effect as they can be repetitive and poorly organised.

email

From: Susanna Birch
Sent: 25 October
Subject: School project

Hello!

Your friends Charlie and Jo told me you have kindly agreed to help my students with a school project, and they gave me your email address. I hope you don't mind.

My class are doing a project about different countries around the world, and I'd like them to find out about real people in each of these places. Could you tell us a bit about yourself, your family and the area where you live? _____

Give details

Also, would you mind if the class sent you a questionnaire asking for further information they need? _____

Give, permission

One feature of the project is celebrations. It would be great to learn about a popular celebration in your country – when and why it takes place, what people do for it and so on. _____

Describe and explain

Finally, can you think of other things they'd be interested in learning about your country, such as national costumes, folk dances or anything like that? _____

Make suggestions

Thanks again for agreeing to help.

Susanna Birch

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

Tip

Use a wide variety of complex language and grammatical structures. Don't worry about possible mistakes – candidates are always awarded credit for their effort to use more sophisticated language, as long as the mistakes don't result in lack of clarity.

- 2** You have just finished a four-week holiday job at a local funfair or leisure and entertainment centre. You enjoyed this experience and want to tell your English penfriend about it. Write a letter to your penfriend, describing the work you did and explaining why you enjoyed it.

Write your **letter**. Do not write any postal addresses.

- 3** Your English class has had a class discussion on the importance of learning a foreign language. Your teacher has now asked you to write an essay, giving your opinions on the following statement:

All children should learn at least one foreign language at school.

Write your **essay**.

- 4** A friend who works for an international travel agency has asked you to write a report about various tourist attractions in the place where you live. The report will assist travel agents in other countries to give helpful advice about your area to English-speaking tourists.

Write your **report**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A very B rather C mostly D extremely

0	A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



It is important to follow the logic of what is being said in the text. What fits grammatically may not convey the intended meaning.

Homes

Some of the (0) first homes were caves, which had walls and ceilings that (1) wind, rain and prowling animals, and floors where people could sit or sleep.

Gradually, as the centuries (2) , people learned to build different kinds of homes. They needed homes that were (3) for the place where they lived, and they used (4) that were available locally. In dry places, houses were made of mud or clay. Where there was (5) of wood, people built houses of logs or boards. On grassy (6) , they built homes of dry grass. People who lived near rivers made rafts or houseboats, or houses raised above the ground on stilts.

Houses today are (7) built bearing the local environment and conditions in (8) Residents of very hot places need houses that will keep them (9) , while people in the frozen north need houses that protect them from the cold. Indeed, the climate affects many of the (10) of a house, such as the size, position and number of windows. Where weather conditions are extreme, (11) example, windows tend to be smaller. Our homes, comprising modern blocks of flats, (12) a lot in common with those first caves, since they protect us against the weather and give us a safe place to sleep.

- | | | | |
|----------------|-------------|-------------|---------------|
| 1 A put away | B held up | C kept out | D carried off |
| 2 A went by | B passed up | C ran out | D fell behind |
| 3 A suitable | B fitted | C matching | D agreeable |
| 4 A supplies | B fabrics | C materials | D objects |
| 5 A sufficient | B plenty | C enough | D much |
| 6 A stages | B flats | C levels | D plains |
| 7 A more | B ever | C still | D yet |
| 8 A idea | B memory | C thought | D mind |
| 9 A cool | B frozen | C chilled | D lukewarm |
| 10 A factors | B points | C features | D sides |
| 11 A as | B for | C by | D like |
| 12 A keep | B are | C like | D have |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	O	N	E																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Tip

Don't be in a hurry to fill in a gap! Read the whole sentence – particularly if it is a long one – and consider its meaning before coming to a decision.

Earthquakes

An earthquake is (0) of the most terrifying natural phenomena. We generally think (13) the ground we stand on as solid and completely stable. An earthquake can shatter that idea instantly when we see the ground move and buildings fall (14) We only hear about earthquakes in the news every now and again, but (15) are actually an everyday occurrence. In fact, our planet experiences (16) than three million earthquakes a year. However, the vast majority of (17) earthquakes are extremely weak, and some of the stronger quakes affect uninhabited places, where they go largely unnoticed. It is only big quakes (18) densely populated areas that get our attention.

(19) quite recently, nobody was sure what caused earthquakes. There is still a certain amount of mystery surrounding them today, (20) we now have a much clearer understanding of the natural movements of rock beneath the surface of the earth that (21) the ground above shake. Enormous progress (22) been made over the past century.

Seismologists have identified the forces that cause earthquakes, and developed technology that can tell us (23) size. They can even say where major earthquakes are likely to occur. Unfortunately, what they have (24) yet found is a way of predicting exactly when an earthquake is going to happen.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	D	A	N	G	E	R	O	U	S										
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--



Remember that the prompt word may need to be changed into the plural.

Motorcycling

Some people consider motorcycles to be a (0) and awkward form of transport. Critics point out that motorcycles cannot offer the same degree of (25) that the structure of a car provides. Moreover, apart from the danger of riding on wet roads, a rider either has to stop and take shelter if it begins to rain, or suffer the (26) of riding in soaked, freezing clothes. While these (27) are certainly justified, however, there is another point of view.

Motorcycle fans argue that motorcycles are in fact an (28) convenient way to get around. They also claim that nothing can be compared to the (29) that motorcyclists feel on the open road. Motorcycle riders often say that (30) in a car brings with it a sense of isolation whereas motorcycles give the (31) of being closer to nature. The unrestricted view also helps them better appreciate the (32) around them, they say.

People also claim that motorcycling is a (33) way of getting some sun – if the weather conditions are (34) , of course!

DANGER

PROTECT

COMFORT

CRITICISE

EXTREME

FREE

TRAVEL

FEEL

SCENE

MARVEL

FAVOUR

PART 4

For questions **35-42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 A very nice man gave us directions.

GIVEN

We
a very nice man.

Tip

There are two marks for each question, so even if you cannot complete an answer, fill in as much as you can.

Example:

0

WERE GIVEN DIRECTIONS BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 It isn't easy for Lynda to express her feelings.

DIFFICULTY

Lynda her feelings.

- 36 There was nobody in the office but me.

APART

The office me.

- 37 People say rock-climbing is a dangerous sport.

SUPPOSED

Rock-climbing a dangerous sport.

- 38 It was unfair that he was disqualified.

DESERVE

He disqualified.

- 39 I don't think she will apply for this post.

INTENTION

I don't think she for this post.

- 40 His parents made him stay at home last night.

LET

His parents out last night.

- 41 It is John's duty to deliver the parcel on time.

RESPONSIBLE

John the parcel on time.

- 42 Jane wasn't late for once.

TIME

Jane for once.

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

When the triangle sounded in the morning, Jody dressed even more quickly than usual. In the kitchen, while he washed his face and combed back his hair, his mother addressed him irritably: "Don't you go out until you get a good breakfast in you." He went into the dining-room and sat at the long white table. He took a steaming hotcake from the platter, arranged two fried eggs on it, covered them with another hotcake and squashed the whole thing with his fork.

His father and Billy Buck came in. His father turned off the oil lamp, for the day had arrived, and he looked stern and disciplinary, but Billy Buck didn't look at Jody at all. He avoided the shy questioning eyes of the boy and soaked a whole piece of toast in his coffee. Carl Tiffin said crossly, "You come with us after breakfast!"

line 10 Jody had trouble with his food then, for he felt a kind of doom in the air. After Billy had tilted his saucer and drained the coffee which had slopped into it, and had wiped his hands on his jeans, the two men stood up from the table and went out into the morning light together, and Jody respectfully followed a little behind them. His mother called, "Carl! Don't you let it keep him from school."

The sun shone over the hill and threw long, dark shadows of the trees and buildings. They crossed a stubble-field to shortcut to the barn. Jody's father unhooked the door and they went in. He looked into the box stall and then stepped back quickly. A red pony was looking at him out of the stall. Its tense ears were forward and a light of disobedience was in his eyes. Its coat was rough and thick as an Airedale's fur and its mane was long and tangled. Jody's throat collapsed in on itself and cut his breath short.

"He needs a good currying," his father said, "and if I ever hear of you not feeding him or leaving his stall dirty, I'll sell him off in a minute." Jody couldn't bear to look at the pony's eyes any more. He gazed down at his hands for a moment, and he asked very shyly, "Mine?" No one answered him. He put his hand out toward the pony. Its grey nose came close, sniffing loudly, and then the lips drew back and the strong teeth closed on Jody's fingers. The pony shook its head up and down and seemed to laugh with amusement. Jody regarded his bruised fingers. "Well," he said with pride – "Well, I guess he can bite all right." Carl Tiffin went out of the barn and walked up a side-hill to be by himself, but Billy Buck stayed.

It was easier to talk to Billy Buck. Jody asked again – "Mine?" Billy became professional in tone. "Sure! That is, if you break him right. I'll show you how. He's just a colt. You can ride him sometime." Jody put out his bruised hand again, and this time the red pony let his nose be rubbed. "If he hasn't a name already, I think I'll call him Gabilan Mountains," said Jody. Billy Buck knew how he felt. "It's a pretty long name. Why don't you just call him Gabilan?" he suggested. "That means hawk. That would be a fine name for him." "I'll bring the kids to see him here this afternoon," Jody said.

Six boys came over the hill early that afternoon, running hard. They swept by the house and cut across the stubble-field to the barn. They stood self-consciously before the pony, and then they looked at Jody with eyes in which there was a new admiration and a new respect. Before today Jody had been a boy, dressed in overalls and a blue shirt – quieter than most, even suspected of being a little cowardly. And now he was different. They knew that a man on a horse is spiritually as well as physically bigger than a man on foot. They knew that Jody had been miraculously lifted out of equality with them, and had been placed over them. Gabilan put his head out of the stall and sniffed them.



Take care when completing the answer sheet – make sure that you are filling in the appropriate lozenge for your answer and that you fill in only one lozenge for each answer.

- 1 Jody's father turned off the oil lamp because**
 - A he was feeling angry about something.
 - B he didn't want his son to see him.
 - C he didn't need a light in the room.
 - D Jody had forgotten to do so himself.

- 2 The writer uses the phrase 'Jody had trouble with his food' (line 10) to suggest that**
 - A Jody didn't usually have much appetite.
 - B Jody was feeling too anxious to eat.
 - C the food kept falling off Jody's plate.
 - D Jody couldn't eat as fast as his father.

- 3 When Jody first met the pony,**
 - A he stepped back quickly in case it attacked him.
 - B it showed that it would never follow orders.
 - C he was disappointed by its rough appearance.
 - D his feelings made it hard for him to breathe.

- 4 When Jody's father gave him the pony,**
 - A he made Jody promise to look after it.
 - B it was given on certain conditions.
 - C he told Jody how to feed and clean it.
 - D he said it would be easy to sell it.

- 5 Carl Tiffin left the barn because**
 - A he wanted to be alone with his feelings.
 - B he was frightened the pony would bite again.
 - C he knew Jody found it easier to talk to Billy.
 - D he needed to go for a walk in the fresh air.

- 6 Billy Buck promised to help Jody**
 - A be more professional.
 - B ride the pony.
 - C name the pony.
 - D train the pony.

- 7 Billy thought the name that Jody wanted to give the pony was**
 - A very attractive.
 - B not short enough.
 - C too common.
 - D a suitable name.

- 8 What was the boys' attitude towards Jody in the end?**
 - A They still wouldn't accept him as one of them.
 - B They were self-conscious about being with him.
 - C They didn't feel the same about him as before.
 - D They thought he was too cowardly to have a pony.

You are going to read an article about how to reduce problems with your eyesight. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

Drink, Blink and Rest

Not many people realise how much strain modern life can put on their eyesight. Working on a computer, watching television and driving at night are just some of the things that can affect your eyes. And with the ozone layer becoming thinner, even sunlight can be damaging to your eyes if you do not wear sunglasses to protect them from ultraviolet light.

It was traditionally believed that being long-sighted or short-sighted was a condition that was inherited. But recent studies have shown that this is not always the case. One study in Spain has shown that there has been an increase in eye problems among schoolchildren. **9** It appears that years of focusing on books causes most children to become slightly short-sighted by the age of ten.

New problems, such as the massive increase in the number of people using computers at work, has added to the rising incidence of eye strain. Using a computer means that the eye works in a different way, and it has to work harder. **10** Experts have estimated that as many as 30 per cent of people have eye problems as a result of working on computers.

Office workers suffer from additional problems because of central heating and air conditioning. **11** One recommended way of combating this problem is to close the eyes for one minute every hour, to rest them and keep them moist. There are also many eye exercises that can help reduce the symptoms of eye strain.

Apart from making sure you rest your eyes regularly throughout the day, it is also a good idea to increase your fluid intake. **12** Most doctors recommend at least a litre and a half a day, depending on the climate you live in, to prevent dehydration. Your fluid intake can be in the form of plain water or other beverages.

Another factor that can affect how well the eye works is diet. In World War II, for instance, it was rumoured that British fighter pilots were eating a lot of carrots to improve their ability to see well at night. **13** There is some evidence to suggest that the different functions of the eye, such as night vision or seeing long distances, require the right kinds of nutrients to keep them in good order.

Some studies recently conducted in France have also found that people over the age of sixty who live in cities are more likely to be short-sighted than people of the same age who live in the country. **14** People living in the countryside tend to eat more fresh fruit and vegetables than those who live in the city. The more balanced your diet is, the less likely you are to have eye problems in later life.

There is no doubt that many people will have some problems that affect their eye-sight whatever they do. But there are many things that you can do either to minimise the problems, or, in some cases, avoid them altogether. **15** Rest your eyes regularly, drink plenty of fluids and eat a balanced healthy diet. What could be simpler?

- A** Many eye problems can be improved by drinking lots of water.
- B** And the problems become worse the longer you spend in front of a screen.
- C** These can help your eyes to function better.
- D** It is well known that they contain vitamin A, a nutrient beneficial to vision.
- E** Another in America suggests that up to 80 per cent of children may be short-sighted.
- F** The reason is said to be that people in rural areas eat healthier food.
- G** Just remember the three simple rules.
- H** The trouble here is that the eye becomes dry, which can make you feel tired.

Tip

Remember that the missing sentences not only give reasons, make contrasts, etc. They often amplify or exemplify the information stated in the text. Look out for examples of this.

PART 3

You are going to read about four people who have had bad experiences while travelling. For questions 16-30, choose from the travellers (A-D). The travellers may be chosen more than once. Mark your answers on the separate answer sheet.



You may find it helpful to underline the parts of the text that relate to the key points in the question and then do a quick matching.

Which traveller or travellers

had chosen a cheaper way to travel?

16

praises the behaviour of the people in charge?

17

did not manage to complete their trip?

18

19

will use another form of transport in the future?

20

had to reassure another person?

21

mentions someone who dislikes a method of transport?

22

was aware there would be a problem before setting off?

23

had saved up to take the trip?

24

suffered minor injuries?

25

mentions how afraid fellow travellers were?

26

ran out of something during the trip?

27

had some money returned to them after the trip?

28

felt bad about how someone was treated?

29

says their experience was very tiring?

30

Nightmare Journeys

A

The Pleasure Cruiser

It was meant to be the trip of a lifetime – a two-week cruise round the Mediterranean. My wife and I had been putting money aside for it for five years. Everything was wonderful for the first ten days. The ship was really luxurious with every facility you could wish for. We were really enjoying ourselves until disaster struck. The boat hit some rocks somehow and damaged the stern. We hadn't even realised that anything had happened until the captain announced that, for our own safety, all the passengers would have to be taken ashore. As there were over a thousand people on the cruise, you can imagine how long it took to get everyone into the lifeboats. The crew were really marvellous and very well organised, but it was a long night. Fortunately, the mainland was close by and we all arrived safe but exhausted. The tour company gave us a partial refund for the cruise, so we're going to put it towards the next one we take.

B

The Commuter

When I looked out the window that morning and saw heavy snow had fallen I knew that meant only one thing – transport chaos. It would be a nightmare getting into work. I walked to the station, taking great care on the icy pavements, so it took me twenty minutes rather than the usual ten. There were a lot of delays due to the weather conditions and all the trains were jam-packed. I couldn't get on the first couple of trains but I eventually managed to squeeze on one. When the doors opened at the next station there was a surge of people trying to get off, and as I stepped out of the train I didn't notice the large gap between the train door and the platform. I fell in the gap, right up to my hips. Luckily, the other passengers were really quick thinking and about five of them grabbed me to pull me out. I only had a few scrapes and bruises, but I was in such a state of shock that I just went home.

C

The Plane Passenger

I have always liked flying, but my husband has never been too keen on it. On this occasion we were going to visit my daughter who was living in Germany. The weather wasn't that bad when we took off from London, but it got steadily worse during the flight. The flight captain warned us that we would experience some turbulence and explained there was nothing to worry about, so I wasn't expecting it to be that bad. It was absolutely terrifying. Not only was the plane shuddering and shaking, but it kept dropping quite dramatically. My husband was as white as a sheet, so I had to do my best to calm him down. Some of the passengers were crying and everyone looked very frightened. When we finally landed in Frankfurt you could see the relief on everyone's faces, and I have to say my knees were a bit wobbly getting off the plane, too. We had to go home by train and ferry, because my husband swore he'd never get on a plane again.

D

The Coach Passenger

Being a student on a tight budget, I decided to take the coach back to Wales for my summer holidays. It was already quite warm when we set off in the morning, and by midday it was boiling. I didn't really mind, though, as I was just looking forward to going home. Then the coach slowed down to a virtual standstill. The holiday traffic was so bad on the motorway that the vehicles were just crawling along. To make matters worse, it was unbearably hot on the coach and I soon finished the small bottle of water I had with me. So I had to sit there with a raging thirst while the coach inched its way down the motorway. All the passengers were really angry about the conditions on the coach and kept shouting at the driver. I felt sorry for him, because it wasn't his fault. I was overjoyed when we finally made it to our destination. I'll definitely get the train next time. You don't get traffic jams on trains.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style on the opposite page.

- You have received an email from your English-speaking friend, Miranda, who lives in a town a few hours' travel away from your home. Read Miranda's email and the notes you have made. Then write an email to Miranda, using **all** your notes.

Tip

Make sure you leave enough time to read through your work and make any corrections necessary at the end.

email

From: Miranda Jenkins
Sent: 7 October
Subject: Hello!

How have you been? It was a pity you didn't come to my party. I was really looking forward to seeing you. It was a lot of fun. Never mind, I'll have a New Year's party – you're invited, of course, and you had better come to that one!

I'm not really happy at the moment. My clothes don't fit me any more. I really need to lose some weight by New Year so that I can get into my party dress. I know you like to stay fit, so could you give me some advice on what exercise I should do?

Anyway, I hope you're fine. Have you done anything interesting since I visited you at the start of summer?

Write soon.

Miranda

Apologise and explain why

Accept and promise to go

Make suggestions

Yes – give details

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.



Reviews of personal experiences are usually informal, unlike reports, and closer in style and register to articles published in newspapers and magazines. Keep your target reader in mind. Reviews do not require subheadings.

- 2 You recently saw this announcement in a local English-language newspaper.

Have you recently visited a cinema, sports centre, bowling alley, ice rink or any other similar local leisure facility?

If so, we want to hear from you. We are looking for new writers to tell us about their experience. Please send in a review of the place you visited, telling us about the location, describing the place and saying how you felt about your visit.

The best reviews will be published in our forthcoming Leisure Guide.

Write your **review**.

- 3 As part of your English course, you have had a class discussion about the advantages and disadvantages of living in the city. Your teacher has asked you to write an essay for homework, giving your opinions on the following statement:

It is better to live in the city than in the country.

Write your **essay**.

- 4 You have seen this notice in an international magazine for students.

Calling all writers out there!

Write a short story and you will have the chance to win a great prize!

Your entry must **begin or end** with the following words:

No matter what people said about Harry, I knew he was a true friend.

Write your **story** for the competition.

For questions 1-12, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A corners B angles C directions D spots

0	A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



When a verb is being tested, it may form part of a phrase with some other dependent word in the text, giving the verb a specific meaning other than its main one.

Elephant Round-Up

Every year a spectacular festival takes place in the town of Surin in Thailand. People arrive from all (0) of the country, and far (1) , to celebrate the magnificent Asian elephant. These elephants are often used in Thailand for (2) work such as hauling timber.

In former times, the King rode an elephant into battle, and the (3) of the beast must have (4) fear into the hearts of the enemy. The fact that Thailand has never been defeated by another country is thanks in (5) to the elephant. What's more, many believe that Thailand's outline (6) like the head of an elephant. The Surin Elephant festival is (7) as a tribute to these precious animals, and it has (8) in popularity over the years.

It starts with three hundred elephants marching through Surin city. Once they arrive, the feasting begins. The elephants quickly consume the fruit (9) before them. Over the next two days, these great creatures (10) at the elephant stadium to entertain onlookers by (11) feats of strength and intelligence. There are elephant races, elephant football and a tug-of-war between one elephant and a hundred men. To (12) the event, the elephants are dressed in full war costume for a splendid war-elephant parade. It's a show few people would want to miss.

- | | | | |
|---------------|---------------|--------------|-------------|
| 1 A over | B beyond | C outside | D apart |
| 2 A strong | B tough | C hard | D firm |
| 3 A view | B vision | C sight | D look |
| 4 A struck | B hit | C beaten | D knocked |
| 5 A share | B part | C piece | D section |
| 6 A shows | B appears | C seems | D looks |
| 7 A held | B paid | C made | D passed |
| 8 A grown | B multiplied | C developed | D expanded |
| 9 A put up | B made up for | C done in | D set out |
| 10 A group | B collect | C gather | D crowd |
| 11 A acting | B performing | C conducting | D producing |
| 12 A close up | B put through | C turn out | D round off |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	I	T																
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



When finished, read through the text again and look for any items that don't fit. They will be easy to correct once most of the text is complete.

The Computer Mouse

When is a mouse not a mouse? When (0) sits on your desk and controls your on-screen cursor. The computer mouse is a pointing device (13) has a flat bottom, a shaped top with buttons on and – perhaps – a cable connecting the mouse to the computer. The mouse moves (14) the surface of the desk, and the cursor copies this movement on the screen. The first computer mouse had wheels that made contact (15) the working surface. The name 'mouse' (16) adopted because all earlier models (17) a long cord, and this, together with the shape, made it look something (18) the furry little animal of the same name.

The person who invented the mouse, and so was responsible (19) changing the way computers worked, was an American (20) Douglas Engelbart. In fact, he invented many devices, including ones attached (21) the chin or nose, to point at the screen. However, his computer mouse soon proved to (22) much more convenient and far simpler to use. His first attempt (23) producing a mouse was in 1964, but it was large, heavy and difficult to move. A few years later, in 1968, his improved mouse (24) its first public appearance and rapidly became a huge success.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example:

0	S	P	E	C	T	A	C	U	L	A	R								
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--



Remember that adverbs can be used to modify adjectives as well as to accompany verbs.

Daintree Rainforest

Rainforests are not only (0) , but also provide shelter for over half the species of plants and animals on Earth. The Daintree Rainforest in Queensland, Australia, is the world's (25) rainforest and is a living record of (26) change.

It receives vast amounts of rainfall in torrential showers that last for a few hours, with bright sunshine the rest of the time. Temperatures in the forest are (27) mild thanks to the towering trees. This (28) environment has everything from sandy beaches to (29) plants and flowers.

(30) 430 types of birds live among these trees, including 13 species not found anywhere else in the world. The forest is also home to (31) butterflies, owls, huge lizards, and giant tree frogs. It is not (32) to see Estuarine crocodiles on the river banks – in fact, they are a constant threat to (33) swimmers.

The Daintree Rainforest is (34) to avoid destruction by the outside world forever. However, it is of vital importance that we try to protect this amazing natural treasure for as long as we can.

SPECTACLE

OLD

EVOLUTION

SURPRISE

TROPIC

IMPRESS

APPROXIMATE

COLOUR

COMMON

CARE

LIKE

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 A very nice man gave us directions.

GIVEN

We
a very nice man.

Tip

The first sentence sometimes contains a word which is to be included in the second sentence, using a different part of speech (e.g. object – objection).

Example:

0

WERE GIVEN DIRECTIONS BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 Jake has been completely unsuccessful with his enquiries.

NO

Jake at all with his enquiries.

- 36 The ending of the film was so unexpected that we were all speechless.

SUCH

The film ended in that we were all speechless.

- 37 I don't think Matt meant to upset you.

INTENTION

I don't think Matt..... you.

- 38 Samuel is not trying to improve himself.

EFFORT

Samuel is himself.

- 39 The guide book doesn't recommend staying in that hotel.

ADVISABLE

It is in that hotel, the guide book says.

- 40 Melinda was the only one to pass the test.

NOBODY

Apart the test.

- 41 People say that Paris is beautiful in the Spring.

SAID

Paris beautiful in the Spring.

- 42 My dad helped me with my homework last night.

HAND

My dad with my homework last night.

**Further Practice
on Word Distractors,
'Key' Word
Transformations and
Word Formation**

Choose the correct item.

- 1 Modern plays are easy to understand in with those written by Shakespeare.
A comparison C contact
B point D difference
- 2 She to finish the project without any help.
A succeeded C managed
B fulfilled D achieved
- 3 The Queen's visit to Rome was very short, so she decided to it by three days.
A stretch C extend
B spread D shrink
- 4 A(n) agent showed them around the house.
A possessions C estate
B insurance D property
- 5 The for first class rail passengers will soon increase.
A fee C fare
B salary D wage
- 6 There's a of dirty clothes in the corner of my bedroom.
A collection C packet
B heap D match
- 7 They my mother for a famous actress.
A mistook C understood
B confused D misinterpreted
- 8 When she eats strawberries, she comes out in a
A rash C bruise
B lump D spot
- 9 The traffic made him late for work.
A full C thick
B strong D heavy
- 10 She was driving so carelessly that she the car.
A cracked C hit
B crashed D collided
- 11 Most people Elvis Presley as the "King of Rock and Roll".
A believe C think
B regard D suppose
- 12 In the quiet months, owners of holiday apartments them at a cheaper rate.
A hire C lend
B borrow D let
- 13 She liked the house so much that she decided to an offer for it.
A make C propose
B do D put
- 14 We can't afford a proper aerial for our TV yet, so for the being we are using an indoor one.
A place C space
B point D time
- 15 That green skirt doesn't your orange jacket.
A agree C suit
B match D fit
- 16 I'm offering a to anyone who finds my lost cat.
A tip C change
B bribe D reward
- 17 She complained about a in her left arm.
A damage C hurt
B harm D pain
- 18 The of interest on our bank loan is 12%.
A scale C sum
B degree D rate
- 19 He is looking for a(n) at the moment.
A work C job
B task D occupation
- 20 The train York at 4.45 pm.
A came C reached
B got D arrived
- 21 The Mona Lisa is a painting.
A valid C valueless
B priceless D worthless
- 22 The boy stealing his friend's pencil case.
A refused C denied
B rejected D ignored

- 23** I'd like to thank you all my husband, who can't be here today.
A on account of **C** because of
B in spite of **D** on behalf of
- 24** The immigration officer checked our passports at the
A boundary **C** limit
B line **D** border
- 25** He was so interested in his book that he didn't her enter the room.
A remark **C** recognise
B notice **D** realise
- 26** Walking through the field, I caught of a fox.
A view **C** sight
B glance **D** look
- 27** The teacher made a note in the that Paul was absent from school.
A catalogue **C** register
B list **D** directory
- 28** As far as I'm, the subject is closed.
A regarded **C** concerned
B consulted **D** informed
- 29** His poor sense of balance made him of riding a bicycle.
A unable **C** incapable
B impossible **D** improbable
- 30**, I'd like to say what a pleasure it has been to be talking here tonight.
A Lastly **C** Last
B At last **D** Last of
- 31** I can't cut my steak. The knife's
A sharp **C** dim
B weak **D** blunt
- 32** The plane had to change its and fly over Italy.
A trip **C** flight
B route **D** travel
- 33** If you want to become a professional pianist, you need to every day.
A practise **C** train
B exercise **D** coach
- 34** David won't his son drive his car until he has passed his driving test.
A permit **C** let
B allow **D** leave
- 35** I came across this antique clock quite by
A sight **C** heart
B chance **D** luck
- 36** You should look at the in your jumper if you want to know how to wash it.
A badge **C** notice
B mark **D** label
- 37** My brother and I are physically but our personalities are completely different.
A like **C** alike
B same **D** equal
- 38** She is to be an expert on computers.
A regarded **C** considered
B viewed **D** noticed
- 39** We apologise for the in the delivery of the goods.
A delay **C** lateness
B failure **D** absence
- 40** If this problem should ever, you are to contact me immediately.
A arise **C** raise
B rise **D** lift
- 41** If we both stereos, we see that they have a lot of similarities.
A complete **C** contrast
B conflict **D** compare
- 42** We have to defend our ideas at all
A expenses **C** taxes
B costs **D** duties
- 43** The island's had never seen white men before.
A tenants **C** citizens
B occupiers **D** inhabitants
- 44** The prisoner was after serving a ten-year sentence.
A retired **C** resigned
B released **D** expelled

- 45** You must your seatbelt.
A bind **C** tie
B close **D** fasten
- 46** He had no of winning the race because he had no training.
A luck **C** time
B chance **D** probability
- 47** I've decided not to go to the restaurant. Can you my reservation please?
A cancel **C** postpone
B put off **D** call off
- 48** The officer the men to shoot the enemy.
A insisted **C** demanded
B suggested **D** ordered
- 49** Madonna has many fans.
A truthful **C** loyal
B attached **D** absolute
- 50** The jumper was very cheap. It was a real
A sale **C** profit
B price **D** bargain
- 51** If the argument continues, it will in a fight.
A cause **C** result
B lead **D** bring
- 52** The post office is on the corner at the end of this road.
A situated **C** placed
B put **D** stood
- 53** Please leave me in
A peace **C** silence
B quiet **D** calm
- 54** The police tried to make him to committing the crime.
A inform **C** condemn
B confess **D** uncover
- 55** I'm really hungry – can I have a second?
A load **C** helping
B pile **D** share
- 56** The leather of these new shoes is rather at the moment, but it will soften eventually.
A stiff **C** strong
B firm **D** tight
- 57** If you don't your plants, they'll die.
A dampen **C** wet
B water **D** moisten
- 58** My aunt doesn't of dogs in the house.
A admit **C** agree
B allow **D** approve
- 59** The man who burnt down the bookshop was to five years' imprisonment.
A accused **C** arrested
B sentenced **D** charged
- 60** Oh, what a! I've left my calculator at home.
A nuisance **C** trouble
B worry **D** disturbance
- 61** I you bring some sandwiches with you tomorrow because we'll be out all day.
A advise **C** persuade
B ask **D** suggest
- 62** I already had a diary, so when my mother bought me another I it for a book.
A turned **C** altered
B differed **D** exchanged
- 63** If you your glasses at home, you won't be able to see the board at school.
A abandon **C** leave
B forget **D** miss
- 64** This ship has a of fifteen people.
A team **C** crew
B cast **D** company
- 65** I lost my when she broke my favourite cup.
A mood **C** temper
B character **D** mind
- 66** If I his sports car, he will be very angry.
A break **C** wound
B damage **D** injure
- 67** A of fish swam underneath the boat.
A flock **C** herd
B school **D** swarm
- 68** Her parents wear really clothes.
A old fashioned **C** historical
B old age **D** elderly

- 69** The entrance to the hospital is round the corner.
 A big C important
 B head D main
- 70** The BBC news is live by a team of highly skilled professionals.
 A sent C broadcast
 B displayed D dispatched
- 71** The champion African runner the 100m race last night.
 A won C broke
 B beat D defeated
- 72** Please speak up because no one can understand you when you
 A talk C moan
 B mumble D pronounce
- 73** There has been a in the rate of unemployment since last October.
 A limit C shortage
 B decrease D loss
- 74** The comedian's of the President wasn't very convincing.
 A reproduction C imitation
 B fake D image
- 75** He the cheese and sprinkled it on the top of the potatoes.
 A chopped C grated
 B beat D whipped
- 76** Mechanics are trying to repair in the engine.
 A a fault C a mistake
 B an error D a blame
- 77** Jennie spends most mornings doing such as cleaning and tidying.
 A housework C homemade
 B homework D housing
- 78** It's a common to see young people hanging out at the shopping mall.
 A view C sight
 B scenery D vision
- 79** The woman deliberately gave the man information because she knew he was a spy.
 A artificial C false
 B counterfeit D fake
- 80** I should be grateful if you would all the meeting on Thursday because it's very important.
 A participate C attend
 B assist D present
- 81** The manager was to another branch of the company.
 A transferred C exported
 B transported D forced
- 82** Whenever I go to a restaurant I always have a three- meal.
 A dish C plate
 B pan D course
- 83** The helpful girl the tourist to the museum.
 A directed C indicated
 B steered D toured
- 84** He looks like a zebra! He's wearing a suit with black and white
 A strips C stripes
 B streaks D bands
- 85** Before I book a holiday, I always go to the travel agent's and pick up lots of
 A manuals C pamphlets
 B prospectuses D brochures
- 86** The Queen attended the award
 A rehearsal C performance
 B ceremony D service
- 87** Be careful or you'll the milk.
 A spill C pour
 B flow D dip
- 88** This is a I bought when I visited Italy.
 A memory C memoir
 B souvenir D recollection
- 89** A jacket is an item of
 A cloth C clothes
 B clothing D garment
- 90** Sarah was asked to make a(n) to the police about the robbery she had seen.
 A evidence C witness
 B statement D apology

- 91** These socks can be to fit any size!
A stretched **C** spread
B extended **D** tightened
- 92** One feature of modern day is dependence on the computer.
A company **C** union
B association **D** society
- 93** I didn't her to behave that way.
A await **C** expect
B wait **D** anticipate
- 94** Jim studied hard because he wanted to get a to go to Oxford University.
A sum **C** charity
B scholarship **D** donation
- 95** The bad weather our party.
A spoiled **C** broke
B damaged **D** smashed
- 96** I don't want a single ticket. Can I have a please?
A double **C** return
B duplex **D** twin
- 97** The doctor gave me a(n) for antibiotics to cure my sore throat.
A inscription **C** prescription
B recipe **D** receipt
- 98** The play was well received by the
A viewers **C** spectators
B audience **D** congregation
- 99** The Conservative Party had been in in Great Britain for many years.
A rule **C** power
B force **D** authority
- 100** We'll make a snowman tomorrow unless the snow
A melts **C** evaporates
B dissolves **D** runs
- 101** The student decided to the exam next June.
A give **C** get
B take **D** make
- 102** He £150 per week working as a waiter.
A wins **C** profits
B takes **D** earns
- 103** There is no that John stole the money.
A evidence **C** hint
B mark **D** occasion
- 104** The police caught the while he was trying to break into the house.
A burglar **C** smuggler
B arsonist **D** murderer
- 105** Our told us we had to pay the rent on time every month.
A caretaker **C** landlord
B housekeeper **D** porter
- 106** The teenager found the board game to be very
A childish **C** childhood
B childless **D** childlike
- 107** Since I had some free time before my meeting, I myself occupied by walking around the area.
A retained **C** kept
B saved **D** held
- 108** The hikers managed to from one side of the mountain to the other.
A reach **C** cross
B cover **D** arrive
- 109** We called our parents to come and us up after the movie.
A put **C** keep
B pick **D** collect
- 110** People who love adventure often it out in new and challenging ways.
A search **C** watch
B look **D** seek
- 111** According to travel agents eco holidays seem to be in popularity.
A becoming **C** raising
B growing **D** advancing
- 112** The artist's was to express his feelings about the big city through his work.
A direction **C** search
B aim **D** view
- 113** The space to build the stadium was so large, that they had to go outside the city limits.
A obliged **C** desired
B required **D** expected

- 114** Anyone with a degree of fitness can finish the race.
 A moderate C light
 B middle D mild
- 115** Why don't you a moment to enjoy the beautiful view?
 A pass C hold
 B spend D take
- 116** Tourists love to the small, unusual shops of our village.
 A explore C research
 B enquire D analyse
- 117** When visiting Paris, the Eiffel Tower is usually high on everybody's of interesting sights to see.
 A account C list
 B brochure D guide
- 118** I can how difficult it must have been to build the Coliseum.
 A think C imagine
 B expect D assume
- 119** We got to the front of the long queue with surprising
 A speed C rush
 B hurry D dash
- 120** The store manager decides what is a price for the merchandise.
 A fine C fair
 B right D deserved
- 121** The types of tea that are popular in Britain are inexpensive but they are of a very high quality.
 A roughly C plenty
 B rather D approximately
- 122** The best perfumes are usually delicate of flower and plant extracts.
 A mixtures C unions
 B associations D gatherings
- 123** She always dreamt of becoming the Margaret Thatcher.
 A next C subsequent
 B following D later
- 124** Make sure to bring a notebook so you can notes during the lecture.
 A complete C fill
 B do D take
- 125** The students were disappointed when their teacher did another boring lesson.
 A still C yet
 B ever D already
- 126** Internet learning is an interesting to traditional classroom lessons.
 A difference C choice
 B opposite D alternative
- 127** Her parents insisted that she at least an hour each day doing chores.
 A spend C have
 B make D do
- 128** The twins were very similar, not only in, but also in personality.
 A look C appearance
 B sight D form
- 129** Scientists intend to out more experiments in the future.
 A bring C do
 B follow D carry
- 130** Ripped jeans are the trend among teenagers this spring.
 A latest C freshest
 B newer D last

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given.

- 1 Clothing costs the same as it did last year.
CHANGED Clothing prices last year.
- 2 Steve could only go on holiday because his best mate gave him the money.
ABLE If Steve's best mate hadn't given him the money, he
to go on holiday.
- 3 "Yes, I gave away your secret," she said to me.
GIVING She secret.
- 4 We have never met anyone as famous as he is.
MOST He we have ever met.
- 5 It's three weeks since I last went out.
BEEN I three weeks.
- 6 They are going to add a new wing to the hospital.
BE A new wing to the hospital.
- 7 Thieves stole the old woman's savings.
WAS The old woman savings.
- 8 Please stop biting your nails.
WISH I biting your nails.
- 9 Take my advice and don't believe everything he says.
WERE If I believe everything he says.
- 10 There aren't any eggs left.
RUN We eggs.
- 11 I'm sure your little brother didn't mean to upset you.
INTENTION I'm sure your little brother you.
- 12 It wasn't Mary's fault that your property was damaged.
BLAME You can't damage done to your property.
- 13 John apologised for forgetting to take out the rubbish.
SORRY John said he forgotten to take out the rubbish.
- 14 This motorcycle is able to do 200 kilometres per hour.
CAPABLE This motorcycle 200 kilometres per hour.
- 15 The carpenter had to get someone to help him as there was so much work to do.
SUCH There was to do, that the carpenter had to
get someone to help him.
- 16 Unfortunately, I can't attend your party next week.
PRESENT Unfortunately, I won't be able your party next week.
- 17 Judy became quite famous for performing in that play.
NAME Judy by performing in that play.
- 18 'We'll miss the train if we don't run,' said Mike.
UNLESS Mike said that miss the train.
- 19 Would you mind if I shut the door?
TO Would you object the door?
- 20 'I can't find my car keys – have you seen them?' my sister asked.
SEEN My sister asked me her keys.
- 21 My mother insisted on my doing some chores every day.
MADE My mother some chores every day.
- 22 You might get hungry on the journey, so you should take plenty of snacks.
CASE Take plenty of snacks hungry on the journey.

- 23** My parents moved to New Zealand five years ago.
SINCE It my parents moved to New Zealand.
- 24** The family left their home very early because they wanted to be sure of catching their flight.
ORDER The family left their home very early miss their flight.
- 25** On arriving at the restaurant, we went straight to the head waiter.
SOON We went straight to the head waiter at the restaurant.
- 26** I haven't heard from my aunt in London for over ten years.
MORE It is I have heard from my aunt in London.
- 27** I find it easy to understand your accent.
DIFFICULTY I your accent.
- 28** I haven't tried windsurfing before.
FIRST This is tried windsurfing.
- 29** The committee has rejected the new proposal.
TURNED The new proposal the committee.
- 30** I'm certain Julie didn't tell him.
HAVE It Julie who told him.
- 31** An American company has bought this office block.
BEEN This office block an American company.
- 32** Experts are repairing the van.
HAVING We by experts.
- 33** The police are investigating the theft.
LOOKED The theft by the police.
- 34** Tomorrow is our tenth wedding anniversary.
BEEN Tomorrow we for ten years.
- 35** She claims she didn't steal the brooch.
STOLEN She claims the brooch.
- 36** Danny found it difficult to control his bicycle on the steep slope.
UNDER Danny found it difficult to on the steep slope.
- 37** Everyone thinks the company will relocate to New York next year.
EXPECTED The company to New York next year.
- 38** How good is your relationship with the people next door?
GET How well with the people next door?
- 39** I showed no talent for rugby at university.
GOOD I rugby at university.
- 40** The storm made it impossible for us to go hiking.
PREVENTED We by the storm.
- 41** Jessica's favourite food is pizza.
RATHER Jessica anything else.
- 42** They may ask to see your identification at the door.
REQUESTED You may your identification at the door.
- 43** I regret not visiting Versailles when I was in France last year.
WISH I Versailles when I was in France last year.
- 44** I use an encyclopaedia to check any facts that I'm not sure of.
UP If I'm not sure of a fact, an encyclopaedia.
- 45** 'Don't blame me if you can't find your favourite shirt,' my sister said.
HER My sister said that it that I couldn't find my favourite shirt.
- 46** There are fewer charities in this area than there were a few years ago.
AS There charities in this area as there were a few years ago.

- 47** He was offered a job abroad but rejected it for family reasons.
TURNED He was offered a job but family reasons.
- 48** The cyclist had to stop because his bicycle had a flat tyre.
CONTINUE The cyclist his tyre had been repaired.
- 49** Today's football match is postponed and will be held next Wednesday.
PUT Today's football match has next Wednesday.
- 50** Unfortunately, Jessica couldn't go on holiday because she didn't have any money.
ABLE If Jessica had had some money, she go on holiday.
- 51** There's no chance of Mark getting to the train on time.
POSSIBLE It won't be to the train on time.
- 52** Cars couldn't turn down the street because of road works.
PREVENTED Road works down the street.
- 53** The restaurant we ate in was the best one that we could have chosen for last night.
MADE We couldn't choice than the restaurant we ate in last night.
- 54** 'Did you go to the beach on Saturday?' David asked me.
BEEN David wanted to know the beach on Saturday.
- 55** Joe had not expected the concert to be so good.
BETTER The concert had expected.
- 56** This is a 'no smoking' office.
ALLOWED You in this office.
- 57** Paperback books are a lot cheaper than hardback books.
FAR Hardback books paperback books.
- 58** My brother is too young to drive a car.
NOT My brother drive a car.
- 59** Why are you interested in getting a new job?
WANT Why a new job?
- 60** 'Have you seen my gloves anywhere, Amy?' — asked Mrs Wheatley.
SEEN Mrs Wheatley asked Amy her gloves anywhere.
- 61** Suzanne was too excited to sleep.
THAT Suzanne was not sleep.
- 62** She finished her last painting while staying in Paris.
DURING The painter's last painting stay in Paris.
- 63** The newspaper offered Lynda £5,000 for her story, but she refused.
TURNED Lynda of £5,000 from the newspaper for her story.
- 64** She pretended to be ill in order to avoid going to school.
SO She pretended to be ill to go to school.
- 65** Jamie found the instructions for assembling the furniture very difficult to understand.
IN Jamie had great instructions for assembling the furniture.
- 66** We last went abroad a long time ago.
NOT We a long time.
- 67** When did they start living in the suburbs?
HAVE How in the suburbs?
- 68** I haven't caught a cold for ages.
DOWN I last ages ago.
- 69** I'm certain that Alice didn't intend to keep my book.
INTENTION I'm certain Alice my book.
- 70** I saw the film although I strongly dislike thrillers.
SPITE I saw the film dislike of thrillers.

- 71** Mr Jones needn't go if he doesn't want to.
OBLIGED Mr Jones if he doesn't want to.
- 72** He locked the gate so that the dog wouldn't escape.
PREVENT He locked the gate escaping.
- 73** It was unkind of you to talk to her like that.
NOT You to her like that.
- 74** "Did you write a note for Steven?" I asked my father.
HE I asked my father a note for Steven.
- 75** I don't find it difficult to get up early any more.
USED I up early.
- 76** People say Japanese is a difficult language to learn.
SAID Japanese difficult language to learn.
- 77** His boss made Mark stay late.
MADE Mark by his boss.
- 78** People say that the pyramids are worth visiting.
SUPPOSED The pyramids worth visiting.
- 79** Simon is slower at doing things than Howard.
FAST Simon is Howard at doing things.
- 80** You were late, so you missed the match.
LATE If you hadn't have missed the match.
- 81** Bob is interested in learning how to snowboard.
LIKE Bob how to snowboard.
- 82** The family went skiing a month ago.
SINCE It the family went skiing.
- 83** You must do exactly what the teacher tells you.
CARRY You must instructions exactly.
- 84** My mother doesn't like us to stay out late.
APPROVE My mother doesn't out late.
- 85** Jamie is employed by Mactrons, isn't he?
WORKS Jamie he?
- 86** The company is considering your application.
IS Your application the company.
- 87** The shelf was so high that he couldn't reach it.
ENOUGH The shelf was not reach.
- 88** I've never seen such a bad film.
EVER It's the seen.
- 89** She was very rude when she spoke to the shopkeeper.
POLITELY She the shopkeeper.
- 90** "Well done! You've got the job you applied for," she said to him.
CONGRATULATED She the job he had applied for.
- 91** It's possible that she didn't understand what I had said.
MIGHT She what I had said.
- 92** William was forty before he took up writing professionally.
BECOME William did not he was forty.
- 93** Joe regrets not buying a flat in the city centre.
WISHES Joe a flat in the city centre.
- 94** I regret not contacting Sarah when I was in London.
TOUCH I wish that I Sarah when I was in London.

- 95** I don't know why Paul left the classroom so suddenly.
MADE I don't know the classroom so suddenly.
- 96** They discussed the problem but no-one had a solution.
CAME They discussed the problem but no-one a solution.
- 97** I arrived late to the meeting because I missed the bus.
TURNED If I'd caught the bus, I the meeting on time.
- 98** Heavy rains meant the workers could not get through to their worksite.
PREVENTED The workers to their worksite by heavy rains.
- 99** We must contact Shirley about the party.
TOUCH We must Shirley about the party.
- 100** Robert didn't bring the cake that is sitting on the table.
WHO It the cake that is sitting on the table.
- 101** Josie last called me two years ago.
HEARD I Josie for two years.
- 102** The two sisters were sitting by themselves in the living room.
OWN The two sisters were sitting in the living room.
- 103** 'I have a meeting this afternoon, so I ought to leave soon,' Sally said.
BETTER 'I have a meeting this afternoon, so I soon,' Sally said.
- 104** Janet arrived late to her appointment because her train was delayed.
TIME If the train Janet would not have arrived late to her appointment.
- 105** I had never been to a theme park before.
FIRST It I had ever been to a theme park.
- 106** The number of recycling plants has risen over the past ten years.
RISE Over the past ten years, there the number of recycling plants.
- 107** George regrets spending all of his savings on holiday.
HE George wishes all his savings on holiday.
- 108** It was a mistake for us to install taps without filters on them.
SHOULD We taps without filters on them.
- 109** We mended the fence to prevent our dog from running away.
SO We mended the fence not run away.
- 110** I shouldn't bother washing my car today because it's going to rain.
WORTH It my car today because it's going to rain.
- 111** Harvey isn't trying to improve his grades at all.
EFFORT Harvey is improve his grades at all.
- 112** By the time we arrived at the restaurant, nearly all the tables had been taken.
HARDLY There left by the time we arrived at the restaurant.
- 113** I'd rather you didn't play the drums right now.
MIND Would the drums right now?
- 114** All the employees handed in their reports apart from Gene.
WHO Gene was the hand in his report.
- 115** The teacher prevented us from loitering on the school grounds.
LET The teacher on the school grounds.
- 116** You can use my computer, but you must be careful with it.
LONG You can use my computer careful with it.
- 117** The interviewer asked me to describe my experience in detail.
FULL The interviewer asked me to give him my experience.
- 118** As it began to snow the race was cancelled.
CALLED The race the snow.
- 119** Jason was the only one who didn't enjoy the play.
APART Everybody Jason.

- 120** Steve isn't capable of doing a good job on the project.
ABILITY Steve doesn't a good job on the project.
- 121** James became extremely angry with the waiter for serving his food cold.
TEMPER James the waiter for serving his food cold.
- 122** I don't usually jog at night, so I was a bit nervous.
USED I am at night, so I was a bit nervous.
- 123** Could you give me your opinion on my new dress?
KNOW Could you think about my new dress?
- 124** The two football referees were in complete agreement.
COMPLETELY The football referees other.
- 125** My dad always arrives late to pick me up from school.
RIGHT My dad never to pick me up from school.
- 126** The professor will distribute the assignment at the beginning of class.
GIVEN The assignment by the professor at the beginning of class.
- 127** There were no tickets left for the show at the ticket office.
RUN The ticket office tickets for the show.
- 128** Today, big cinemas are rarely found outside the town centre.
RARE Today big cinemas outside the town centre.
- 129** The ending of the book was so unexpected that Sally was shocked.
SUCH The book ended in that Sally was shocked.
- 130** I saw the film because I had read the book it was based on.
WOULD If I had not read the book it was based on, the film.
- 131** I'm going to leave school early because Suzy may drop by.
CASE I'm going to leave school early just by.
- 132** Stupidly, I didn't lock the door when we went out for dinner.
LEFT Stupidly, I when we went out for dinner.
- 133** The security gates made it impossible for us to enter the park.
PREVENTED We the park by the security gates.
- 134** I'd rather you didn't borrow my favourite jumper.
MIND Would my favourite jumper?
- 135** Mary is interested in knowing more about football.
LIKE Mary more about football.
- 136** Arnold lives near the library.
FAR The library house.
- 137** The jumper was much too small to fit Jane.
ENOUGH The jumper to fit Jane.
- 138** It isn't easy for John to do maths.
DIFFICULTY John Maths.
- 139** There was no one in the theatre but us.
APART The theatre us.
- 140** Critics say his new book is the best he's ever written.
SUPPOSED His new book the best he's ever written.
- 141** I don't think Michael will quit his job.
INTENTION I don't think Michael his job.
- 142** The twins, Peter and Simon, looked exactly the same to me.
TELL I wasn't between the twins, Peter and Simon.
- 143** She won't have a problem finishing the race because she runs 10 kilometres a day.
USED She 10 kilometres a day,
so she won't have a problem finishing the race.

Use the word given in capitals at the end of some of the lines to form a word that fits in the gap.

- | | | | |
|----|--|---|-----------|
| 1 | The facility needed to hire additional | for its research project. | SCIENCE |
| 2 | The letter we received was to serve as a | that our credit card payment was due in two weeks. | REMIND |
| 3 | Many kids underestimate the | of a balanced and healthy diet. | IMPORTANT |
| 4 | You might get into a lot of trouble if you don't hand in your assignment | | PUNCTUAL |
| 5 | Steven was really | about taking the exam so he made sure he revised for it. | ANXIETY |
| 6 | Her drama teacher spotted her acting | right away. | ABLE |
| 7 | The report they wrote gave a number of | on how to improve safety. | RECOMMEND |
| 8 | She made sure to use only | sources for her research paper. | RELY |
| 9 | He responded with | and frustration to her delaying tactics. | ANGRY |
| 10 | Although she'd never seen anything like it before, Jane liked Mike's | taste in clothing. | USUAL |
| 11 | Teenagers are often very sensitive about their | | APPEAR |
| 12 | Her birthday party will be at the | of June. | BEGIN |
| 13 | The race car was designed | for speed. | PURE |
| 14 | We faced many | during our travels, but the worst was the weather. | DIFFICULT |
| 15 | Although it was a | business venture, they decided to try it anyway. | RISK |
| 16 | He found the seats on the aeroplane to be so | that he couldn't fall asleep. | COMFORT |
| 17 | The video game presented | difficult levels. | INCREASE |
| 18 | The country's main source of income is from | | TOURIST |
| 19 | The company needed to hire many more | | EMPLOY |
| 20 | The package holiday provided many different types of | for its guests. | ENTERTAIN |
| 21 | There is more | among teenagers of environmental issues than there was fifty years ago. | AWARE |
| 22 | There is world-wide concern about the | of the ozone layer. | DESTROY |
| 23 | After many hours of discussions, the board members reached an | | AGREE |
| 24 | The shoes were on offer for only a | time, so we made plans to go shopping right away. | LIMIT |
| 25 | It is not | to go swimming right after having eaten. | ADVISE |
| 26 | She had a terrible | after the loud rock concert. | HEAD |
| 27 | Students have become very | on the Internet for research. | DEPEND |
| 28 | The best way to stay in shape is avoid | foods like chocolate and crisps. | HEALTH |
| 29 | The sales assistant at the clothes shop was very | | HELP |
| 30 | Jason received lots of | from his parents to attend medical school. | ENCOURAGE |
| 31 | She placed the delicate vase | on the table. | CARE |
| 32 | There is a high | that unless action is taken, global warming will get worse. | PROBABLE |
| 33 | No matter how many times he tried, he | couldn't score a goal for his football team. | FORTUNATE |
| 34 | We were very excited to have our holiday on a warm and sunny | island. | TROPIC |
| 35 | They went on holiday to the country-side and stayed in a | little cottage. | DELIGHT |
| 36 | For lunch, they had a | between the chicken and the fish. | CHOOSE |
| 37 | The film's special effects were very | | IMPRESS |
| 38 | She was the most | skilled employee in the company. | HIGH |
| 39 | The island resort had many | for people of all ages. | ATTRACT |

- 40 We had to renew our gym membership ANNUAL
- 41 They wanted to go sailing, but the seas were too STORM
- 42 Her high heels were for hiking and she had to put on trainers instead. SUITABLE
- 43 She finished the test and even had time to spare. EASY
- 44 The of the mobile phone has had a big effect on how people communicate with each other. INVENT
- 45 For many years, the grocer's prices have remained CHANGE
- 46 He was looking forward to a long and career when he graduated. SUCCESS
- 47 His hotel room was small compared to the rooms at the last hotel he stayed at. RELATIVE
- 48 He amazed us with his of English history. KNOW
- 49 The ski instructor spoke about safety in order to stress its IMPORTANT
- 50 There was a very good that the holiday would be cancelled due to the bad weather. POSSIBLE
- 51 To that kids eat healthily, we must teach them about nutrition. SURE
- 52, even though he tried his best, he wasn't able to finish the race. FORTUNATE
- 53 All businessmen wish for success. COMMERCE
- 54 Before I go on holiday, I buy a guidebook. USUAL
- 55 Our favourite restaurant is very busy on Saturday nights, so we make sure to make a before we go. RESERVE
- 56 She doesn't make plans in advance because she likes the of doing whatever she feels like. FREE
- 57 Her heavy wool dress was for the warm, spring weather. SUIT
- 58 The of the new encyclopaedia will ensure that the information is kept up to date. PUBLISH
- 59 It was a big for the team when they lost. DISAPPOINT
- 60 When I eat at a restaurant, I like to try a of different dishes. VARY
- 61 My father is a history professor and his is the English monarchy. SPECIAL
- 62 We had a time on our holiday and would definitely go back. WONDER
- 63 More and more people are moving to cities in areas. COAST
- 64 My food was cooked, with some parts burnt and some still frozen. EVENLY
- 65 The surge in new business has created an boom. ECONOMY
- 66 The area has seen a rapid in population. GROW
- 67 He eagerly awaited the of his best mate at the airport. ARRIVE
- 68 This area has the world's greatest of wildlife. CONCENTRATE
- 69 It was a achievement. REMARK
- 70 The representatives of five major companies got together for a meeting last month. INDUSTRY
- 71 The Internet has led to the rapid of new means of communication. EXPAND
- 72 We wanted to go outside and play in the snow but it was cold. BITTER
- 73 That was the Maths exam I've ever taken! TOUGH
- 74 With these new trainers, I can walk for hours. COMFORT
- 75 It was so Mary to say something like that, that we were all shocked. LIKE
- 76 Peter always felt ready for his day after a quick and run in the mornings. ENERGY
- 77 The tourist office is offering a number of lovely package holidays. CURRENT
- 78 She was so in her career, that she worked non-stop. AMBITION
- 79 His dream was to play football. PROFESSION
- 80 The opera was much more than I thought it would be. ENJOY
- 81 He had a to exaggerate all of his stories to sound more exciting. TEND

- | | |
|--|---------|
| 82 Even though it looked complicated, it was a simple design. | BASIC |
| 83 He was afraid of and didn't want to go to the top of the building. | HIGH |
| 84 Frost and snow are a rather occurrence during summer months. | COMMON |
| 85 His was so disruptive, that the teacher asked him to leave the classroom. | BEHAVE |
| 86 Many people believe that spiders are insects. | MISTAKE |
| 87 Even though the product was well advertised, it proved to be very with teenagers and no one bought it. | POPULAR |
| 88 He achieved the first leg of the race, but struggled in the second. | EASY |
| 89 She ran the entire of the field. | LONG |
| 90 His achievements aroused great among his peers. | ADMIRE |

Practice Test 1

- 0** A above (sb's head) (prep) = at a higher level
 B over (a century) (prep) = more than
 C beyond (the horizon) (prep) = at a further distance
 D past (the shop) (prep) = beyond a place
- 1** A connected (computers) (pp) = joined
 B mixed (feelings) (pp) = of different kinds
 C combined (attempts) (pp) = added together
 D collected (items) (pp) = gathered
- 2** A educate (an adult) (v) = to teach at school/ university
 B school (a child) (v) = to teach, to train
 C teach (a child) (v) = to school, to train
 D train (a nurse) (v) = to school, to teach
- 3** A grow (from) (v) = to develop
 B arrive (from) (v) = to reach
 C come (from) (v) = to originate
 D arise (from) (v) = to happen
- 4** A put up (a building) (phr v) = to build
 B make up (a story) (phr v) = to invent
 C set up (a business) (phr v) = to start
 D bring up (a child) (phr v) = to raise
- 5** A appear (in public) (v) = to make an appearance
 B show (a technique) (v) = to explain
 C present (a show) (v) = to give a performance
 D develop (new drugs) (v) = to make
- 6** A early (in the morning) (adv) = at the beginning
 B shortly (after) (adv) = a little later
 C briefly (for) (adv) = for a short time
 D quickly (to) (adv) = fast, in a hurry
- 7** A shape (clay) (v) = to give form to
 B form (a company) (v) = to create
 C build (a bridge) (v) = to construct
 D construct (a building) (v) = to build
- 8** A earn (a reputation) (v) = to make a name
 B award (a prize) (v) = to give
 C deserve (a chance) (v) = to have a right
 D succeed (in sth) (v) = to be successful
- 9** A get (a letter) (v) = to receive
 B know (sb) (v) = to be familiar with
 C find (an answer) (v) = to get by searching
 D meet one's death (phr) = to die
- 10** A in spite of (exp) = despite
 B in case (of) (exp) = in the event of
 C in order (exp) = correct
 D in fact (exp) = as a matter of fact, the truth is
- 11** A keep up (good work) (phr v) = to continue
 B go on to (sth new) (phr v) = to advance
 C get by (on little money) (phr v) = to manage
 D see through (a lie) (phr v) = to realise
- 12** A a note (n) = a very small letter
 B a message (n) = a very small letter
 C a signal (n) = an audio or visual message
 D a sign of (n) = an act, action or gesture that indicates sth

Practice Test 2

- 0** A decide (to do) (v) = to make a decision to do
 B consider (to be) (v) = to think of as
 C refer to (v) = to mention
 D notice (v) = to become aware of
- 1** A be set (v) = to take place somewhere
 B place (pp) = to put
 C be situated (pp) = to be located
 D settle (pp) = to solve
- 2** A (straight) line (n) = a long thin mark
 B (sea) level (n) = the surface of the sea
 C (average) height (n) = how tall/high sth is
 D (exact) point (n) = position
- 3** A think (of/about) (v) = to have in mind
 B imagine (being rich) (v) = to use your imagination
 C doubt (whether) (v) = not to be sure
 D wonder (who/how/why) (v) = to try to understand

- 4** A without (tools) (prep) = not using
 B except (John) (prep) = not including
 C apart (from) (prep) = except
 D unless (I see) (con) = If I don't see
- 5** A fit together (v) = join pieces to make sth
 B (blue) suits you (v) = looks good on you
 C fix (a shelf to a wall) (v) = to attach at somewhere
 D mix (together) (v) = to add together
- 6** A among (many) (prep) = in many
 B through (a window) (prep) = from one side to the other
 C between the trees (prep) = in the space that separates two people or things
 D against (the wall) (prep) = on the wall
- 7** A the rest of (n) = all the others
 B (not this one) the other (det) = the second of two
 C the remainder (n) = what is left
 D (the last) part (n) = section, piece
- 8** A invent (the telephone) (v) = to create
 B discover (a place) (v) = to find for the 1st time
 C create (a product) (v) = to bring into existence
 D realise (why) (v) = to suddenly understand
- 9** A aware (of something) (adj) = conscious of
 B sensitive (to needs) (adj) = understanding people's needs
 C (mentally) alert (adj) = attentive
 D familiar (person) (adj) = known, recognisable
- 10** A (opposite) direction (n) = way
 B (reach) a destination (n) = place of arrival
 C (change) position (n) = where sth is placed
 D (beautiful) location (n) = where sth is found
- 11** A arrive at (somewhere) (v) = to come
 B reach (somewhere) (v) = to arrive
 C finish (sth) (v) = to reach the end
 D achieve (a goal) (v) = to succeed in

- 12** A (dramatic) scene (n) = action in a film
 B (beautiful) image (n) = picture
 C (panoramic) view (n) = what you see
 D (angry) look (n) = appearance, expression

Practice Test 3

- 0** A (prices) increase (v) = to go up
 B elevate (people) (v) = to raise
 C (cities) develop (v) = to grow
 D spread (disease) (v) = to circulate in a bigger area
- 1** A agonise (v) = to worry
 B endure (pain) (v) = to bear, to withstand
 C suffer (from) (v) = to experience pain
 D tolerate (v) = to put up with, to endure
- 2** A have (control of) (v) = to control
 B take (measures) (v) = to carry out an action to achieve a result
 C make (decisions) (v) = to decide
 D do (sth) (v) = to take action
- 3** A fragile (bones) (adj) = easily breakable
 B sensitive (to) (adj) = easily affected
 C delicate (glass) (adj) = easily ruined, soft
 D weak (muscles) (adj) = not strong
- 4** A ignore (orders) (v) = to disregard, not pay attention
 B delete (memory) (v) = to erase, to rub out
 C prevent (sb) from (v) = to stop sb from
 D avoid (sth) (v) = not to do sth
- 5** A results (v) = to cause
 B make (sb) do (v) = to force (sb) to do
 C cause (sb) to do (v) = to make (sb) do
 D leave (sb) doing (v) = to end up doing
- 6** A (comfortable) position (n) = place
 B (boiling) point (n) = spot, position
 C (empty) space (n) = area
 D (difficult) situation (n) = condition, circumstance

- 7** A (road) accident (n) = unexpected undesirable event
 B (10%) chance (n) = possibility
 C (job) opportunity (n) = chance to do sth that you want
 D (make) a fortune (n) = a lot of money
- 8** A apart (from) (exp) = except for
 B besides (prep) = except for
 C except (prep) = not including
 D despite (prep) = although
- 9** A (the right) way (n) = method
 B route (to happiness) (n) = way of achieving sth
 C directions (n) = the way in which sth develops
 D path (to success) (n) = course of action, route
- 10** A natural (products) (adj) = biological, organic
 B physical (fitness) (adj) = bodily, of the body
 C pure (water) (adj) = without chemicals
 D real (flowers) (adj) = not artificial
- 11** A since (yesterday) (adv) = from a time in the past
 B once (you've finished) (adv) = after
 C while (sleeping) (conj) = during, at the time of
 D until (ten o'clock) (adv) = up to
- 12** A bring (your books) (v) = to carry with you here
 B take (your books) (v) = to carry with you there
 C fetch (my books) (v) = to go and bring
 D get (your books) (v) = to fetch
- Practice Test 4**
- 0** A detached (house) (adj) = distinct, not joined
 B single (bed) (adj) = only one, for one person
 C divided (country) (adj) = separated into two
 D separate (ways) (adj) = different and not related
- 1** A strip (of paper) (n) = narrow piece
 B ray (of light) (n) = narrow beam
 C (blonde) streak (n) = yellow line in the hair
 D row (of seats) (n) = line, one next to the other
- 2** A (sea) depth (n) = distance from top to bottom
 B length (of rope) (n) = distance from one end to the other
 C (shoulder) width (n) = distance from side to side
 D breadth (of river) (n) = width, from side to side
- 3** A rely (on sb) (v) = to depend on
 B trust (sb) (v) = to believe in
 C confide (in a friend) (v) = to share your secrets with
 D believe (in sb) (v) = to think sth is true
- 4** A discover (an island) (v) = to find for the 1st time
 B realise (the truth) (v) = to know and understand
 C recognise (an old friend) (v) = know who sb is
 D understand (an idea) (v) = know the meaning of sth
- 5** A say (goodbye) (v) = to express in words
 B speak (English) (v) = to be able to use a language
 C talk (to sb) (v) = to chat with verbally
 D tell (a story) (v) = say sth, such as a story
- 6** A often (adv) = more than usual
 B common (adj) = typical
 C ordinary (adj) = nothing special, average
 D regular (adj) = everyday, not unusual
- 7** A appear (suddenly) (v) = to become visible, come out
 B (accidents) happen (v) = to occur, to come about
 C view (a film) (v) = to look at sth
 D reveal (a secret) (v) = to make sth known to others

- 8** **A** develop (muscles) (v) = to grow
B form a line (v) = to shape, to create
C shape (an object) = to form using my hands
D grow (vegetables) (v) = to cultivate
- 9** **A** behind (a building) (prep) = at in the back of
B back (seat) (adj) = not front, or middle
C return (ticket) (adj) = paying for a journey and back again
D reverse (direction) (adj) = backward, from end to start
- 10** **A** (in) case (conj) = in the event
B (in) spite (of) (conj) = although, despite
C (in) time (adv) = eventually
D (in) fact (adv) = actually
- 11** **A** look (at sth) (v) = to turn my eyes towards sth to see it
B seem (strange) (v) = to appear, to sound
C show (a picture) (v) = to let sb see sth
D see (a bird) (v) = to look at sth without paying attention
- 12** **A** arrive (in a town) (v) = to reach, to get to
B approach (an animal) (v) = to get closer to
C near (a place) (adj) = to get closer to
D progress (at school) (v) = to advance, to continue

Practice Test 5

- 0** **A** tell (a story) (v) = to describe, to narrate
B say (goodbye) (v) = to express with words
C inform (sth) (v) = to give some information
D speak (Greek) (v) = to be able to use a language
- 1** **A** real (diamonds) (adj) = not fake, not synthetic
B genuine (leather) (adj) = not fake, not synthetic
C honest (person) (adj) = sb who doesn't lie
D true (story) (adj) = a fact, not fantasy
- 2** **A** (day) trip (n) = short visit in another place
B travel (agency) (n) = visiting new places
C (long) journey (n) = the time one spends to travel from one place to another
D (sea) voyage (n) = a journey by ship

- 3** **A** (fill in the) gaps (n) = empty spaces
B (school) breaks (n) = short time to rest
C (concert) interval (n) = time between two events
D (empty) space (n) = gap
- 4** **A** allow (time) (v) = to permit, to leave
B permit (smoking) (v) = to allow, to let
C agree (with sb) (v) = to have the same opinion
D let (me go) (v) = to allow to, to permit
- 5** **A** (pay) attention (n) = carefully looking or listen
B (take) notice (n) = listening to, consider
C (take an) interest (n) = wanting to learn, getting involved
D (children's) curiosity (n) = desire to know, to learn
- 6** **A** look around (a place) (phr v) = visit only to see
B see through (sb) (phr v) = to understand sb's dishonesty
C find (sth) out (phr v) = to learn about
D check up (on sth) (phr v) = to find out information about sth
- 7** **A** inside (a room) (prep) = in a closed space
B under (a bridge) (prep) = below
C within (range) (prep) = not farther than
D beneath (the surface) (prep) = under
- 8** **A** placed (pp) = positioned, put
B located (pp) = situated, found
C addressed (pp) = with an address
D positioned (pp) = placed
- 9** **A** yet (conj) = still, nevertheless
B despite (conj) = in spite of
C however (conj) = nevertheless
D although (conj) = despite, the fact that
- 10** **A** (liquids) flow (v) = to move
B move (house) (v) = to change place
C pour (coffee) (v) = to put in a cup
D lead (people) (v) = to guide

- 11** A similar (meaning) (adj) = almost the same
 B same (price) (adj) = not different, equal
 C likely (event) (adj) = possible
 D (boys and girls) alike (adv) = similarity equally

- 12** A (left) side (n) = part
 B edge (of a table) (n) = the surface's end
 C fringe (of a city) (n) = wavy decoration
 D (river) bank (n) = edge, side

Practice Test 6

- 0** A period (in prison) (n) = length of time
 B (in a) moment (n) = instant, point in time
 C point (in time) (n) = specific time
 D (the first) time (n) = occasion
- 1** A touch (your nose) (v) = to put your finger on
 B stretch (your arms) (v) = to extend, to make longer
 C catch (a criminal) (v) = to arrest
 D reach (people) (v) = to come into contact with
- 2** A perform (a concert) (v) = to entertain by acting
 B act (in a film) (v) = to play a role
 C show (film) (v) = make available on TV
 D display (ancient items) (v) = to show in a museum
- 3** A specialised (in biology) (adj) = trained for a particular purpose
 B interested (in sth) (adj) = wanting to learn more
 C devoted (to my family) (adj) = dedicated to
 D closed (v) = shut, locked up
- 4** A check (the time) (v) = to see if sth is correct
 B confirm (a rumour) (v) = to say sth is correct
 C prove (you're right) (v) = to give evidence
 D believe (that) (v) = that sth is the case
- 5** A such (as) (pron) = for example
 B like (a bird) (prep) = similarly to
 C just (as) (adv) = exactly, equally
 D the same (as) (pron) = exactly like

- 6** A benefit (of daily exercise) (n) = good effect
 B take advantage of (phr) = to use for personal gain
 C profit (of good education) (v) = benefit
 D assistance (n) = help, aid

- 7** A (first) impression (n) = thought, opinion
 B (home) improvement (n) = getting better than before
 C (have an) impact (n) = effect
 D (be an) inspiration (n) = a positive influence

- 8** A (companies) expand (v) = to become bigger, to grow
 B (feeling) heighten (v) = to become stronger or more intense
 C (muscles) enlarge (v) = to become larger
 D (temperatures) increase (v) = to become greater in degree

- 9** A know (about computers) (v) = to be familiar with
 B notice (sth) (v) = to pay attention to
 C listen (to sb's story) (v) = pay attention to sound
 D hear (of a famous person) (v) = to know about sth

- 10** A see (an accident) (v) = notice using my eyes
 B watch (a documentary) (v) = to look at with attention
 C look (at) (v) = to watch
 D view (a film) (v) = to watch a TV programme or film

- 11** A jump (on a trampoline) (v) = to move up and down
 B cross (a limit) (v) = to go beyond, to extend over
 C meet (new people) (v) = to see (sb) the first time
 D match (words to definitions) (v) = to put two similar things together

- 12** A (final) reminder (of a bill) (n) = sth that helps you remember sth
 B memory (n) = personal experience from the past
 C history (of a nation) (n) = facts about the past

- D** (things of the) past (n) = time that has gone by

Practice Test 7

- 0** **A** yet (adv) = up until now
B just (adv) = only
C still (adv) = yet
D ever (adv) = at all, at any point
- 1** **A** measure (of length) (n) = unit used to determine the size or weight of sth
B (long) distance (n) = how far two things are
C length (of the pool) (n) = how long sth is
D to the extent that (phr) = so much that
- 2** **A** numerous (times) (adj) = many
B lots (of) (det) = much/many
C several (adj) = a few
D dozens (of people) (det) = very, many
- 3** **A** false (alarm) (adj) = not true
B faulty (machine) (adj) = not working well
C wrong (answer) (adj) = not right
D mistaken (identity) (adj) = not correct
- 4** **A** real (life) (adj) = not imaginary
B natural (process) (adj) = from nature
C physical (activity) (adj) = of the body
D genuine (love) (adj) = real
- 5** **A** across (the street) (prep) = on the other side
B beside (the bank) (prep) = next to
C opposite (my house) (prep) = on the other side
D against (his wishes) (prep) = not in agreement with
- 6** **A** give up (smoking) (phr v) = to stop
B put down (someone) (phr v) = to criticise
C cut off (a piece of meat) (phr v) = to remove using a knife
D turn (sb) away (phr v) = to not allow sb to enter a place

- 7** **A** (football) pitch (n) = sports field
B place (of residence) (n) = where you live
C (animal) farm (n) = place for keeping animals
D (potato) field (n) = land for growing vegetables/grazing
- 8** **A** achieve (a goal) (v) = to succeed in
B produce (products) (v) = to make
C create (an image) (v) = to make sth new
D establish (a charity) (v) = to start, to found
- 9** **A** amount (of money) (n) = quantity
B (the) total (n) = the full amount of sth
C (residential) area (n) = part of a town, country etc.
D size (n) = how big/small
- 10** **A** popular (drink) (adj) = liked or used by many people
B famous (actor) (adj) = known worldwide
C (be) known (for sth) (adj) = familiar to
D well liked (colleague) (adj) = enjoyed or liked by many
- 11** **A** exclude (v) = to leave out
B prevent (v) = to stop
C escape (v) = to get away
D avoid (v) = to keep away from
- 12** **A** finish off (phr v) = to complete
B go through (phr v) = to experience
C turn out (phr v) = to result in
D come up (phr v) = to happen unexpectedly

Practice Test 8

- 0** **A** (3 years) ago (adv) = before now
B before (adv) = previously
C past (one's bedtime) (n) = after, later than
D early (in the morning) (adv) = before the expected time
- 1** **A** transfer (to a place) (v) = to move from one place to another
B remove (from) (v) = to take away
C replace (with) (v) = to change with sth else
D put (v) = to place

- 2** A settle (down) (v) = to stay in one place
 B pass (the salt) (v) = to give
 C spend (time) (v) = to use up, to pass (time)
 D finish (homework) (v) = to complete
- 3** A certain (of) (adj) = sure
 B secure (job) (adj) = safe
 C definite (answer) (adj) = clear, exact
 D right (time) (adj) = correct, convenient
- 4** A unless (conj) = if not
 B except (conj) = not including
 C beside (prep) = next to
 D apart (from) (prep) = except for, besides
- 5** A (foot) path (n) = very narrow road that can be walked on only
 B (country) road (n) = surface which cars travel on
 C (shortest) route (n) = the way from one place to another
 D (force my) way (into a place) (n) = to try hard to get to a place
- 6** A come up against (phr v) = to face
 B come across (phr v) = to find, to meet by chance
 C come over (phr v) = to visit
 D come by (sth) (phr v) = to find
- 7** A know (about) (v) = to be familiar with
 B understand (v) = to be able to explain
 C believe (in) (v) = to have faith, to trust
 D recognise (v) = to know by sight
- 8** A mention (sb's name) (v) = to refer to
 B raise (an issue) (v) = to bring up in discussion
 C demand (an answer) (v) = to request, ask for
 D request (permission) (v) = to ask for
- 9** A put forward (phr v) = to suggest
 B bring down (phr v) = to cause to fall
 C give up (phr v) = to stop trying
 D let through (phr v) = to allow to pass

- 10** A (the local) community (n) = group of people in one area
 B (democratic) society (n) = all communities in general
 C population (of a country) (n) = number of people in a country
 D (members of the) public (n) = people in general
- 11** A describe (a picture) (v) = to give details about appearance
 B explain (a situation) (v) = to say why
 C reason (out an answer) (v) = to talk logically
 D express (an opinion) (v) = to show my feelings by using words
- 12** A care (for the elderly) (v) = to look after
 B act (strangely) (v) = to behave
 C treat (sb with respect) (v) = to behave towards sb particular way
 D deal (with a problem) (v) = to handle

Practice Test 9

- 0** A the very first (phr) = the first of its kind
 B rather (adv) = somehow, quite
 C mostly (adv) = mainly
 D extremely (adv) = very much to a great degree
- 1** A put away (phr v) = to place where it belongs
 B hold up (phr v) = to support, to prevent from falling
 C keep out (phr v) = to not allow to enter
 D carry off (phr v) = to achieve sth difficult
- 2** A go by (phr v) = to pass (for time)
 B pass up (phr v) = to not take advantage of
 C run out (phr v) = to not have any left, to finish
 D fall behind (phr v) = to go more slowly than the others
- 3** A suitable (clothes) (adj) = appropriate
 B fitted (appliances) (adj) = fixed in place
 C matching (socks) (adj) = that go together well
 D agreeable (solution) (adj) = that can be accepted by everyone

- 4** A (food) supplies (n) = things necessary for living
 B (cotton) fabric (n) = cloth or material
 C (building) materials (n) = things used for making sth
 D object (n) = sth you can touch/see
- 5** A sufficient (adj) = enough
 B plenty (of) (pron) = a lot of
 C enough (det) = the amount needed
 D much (det) = a lot of
- 6** A (political) stage (n) = area of activity where sth important takes place
 B flat (n) = house in a building
 C (sea) level (n) = where the surface of the sea is
 D (flat) plain (n) = large flat are of land
- 7** A more (adv) = to a greater extent
 B ever (adv) = at all, at any point
 C still (adv) = yet
 D yet (adv) = up until now
- 8** A (strange) idea (n) = notion, belief
 B (weak) memory (n) = ability to remember
 C (have a) thought (n) = idea in your mind
 D bear sth in mind (phr) = remember sth important
- 9** A cool (wind) (adj) = pleasantly cold
 B frozen (food) (adj) = icy, like ice
 C chilled (drink) (adj) = frozen
 D lukewarm (water) (adj) = neither hot nor cool
- 10** A (important) factor (n) = sth that affects a situation
 B a strong point (n) = quality or characteristic
 C (physical) features (n) = characteristic
 D (sb's gentle) side (n) = one part of sb's character
- 11** A such as (phr) = like, for example
 B for example (phr) = for instance
 C by chance (phr) = by luck
 D like (adv) = such as (a photograph)

- 12** A keep (a photograph) (v) = to continue to possess sth
 B (to) be (v) = to live, to exist
 C like (v) = to be, to be fond of
 D have (sth) in common (exp) = to have similarities

Practice Test 10

- 0** A (all) corners (of the world) (n) = everywhere
 B angle (n) = the way sb considers an issue or situation
 C (opposite) direction (n) = way towards sth moves
 D (tourist) spot (n) = area, place
- 1** A over (adv) = above
 B beyond (the borders) = farther than
 C outside (prep) = not inside
 D apart (adv) = at a distance
- 2** A strong (coffee) (adj) = not weak
 B tough (meat) (adj) = not tender, hard to chew
 C hard (work) (adj) = difficult, tough
 D firm (handshake) (adj) = strong, tight
- 3** A (breathtaking) view (n) = landscape seen from a distance
 B (perfect) vision (n) = ability to see
 C (disgusting) sight (n) = what you see, image
 D (serious) look (n) = expression
- 4** A strike fear into the heart of (v) = to frighten
 B hit (sb) (v) = to touch with force
 C beat (sb) (v) = to hit repeatedly
 D knock (sth) (phr v) = hit and cause to fall
- 5** A share (of the responsibility) (n) = part of sth
 B in part (phr) = not completely
 C in one piece (phr) = not divided into parts
 D (first) section (n) = part, piece
- 6** A show (feelings) (v) = let sb see, to reveal
 B appear (to be) (v) = to seem
 C seem (tired) (v) = to appear
 D look (like) (v) = to seem, to appear

- 7** A hold (an event) (v) = to organise
B pay (money) (v) = to give amount owed
C make (a mistake) (v) = to commit
D pass (an exam) (v) = to succeed
- 8** A grow (in) (v) = to increase in size
B multiply (by) (v) = to increase by certain amount
C develop (into) (v) = to become more advanced or larger
D expand (v) = to become bigger/larger
- 9** A put sb up (sb) (phr v) = to provide a place to stay
B make up for (a mistake) (v) = to compensate
C do in (sb) (phr v) = to make sb feel tired
D set out (phr v) = to present, to show
- 10** A group (together) (v) = to be together in one place
B collect (stamps) (v) = to gather items
C (people) gather (v) = to come together
D crowd (around) (v) = to gather in large numbers
- 11** A act (a part) (v) = to perform in a play
B perform (in the circus) (v) = to act to present
C conduct (an investigation) (v) = to carry out, to perform
D produce (v) = to make or create sth
- 12** A close up (a shop) (phr v) = to shut for a while
B put through to (phr v) = to connect (on the phone)
C turn out (phr v) = to produce quickly and in large numbers
D round off (an event) (phr v) = to end

- 1** A **in comparison with** (phr) = (of sb/sth) when examined against sb or sth else
 B **on the point of doing sth** (phr) = about to (do sth)
 C **in contact** (phr) = in communication with sb
 D **difference between** (n) = state of being not alike
- 2** A **succeed (financially)** (v) = to be successful in doing sth
 B **fulfil (a dream)** (v) = to achieve what you have hoped or wished for
 C **manage (to finish sth)** (v) = to succeed in doing sth
 D **achieve (a goal)** (v) = to finish successfully
- 3** A **stretch (sth out)** (v) = to make sth longer or wider (esp material)
 B **spread (butter)** (v) = to cover a larger area on toast
 C **extend (a deadline)** (v) = (of time) to make longer
 D **shrink (clothes)** (v) = to become or make smaller
- 4** A **(personal) possessions** (n) = objects belonging to an individual
 B **insurance** (n) = protection against sth bad happening
 [insurance agent (n) = (business) person who sells insurance coverage]
 C **estate** (n) = land and/or property of an individual
 [estate agent (n) = (business) person who sells land or houses belonging to others]
 D **(private) property** (n) = thing(s) which belong to an individual
- 5** A **(charge a) fee** (n) = payment for specific services (esp of a doctor, lawyer)
 B **(earn a) salary** (n) = money earned through regular employment
 C **(pay a) fare** (n) = money paid to travel on transport
 D **(earn a) wage** (n) = salary; money earned through regular employment
- 6** A **(start a) collection** (n) = things brought together for study or as a hobby
 B **(put in a) heap** (n) = pile; mound
 C **packet (of gum)** (n) = a container made of paper
 D **(a good) match** (n) = things which go together well
- 7** A **mistake (sb/sth for sb/sth else)** (v) = to think wrongly that one person is another
 B **confuse (with)** (v) = to mistake one thing for another
 C **understand (completely)** (v) = to comprehend
 D **misinterpret (the situation)** (v) = to understand wrongly what is said or done
- 8** A **(get/come out in a) rash** (n) = irritated area on skin, often the result of allergy
 B **(find a) lump** (n) = hard, raised swelling on the body
 C **(get a) bruise** (n) = dark mark on skin resulting from being hit
 D **(see a) spot** (n) = small red mark, often on the face
- 9** A **full (arena)** (adj) = crowded
 B **strong (wind)** (adj) = forceful; powerful
 C **thick (hair)** (adj) = closely packed
 D **heavy (load)** (adj) = weighing a lot [heavy traffic = a lot of traffic]
- 10** A **crack (an egg shell)** (v) = to damage sth delicate
 B **crash (the car)** (v) = to drive into another car, wall etc
 C **hit (the wall)** (v) = to strike; come against with force
 D **collide (with)** (v) = to come together violently
- 11** A **believe (a story)** (v) = to consider to be true
 B **regard (sb as)** (v) = to consider
 C **think (of sb as)** (v) = to have a thought
 D **suppose (that)** (v) = believe or assure that sth is the case

- 12** A hire (a car) (v) = to pay for the use of sth for a limited period of time
 B borrow (from) (v) = to take sth from sb with the intention of returning it
 C lend (money) (v) = to give sth to sb for a limited period of time
 D let (a flat) (v) = to rent property to sb for money
- 13** A make an offer (exp) = to bid; offer money for sth
 B do my homework (v) = to take action, to perform
 C propose a play (v) = to suggest
 D put in an offer (phr) = to make an offer
- 14** for the time being (phr) = for the moment;
- 15** A agree (with sb) (v) = to be of the same opinion or purpose
 B match (together) (v) = to look good together
 C suit (sb's needs) (v) = to be right (for a person or situation)
 D fit (well) (v) = to be the correct size
- 16** A (leave a) tip (n) = small amount of money given for service in a restaurant, taxi etc
 B (take a) bribe (n) = money given to influence others
 C (spare) change (n) = low value coins
 D (offer a) reward (n) = money given to sb who returns lost property
- 17** A (cause) damage (n) = harm caused to sth
 B (do) harm (n) = physical damage caused to a person or animal
 C (feeling) hurt (n) = deep emotional pain
 D (feel) pain (n) = unpleasant feeling in the body caused by injury etc
- 18** A (large) scale (n) = size or range of sth
 B (certain) degree (n) = amount or extent to which sth is felt or happens
 C (add a) sum (n) = total amount (of money)
 D (interest) rate (n) = amount of payment
- 19** A (have) work (n) = employment
 B (complete a) task (n) = particular duty one must carry out
 C (find a) job (n) = work one does regularly to earn money
 D (have an) occupation (n) = (type of) job
- 20** A come (on time) (v) = to arrive here
 B get (to a place) (v) = to arrive
 C reach (a destination) (v) = to arrive
 D arrive (at/on) (v) = to get to
- 21** A valid (passport) (adj) = legally acceptable
 B priceless (jewel) (adj) = very valuable
 C valueless (items) (adj) without worth
 D worthless (idea) (adj) = valueless
- 22** A refuse (to give up) (v) = to say that one will not do sth
 B reject (an offer) (v) = to turn down
 C deny (an accusation) (v) = to say that one has not done sth
 D ignore (a complaint) (v) = to pay no attention to sb or sth
- 23** A on account of (phr) = because of
 B in spite of (phr) = despite
 C because of (prep) = due to
 D on behalf of (phr) = on the part of sb absent
- 24** A (state) boundary (n) = dividing line between two things
 B (straight) line (n) = long, thin mark
 C (city) limit (n) = furthest point
 D (French-Belgium) border (n) = point of division between two countries
- 25** A remark (on) (v) = to comment on
 B notice (sb doing sth) (v) = to see to become aware of sth
 C recognise (a friend) (v) = to know sth when one sees it
 D realise (my mistake) (v) = to suddenly understand

- 26** A (panoramic) view (n) = everything one can see from a place
 B (at a) glance (n) = quick look
 C sight (n) = vision
 [catch sight of (phr) = to see sth momentarily]
 D look (at) (n) = act of directing one's eyes on sth or sb
- 27** A (clothes) catalogue (n) = list of items, usually for sale
 B (guest) list (n) = set of names, words etc
 C (class) register (n) = official list of students' names
 D (local) directory (n) = list of names, addresses and/or telephone numbers
- 28** A regard (as a friend) (v) = to consider
 B consult (an expert) (v) = to ask sb for advice
 C concern (v) = to be about sth
 [as far as I'm concerned (phr) = in my opinion]
 D inform (the visitors) (v) = to give information
- 29** A unable (to do sth) (adj) = incapable of doing sth
 B impossible (task) (adj) = (of acts/events) unable to be done
 C incapable (of) (adj) = unable to
 D improbable (outcome) (adj) = (of acts/events) unlikely
- 30** A lastly (adv) = finally
 B at last (phr) = in the end
 C last (adv) = at the end, after everyone else
 D last of (all) (phr) = finally
- 31** A sharp (edge) (adj) = (of knives etc) capable of cutting easily
 B weak (arm) (adj) = not strong
 C dim (light) (adj) = not bright
 D blunt (object) (adj) = not sharp
- 32** A (take a) trip (n) = short journey
 B (plan a) route (n) = direction or course of journey
 C (a long) flight (n) = journey in an aircraft
 D (mode of) travel (n) = act of going from one place to another
- 33** A practise (the piano) (v) = to do sth regularly to improve
 B exercise (daily) (v) = work out in order to keep in shape
 C train (weekly) (v) = to practise
 D coach (a team) (v) = to instruct others, usu in sport
- 34** A permit (sb to do sth) (v) = to allow
 B allow (sb to do sth) (v) = to permit
 C let (sb do sth) (v) = to allow; to permit
 D leave (sb/sth) (v) = to abandon
- 35** A by sight (phr) = know sb/sth by appearance
 B by chance (phr) = by accident
 C by heart (phr) = (learnt) from memory
 D (good) luck (n) = fortune
- 36** A (metal) badge (n) = symbol worn on jacket etc
 B (small) mark (n) = spot or stain
 C (written) notice (n) = sign giving instructions, rules etc
 D (care) label (n) = attachment on bottle or clothing giving information
- 37** A be like sth/sb else (phr) = to be similar to sth or sb
 B the same (phr) = exactly alike
 C (look) alike (adj) = similar
 D equal (rights) (adj) = the same in size etc
- 38** A regard (as) (v) = to think of sb/sth as
 B view (as) (v) = to regard
 C consider (+ to -inf) (v) = to regard
 D notice (that) (v) = to observe
- 39** A (flight) delay (n) = postponement, the act of happening later than scheduled
 B (complete) failure (n) = lack of success
 C (constant) lateness (n) = happening after the expected time
 D (total) absence (n) = lack of presence
- 40** A arise (v) = (of problems etc) to happen, to appear
 B to rise (dramatically) (v) = to get up; to go higher
 C raise (your hands) (v) = to lift up
 D lift (easily) (v) = to move to a higher position

- 41** A complete (a task) (v) = to finish
 B (their opinions) conflict (v) = clash, to disagree
 C contrast (sth with sth else) (v) = to examine differences between things
 D compare (two suggestions) (v) = to examine similarities between things
- 42** A (travel) expenses (n) = money necessary for special purpose
 B (at all) costs (phr) = no matter what happens
 C (pay a) tax (n) = money payable to a government
 D (impose a) duty (n) = money to pay on imports or exports
- 43** A (quiet) tenant (n) = sb who rents a house or land from another
 B (legal) occupier (n) = sb who lives or works in a house or piece of land
 C (good) citizen (n) = member of a particular city or country
 D (local) inhabitant (n) = person who lives in a particular place
- 44** A retire (early) (v) = to give up work, usu after a certain age
 B release (into the wild) (v) = to set free
 C resign (from a position) (v) = to leave a job
 D expel (from university) (v) = to force sb school, country etc
- 45** A bind (sth together) (v) = to fasten to, to tie sth tightly
 B close (a shop) (v) = to shut/cover
 C tie (shoelaces) (v) = to fasten with string etc
 D fasten (my seatbelt) (v) = to connect two sides of sth such as a coat, belt etc
- 46** A (to have) luck (phr) = (good) fortune
 B have a chance (to do sth) (n) = to be possible to happen
 C time (n) = sth measured in minutes, hours, days, years etc
 D (a high) probability (n) = likelihood
- 47** A cancel (an appointment) (v) = to say that an arranged event will not happen
 B put off (a payment) (phr v) = to postpone an organised event at a later time
 C postpone (a meeting) (v) = to put off
 D call off (a match) (phr v) = to cancel
- 48** A insist that (sb do sth) (v) = to persist in
 B suggest (+ -ing form) (v) = to put forward, to propose
 C demand that (sb do sth) (v) = to request strongly
 D order (sb to do sth) (v) = to command
- 49** A truthful (answer) (adj) = honest
 B attached (to sb/sth) (adj) = devoted to
 C loyal (friends) (adj) = faithful
 D absolute (honesty) (adj) = complete
- 50** A (seasonal) sale (n) = selling goods at reduced prices
 B (reduced) price (n) = cost of sth
 C (a high) profit (n) = money made in business
 D (find a) bargain (n) = sth sold for less than its real value
- 51** A cause (a concern) (v) = to be the reason for sth happening
 B lead (to a positive result) (v) = to bring about
 C result (in an argument) (v) = to bring about
 D bring (peace) (v) = to introduce
- 52** A be situated (in/near/at) (v) = to be in a particular place
 B put (sth together) (v) = to move sth to a particular position
 C place (sth in order) (v) = to carefully put sth
 D stand (in an upright position) (v) = to be
- 53** A leave sb in peace (phr) = to leave alone or undisturbed
 B (be) quiet (adj) = not making
 C silence (n) = absence of noise
 D (stay) calm (adj) = relaxed and quiet

- 54** **A** inform (of/about) (v) = to give information
B confess (to murder) (v) = to admit a crime or misdeed
C condemn (an action) (v) = to judge sb guilty or disapprove of sth
D uncover (the truth) (v) = to discover sth secret
- 55** **A** (transport a) load (n) = cargo or quantity of sth carried in a lorry
B (put in a) pile (n) = group of things put on top of each other, stock
C (have another) helping (n) = serving of food
D share (n) = portion of sth divided among people
- 56** **A** stiff (joint) (adj) = inflexible
B firm (tomato) (adj) = not completely hard, but not soft either
C strong (bones) (adj) = not easily broken
D tight (shoes) (adj) = not loose
- 57** **A** dampen (a washcloth) (v) = to make slightly wet
B water (the garden) (v) = to give water to plants
C wet (your hands) (v) = to make wet
D moisten (the skin) (v) = to make slightly wet
- 58** **A** admit (v) = to allow sb to enter a place
B allow (sb/sth to do sth) (v) = to let sb do sth
C agree (with) (v) = to have the same idea or opinion as sb else
D approve (of sth) (v) = to accept an idea as correct
- 59** **A** accuse (of a crime) (v) = to say that sb has done sth wrong
B sentence (to five years) (v) = (of a judge in law court) to give a stated punishment to sb
C arrest (a criminal) (v) = (of the police) to take sb to the police station because they have committed a crime
D charge (sb with murder) (v) = to officially accuse sb of doing sth illegal
- 60** **A** (be a) nuisance (n) = inconvenience, annoyance
B (cause a) worry (n) = anxiety caused by a problem you have
C (keep out of) trouble (n) = problem
D (cause a) disturbance (n) = interruption, distraction
- 61** **A** advise (sb to do sth) (v) = to tell sb what they should do
B ask (sb to do sth) (v) = to request
C persuade (sb to do sth) (v) = to make sb do sth by giving them good reason
D suggest (sb do sth) (v) = to propose
- 62** **A** turn (the page) (v) = to move sth so that it is facing in a different direction
B differ (in colour) (v) = to be unlike sb/sth else
C alter (your lifestyle) (v) = to change
D exchange (sth for sth) (v) = to swap one thing for another
- 63** **A** abandon (a house) (v) = (of a place, thing or person) to leave behind forever
B forget (sb's name) (v) = not to remember
C leave (sth somewhere) (v) = not to take sth with you
D miss (a meeting) (v) = to fail to attend, see etc
- 64** **A** team (of doctors) (n) = a group of people who work together
B (movie) cast (n) = a group of people acting in a film, theatre, TV production
C (cabin) crew (n) = a group of people who work on a plane or ship
D (software) company (n) = a business organisation
- 65** **A** (in a good) mood (n) = state of feeling at a particular moment
B character (traits) (n) = qualities which make up each individual
C lose one's temper (phr) = to become angry
D lose one's mind (phr) = to become crazy

- 66** A break (an arm) (v) = to (cause sth to) stop working or go to pieces
 B damage (your health) (v) = to harm sth so that it isn't perfect
 C (critically) wound (v) = to injure sb using a weapon
 D injure (your leg) (v) = to hurt a person or animal
- 67** A flock (of geese) (n) = (of sheep, goats or birds) group of animals together
 B school (of mackerel) (n) = (fish, dolphins etc) group of aquatic animals
 C herd (of buffaloes) (n) = (of cows etc) group of cattle
 D swarm (of wasps) (n) = group of insects, bees etc
- 68** A old fashioned (manners) (adj) = not modern; no longer fashionable
 B old age (adj) = referring to the time when people are old
 C historical (period) (adj) = relating to history
 D elderly (people) (adj) = (polite way of saying) old
- 69** A big (car) (adj) = large
 B head (of the department) (n) = (of company or organisation) sb in charge
 C important (meeting) (adj) = significant
 D main (door) (adj) = principle
- 70** A send (sb sth) (v) = to arrange for sth to go somewhere, especially by post
 B display (goods) (v) = to exhibit
 C broadcast (a programme) (v) = to send out on radio or TV
 D dispatch (sb/sth to sb/sth) (v) = to send sb/sth somewhere for a particular purpose
- 71** A win (the championship) (v) = to be first in a game or contest
 B beat (their rivals) (v) = (of a competition, election) to do better than sb else
 C break (a record) (phr) = to perform better than the last time sb achieved the best result in a sport or activity
 D defeat (their opponents) (v) = (of a fight, war, competition) to win a victory over sb
- 72** A talk (about) (v) = to say things to sb as part of a conversation
 B mumble (to yourself) (v) = to speak quietly and unclearly
 C moan (about sth) (v) = to complain about sth in an annoying way
 D pronounce (sb's name wrong) (v) = to make the sound of a word
- 73** A (speed) limit (n) = the ultimate point of sth that is allowed or possible
 B decrease (of temperature) (n) = drop in the number or rate of sth
 C shortage (of food) (n) = having too little of sth
 D loss (of hearing) (n) = the fact of no longer having sth
- 74** A reproduction (furniture) (n) = the act of making sth exactly like sth else
 B (spot a) fake (n) = sth which is not genuine
 C (do an) imitation (n) = the act of copying sb's actions, speech etc
 D image (of a place in my mind) (n) = picture in the mind
- 75** A chop (vegetables) (v) = to cut up into pieces
 B beat (eggs) (v) = to mix with a fork or a utensil
 C grate (cheese) (v) = to cut into very small pieces using a grater
 D whip (cream) (v) = to beat something until it is thick and firm
- 76** A (a design) fault (n) = (of a machine, design) sth wrong
 B (make an) error (n) = sth incorrect or wrong
 C (correct a) mistake (n) = sth which is not right
 D (place) blame (on sb) (n) = responsibility for doing sth wrong

- 77** A (do the) housework (n) = work involved in keeping a house clean and tidy
 B (English) homework (n) = work from school to be done at home
 C homemade (cake) (n) = sth made at home and not bought at a shop
 D (council) housing (n) = buildings and people live in
- 78** A (spectacular) view (n) = everything seen from a particular place
 B (breathtaking) scenery (n) = natural surroundings
 C (incredible) sight (n) = sth that you see often
 D (blurred) vision (n) = ability to see
- 79** A artificial (flavours) (adj) = man-made; not natural
 B counterfeit (notes) (adj) = (of money etc) copied to deceive
 C false (identity) (adj) = not true
 D fake (jewellery) (adj) = (of money, painting etc) made to deceive
- 80** A participate (in) (v) = to take part in
 B assist (a colleague) (v) = to help
 C attend (an event) (v) = to be present at
 D present (a speaker) (v) = to introduce a TV programme etc
- 81** A transfer (to another department) (v) = to move sb from one place of work to another
 B transport (meat) (v) = to carry goods from one place to another
 C export (automobiles) (v) = to send goods to another country
 D force (sb to do sth) (v) = to make sb do sth
- 82** A (tasty) dish (n) = prepared food of one kind
 B (frying) pan (n) = metal container used for cooking
 C (dinner) plate (n) = flat dish you to eat from
 D (main) course (n) = one of several parts of a meal
- 83** A direct (to/towards) (v) = to give sb directions to a place
 B steer (sb towards/to sth) (v) = guide sb somewhere
 C (clearly) indicate (v) = to point sth out
 D tour (a village) (v) = to visit a place as a tourist
- 84** A strip (of cloth) (n) = long, thin piece of material, paper etc
 B streak (of lightning) (n) = long, thin line of different colour
 C (horizontal) stripe (n) = long, coloured line
 D band (of glass) (n) = long area of colour, light, land etc. different from its surroundings
- 85** A (computer) manual (n) = book that contains instructions about how to use sth, such as a machine
 B (draft) prospectus (n) = book which advertises a business, university, etc.
 C (political) pamphlet (n) = very thin book containing information of public interest
 D (hotel) brochure (n) = thin book containing information on holidays, goods for sale etc
- 86** A (dress) rehearsal (n) = practice before performing a play, ballet etc
 B (graduation) ceremony (n) = formal event to mark an important occasion
 C (live) performance (n) = theatrical or musical event
 D (morning) service (n) = religious ceremony
- 87** A spill (milk) (v) = to pour accidentally and lose liquid
 B flow (over) (v) = (of liquid) to move steadily and continuously out of a container
 C pour (tea) (v) = to cause liquid to flow
 D dip (sth in/into sth) (v) = to put sth into liquid for a moment

- 88** A (good) memory (n) = specific recollection of past event
 B souvenir (shop) (n) = sth which reminds us of a special occasion or place of visit
 C (write a) memoir (n) = (usu memoirs) written account of sb's life
 D (have no) recollection (n) = memory
- 89** A (fine) cloth (n) = material used for making clothes, curtains etc
 B (item of) clothing (n) = sth you wear
 C (work) clothes (n) = things to wear
 D (wool) garment (n) = item of clothing
- 90** A (scientific) evidence (n) = facts which help to prove sth
 B (written) statement (n) = report given to the police
 C (eye) witness (n) = sb who sees a crime or an accident
 D (heartfelt) apology (n) = act of saying you are sorry for doing sth wrong
- 91** A stretch (a fabric) (v) = to make sth bigger or longer by pulling it
 B extend (a building) (v) = to make longer or bigger
 C spread (butter on a slice of bread) (v) = to make sth go over a greater area
 D tighten (screws) (v) = to make less loose
- 92** A (good) company (n) = group of people sb socialises with
 B (football) association (n) = group of people who make up an organisation and have the same job, aim etc.
 C (teacher's) union (n) = worker's organisation that protects their rights
 D (advanced) society (n) = people in general as a large, organised group
- 93** A await (a decision) (v) = to wait for sth
 B wait (a minute) (v) = to stay until sth happens
 C expect (a call) (v) = to think or believe that sth will happen
 D anticipate (changes) (v) = expect that sth will happen
- 94** A sum (of money) (n) = amount
 B (win a) scholarship (n) = money given to sb to pay for academic studies
 C (give to) charity (n) = money to help the poor, homeless etc
 D (make a) donation (n) = money given to a charity etc
- 95** A spoil (an appetite) (v) = to cause sth to be imperfect
 B damage (your health) (v) = to cause harm to sth
 C break (the camera) (v) = to (cause sth to) stop working
 D smash (a window) (v) = to break into small pieces
- 96** A double (portion) (adj) = twice the quantity of sth
 B duplex (adj) = having two parts
 C return (adj) = (of tickets) allowing one to go somewhere and come back
 D twin (sisters) (adj) = of two people, animals or things which look very similar or identical
- 97** A (Latin) inscription (n) = sth written on an object like stone
 B (seafood) recipe (n) = instructions for preparing a particular food
 C (repeat) prescription (n) = paper from a doctor allowing one to buy medication
 D (shop) receipt (n) = paper to prove one has paid for sth
- 98** A (programme) viewer (n) = sb who watches television
 B audience (target) (n) = people who watch a performance
 C (cheering) spectator (n) = sb who watches a sporting event
 D (address a) congregation (n) = people who attend a particular house of worship

- 99** A (democratic) rule (n) = governing of one country by a party or other entity
 B (undue) force (n) = strong action applied to sb or sth
 C in power (idm) = (of a political party) heading a government
 D (civil) authority (n) = right to control or command
- 100** A melt (v) = (of fire) to become liquid
 B dissolve (sugar in water) (v) = to get mixed with a liquid and become part of it
 C evaporate (water) (v) = to become steam
 D run (the tap) (v) = (of liquid) to flow
- 101** A give (v) = to provide with
 B take an exam (phr) = to sit an exam
 C get (v) = to obtain
 D make (v) = create sth
- 102** A win (a match) (v) = to be first in a game or contest
 B take (sb's wallet) (v) = to steal
 C profit (from investments) (v) = to make additional money
 D earn (a salary) (v) = to gain money from work
- 103** A (strong) evidence (n) = sth which helps to prove sth
 B (dirty) mark (n) = spot, stain
 C hint (of irony) (n) = trace of suggestion
 D (happy) occasion (n) = time when sth special happens
- 104** A burglar (n) = sb who breaks into houses and steals things
 B arsonist (n) = sb who sets fire to property
 C smuggler (n) = sb who illegally takes goods from one country to another
 D murderer (n) = sb who kills another person
- 105** A (school) caretaker (n) = sb who looks after a public building especially a school
 B housekeeper (n) = sb who cares for the house of another person
 C landlord (n) = owner of property who rents it to others
 D (hotel) porter (n) = sb in charge of the entrance of a building such as a hotel etc
- 106** A childish (behaviour) (adj) = like a child in a negative way
 B childless (couple) (adj) = without children
 C childhood (memory) (n) = period of time when sb is a child
 D childlike (wonder) (adj) = typical of a child
- 107** A retain (information) (v) = to keep sth or continue to have sth
 B save (time) (v) = to not waste
 C keep (busy) (v) = to make sb do something
 D hold (sb prisoner) (v) = to keep sb somewhere
- 108** A reach (a place) (v) = to get to a place
 B cover (a long distance) (v) = to travel a particular distance
 C cross (the river) (v) = to go from one side of something to another
 D arrive (at/in a place on time) (v) = to get somewhere
- 109** A put sb up (phr v) = to let sb stay in your house
 B pick up sb (phr v) = to collect
 C keep up (with) (phr v) = to stay at the same level as sb/sth
 D collect (the children from school) (v) = to go and take sb from a place
- 110** A search (out) (phr v) = to look for sth
 B look (out) (phr v) = to search and find
 C watch out for (sb/sth) (phr v) = to pay attention to
 D seek (out) (phr v) = to try to find sth, especially sth difficult
- 111** A become (clear) (v) = to develop in a particular way
 B grow (in popularity) (phr) = to become popular
 C raise (prices) (v) = to increase in amount, number or level
 D advance (a career) (v) = to develop
- 112** A (lack) direction (n) = purpose or aim
 B (main) aim (n) = goal
 C (futile) search (n) = an attempt to find an explanation or solution
 D (strong) view (n) = opinion

- 113** **A** oblige (sb to do sth) (v) = to make it necessary for sb to do sth
B require (attention) (v) = to need sth
C desire (v) = to want sth very much
D expect (the best) (v) = to think that sth will happen because it is likely
- 114** **A** moderate (opinion) (adj) = sth not extreme in any direction
B middle (class) (adj) = neither high or low
C light (breeze) (adj) = sth not too strong
D mild (flavour) (adj) = sth not too strong
- 115** **A** pass (the time doing sth) (v) = to spend time doing sth
B spend (time doing sth) (v) = to use time to do a particular thing
C hold on (a minute) (v) = to wait, as in time
D take (some time) (v) = to need (time) to do sth
- 116** **A** explore (ancient ruins) (v) = to travel around in an area in order to find out about it
B enquire (about sth) (v) = to ask for information
C research (the market) (v) = to investigate
D analyse (data) (v) = to examine or think about sth carefully in order to understand it
- 117** **A** (eye-witness) account (n) = a written or spoken description that says what happens
B (island) brochure (n) = a book giving information or advertising sth
C (grocery) list (n) = set of names, words etc
D (hotel) guide (n) = sth that provides information about a place
- 118** **A** think (of/about sth) (v) = develop an idea in my mind by using my imagination or intelligence
B expect (that) (v) = to think sth will happen because it seems likely
C imagine (sb doing sth) (v) = to form a picture or idea about what sth could be like
D assume (that) (v) = imagine that sth is true
- 119** **A** speed (of 50 kph) (n) = the rate at which something moves
B (in a) hurry (n) = more quickly than usual
C rush (of air) (n) = sudden fast movement
D (make a) dash (n) = the act to reach sth or to get away from sth somewhere quickly
- 120** **A** fine (food) (adj) = very good, excellent
B right (answer) (adj) = correct
C fair (prices) (adj) = reasonable and acceptable
D (well) deserved (adj) = earned
- 121** **A** roughly (the same) (adv) = approximately
B rather (warm) (adv) = to some degree
C plenty (of food) (adv) = a lot of
D approximately (adj) = roughly, about
- 122** **A** (compound) mixture (n) = a combination of things
B (strong) association (n) = a connection or relationship between things
C union (n) = (of two nations) things joined together
D (family) gathering (n) = things or people brought together
- 123** **A** next (president) (adj) = sth that comes after what is now
B following (day) (adj) = sth that comes later
C subsequent (years) (adj) = happening or coming after sth else
D later (generations) (adj) = coming in the future
- 124** **A** complete (the assignment) (v) = to finish or do sth totally
B do (your homework) (v) = to perform an action or activity
C fill (a glass) (v) = to be/make full
D take (samples) (v) = to collect sth for a particular purpose

- 125** **A** still (adv) = yet, even
B (hardly) ever (adv) = at any time
C yet (another) (adv) = one more
D already (adv) = before now
- 126** **A** difference (of opinion) (n) = a way in which two or more people or things are not like each other
B (complete) opposite (n) = sb/sth that is as different as possible from sb/sth else
C (first) choice (n) = having the ability to pick between different things
D (viable) alternative (n) = sth you can do or use instead of something else
- 127** **A** spend (hours talking) (v) = to use time doing a particular thing
B make (v) = to cause sth to exist
 [make time for sb (phr) = to find the time to do sth]
C have (time to do sth) (v) = to possess or to own sth
D do (homework) (v) = to perform an action or activity
- 128** **A** (amused) look (n) = the appearance of sb/sth
B (amazing) sight (n) = sth you can see
C (shabby) appearance (n) = the way sb/sth looks to others
D (female) form (n) = the way sth is or appears to be
- 129** **A** bring about (phr v) = to produce, to put on sale
B follow (instructions) (v) = to obey, to do sth according to what sb has instructed you
C do (chores) (v) = to perform an action or activity
D carry out (phr v) = to do sth by using physical or mental effort to achieve sth
- 130** **A** latest (gossip) (adj) = the most recent or the newest
B newer (version) (adj) = more recently made
C freshest (idea) (adj) = newest, not previously known
D last (example) (adj) = most recent before now

Sample Answer Sheets



Do not write in this box

Candidate Name

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

----- SAMPLE -----

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

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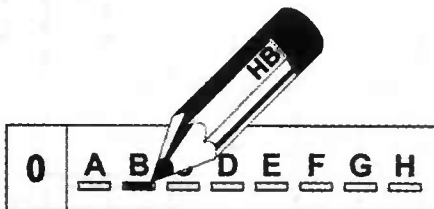
Candidate Answer Sheet

Instructions

Use a **PENCIL** (B or HB).

Mark **ONE** letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



Rub out any answer you wish to change using an eraser.

1	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
2	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
3	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
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24	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
25	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
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28	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
29	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>
30	<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u>

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FCE 2

PRACTICE

exam papers

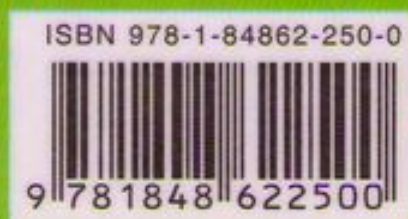
The book is aimed at learners of the English language at CEF level B2 preparing for the Cambridge ESOL FCE examination or any other examinations at the same level of difficulty.

The book consists of:

- 10 practice tests written in the same format as the examination itself
- Further practice on Word Distractors, "Key" Word Transformations and Word Formation
- Glossary of all words tested in Paper 3 - Use of English Part 1, as well as in the Further Practice section

Components

- Student's Book
- Teacher's Book



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TEACHER'S BOOK



Virginia Evans – Jenny Dooley

2



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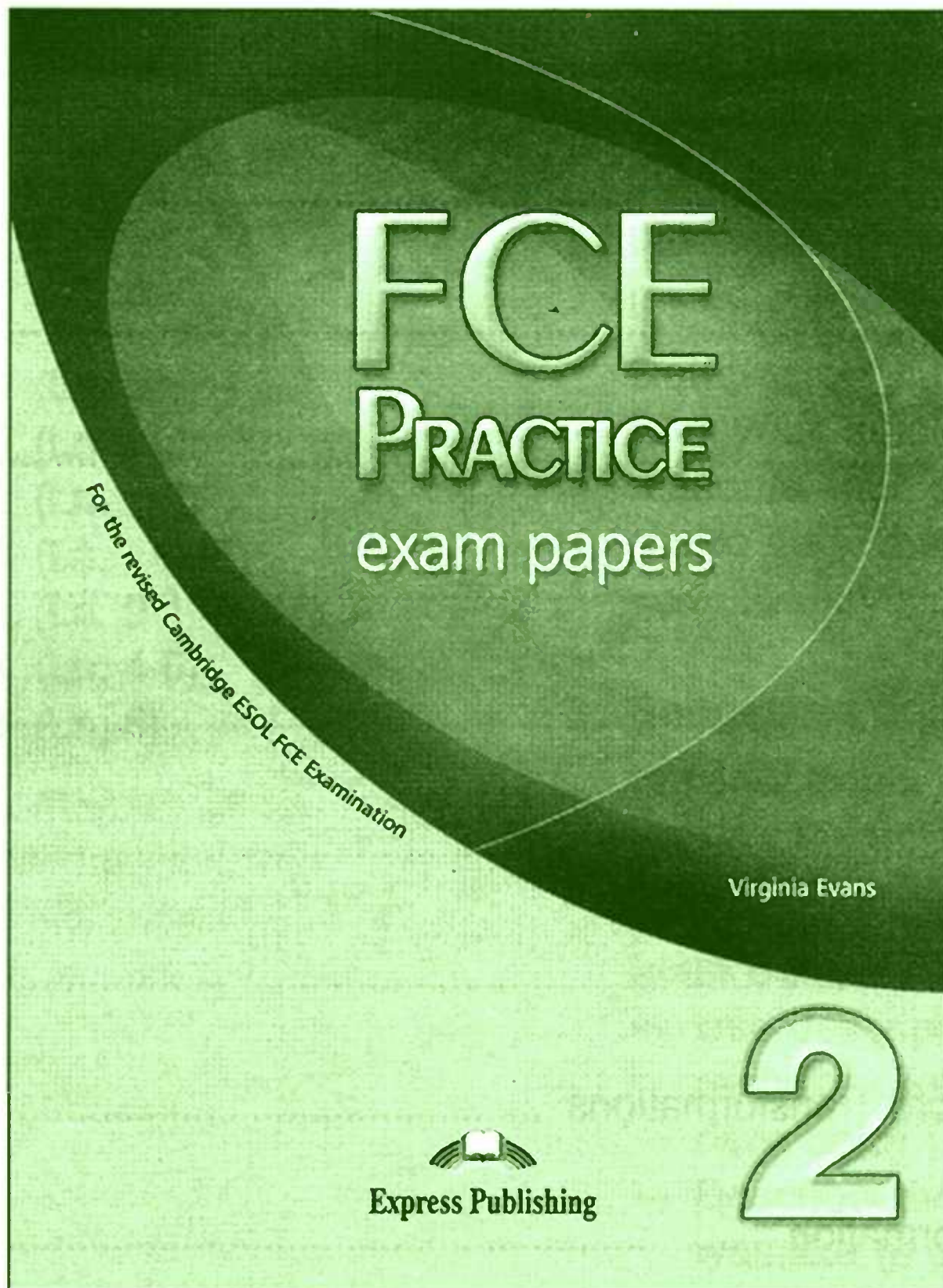
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Practice Test 1

Paper 1 – Reading

Part 1

- | | |
|----------------------|------------------------|
| 1 A (para 1 Ln. 3-5) | 5 C (para 4 Ln. 23) |
| 2 C (para 2 Ln. 7-9) | 6 B (para 5 Ln. 27-28) |
| 3 B (para 3 Ln. 12) | 7 D (para 6 Ln. 30) |
| 4 C (para 7 Ln. 18) | 8 A (para 7 Ln. 37-38) |

Part 2

- | | | | |
|------|------|------|------|
| 9 D | 11 A | 13 C | 15 B |
| 10 H | 12 G | 14 E | |

Part 3

- | | |
|------------------|------------------|
| 16 C (Ln. 13-14) | 24 C (Ln. 5-6) |
| 17 E (Ln. 6-7) | 25 E (Ln. 8) |
| 18 B (Ln. 12) | 26 E (Ln. 1-2) |
| 19 E (Ln. 5-6) | 27 B (Ln. 14-15) |
| 20 D (Ln. 2) | 28 A (Ln. 9-10) |
| 21 B (Ln. 14-15) | 29 A (Ln. 4-5) |
| 22 E (Ln. 3-4) | 30 B (Ln. 6) |
| 23 C (Ln. 14-15) | |

Paper 2 – Writing

Part 1 (Suggested answer)

From: Sally Jones
Sent: 29 May
Subject: Your Questions

Hi Rupert

It was good to hear from you. I'm happy to answer your questions.

Unfortunately we do not have a swimming pool at our school, but we have swimming lessons once a week at a nearby school.

There is a computer lab at our school which has over 100 computers. The opening hours of the lab are from 7 am until 7 pm. We are only allowed to do school work on the computers though and you will get into trouble if the staff catch you playing games.

There are a lot of after-school activities at my school; I play 5-a-side football, chess and I go to drama club.

I like my school because I have a lot of friends there and the teachers are nice too!

If you have any more questions please let me know.

See you soon.

Sally

Part 2

2 Suggested points to cover:

Title

Music Around the World or another catchy title (e.g. Music Makes the World Go Round)

Introduction

Explain the most popular genres of music that people listen to in your country (e.g. pop, rock, folk, electronic)

Main Body

Describe the music, the speed of the music and if there is a dance or any movement connected with the music. Also suggest reasons why people like the music.

Conclusion

End your article by saying what is/are the main reason/s that people like this particular type of music and what it adds to the traditions/culture of your country.

3 Suggested points to cover:

Introduction

Present the holiday resort you went to and where it is located.

Main body (two paragraphs)

- Use descriptive adjectives to describe what the resort is like (e.g. nice, modern, clean, fresh, dirty, cold)
- Describe the accommodation and say what it was like (e.g. well-equipped, en-suite, modern, double bed)
- Say what the facilities were like, what activities, if any, were on offer commenting upon instruction/supervision, facilities, equipment (e.g. nightlife, water sports, excursions, swimming pool)
- Finally say what was the total cost of the holiday and whether or not you think it was worth it, giving reasons.

Conclusion

- State whether or not you would recommend this resort holiday to a friend/family member giving reasons (e.g. good value for money, a lot of activities, waste of time).

4 Teacher's note: Stories should use a variety of tenses, descriptive adjectives, time linking words; have a definite beginning/middle/end. Events should be presented in chronological order; direct speech can also be used for effect. If a sentence is given, as in this task, it should always be used in the position as stated in the rubric.

Stories usually consist of:

- A title
- An introduction which sets the scene; introduces the main characters and provides the opening to the story.
- A main body, usually two paragraphs in length, developing the story in a chronological order whilst also serving to build the scene to a high point.
- A conclusion which consists of the final events in the story and any final opinions or comments.

(Suggested Answer)

Simon could not believe the news he had just received over the phone. He had just won two back-stage passes to his favourite pop group McFly. He never could have imagined that a 50 pence raffle ticket would amount to so much!

Immediately he called his best friend Joe to invite him to the concert. Joe was thrilled with the idea. The friends were extremely excited about the prospect of not only seeing their favourite group in concert but meeting them too! However, the two-week wait in anticipation of their 'big night' seemed to last an eternity.

When the 'big' night eventually arrived Simon and Joe could hardly contain their excitement. Simon and Joe felt like celebrities mixing with such well-known stars. Best of all, they shook hands with all the members in the group and even got their autographs.

The night in concert with McFly was everything they had ever dreamed of and more. It was an unforgettable experience and most notably the best day of their lives ever!

Part 4

- 35 would **rather** you did not/didn't
- 36 if you hadn't/had not **given**
- 37 are **requested** not to
- 38 on good **terms**
- 39 does not **travel** as fast
- 40 **account** for always being
- 41 **made** us stay to do
- 42 was the **first** time

Practice Test 2**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 A (para 1 Ln. 2-5) | 5 B (para 4 Ln. 46) |
| 2 B (para 2 Ln. 23-26) | 6 A (para 5 Ln. 63) |
| 3 D (para 3 Ln. 30-34) | 7 D (para 6 Ln. 71) |
| 4 C (para 4 Ln. 39) | 8 B (para 6 Ln. 76-78) |

Part 2

- | | | | |
|------|------|------|------|
| 9 B | 11 H | 13 A | 15 C |
| 10 G | 12 E | 14 F | |

Part 3

- | | |
|------------------|------------------|
| 16 D (Ln. 8-10) | 24 C (Ln. 17-19) |
| 17 B (Ln. 11-12) | 25 A (Ln. 22-23) |
| 18 C (Ln. 3-4) | 26 D (Ln. 15-17) |
| 19 A (Ln. 21-22) | 27 A (Ln. 19-21) |
| 20 A (Ln. 9-10) | 28 B (Ln. 19-20) |
| 21 D (Ln. 4-7) | 29 C (no line) |
| 22 B (Ln. 4-8) | 30 B (Ln. 13-15) |
| 23 A (Ln. 3-6) | |

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 C | 5 A | 7 B | 9 D | 11 B |
| 2 A | 4 C | 6 B | 8 A | 10 D | 12 D |

Part 2

- | | | |
|------------|----------|----------|
| 13 of | 17 than | 21 are |
| 14 had | 18 which | 22 in |
| 15 without | 19 them | 23 where |
| 16 how | 20 to | 24 At |

Part 3

- | | |
|---------------|-------------------|
| 25 dedication | 30 determination |
| 26 childhood | 31 failures |
| 27 attention | 32 discouragement |
| 28 nourishing | 33 performance |
| 29 energetic | 34 patience |

Paper 2 – Writing**Part 1 (Suggested answer)**

From: Bill Slater
Sent: 27 May
Subject: Party!

Hi Jerry

It's good to hear from you. My office job is okay but not as good as I had thought it would be. At least I am getting some office experience and hopefully in a couple of years I should be able to find something better.

I think a party on a boat sounds like a fabulous idea. It would be a really unique and unforgettable celebration. Of course I would love to come to the party. It will be great to catch up with you and see all our old friends again.

I think in the speech it would be a good idea to thank all the teachers and staff at the school and it would also be a nice idea to wish all our fellow students every success in the future.

Let me know what you decide.

I look forward to the party.

Take care.

Bill

Part 2

2 Suggested introduction:

Dear Ms Lattimer,

I am writing to apply for the waitress position as seen in the recent publication of The Standard Evening News. As you will see from the enclosed CV, I have a lot of previous experience as a waitress. Previous duties have included serving customers, cash handling ... etc.

Suggested points to cover in the main body (two paragraphs):

- Relate previous experience to the job advertised (e.g. I have worked at a busy town centre restaurant for the past two years).
- Highlight skills with real examples (e.g. I am a good communicator who enjoys offering customers a high level of customer service; as such customers at Bennie's Restaurant have often requested that I serve their tables).
- Draw attention to personal qualities (e.g. I am a hard-working team player with a good sense of humour).

Suggested closing remarks:

I look forward to hearing from you.

Yours sincerely,
Jonathon Baines

3 Suggested points to cover:

Introduction

Summarise all the essential information of the film (e.g. title, name of director, genre, setting, etc.).

Main body (two paragraphs)

- The first paragraph will outline the main points of the plot in chronological order (e.g. the story is about a regular young boy who lives with his grandparents. After being bitten by a spider he discovers he has special powers ...).
- The second paragraph will discuss the writer's general comments on the plot, the main characters, the acting and the directing (e.g. Kirsten Dunst was an ideal choice for the part of Mary Jane in Spiderman because ... etc)

Teacher's note: you must not reveal the end of the film as this will ruin it for any potential viewers.

Conclusion

Say whether or not you would recommend the film, giving reasons (e.g. for anyone who enjoys adventure films this is a must see production which will keep you excited).

4 Suggested points to cover:

Introduction

Introduce the topic by repetition of the essay title without revealing your opinion (e.g. some people really hate wearing a school uniform but I think school uniforms have both advantages and disadvantages ... etc).

The advantages of wearing a school uniform:

- easily recognised by the school and neighbouring schools/people
- gives you sense of responsibility
- it is not easy to identify someone's socio-economic status when they wear a uniform (e.g. rich and poor all have to wear the same)
- less laundry which discourages water waste
- you don't have to think about what to wear every morning

The disadvantages of wearing a school uniform:

- it is expensive to buy specialist clothing, may be cheaper than not wearing a uniform
- students may not consider it fashionable and wish to be more individual in their own clothes
- often strict guidelines to adhere to (e.g. black shoes, knee-length socks, striped tie etc.)
- wearing a uniform could promote rivalry between neighbouring schools

Conclusion

Sum up your findings with reasons and include personal opinion (e.g. I think it is better to wear a school uniform because the advantages outweigh the disadvantages. In my opinion wearing a school uniform is a better option; after all it is only for a few hours each day).

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 D | 5 A | 7 A | 9 A | 11 B |
| 2 B | 4 A | 6 C | 8 B | 10 B | 12 C |

Part 2

- | | | |
|----------|---------|-------------------|
| 13 this | 17 as | 21 from |
| 14 their | 18 such | 22 to |
| 15 in | 19 if | 23 at |
| 16 even | 20 did | 24 anybody/anyone |

Part 3

- | | |
|---------------|--------------|
| 25 facial | 30 different |
| 26 disgusting | 31 universal |
| 27 reaction | 32 careful |
| 28 genuinely | 33 southern |
| 29 usually | 34 confusing |

Part 4

- 35 didn't/did not **allow** him
 36 **has** had this painting for
 37 **don't** we go
 38 should be booked in **advance**
 39 have **run** out of
 40 **if** you hadn't/had not helped
 41 **used** to be ill often
 42 cost anything to **park**

Practice Test 3**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 C (para 1 Ln. 2) | 5 B (para 4 Ln. 22-23) |
| 2 D (para 1 Ln. 3-4) | 6 C (para 5 Ln. 31) |
| 3 A (para 2 Ln. 11-12) | 7 B (para 5 Ln. 35-36) |
| 4 A (para 3 Ln. 15-16) | 8 D (para 6 Ln. 38-39) |

Part 2

- | | | | |
|------|------|------|------|
| 9 H | 11 A | 13 B | 15 C |
| 10 E | 12 F | 14 D | |

Part 3

- | | |
|------------------|------------------|
| 16 D (Ln. 8) | 24 E (Ln. 6-7) |
| 17 D (Ln. 2-3) | 25 B (Ln. 13-15) |
| 18 A (Ln. 6-7) | 26 A (Ln. 10-11) |
| 19 C (Ln. 10-12) | 27 E (Ln. 7-9) |
| 20 C (Ln. 6-7) | 28 B (Ln. 10-11) |
| 21 D (Ln. 3-4) | 29 D (Ln. 13-14) |
| 22 E (Ln. 5-6) | 30 E (Ln. 8-9) |
| 23 B (Ln. 1-2) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

From: Marguerita Vasquez
 Sent: 29 May
 Subject: Visit

Hi Lizzie,

How are you?

I cannot wait to come and see you. My plane should be arriving at 2.30 pm on Wednesday the 7th of July.

What will the weather be like in Manchester when I come? Will it be sunny? What clothes should I bring with me? I've been wearing my shorts all summer, it's so hot here.

I'm so pleased that I will be there for your brother's birthday. What birthday present should I get him? I could bring something from Spain. Do you think he would like some bongos?

Unfortunately I won't be able to stay any longer than two weeks because I have exams to re-sit and I must revise for the rest of the summer. My mum and dad will be very disappointed if I don't pass this time!

Please let me know soon because there isn't much time left!

With love
 Marguerita

Part 2**2 Suggested Points to cover:****Introduction**

Introduce the topic and state your opinion clearly (e.g. it easy to think that computers are more advanced than the human brain, however there are a number of studies which prove...etc.).

Main body (two paragraphs)

- Each paragraph should present a different viewpoint supported by examples (e.g. computers are more efficient than the human brain because they can work on multiple tasks at a faster pace).
- In one paragraph mention the opposing view supported by reasons/examples (e.g. computers can't think for themselves and must follow orders/instructions from humans; therefore the human brain is more advanced).

Conclusion

Restate your opinion in different words, attempt to convince the reader.

3 Suggested points to cover:**Introduction**

State your favourite sport and say how you originally became involved with the sport (e.g. my favourite sport is water polo, I started playing water polo when I was 12 years old with my best friend Hugo...)

Main body (two paragraphs)

- Give your viewpoints as to why it is your favourite sport (e.g. I have made a lot of friends through this sport and it is thrilling when we take part in competitions and win).
- Say why sport should be an important element of people's lives (e.g. sport helps people remain fit and healthy; it also teaches young people valuable life skills, such as communication and trust).

Conclusion

Re-state your opinion in different words.

4 Suggested points to cover:**(Suggested opening)**

Dear Mario

How are you? I am writing to tell you about a really good book that I have just read. The title of the book is ...

Suggested points to cover in the main body (two/three paragraphs):

- Give the background information of the book; title, author, genre, setting, etc.
- Describe the main characters (e.g. the main character in the story is Rory, who is a very likeable computer whiz-kid).
- Explain why you enjoyed the book so much (e.g. this was the best book I have ever read, it was so easy to read, I found it so hard to put down because I never knew what was going to happen next).

Conclusion

End your letter by saying why you recommend the book and why you think your penfriend will like it so much (e.g. I am sure you are going to enjoy this book because the main character in the book is just like you!).

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 B | 5 D | 7 B | 9 A | 11 B |
| 2 B | 4 D | 6 A | 8 B | 10 A | 12 B |

Part 2

- | | | |
|---------|---------|---------|
| 13 was | 17 as | 21 few |
| 14 to | 18 by | 22 most |
| 15 with | 19 not | 23 well |
| 16 than | 20 that | 24 can |

Part 3

- | | |
|----------------|-----------------|
| 25 development | 30 comfortable |
| 26 widely | 31 difficulty |
| 27 impossible | 32 organisation |
| 28 familiarity | 33 preparation |
| 29 completion | 34 knowledge |

Part 4

- 35 to know the **cost** of
 36 **wish** you had told me
 37 **prevented** the plane from taking
 38 lost **touch** with
 39 didn't **seem** to be
 40 **ought** to pay more
 41 arrive on **time** due
 42 **refused** to let his

Practice Test 4**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 C (para 1 Ln. 3-4) | 5 D (para 4 Ln. 46) |
| 2 B (para 2 Ln. 8-9) | 6 A (para 5 Ln. 53-54) |
| 3 A (para 2 Ln. 22) | 7 B (para 6 Ln. 59) |
| 4 A (para 3 Ln. 31-32) | 8 D (para 7 Ln. 74-75) |

Part 2

- | | | | |
|------|------|------|------|
| 9 G | 11 H | 13 B | 15 C |
| 10 D | 12 F | 14 A | |

Part 3

- | | |
|------------------|------------------|
| 16 D (Ln. 19) | 24 A (Ln. 16-18) |
| 17 B (Ln. 9-10) | 25 B (Ln. 17-18) |
| 18 A (Ln. 11-13) | 26 A (Ln. 23) |
| 19 D (Ln. 3-4) | 27 C (Ln. 11-13) |
| 20 C (Ln. 2-3) | 28 D (Ln. 8-9) |
| 21 B (Ln. 8-9) | 29 A (Ln. 20-21) |
| 22 D (Ln. 4-6) | 30 C (Ln. 21-22) |
| 23 C (Ln. 23-24) | |

Paper 2 – Writing

Part 1 (Suggested answer)

From: Rachel Wosolowski
Sent: 15 April
Subject: Summer language courses

Dear Chris Rendall,

Thank you for your email. I'm sorry I didn't include much information previously. I wasn't sure if I would be able to come or not.

I have visited the website. Can you please tell me if the prices shown include the course and accommodation or will this be a separate charge? Also, what kinds of things are there to see and do there?

I would prefer to stay with a family with children. I have a big family and I would find it strange staying in a house with no children. That way I may be able to help out by babysitting once in a while.

I'm eighteen years old and I have been studying English for eight years. I am in an intermediate class now. I have a lot of friends and every weekend we go out to the cinema or we go shopping.

Hope this helps.

Bye for now.
Rachel

Part 2

2 Suggested points to cover:

Introduction

Event, time and place of each photograph and reason for choosing them (i.e. why they are important to you)

Main body (two paragraphs)

- Describe main aspects of each photograph in detail (e.g. in photograph one I am with my best friend at a fairground on a roller coaster called the big dipper ... etc.).
- In paragraph two you must state what memories each photograph brings back to you (e.g. when we went on the big dipper I felt so excited and nervous, my stomach had butterflies, we were so terrified that we screamed when the roller coaster plummeted into the dip ... etc.).

Conclusion

Conclude by summing up why you chose those particular photographs and the memories they portray. Give an explanation of the importance of photographs (e.g. photographs are an excellent way to capture important moments in life).

3 Suggested points to cover:

Opening remarks

Dear James

Thank you for your letter. It was so good to hear from you. I'm really missing you and all our friends at school too.

Main body (two/three paragraphs)

- Describe what you felt like on your first day (e.g. on my first day I was so nervous, the head teacher at school showed me around the building. After that, I met all my new classmates ... etc.)
- State how the school is different from the previous one (e.g. my new school is much bigger than our old school, there are twice as many pupils and the classes are larger but there is much more equipment and the facilities are newer).
- Say what the teachers and other students are like (e.g. the teachers are very friendly and helpful, but they do not have as much time to help individual students. I have made a lot of friends and most of the students have been very welcoming).

Closing remarks

I am very happy at my new school. I have made a lot of new friends who I am sure you are going to like. We must not lose touch. I hope you will be able to visit soon.

Bye for now.
Charlie

4 Suggested points to cover:

Introduction

Introduce the topic and without stating your own opinion (e.g. wealthy developers often build multiple tourist complexes... etc.).

Advantages

- improves tourism within the area
- has a positive impact on surrounding local businesses
- may improve the area – provide better transport links etc.

Disadvantages

- may ruin natural habitat and force wildlife out of their natural surroundings
- increases pollution – noise, light, air, water, etc.
- has a negative impact upon the environment

Conclusion

Sum up by giving your overall opinion of the topic.

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 B | 3 A | 5 D | 7 A | 9 D | 11 B |
| 2 A | 4 C | 6 B | 8 B | 10 D | 12 B |

Part 2

- | | | |
|--------|------------|---------------|
| 13 the | 17 as | 21 till/until |
| 14 are | 18 done | 22 than |
| 15 not | 19 this | 23 someone |
| 16 to | 20 instead | 24 for |

Part 3

- | | |
|----------------|------------------|
| 25 unfamiliar | 30 Communication |
| 26 Researchers | 31 Additionally |
| 27 excitement | 32 financial |
| 28 novelty | 33 realistic |
| 29 anxiety | 34 learning |

Part 4

- 35 **turned** down the offer
 36 am not (yet) **accustomed** to
 37 you **must** have been
 38 no **excuse** for being
 39 **instead** of doing his
 40 **advised** Lee not to stay
 41 **won't put** up with
 42 pay enough **attention** to

Practice Test 5**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 C (para 1 Ln. 8-10) | 5 A (para 5 Ln. 49) |
| 2 C (para 2 Ln. 21-23) | 6 B (para 6 Ln. 60-61) |
| 3 B (para 3 Ln. 33-35) | 7 B (para 7 Ln. 62-63) |
| 4 B (para 4 Ln. 43-45) | 8 A (para 8 Ln. 73) |

Part 2

- | | | | |
|------|------|------|------|
| 9 E | 11 H | 13 A | 15 B |
| 10 D | 12 G | 14 F | |

Part 3

- | | |
|------------------|------------------|
| 16 D (Ln. 1-3) | 24 A (Ln. 16-17) |
| 17 C (Ln. 3-4) | 25 B (Ln. 6-7) |
| 18 A (Ln. 9-11) | 26 A (Ln. 4-6) |
| 19 C (Ln. 5-6) | 27 C (Ln. 17-19) |
| 20 B (Ln. 1-5) | 28 B (Ln. 13-15) |
| 21 A (Ln. 14-16) | 29 D (Ln. 3-4) |
| 22 C (Ln. 9-11) | 30 C (no line) |
| 23 D (Ln. 11-13) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

From: Martina Lusardi
 Sent: 27 May
 Subject: Survey

Dear Student's World,

I am writing to take part in the survey.

Firstly, the coursebook I use is called Stripes English course book. The exercises are useful and the reading material is interesting which keeps me motivated. At home I watch a lot of English DVDs and this has really helped my progress in the English language.

My study tips are to always read over the notes from class every evening. This will help you remember more information. Also you should practice at every opportunity; you will never learn to speak English if you are shy!

I discovered Student's World on the Internet. I decided to become a member because it is a great way to get in touch with other students from all over the world.

Of course you may use my response on the website as long as my personal details are not revealed.

Yours sincerely
 Martina

Part 2**2 Suggested points to cover:****Suggested introduction**

If I could spend 24 hours with a famous person I would choose to spend it with ... because I have been a big fan since I was 10 years old.

Main body (two paragraphs)

- Give some biographical details about the famous person you have chosen and what they are famous for (e.g. Madonna was born in 1958 in Michigan, USA. After an uncertain start she went on to become a very successful pop singer. Madonna is now referred as the 'queen of pop' etc.)
- Say why you have chosen this person (e.g. I would like to spend 24 hours with Madonna because she has more life experiences than other pop singers. She has a lot of hobbies and interests and has taken part in large-scale events concerning environmental and global issues).

Conclusion

Sum up by saying why you chose the person that you did.

3 Suggested points to cover:**Opening remarks**

Dear Juan

How are you? I am writing to tell you about a concert that I went to last week.

Main body (two paragraphs)

- Describe where you went, who you saw, what the concert was like and who you went with (e.g. I went with a couple of my friends to see Coldplay. They were just amazing. They performed at the O2 Arena in London. It is a massive stadium!
- Say why you thought the concert was so good (e.g. the concert was the best concert I have ever been to. Coldplay played all of my favourite songs. I've never had so much fun. I danced all night).

Closing remarks

Look out for Coldplay playing in Madrid. I'm sure you would love them too.

Write soon.

Take care.

Luis

4 Suggested points to cover**Introduction**

Present your topic without stating your opinion (e.g. the Internet has become a popular method of meeting new people, whether that is for friendship, romance or simply a new job.)

Advantages of meeting new people through the Internet:

- can search for more people quickly and efficiently
- cheaper to use and in the comfort of one's own home
- can be more relaxing than face-to-face interaction

Disadvantages of meeting new people through the Internet:

- People may be dishonest and misleading with information
- may be unsafe to meet someone whom you have met on the Internet
- may be a waste of time due to being an unreliable source of information

Conclusion

Sum up your findings; give a balanced summary and your overall opinion of the topic (e.g. although

the Internet is often an unsafe and unreliable source of information it is a valuable method of communication).

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 D | 3 C | 5 C | 7 C | 9 C | 11 D |
| 2 A | 4 A | 6 A | 8 B | 10 A | 12 D |

Part 2

- | | | |
|-------|----------|-------------|
| 13 or | 17 way | 21 for |
| 14 us | 18 ago | 22 Although |
| 15 to | 19 from | 23 such |
| 16 it | 20 could | 24 both |

Part 3

- | | |
|------------------|------------------|
| 25 impossible | 30 wealthy |
| 26 interruption | 31 popularity |
| 27 controversial | 32 easily |
| 28 suspicion | 33 advertisement |
| 29 professional | 34 encouragement |

Part 4

- 35 to **avoid** having to walk
 36 made the group **pay** for
 37 make up her **mind** (about)
 38 has no **difficulty** (in) remembering
 39 are **used** to measure
 40 was Alexander Fleming **who** discovered
 41 **well** as being efficient, Jane
 42 can't/cannot **tell** the difference

Practice Test 6**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 C (para 1 Ln. 8-10) | 5 D (para 5 Ln. 52) |
| 2 C (para 2 Ln. 21-23) | 6 A (para 6 Ln. 59-60) |
| 3 D (para 3 Ln. 36-38) | 7 D (para 7 Ln. 71-73) |
| 4 C (para 4 Ln. 40-42) | 8 A (para 7 Ln. 77-78) |

Part 2

- | | | | |
|------|------|------|------|
| 9 D | 11 H | 13 E | 15 A |
| 10 C | 12 F | 14 G | |

Part 3

- | | | |
|------------------|----------------|------------------|
| 16 D (Ln. 2-4) | 21 B (Ln. 1) | 26 C (Ln. 12-15) |
| 17 D (Ln. 10-12) | 22 D (Ln. 8-9) | 27 A (Ln. 12-13) |
| 18 B (Ln. 7-8) | 23 C (Ln. 5-8) | 28 A (Ln. 17-18) |
| 19 A (Ln. 13-15) | 24 B (Ln. 3-5) | 29 B (Ln. 8-9) |
| 20 C (Ln. 3-4) | 25 A (Ln. 1-2) | 30 C (Ln. 11-12) |

Paper 2 – Writing

Part 1 (Suggested answer)

From: Jackson Williams
Sent: 15 October
Subject: Your website

Hi Robert

I think it is a great idea to have a website about different countries. It is really hard to find information from a young person's viewpoint on the Internet. I would definitely use your website to get information about the countries I want to visit.

Portugal is special because it has a vast coastline with hundreds of beautiful beaches. Not only that but Portuguese people are very friendly and hospitable. Tourists should go to Lisbon; it is called the 'sunniest capital in Europe'. In Lisbon I recommend people visit the Oceanarium. It is one of the largest aquariums in the world!

Of course I can send you some music for your website. You could use hip hop, reggae, pop or rock. Let me know which you would prefer and I will send it right away.

Let me know how you get on.

Bye for now.
Jackson

Part 2

2 Suggested points to cover:

Introduction

The first paragraph of the report should state what the aim, purpose and content of the report are.

Main body (two/three paragraphs)

- Summarise each of the points under suitable subheadings; assessment; positive and negative points (e.g. the survey found that the majority of students considered the facilities at Brookside School to be of a high standard, although class instruction was believed to be below standard).
- The second paragraph should make proposals and suggestions (e.g. students mainly complained about canteen food, although quite cheap, general student reaction was that they wouldn't mind paying a bit more for better quality food and wider variety).

Conclusion

The final paragraph should include the overall assessment of the report and include general recommendations.

3 Suggested points to cover:

Introduction

Begin the article with a statement of opinion (e.g. learning a new language is an excellent way to make new friends and learn about another culture).

Main body (two/three paragraphs)

- Explain how and why you started to learn English. You can include dates if you want. (e.g. I started learning English 6 years ago when I was 11 years old).
- In the second paragraph state what you think is the best way to learn English (e.g. I think the best way to learn English is to visit an English speaking country).

Conclusion

Conclude by offering advice to other learners upon the best way to learn English and what advantages learning the language can offer (e.g. it is a good idea to watch a lot of English speaking television programmes when you learn English. If you can speak English you will have better job opportunities when you leave school).

4 Suggested points to cover:

Introduction

Open the essay with a general introduction, repeat essay title and avoid stating opinion.

Main body (two paragraphs)

- Highlight the disadvantages and advantages of having too much money. Give examples (e.g. having too much money is not a guarantee for happiness because ... etc.).
- Highlight the disadvantages and advantages of not having enough money giving examples (e.g. if you do not have enough money you cannot ... etc.)

Conclusion

Summarise the information given and give your final opinion (e.g. I think it is better to have neither too much nor too little money but to be financially comfortable).

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 D | 3 C | 5 A | 7 C | 9 D | 11 B |
| 2 A | 4 D | 6 B | 8 A | 10 B | 12 B |

Part 2

- | | |
|-----------------|------------|
| 13 and | 19 with |
| 14 spend | 20 in |
| 15 would | 21 Since |
| 16 at | 22 on |
| 17 which | 23 written |
| 18 called/named | 24 to |

Part 3

- | | |
|-----------------|-----------------|
| 25 disagreement | 30 earliest |
| 26 invention | 31 dependent |
| 27 directly | 32 fashionable |
| 28 accurately | 33 container |
| 29 Historians | 34 improvements |

Part 4

- 35 don't/do not **have** enough money
 36 has **run** out of
 37 no **point** in worrying about
 38 **whether** Liam had had
 39 on **purpose** or was it
 40 should look it **up**
 41 are being **interviewed** by
 42 **if** it wasn't/weren't so

Practice Test 7**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 A (para 1 Ln. 4) | 5 A (para 3 Ln. 18) |
| 2 B (para 2 Ln. 8) | 6 A (para 3 Ln. 21-22) |
| 3 D (para 2 Ln. 9-10) | 7 A (para 4 Ln. 28-29) |
| 4 C (para 2 Ln. 13-15) | 8 D (para 5 Ln. 33-34) |

Part 2

- | | | | |
|------|------|------|------|
| 9 D | 11 A | 13 E | 15 G |
| 10 F | 12 H | 14 C | |

Part 3

- | | |
|------------------|------------------|
| 16 D (Ln. 1-2) | 24 A (Ln. 10-12) |
| 17 B (Ln. 1-2) | 25 C (Ln. 3-4) |
| 18 B (Ln. 9-11) | 26 D (Ln. 3-4) |
| 19 A (Ln. 5-6) | 27 E (Ln. 17-18) |
| 20 D (Ln. 6-7) | 28 E (Ln. 14-15) |
| 21 E (Ln. 7-9) | 29 A (Ln. 8-10) |
| 22 C (Ln. 10-11) | 30 E (Ln. 3-5) |
| 23 B (Ln. 6-7) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

To: Julia Simpson
 Sent: 31 May
 Subject: Hello

Hi Camille

I am so happy that we are getting to know each other too!

I live with my mum, dad and two younger brothers. I also have five cousins and we are all a similar age. I am best friends with one of my cousins. She is called Joanna and we are in the same class at school together. I love ice-skating and I am in a local team. We have lots of competitions and I have won a few trophies.

Tell me all about your family. What are your mum and dad like? Do you have any brothers or sisters? How many cousins do you have?

Unfortunately I won't be able to come and visit you because I have promised to help my dad in his shop during the summer. Why don't you come here instead? My parents are happy for you to come.

Write soon.

Love
 Julia

Part 2**2 Suggested points to cover:****Suggested opening**

Dear Ms Agnes Kirby

I am writing to apply for the position of weekend work in the cinema which was advertised in this week's New Haven Times.

Main body (two/three paragraphs)

- Give brief background information about yourself and what you do currently (e.g. I am a seventeen year old student in my final year of sixth form. I am studying sociology, I have 8 GCSE's and I speak fluent English and German.
- In a separate paragraph highlight your experience in relation to the position (e.g. I have a lot of customer service experience. I have previously worked for a theatre company where I worked long shifts).
- In the third paragraph of the main body outline your personal qualities and state why you think you are suitable for the position (e.g. I am hard-working and reliable. I am a regular movie-goer and I like to keep up-to-date with current releases etc.).

Suggested closing remarks

Please find enclosed my CV. I would be glad to attend an interview at your convenience.

Yours sincerely

Patricia Holt

3 Suggested points to cover:

Begin the report by stating the aims (e.g. the aim of this report is to assess the contributions that Viro Environmental Group has made to the local environment over the course of the year).

Main body (two paragraphs)

- In the first paragraph of the main body give some details about the group (e.g. The Viro Group was founded in 2006 with the main aim of improving the local habitat).
- In the second paragraph outline what the group has done over the past year (e.g. in the past year Viro has introduced 250 new recycling points, planted 1,000 saplings and begun an environmental awareness campaign in local schools).

Conclusion

In the conclusion sum up the report and make recommendations (e.g. although Viro has made a significant contribution in the recycling of waste materials, the awareness campaign has still to reach all the schools in the area. It is proposed that more funding is required in order to have multiple awareness campaigns rather than just one).

4 Suggested points to cover:**Introduction**

Introduce the subject and state your opinion clearly (e.g. punishment is still widely believed to be an effective method for reducing crime. I strongly believe that the only method for effectively eradicating crime is to educate people).

Main body (two/three paragraphs)

- In the first paragraph of the main body give your first viewpoint with reasons and/or examples (e.g. in the first place when you are educated about the effects crime has on the victim it acts as a deterrent from committing crime).
- In the second paragraph of the main body give a second viewpoint with reasons and/or examples (e.g. furthermore it is essential to reduce crime by these means so as to ...)
- In the third paragraph of the main body give the opposing viewpoint with reasons and/or examples (e.g. On the other hand it can be argued that punishment is the only solution for dealing with criminals as it keeps them off the streets so they are unable to commit more crime).

Conclusion

In the conclusion concisely restate your overall opinion using different words.

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 D | 3 C | 5 D | 7 D | 9 C | 11 A |
| 2 A | 4 B | 6 A | 8 B | 10 A | 12 C |

Part 2

- | | |
|------------------|------------------|
| 13 able | 19 to |
| 14 which | 20 ones/thoughts |
| 15 among/amongst | 21 is |
| 16 of | 22 in |
| 17 on/upon | 23 enough |
| 18 though | 24 between |

Part 3

- | | |
|----------------|-----------------|
| 25 urgently | 30 impression |
| 26 frequency | 31 preferably |
| 27 proposal | 32 security |
| 28 immediately | 33 disagreement |
| 29 majority | 34 division |

Part 4

- 35 are **requested** not to leave
 36 is not **worth** (my) trying
 37 to get **rid** of
 38 was **brought** up
 39 is **keen** on travelling
 40 make up your **mind**
 41 had **nothing** to do with
 42 as **long** as you do

Practice Test 8**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 A (para 1 Ln. 3-4) | 5 B (para 4 Ln. 41-42) |
| 2 D (para 1 Ln. 11-13) | 6 D (para 5 Ln. 55) |
| 3 B (para 2 Ln. 16-20) | 7 B (para 6 Ln. 63-65) |
| 4 A (para 3 Ln. 32-33) | 8 C (para 7 Ln. 75-76) |

Part 2

- | | | | |
|------|------|------|------|
| 9 C | 11 B | 13 G | 15 E |
| 10 F | 12 D | 14 H | |

Part 3

- | | |
|------------------|------------------|
| 16 A (Ln. 18-19) | 24 C (Ln. 10-11) |
| 17 B (Ln. 7-8) | 25 A (Ln. 20-21) |
| 18 D (Ln. 11-12) | 26 B (Ln. 4-5) |
| 19 A (Ln. 13-15) | 27 D (Ln. 13-14) |
| 20 B (Ln. 18-19) | 28 B (Ln. 16) |
| 21 D (Ln. 4-5) | 29 C (Ln. 1-2) |
| 22 A (Ln. 4-5) | 30 C (Ln. 15-16) |
| 23 D (Ln. 21-22) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

Hi Aaron

Thanks for your letter. Of course you weren't a difficult guest! It was really great having you here. You are very welcome to come anytime.

I have received the photos. I really like those of the day we went to the water park. I have put them on my wall to remember the fun times we had.

Since you went home I have been a bit bored. I have only been out once since you left. I went to watch the new Batman film with my cousins. It was really good!

I hope that next time you come we can go to the geothermal pools in the north of the country. February is a good time to come because then we can go to the spectacular Winter Lights festival.

I hope one day I can visit you in your country too!

Your friend

Jon

Part 2**2 Suggested points to cover:****Introduction**

Give the name and location of the area you live in and say when you moved there/how long you have lived there (I have lived in Hammersmith for the last 15 years/since I was born. My neighbourhood has seen a number of significant changes during this time etc.).

Main body (two paragraphs)

- Describe the negative changes (e.g. over the last 15 years the population of Hammersmith has trebled. This has meant over-crowding and a strain on public and private services).
- Describe the positive changes (e.g. the increase in population in Hammersmith has meant that there is a wider variety of things to do and places to shop).

Conclusion

In the final paragraph state your overall feeling and whether you think your neighbourhood has improved for the better or for the worse. Give recommendations for improvement.

3 Suggested points to cover:**Introduction**

Give general information about the song (e.g. name of the song, who sings it, what style it is).

Main body (two paragraphs)

- In the second paragraph give more details about the song (e.g. what the words are and what they are about, how it is/could be interpreted, what feelings are expressed in the song).
- In the third paragraph say why you like this particular song so much (e.g. because of an event that took place, the words or the singer, memories, etc.).

Conclusion

Make any final comments about the song and describe your feelings about the song (e.g. the music and lyrics to this song are so uplifting that even when I am in a bad mood it can put a smile on my face!).

4 Suggested points to cover:

Teacher's note: Stories should use a variety of tenses, descriptive adjectives, time linking words; have a definite beginning/middle/end. Events should be presented in chronological order; direct speech can also be used for effect.

Introduction

The first paragraph you must set the scene and introduce any characters whilst catching the reader's attention; it should provide the opening for the story (e.g. the biggest mistake of my life was last summer when I missed my flight home).

Main body (two paragraphs)

- Description of the events that led to the main event in the story (e.g. on the final day of our holiday we arranged a big party to thank all the locals for their hospitality).
- Develop the story narrating the events in the order that they happened (e.g. we danced the night away with the lively locals. After witnessing the sun rise I remember thinking it was time to go home... etc.).

Conclusion

State what happened at the end of the story, mentioning any consequences or results and describe your feelings or opinions (e.g. we dashed to

the airport hoping there had been a delay. We arrived just in time to see our plane taking to the clear blue skies. There would be no other flights to Australia for another week. The biggest mistake of my life turned out to be much more amusing than I could've imagined).

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 A | 3 A | 5 D | 7 A | 9 A | 11 B |
| 2 C | 4 B | 6 B | 8 B | 10 D | 12 C |

Part 2

- | | | |
|----------|-------------|----------|
| 13 Their | 17 under/in | 21 all |
| 14 with | 18 not | 22 as |
| 15 after | 19 for | 23 which |
| 16 sent | 20 at | 24 most |

Part 3

- | | |
|---------------|--------------------|
| 25 commitment | 30 decision |
| 26 beneficial | 31 economical |
| 27 fitness | 32 environmentally |
| 28 sensibly | 33 eagerness |
| 29 possibly | 34 realisation |

Part 4

- 35 so worried **that** he could
 36 is not **worth** (our) waiting
 37 **have** to be washed
 38 are not **supposed** to take
 39 is being **taught** German by
 40 **not** do the job unless
 41 give me a **hand** moving
 42 she **must** have been

Practice Test 9

Paper 1 – Reading

Part 1

- | | |
|------------------------|------------------------|
| 1 D (para 1 Ln. 4) | 5 B (para 5 Ln. 50-51) |
| 2 B (para 2 Ln. 18-19) | 6 C (para 5 Ln. 57-60) |
| 3 D (para 3 Ln. 30-32) | 7 C (para 6 Ln. 63-66) |
| 4 C (para 4 Ln. 38-39) | 8 A (para 7 Ln. 74-75) |

Part 2

- | | | | |
|------|------|------|------|
| 9 D | 11 H | 13 E | 15 G |
| 10 A | 12 C | 14 B | |

Part 3

- | | |
|------------------|------------------|
| 16 C (Ln. 2-3) | 24 C (Ln. 12-13) |
| 17 D (Ln. 1-3) | 25 A (Ln. 1-3) |
| 18 B (Ln. 14-15) | 26 B (Ln. 16-17) |
| 19 A (Ln. 15-16) | 27 A (Ln. 8-9) |
| 20 C (Ln. 10-12) | 28 C (Ln. 14-15) |
| 21 A (Ln. 11-12) | 29 D (Ln. 15-16) |
| 22 B (Ln. 8-9) | 30 B (Ln. 5-7) |
| 23 D (Ln. 6-8) | |

Paper 2 – Writing

Part 1 (Suggested answer)

From: Jacob Murphy
 Sent: 30 October
 Subject: Information

Dear Miss Birch

My name is Jacob and I am 19 years old. I live in the city of Dublin which is the capital of Ireland and I study fashion design at the National College of Art and Design. I do not mind if the class sends me questionnaires, I am happy to answer their questions.

One of the most popular celebrations in Ireland is St. Patrick's Day. It is a religious celebration for the patron saint of Ireland. On this day most people wear green, eat Irish food and go to a parade. All the schools dress in green on St Paddy's day, as it is more commonly known.

I think your students would be interested in learning about traditional Irish music and dance. I take dance lessons and it is a lot of fun!

Let me know if you need any more information.

Yours sincerely
 Jacob

Part 2

2 Suggested points to cover:

Opening remarks

Dear Lilly

I'm sorry I haven't written for such a long time but I have been so busy with my summer job.

Main body (two paragraphs)

- Describe your job (I've been working at Finsbury Park carnival and funfair. I work on the bumper cars taking tickets and operating the cars).
- In the third paragraph say why you liked it so much (e.g. I never thought anyone could have so much fun working. There are a lot of young people working there, I have made so many new friends. It is so much fun it really doesn't feel like a job!).

Closing remarks

They have asked me to go back next year. They also asked me if I had any friends that would be interested. It would be great if we could go together!

Write soon.

With love
Cassandra

3 Suggested points to cover:**Introduction**

Introduce your subject and state your opinion clearly (In today's society we should all be able to speak at least two languages. I strongly believe that second language learning should take place from as young as 5 years old at the beginning of primary school).

Main body (two/three paragraphs)

- Give your first viewpoint with reasons/examples (e.g. in the first place when we know how to speak another language we have the tools to ... etc.)
- Give your second viewpoint with reasons/examples (e.g. furthermore, people who can speak more than one language fluently have better career prospects).
- In the third paragraph of the main body give the opposing viewpoint with reasons/examples (e.g. on the other hand many people believe it is better to know one language in depth than... etc.).

Conclusion

In the final paragraph sum up all the points given and state your opinion in different words.

* The number of paragraphs in the main body will depend upon the rubric and the number of viewpoints included.

4 Suggested points to cover:**Introduction**

In the introduction clearly state the aims, purpose and content of the report (e.g. the purpose of this report is to assess the variety of tourist attractions in New Hampshire).

Main body (two/three paragraphs)

Each point of the report should be in different paragraphs under suitable subheadings (e.g. Assessment, Proposals):

- Assessment: the second paragraph should discuss positive and negative aspects of the report (e.g. New Hampshire has a wide variety of tourist attractions. However it is lacking in

facilities for children under five which could limit the amount of visitors with small children).

- Proposals: in this paragraph state suggestions or recommendations (e.g. prices in New Hampshire are quite high. Discounts for children, old age pensioners and students would encourage tourists to visit more places/attractions).

Conclusion

In the conclusion we give our overall impression and any recommendations.

* We always write assessment reports in a formal style (i.e. passive voice, full verb forms, impersonal language, etc.).

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 A | 5 B | 7 C | 9 A | 11 B |
| 2 A | 4 C | 6 D | 8 D | 10 C | 12 D |

Part 2

- | | | |
|---------------|-------------|--------------|
| 13 of | 17 these | 21 make |
| 14 down/apart | 18 in | 22 has |
| 15 they | 19 Until | 23 their/the |
| 16 more | 20 although | 24 not |

Part 3

- | | |
|---------------|---------------|
| 25 protection | 30 travelling |
| 26 discomfort | 31 feeling |
| 27 criticisms | 32 scenery |
| 28 extremely | 33 marvellous |
| 29 freedom | 34 favourable |

Part 4

- 35 has **difficulty** (in) expressing
 36 was empty **apart** from
 37 is **supposed** to be
 38 didn't **deserve** to be
 39 has any **intention** of applying
 40 didn't/did not **let** him go
 41 is **responsible** for delivering
 42 was on **time**

Practice Test 10**Paper 1 – Reading****Part 1**

- | | |
|------------------------|------------------------|
| 1 C (para 2 Ln. 6) | 5 A (para 5 Ln. 26-27) |
| 2 B (para 3 Ln. 10) | 6 D (para 6 Ln. 29) |
| 3 D (para 4 Ln. 18-19) | 7 B (para 6 Ln. 32-33) |
| 4 B (para 5 Ln. 20-21) | 8 C (para 7 Ln. 36-37) |

Part 2

9 E 11 H 13 D 15 G
10 B 12 A 14 F

Part 3

16 D (Ln. 1-2) 24 A (Ln. 3-4)
17 A (Ln. 15-16) 25 B (Ln. 18-19)
18 A (Ln. 11-12) 26 C (Ln. 14-15)
19 B (Ln. 19-20) 27 D (Ln. 11-12)
20 D (Ln. 18-19) 28 A (Ln. 19-20)
21 C (Ln. 12-14) 29 D (Ln. 16-17)
22 C (Ln. 1-2) 30 A (Ln. 18-19)
23 B (Ln. 2-3)

Paper 2 – Writing**Part 1 (Suggested answer)**

From: Zara Agnieszka
Sent: 15 October
Subject: Hi!

Hi Miranda

How are things? I'm so sorry I couldn't come to your party. My mum wasn't well so I had to stay and look after my little brother. A New Year's Eve party sounds fantastic! I won't let anything keep me from your next party. I promise I'll be there!

I think any weight loss should be taken gradually. Try to eat lighter meals and don't eat late at night. You could start some gentle exercise like walking and then after a few weeks start power walking and then progress to jogging. I'm sure you'll be okay. Remember to eat right and do a little exercise each day.

I'm okay. Since you left I got a summer job at a beach café. I work twice a week and I'm really enjoying it plus I earn a bit of money.

When can you come again?

Lots of love
Zara
xxx

Part 2**2 Suggested points to cover:****Introduction**

Introduce the leisure facility that you visited and say where it is located (e.g. I recently visited Mile End climbing wall in London).

Main body (two paragraphs)

– Describe your first impressions of the place, you can talk about décor, service, staff, other group members, price, how challenging/easy it was

(e.g. I went to Mile End with all my family. We had great fun climbing the steep climbing walls. The staff were all well qualified and helpful).

– Say what you like about this leisure facility and if you would recommend it to other people, giving reasons (e.g. Anybody looking for an energetic and fun day out for all the family should definitely visit Mile End).

Conclusion

Conclude by stating your overall opinion of all the points mentioned, you could say whether you think it is good value for money or not and why.

3 Suggested points to cover:**Introduction**

Present your topic without stating your own opinion (e.g. a lot of people think it is better to live in the country than in the city ... etc.).

The advantages of living in the city:

- more employment opportunities than in the country
- wider variety of leisure activities than in the country
- more chances of meeting friends with the same interests than in the country
- better transport links with the rest of the country

The disadvantages of living in the city:

- more pollution in cities, cleaner environment in the country
- constant noise, no quiet areas like in the country
- crime rates are much higher than in the country
- more densely populated than the country

Conclusion

Sum up your findings with reasons and include personal opinion (e.g. I would prefer to live in the country because the lifestyle is much slower and the environment is much cleaner).

4 Teacher's note: Stories should use a variety of tenses, descriptive adjectives, time linking words; have a definite beginning/middle/end. Events should be presented in chronological order; direct speech can also be used for effect. If a sentence is given, as in this task, it should always be used in the position as stated in the rubric.

Stories usually consist of:

- A title
- An introduction which sets the scene introduces the main characters and provides the opening to the story.
- A main body, usually two paragraphs in length, developing the story in a chronological order whilst also serving to build the scene to a high point.

- A conclusion which consists of the final events in the story and any final opinions or comments.

(Suggested Answer)

My friends and I had been looking forward to a great holiday together in Spain and we were thrilled when we landed at the airport in Malaga.

We didn't even notice the pickpocket on the bus to the hotel. It was only when we arrived that I realised my wallet and all my money for the holiday had been stolen. I was furious!

I tried not to show my disappointment when all of my friends went to the beach and left me alone. But one person had noticed. Harry returned and offered to help. I couldn't believe of all the people it was Harry who had come back to help. I was lucky because Harry's Spanish was really good too. Harry made all the important calls for me. It turned out that the police had found the pickpocket along with my wallet.

I will always be grateful to Harry for what he did for me that day. He changed the course of the holiday for me. No matter what people said about Harry, I knew he was a true friend.

Further Practice on Word Distractors

1 A	23 D	45 D	67 B	89 B	111 B
2 C	24 D	46 B	68 A	90 B	112 B
3 C	25 B	47 A	69 D	91 A	113 B
4 C	26 C	48 D	70 C	92 D	114 A
5 C	27 C	49 C	71 A	93 C	115 D
6 B	28 C	50 D	72 B	94 B	116 A
7 A	29 C	51 C	73 B	95 A	117 C
8 A	30 A	52 A	74 C	96 C	118 C
9 D	31 D	53 A	75 C	97 C	119 A
10 B	32 B	54 B	76 A	98 B	120 C
11 B	33 A	55 C	77 A	99 C	121 B
12 D	34 C	56 A	78 C	100 A	122 A
13 A	35 B	57 B	79 C	101 B	123 A
14 D	36 D	58 D	80 C	102 D	124 D
15 B	37 C	59 B	81 A	103 A	125 C
16 D	38 C	60 A	82 D	104 A	126 D
17 D	39 A	61 D	83 A	105 C	127 A
18 D	40 A	62 D	84 C	106 A	128 C
19 C	41 D	63 C	85 D	107 C	129 D
20 C	42 B	64 C	86 B	108 C	130 A
21 B	43 D	65 C	87 A	109 B	
22 C	44 B	66 B	88 B	110 D	

Paper 3 – Use of English**Part 1**

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

Part 2

13 that/which	17 had	21 to
14 over/on/across	18 like	22 be
15 with	19 for	23 at
16 was	20 named/called	24 made

Part 3

25 oldest	30 approximately
26 evolutionary	31 colourful
27 surprisingly	32 uncommon
28 tropical	33 careless
29 impressive	34 unlikely

Part 4

- 35 has had **no** luck
 36 **such** an unexpected way/manner
 37 had any **intention** of upsetting
 38 making no **effort** to improve
 39 not **advisable** to stay
 40 from Melinda, **nobody** passed the test
 41 is **said** to be
 42 gave me a (helping) **hand**

Further Practice on 'Key' Word Transformations

- 1 ... have not changed since ...
- 2 ... wouldn't have been able ...
- 3 ... admitted giving away my ...
- 4 ... is the most famous person ...
- 5 ... haven't been out for ...
- 6 ... is going to be added ...
- 7 ... was robbed of her ...
- 8 ... wish you would stop ...
- 9 ... were you, I wouldn't ...
- 10 ... have run out of ...
- 11 ... had no intention of upsetting ...
- 12 ... blame Mary for the ...
- 13 ... was sorry he had ...
- 14 ... is capable of doing ...
- 15 ... such a lot of work ...
- 16 ... to be present at ...
- 17 ... made a name for herself ...
- 18 ... unless we ran, we would ...
- 19 ... to my shutting ...
- 20 ... if I had seen ...
- 21 ... made me do ...
- 22 ... in case you get ...
- 23 ... has been five years since ...
- 24 ... in order not to ...
- 25 ... as soon as we arrived ...
- 26 ... more than ten years since ...
- 27 ... have no difficulty understanding ...
- 28 ... the first time I have ...
- 29 ... has been turned down by ...
- 30 ... can't have been ...
- 31 ... has been bought by ...
- 32 ... are having the van repaired ...
- 33 ... is being looked into ...
- 34 ... will have been married ...
- 35 ... not to have stolen ...
- 36 ... keep his bicycle under control ...
- 37 ... is expected to relocate ...
- 38 ... do you get on ...
- 39 ... was no good at ...
- 40 ... were prevented from going hiking ...
- 41 ... would rather have pizza than ...
- 42 ... be requested to show ...
- 43 ... wish I had visited ...
- 44 ... I look it up in ...
- 45 ... wasn't her fault ...
- 46 ... aren't as many ...
- 47 ... turned it down for ...
- 48 ... couldn't continue until ...
- 49 ... been put off until ...
- 50 ... would have been able to ...
- 51 ... possible for Mark to get ...
- 52 ... prevented cars from turning ...
- 53 ... have made a better ...
- 54 ... if/whether I had been to ...
- 55 ... was better than Joe ...
- 56 ... are not allowed to smoke ...
- 57 ... are far more expensive than ...
- 58 ... is not old enough to ...
- 59 ... do you want to get ...
- 60 ... if she had seen ...
- 61 ... so excited that she could ...
- 62 ... was finished during her ...
- 63 ... turned down an offer ...
- 64 ... so she wouldn't have ...
- 65 ... difficulty in understanding the ...
- 66 ... have not been abroad for ...
- 67 ... long have they been living ...
- 68 ... came down with a cold ...
- 69 ... had no intention of keeping ...
- 70 ... in spite of my (strong) ...
- 71 ... is not obliged to go ...
- 72 ... to prevent the dog from ...
- 73 ... should not have talked ...
- 74 ... if he had written ...
- 75 ... used to have difficulty getting ...
- 76 ... is said to be a ...
- 77 ... was made to stay late ...
- 78 ... are supposed to be ...
- 79 ... not as fast as ...
- 80 ... been late, you wouldn't ...
- 81 ... would like to learn ...
- 82 ... has been a month since ...
- 83 ... carry out the teacher's ...
- 84 ... approve of us/our staying ...
- 85 ... works for Mactrons, doesn't ...
- 86 ... is being considered by ...
- 87 ... low enough for him to ...
- 88 ... worst film I have ever ...
- 89 ... did not speak politely to ...
- 90 ... congratulated him on/for getting ...
- 91 ... might not have understood ...
- 92 ... become a professional writer until ...
- 93 ... wishes he had bought ...
- 94 ... had got in touch with ...
- 95 ... what made Paul leave ...
- 96 ... came up with ...
- 97 ... would have turned up for ...
- 98 ... were prevented from getting through ...
- 99 ... get in touch with ...
- 100 ... wasn't Robert who brought ...

- | | |
|---|---|
| 101 ... haven't heard from ... | 123 ... let me know what you ... |
| 102 ... on their own ... | 124 ... completely agreed with each ... |
| 103 ... had better leave ... | 125 ... arrives at the right time ... |
| 104 ... had been on time, ... | 126 ... will be given out ... |
| 105 ... was the first time ... | 127 ... had run out of ... |
| 106 ... has been a rise in ... | 128 ... it is rare to find ... |
| 107 ... he hadn't spent ... | 129 ... such an unexpected way ... |
| 108 ... shouldn't have installed ... | 130 ... I would not have seen ... |
| 109 ... so (that) our dog could ... | 131 ... in case Suzy drops ... |
| 110 ... isn't worth washing ... | 132 ... left the door unlocked ... |
| 111 ... making no effort to ... | 133 ... were prevented from entering ... |
| 112 ... were hardly any tables ... | 134 ... you mind not borrowing ... |
| 113 ... you mind not playing ... | 135 ... would like to know ... |
| 114 ... only employee who didn't ... | 136 ... is not far from Arnold's ... |
| 115 ... didn't let us loiter ... | 137 ... wasn't big enough ... |
| 116 ... as long as you are ... | 138 ... has difficulty (in) doing ... |
| 117 ... full details of ... | 139 ... was empty apart from ... |
| 118 ... was called off because of ... | 140 ... is supposed to be ... |
| 119 ... enjoyed the play apart from ... | 141 ... has any intention of quitting ... |
| 120 ... have the ability to do ... | 142 ... able to tell the difference ... |
| 121 ... lost his temper with ... | 143 ... is used to running ... |
| 122 ... not used to jogging ... | |

Further Practice on Word Formation

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|-------------------|------------------|-------------------|-----------------|
| 1 scientists | 24 limited | 47 relatively | 70 industrial |
| 2 reminder | 25 advisable | 48 knowledge | 71 expansion |
| 3 importance | 26 headache | 49 importance | 72 bitterly |
| 4 punctually | 27 dependent | 50 possibility | 73 toughest |
| 5 anxious | 28 unhealthy | 51 ensure | 74 comfortably |
| 6 ability | 29 helpful | 52 Unfortunately | 75 unlike |
| 7 recommendations | 30 encouragement | 53 commercial | 76 energetic |
| 8 reliable | 31 carefully | 54 usually | 77 currently |
| 9 anger | 32 probability | 55 reservation | 78 ambitious |
| 10 unusual | 33 unfortunately | 56 freedom | 79 professional |
| 11 appearance | 34 tropical | 57 unsuitable | 80 enjoyable |
| 12 beginning | 35 delightful | 58 publication | 81 tendency |
| 13 purely | 36 choice | 59 disappointment | 82 basically |
| 14 difficulties | 37 impressive | 60 variety | 83 heights |
| 15 risky | 38 highly | 61 speciality | 84 uncommon |
| 16 uncomfortable | 39 attractions | 62 wonderful | 85 behaviour |
| 17 increasingly | 40 annually | 63 coastal | 86 mistakenly |
| 18 tourism | 41 stormy | 64 unevenly | 87 unpopular |
| 19 employees | 42 unsuitable | 65 economic | 88 easily |
| 20 entertainment | 43 easily | 66 growth | 89 length |
| 21 awareness | 44 invention | 67 arrival | 90 admiration |
| 22 destruction | 45 unchanged | 68 concentration | |
| 23 agreement | 46 successful | 69 remarkable | |