

CONSOLIDATION 2

INDIRECT SPEECH

WISH

PASSIVE

Units 5-8

1 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 Please don't open the window.

you

I'd *rather, you didn't* open the window.

2 Fiona wanted to know the time.

what

Fiona wanted to know was.

3 We won't go out if the weather is bad.

won't

We the weather is good.

4 I would like you to be here!

wish

I here.

5 Catherine refused to let me go.

couldn't

Catherine go.

6 If I were you, I'd try to get some sleep.

advise

I to try to get some sleep.

7 What a pity we didn't see the match.

wish

I the match.

8 The old man introduced himself.

us

The old man name.

9 David told me the time of the next train.

what

David told train left.

10 The police inspector said I had killed Mrs Burns.

of

The police inspector killing Mrs Burns.

FIRST CERTIFICATE LANGUAGE PRACTICE

2 Decide which answer (A, B, C or D) best fits each space.

The stolen bike

One morning last week I realized that my bike (1) stolen from my garden. I phoned the police and two officers called at my house the next day. They (2) me if I had seen or heard anything. I told (3) I had been out that evening, and hadn't noticed anything suspicious when I came home. 'If I had seen anything, I (4) you,' I replied. 'It was raining hard too. If the weather (5) so bad, I would have ridden my bike.' The officers told me that lots of people (6) their bikes stolen lately. 'The thieves (7) to have put the bikes in a van,' said one of the officers. 'I (8) I had known about that,' I said. 'I saw a black van that evening. In fact, it (9) opposite my house.' The officers asked me what the van's number (10) , but I couldn't remember. '(11) you saw the van again, (12) you recognize it?' one of them asked. 'It (13) painting. I remember that,' I replied. However, there was a happy ending to this story. After the officers had left, I (14) by a friend of mine. 'By the way,' she said, '(15) you want your bike, I'll bring it back this afternoon. I borrowed it a couple of days ago.'

- | | | | |
|----------------|---------------|--------------------|----------------------|
| 1 A had | B had been | C had had itself | D had not |
| 2 A reminded | B questioned | C told | D asked |
| 3 A them | B that | C if | D later |
| 4 A called | B would | C had called | D would have called |
| 5 A wasn't | B wouldn't be | C hadn't been | D wouldn't have been |
| 6 A had | B had had | C had to have | D hadn't |
| 7 A think | B are thought | C have thought | D are thinking |
| 8 A would | B realize | C wish | D thought |
| 9 A was parked | B had parking | C is parked | D has parked |
| 10 A is | B was | C had | D wrote |
| 11 A If | B When | C Remember | D Suppose |
| 12 A do | B can | C would | D if |
| 13 A needed | B had been | C looked like | D seemed |
| 14 A called up | B was phoned | C had a phone call | D heard some news |
| 15 A unless | B if only | C if | D as long as |

CONSOLIDATION 2 UNITS 5-8

3 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 Excuse me, is somebody serving you, sir? | BEING |
| Excuse me, <i>are you being served</i>, sir? | |
| 2 I think we should go home. | WENT |
| It's home. | |
| 3 The painters painted our house last month. | HAD |
| We last month. | |
| 4 It's a pity that Charles always complains so much. | WOULDN'T |
| I so much. | |
| 5 Someone will meet you at the airport. | BE |
| You at the airport. | |
| 6 People think that train-robber Dave Martin has escaped. | HAVE |
| Train-robber Dave Martin escaped. | |
| 7 'Don't forget to buy some bread, Mum,' said Pauline. | REMINDED |
| Pauline buy some bread. | |
| 8 Have you received your salary yet? | BEEN |
| Have yet? | |
| 9 I think I'll manage to finish the letters by 4.00. | GET |
| I think I'll by 4.00. | |
| 10 My parents made me study every night. | WAS |
| I every night by my parents. | |

4 Put each verb in brackets into a suitable verb form.

A friend in the rain

Last week I (1) *was walking* (walk) home after playing tennis when it (2) (start) raining very heavily. 'Oh no, I (3) (get) soaked before I (4) (reach) home,' I thought. 'I wish I (5) (remember) to bring my raincoat.' But unfortunately I (6) (leave) it at home. How stupid of me! I (7) (always forget) to bring it with me. Luckily just then a friend of mine passed in her car and offered me a lift. '(8) (you go) home?' she asked, 'or (9) (you want) to go for a drink?' 'I think I'd rather you (10) (take) me home,' I said. 'If I (11) (not change) my clothes, I know I (12) (fall) ill, and then I (13) (not be able) to play in the tennis tournament next week. And I (14) (practise) hard for the last month.' 'I (15) (wait) for you to change if you (16) (like),' she told me. 'I think it's time you (17) (relax) for a change. You (18) (worry) too much about things lately. And people who (19) (worry) too much (20) (fall) ill more easily. It's got nothing to do with the rain!'

5 Put each verb in brackets into a suitable verb form.

The facts about sugar

Packet sugar from the supermarket (1) is extracted (extract) from either sugar cane or sugar beet. These products (2) (mix) with hot water, which (3) (dissolve) their natural sugar. Sugar (4) (also find) in fruit, some of which, such as dates and grapes, (5) (contain) very high amounts of sugar. To be a little more accurate, sugar should (6) (call) sucrose. Sucrose (7) (make up) of two substances: glucose, which (8) (use) for instant energy, and fructose, which (9) (last) longer as a source of energy. The sugar in fruit is mainly fructose. So when we (10) (eat) fruit, we (11) (also eat) quite large amounts of natural sugar. Some scientists (12) (believe) that too much sugar (13) (eat) in sweets, cake and biscuits. It (14) (say) to be generally bad for the health, although nothing (15) (definitely prove) so far. However, it (16) (known) that sugar (17) (cause) tooth decay. As one expert put it: 'If other foods (18) (damage) our body as much as sugar (19) (damage) our teeth, they (20) (ban) immediately.'

6 Underline the most suitable word or phrase.

- 1 If you *would help* / *hadn't helped* / *didn't help* / *helped* me, I wouldn't have passed.
- 2 Jan *said* / *said that* / *told* / *told to* the police officer she was lost.
- 3 It's time you *start* / *would start* / *started* / *have started* doing some serious training.
- 4 I wish you *don't talk* / *didn't talk* / *wouldn't have talked* / *weren't talking* so much!
You can be really annoying!
- 5 If you *had found* / *should find* / *will find* / *would find* that book, could you keep it for me?
- 6 Sorry, but I'd rather you *don't leave* / *didn't leave* / *wouldn't have left* / *won't leave* your bike there.
- 7 Can you tell me what time *does the library open* / *the library opens* / *open the library*?
- 8 My neighbours *have stolen their dog* / *have had their dog stolen* / *have their dog stolen*.
- 9 Peter *refused* / *confessed* / *denied* / *doubted* trying to break into the building.
- 10 If I were you, *I try* / *I'd tried* / *I'd try* / *I tried* again next year.

7 Complete the text with a word from the box. Use each word once only.

a advised	d decided	g know	j suppose	m whether
b asked	e doubt	h rather	k told	n wish
c been	f if	i said	l were	o would

A holiday in Scotland

If you go on holiday anywhere in the UK in summer, you never (1) what kind of weather to expect. A few years ago some friends of mine (2) to go on holiday to Scotland, and I was (3) whether I wanted to go too. 'I (4) I could come,' I said, 'but I have already booked a holiday in Italy.' Then I told them that I had been to Scotland before, so they asked me (5) I could give them any tips. I (6) them to take plenty of warm clothes and raincoats. 'If I (7) you, I'd carry umbrellas with you wherever you go,' I told them. 'I (8) whether you'll have a single sunny day, and it'll probably feel more like winter than summer!' 'We'd (9) not carry too much luggage,' they said. 'But (10) it rains every day?' I said. 'What will you do then?' I didn't see them again until we had both come back from our holidays. They were all very sun-tanned, and they told me that the weather had (11) really fantastic. '(12) we had taken your advice,' they said, 'we (13) have made a terrible mistake. Luckily we checked with the weather centre before we left, and we were (14) that it was really hot in Scotland. In fact, it is (15) to have been the hottest two weeks in July in Scottish history!'

First challenge

1. Linking words Subordinating conjunctions

- Comparison/Manner: *as if / as though, as*
That old tree looks as though it's going to fall.
- Condition: *if, even if, unless, provided, as long as, on condition that*
You can't join the ski class unless you are insured.
- Concession/Contrast: *although / though / even though, whereas*
I understand your point of view although I don't agree.
- Purpose/Result: *so that, in order (not) to, so as (not) to*
Pam crept into the room so as not to wake the kids.
- Cause/Reason: *because, as, since, for*
I'll buy that camera after Christmas since it'll cost less.
- Time: *when, while, as, as soon as, till/until, once, by the time*
By the time we got home the baby was sound asleep.

REMEMBER

- The prepositions *despite* or *in spite of* followed by *-ing* form or *the fact that* can be used as an alternative to *although, though* and *even though*:
Although he was out of breath he didn't give in.
Despite / In spite of being out of breath he didn't give in.
Despite / In spite of the fact that he was out of breath he didn't give in.
- The conjunction *as* can be used:
 - with the meaning of *while*:
As I was packing my cases I realized I had forgotten my camera.
 - to state reason:
As those biscuits were on special offer I bought ten packets.
 - to express comparison/manner:
I've made the same mistake as I made before.

A

Underline the correct alternative to complete each sentence.

- 1 Once / By the time the children have left school I'll be in my fifties. 2
Don't tell the boss anything if / unless he doesn't ask. 3 *Whereas /*
Although it was her first public performance, Jill sang confidently. 4 The
plane started to shudder as / until we were coming into land. 5 Ella cleaned
her glasses so that / because she could see more clearly. 6 *Since /*
Although I've never been to New York I can't tell you much about it. 7 We
enjoyed the trip despite / while the fact that the weather was very bad. 8
I washed the sprouts while / till waiting for the water to boil. 9 *As / As soon*
as we get to our holiday destination I know I'll start to relax. 10 I'll accept
the job even if / as long as they pay me well.

as
as tho
in ord
once
provic
where

2. Linking words

2. Text organizers

- To introduce an idea: *to begin with, first of all, firstly, secondly*
- To add ideas: *in addition, moreover, furthermore*
- To clarify an idea: *actually, as a matter of fact, in other words, to tell the truth*
- To express alternatives: *otherwise, or else, alternatively*
- To show contrasting ideas: *however, anyway, in any case, nevertheless, yet, on the other hand, in contrast*
- To give examples: *for example, for instance, that is to say*
- To express cause or reason: *thus, therefore, consequently, as a result, accordingly*
- To express opinion or support your view: *in my opinion, in my view, from my point of view, as far as I know*
- To relate ideas or events in time: *then, afterwards, meanwhile, in the meantime, finally, eventually, in the end*
- To refer to something: *as for, as regards, as far as... is concerned*
- To summarize ideas: *to sum up, in conclusion, to conclude, in general, on balance, on the whole, overall, all things considered*

A

Choose the correct alternative to complete each sentence.

- 1 This is a brainteaser. *Moreover* / *Nevertheless*, I'll manage to solve it.
- 2 The campsite was badly organized and *in addition* / *accordingly*, it was dirty.
- 3 He was refused political asylum and *therefore* / *anyway* was returned to his country.
- 4 I'd better back up my essay now, *or else* / *then* I'll risk losing all I've typed today.
- 5 There will be road works. *Alternatively* / *Consequently*, this exit will be closed.
- 6 *To sum up* / *First of all*, I'd like to welcome everyone to our annual dinner.
- 7 Dinner will be ready soon. *In the meantime* / *As a result*, have a glass of wine.
- 8 *Afterwards* / *All things considered*, it was a successful conference.
- 9 It is an expensive product, *however* / *in contrast*, it is worth the money.
- 10 Let's follow Jim's advice, *that is to say* / *as regards* visit the town before lunch.
- 11 We had some difficulties, but *actually* / *finally* we managed to find the hotel.
- 12 *In my opinion* / *For me* he is the best President this country has ever had.
- 13 You must adhere to the rules, *meanwhile* / *otherwise* you will face disqualification.
- 14 *As a matter of fact* / *As for* accommodation I'd suggest the B&B in Park Road.

Language booster

• Revision (Linking words)

A

Choose the correct alternative.

- 1 *While / As soon as* the weather improved we climbed to the top of the hill.
- 2 George and Jason plunged into the river *even though / despite* the water was terribly cold.
- 3 We arranged to meet early *so that / unless* we would have time for a chat before dinner.
- 4 You won't run any risks *as long as / until* you don't get separated from the guide.
- 5 *Even if / Provided* you agree to abide by the rules you'll be welcome to our club.
- 6 We decided to hire a van *as / so that* we wanted to travel all together.
- 7 The Reeds are a nice couple. *Although / Since* they're well off they lead a simple life.
- 8 *Once / As* I got off the train I met an old schoolmate I hadn't seen for ages.

B

Complete the sentences with a suitable linking word from the box.

*otherwise - however - moreover - afterwards - eventually - actually -
meanwhile - therefore*

- 1 "Why didn't you answer the questions?" "Well, _____, they were too difficult for me."
- 2 Don't forget to take your passport, _____ you won't be allowed to cross the frontier.
- 3 After working as a rep for years, Mr Grant _____ got a sales manager position.
- 4 I don't normally watch thrillers. _____, the one I saw last night was quite good.
- 5 The robbers were trying to open the safe. _____, an accomplice was on the lookout.
- 6 Video cameras are of great help to the police. _____, they deter potential criminals.
- 7 My project is behind schedule and _____ I'll be very busy in the next few weeks.
- 8 He promised to give me a hand, but _____ he unexpectedly changed his mind.

C

Match each sentence in column A with the most suitable ending in column B.

- A**
1. Candidates are known by a number
 2. He's a very sociable person,
 3. The woollen jumper wasn't my size
 4. I want to take up that course
 5. We asked a policeman for directions
 6. Poor Ted. He didn't get the job

- B**
- a. even though it's quite expensive.
 - b. in spite of his qualifications.
 - c. as were completely lost.
 - d. and yet he doesn't seem to have lots of friends.
 - e. so as to avoid any prejudice of favouritism.
 - f. and anyway I didn't like the colour.

D

Use the roots given to form suitable words to complete the sentences.

- 1 Since they opened that new disco pub down the road we have been _____ to sleep at night. **ABLE**
- 2 The information they gave you is _____. The number 6 bus no longer runs on Sundays. **ACCURATE**
- 3 _____ should have a degree in business studies and at least five years' experience at management level. **APPLY**
- 4 The number of students who drop out universities in the first year is _____ high. **APPOINT**
- 5 I didn't stay to the end of the film. I walked out half-way through in sheer _____. **BORE**
- 6 We were asked to write a composition about our favourite _____ memory. **CHILD**
- 7 I know it's a difficult _____ but you've got to make up your mind as soon as possible. **CHOOSE**
- 8 The government's proposal to lower the age of majority to 16 came in for severe _____. **CRITIC**
- 9 After a brief moment of _____ the officer in charge ordered the troops to attack. **DECIDE**
- 10 It was hard to believe that the floods had caused such wide-spread _____. **DESTROY**
- 11 We had an _____ guest at the party, my niece from Australia. **EXPECT**
- 12 The year I spent doing voluntary service in Brazil was an _____ experience. **FORGET**
- 13 Gerald's _____ of medieval cooking recipes took us quite by surprise. **KNOW**
- 14 Look carefully at this sentence but don't worry about the rest of the article. It's _____. **IMPORTANT**
- 15 Beth's _____ personality made her popular with her colleagues in the office. **LIVE**
- 16 Every day my brother swims ten _____ of the pool before going to work. **LONG**
- 17 The terminology you used was unacceptable. It was not _____ correct. **POLITICS**
- 18 It was one of the most _____ and time-wasting meetings I had ever attended. **PRODUCE**
- 19 _____ speaking there is no explanation for the mysterious formation of crop circles in the south of England. **SCIENCE**
- 20 The only way they could _____ the bridge was to build new supports under it. **STRONG**



The verbs listed below are usually followed by prepositions. They therefore take indirect objects. In some cases, another verb (in the -ing form) can follow the preposition.

- **agree with sb about sth / about doing sth**
I agree with you about the film. It was awful!
I agree with you about reorganising the office.
- **apologise to sb for sth / for doing sth**
I apologised for my mistake.
I apologised to the teacher / for being late.
- **apply to sb for sth**
She applied to the job centre for a new job.
- **approve / disapprove of sth**
I don't approve of your decisions. (formal)
- **ask sb about sth**
He asked me about my exam.
- **ask for sth**
Ask her for £10.
- **believe in sb / sth**
I believe in friendship.
- **belong to sb**
The old cottage belongs to Mrs Dell.
- **borrow sth from sb**
He borrowed a lot of money from his sister.
- **call at sb's / a place**
Call at my house tomorrow.
- **care about sb / sth**
Everybody should care about the environment.
- **charge sb for sth**
The hotel charged me £10 for the car park.
- **complain to sb about sth**
She complained to the manager about her room.
- **congratulate sb on sth**
I congratulated Jim on his success.
- **deal in sth**
He deals in furniture.
- **deal with sb / sth**
Which firm are you dealing with?
This novel deals with the diamond wars.
- **depend on sb / sth**
It all depends on you.
- **dream about / of sb / sth**
I dreamt of you last night.
- **fill with sth**
Fill the bottle with water.
- **hear from sb**
I haven't heard from you for a long time.
- **keep to sth**
You should keep to the rules when playing cards.
- **laugh at sb / sth**
Are you laughing at me or at my joke?
- **leave for a place**
I'm leaving for Pisa tomorrow.
- **listen to sb / sth**
Please listen to me!
- **look after sb / sth**
The babysitter is looking after the children tonight.
- **look at sb / sth**
Look at that star!
- **look for sb / sth**
She's looking for her keys.
- **look into sth**
The police promised to look into the matter.
- **pay for sth**
Let me pay for the meal.
- **succeed in sth / in doing sth**
He has succeeded in everything!
He succeeded in publishing his first novel.
- **thank sb for sth**
You must thank Sarah for her hospitality.
- **think of / about sb / sth**
I'm always thinking of you.
- **wait for sb / sth**
Lots of people are waiting for the cable car.

1 Complete the sentences with the correct form of the verbs in the box.

>> ask apply agree apologise thank approve dream ask

- 1 I *asked* the teacher about the arrangements for the exam.
- 2 I hope you of the new furniture in the office.
- 3 I would like to to you for what I said yesterday.
- 4 We would call you for an interview if you for this position.
- 5 I for a pay-rise when I see the boss tomorrow.
- 6 I didn't with Michael about the causes of the problem.
- 7 I about being lost in the tube when the alarm woke me up.
- 8 Did you Auntie Sarah for the beautiful present?

2 Choose the correct alternative.

- >>
- 1 I think we all agree *in / to / about* the importance of organic food.
 - 2 Do you belong *at / to / of* any dining clubs or associations?
 - 3 I borrowed these recipe books *of / from / out of* my father last week.
 - 4 I'm going to call *in / to / at* the Indian takeaway on the way home.
 - 5 I don't think Ron cares *of / about / with* anything except eating.
 - 6 They charged me a lot of money *with / for / from* this tin of caviar.
 - 7 Everybody working in this restaurant must keep *at / in / to* the safety rules.
 - 8 They finally succeeded *at / in / about* achieving their dream: a meal at the Savoy Hotel.

3 Match the two parts of the sentences.

- >
- | | | | | | |
|------------------------|--|---------|---------|---------|---------|
| 1 <i>d</i> | 2 | 3 | 4 | 5 | 6 |
| 1 We complained | a in international finance. | | | | |
| 2 I congratulated him | b doing what they do best! | | | | |
| 3 Amanda's firm deals | c from the director yet. | | | | |
| 4 I haven't heard | d about the conditions we worked in. | | | | |
| 5 They should keep to | e at her - she's never done this before. | | | | |
| 6 You mustn't laugh | f on his promotion. | | | | |

4 Which prepositional verbs formed with *look* can replace the verbs in purple in the following sentences?

~~look round~~ look at look for look after look into look up

- 1 We're going to visit an old castle this afternoon. *look round*
- 2 We have to ~~care for~~ next door's dog while they're away.
- 3 I must ~~find~~ the meaning of *serendipity* in the dictionary.
- 4 The local police said they ~~are investigating~~ the problem.
- 5 We ~~examined~~ the paintings for a long time.
- 6 We ~~searched for~~ her lost ring everywhere.

5 Complete the paragraphs using the appropriate form of the verbs on the previous page. The prepositions have already been inserted.

- >>>
- 1 We ¹ *complained* to the restaurant manager because they ² us for a bottle of champagne we hadn't drunk. They also wanted us ³ for parking our car in their courtyard!
 - 2 If he's ⁴ of becoming a great chef, he should be ready to ⁵ for a city like Paris, where he could ⁶ for a job in a renowned restaurant. I strongly ⁷ in his skills and I would be the first one to ⁸ him on his success.

Adjectives followed by prepositions

The adjectives below are usually followed by prepositions. In some cases, another verb (in the -ing form) can follow the preposition.

- **afraid of sb / sth**
He's afraid of spiders.
- **angry about sth**
He was angry about the situation.
- **angry with sb for sth**
Mum was angry with Matthew for getting another bad report.
- **ashamed of sb / sth**
I'm ashamed of your behaviour.
- **bored with sth**
The boys were bored with studying.
- **born of sb**
He was born of Italian parents.
- **busy with sb / sth**
The manager is busy with the budget.
- **critical of sb / sth**
Professor Hall was critical of his students.
- **crowded with sb**
The stadium was crowded with hundreds of people.
- **different from sb / sth**
This town is very different from the place where I live.
- **disappointed with sb / sth**
I was really disappointed with my exam results.
- **engaged in sth**
He's engaged in a profitable business.
- **engaged to sb**
Paul is engaged to Louise.
- **fed up with sth**
I'm fed up with listening to this story!
- **fond of sb / sth**
She's very fond of me.
He's fond of trains.
- **frightened of sb / sth**
He is frightened of thunder.
- **good at sth**
I'm quite good at maths.
- **hopeless at sth**
I'm hopeless at skiing, I'll never learn.
- **important to sb**
Her family is more important to her than her career.
- **interested in sth**
We're interested in the flat on the top floor.
- **keen on sth**
My husband is keen on science fiction films.
- **married to sb**
Is Brad still married to Angie?
- **nervous about sth**
Are you nervous about your driving test?
- **popular with sb**
Jack is very popular with his colleagues.
- **satisfied / dissatisfied with sth**
We're really satisfied with this hotel.
- **sorry about sb / sth**
I'm sorry about Peter. He didn't deserve to be sacked.
- **surprised at sth**
He was surprised at the news.
- **tired of sth**
I'm tired of my job.
- **worried about sb / sth**
I'm worried about the kids. Where are they?

1 Complete the sentences with the correct form of the verb *be* and with the adjectives in the box.

>> afraid angry ashamed bored disappointed born busy

- 1 When he was a boy he *was afraid* of the dark.
- 2 I with these physics lessons – they're so theoretical!
- 3 I of myself when I saw the poor results I got in the test.
- 4 Diego of Spanish and French parents.
- 5 I'm afraid he can't see you now. He with another client.
- 6 The coach with the 1-1 draw, even though the team had played really well.
- 7 The students about the changes to their timetable.

2 Match the two parts of the sentences.

> 1 2 3 4 5 6

- | | |
|-----------------------------------|--|
| 1 Paul was angry | a at drawing. |
| 2 The students were very critical | b in a difficult situation. |
| 3 The bus was so crowded | c from her elder sister. |
| 4 Janice is very different | d of the new government. |
| 5 The students were involved | e with his mother for ruining his jeans. |
| 6 I'm very good | f with people I could hardly get on. |

3 Choose the correct preposition.

- >> 1 I was very disappointed with / of / about the show.
- 2 Did you know that Gill got engaged at / with / to Simon?
- 3 You can tell Dave is very fond of / in / with good food and drink.
- 4 I'm absolutely hopeless for / at / with Physics.
- 5 She's very interested in / at / from local history.
- 6 She's nervous for / on / about cooking for so many people.
- 7 Hamburgers and chips are very popular with / for / to teenagers.
- 8 My sister is hopeless with / at / in decorating, but her husband is quite good at / in / for it.

4 Complete the sentences with the correct preposition.

- >> 1 Jane's been married to him for twenty years.
- 2 John is very keen motor racing.
- 3 Her grandfather is very important her.
- 4 The circus isn't very popular children nowadays.
- 5 She has always been frightened snakes.
- 6 Aren't you fed up playing that video game?
- 7 My parents aren't that familiar the Internet, so I help them.

5 Complete the sentences with the appropriate adjective. Choose from the ones on the previous page.

- >>> 1 I'm not coming to the swimming pool with you. I'm really hopeless at swimming. I'll never learn.
- 2 What are you about? Is it tomorrow's test?
- 3 Marion has always been of dogs and now she's got a new job at a vet's surgery!
- 4 'Aren't you of travelling the world?' 'Not in the least. I still enjoy it!'
- 5 'Are you with your life?' 'Yes, I wouldn't change anything about it!!'



For questions 1–8, 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:

- A hear B listen C sound D ring

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

A dress made of paper

Could you ever wear something made with paper from your old schoolbooks? It might (0) like a crazy idea, but Kara Koskowich, a high school student in Canada, became front-page (1) when she made herself a dress out of her maths homework.

The dress was for her school 'prom', or leaving party, and she decided to have some fun creating this amazing and dress, as well as help the environment at the same time by recycling 75 pages from her maths exercise book. It was also an affordable (3) compared to buying a new dress at (4) expense; apart from the thread she bought, the dress was (5) free.

Kara's best friend (6) in the creative fun too, making her own recycled dress for the occasion using plastic shopping bags. Other teenagers have also made unusual (7) of party dresses. Coffee filters, chewing gum wrappers and crisp packets have all (8) out to be viable materials.

- | | | | |
|----------------|---------------|----------------|---------------|
| A news | B article | C press | D report |
| A sole | B only | C unique | D single |
| A selection | B course | C preference | D option |
| A extensive | B substantial | C considerable | D exceptional |
| A certainly | B basically | C definitely | D principally |
| A joined | B involved | C concerned | D linked |
| A alternatives | B models | C replacements | D versions |
| A pointed | B set | C turned | D got |

Questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to
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 O T I V A T E D

Training for a long-distance running race

The secret of success when preparing to run in a long-distance race is to remain extremely (0) , to train sensibly, and to focus on proper nutrition. It takes more than willpower alone to run several kilometres. There is some (17) over the best way of training, however, and studies have not reached any universal conclusions.

Nevertheless, successful (18) tend to approach their training in similar ways. They focus on staying healthy and, (19) , you may think, are careful not to overtrain. It is (20) to train slightly less, but remain strong and full of (21) , than to train too hard and face (22) or injury.

The (23) of a healthy diet can never be stressed too much, of course, and you should always eat a good helping of carbohydrates soon after exercising. Another crucial (24) is the need to remain hydrated at all times. Listen to your body: if you feel thirsty, then you need a drink.

MOTIVATE

AGREE

RUN

SURPRISE

PREFER

ENTHUSIASTIC

SICK

IMPORTANT

CONSIDER

For questions 25–30, 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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example:

0	LOOKING FORWARD TO GOING
---	--------------------------

25 Nadia left her phone on the bus, and she got to school late, too.

LEAVE

Not her phone on the bus, but Nadia got to school late, too.

26 People can't cycle here if they don't wear helmets.

ALLOWED

People aren't they wear helmets.

27 They didn't cancel the outdoor theatre performance despite the rain.

EVEN

The outdoor theatre performance wasn't was raining.

28 Dan played games on his computer all evening.

WHOLE

Dan games on his computer.

29 My grandmother says she remembers her childhood when we come here.

REMINDS

My grandmother says this place her childhood.

30 Do you think your mum could take us to school in her car?

LIFT

Do you think your mum would mind to school in her car?

You are going to read an article about a teenage writer called Beth Reekles. For questions 31–36, 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.

Teenage novelist Beth Reekles

Our reporter interviewed a teenage writer and her father.

At the age of 15, British teenager Beth Reekles spent hours alone in her bedroom, tapping away obsessively on her laptop. Reekles was writing a bestselling novel. 'All that time, I thought she was messing around on social networking sites, like other teenagers,' her dad told me, shaking his head. Reekles wrote her book as a serial, uploading a chapter at a time onto the Internet — the first chapter alone got a million hits — until her inbox was deluged with emails that she said typically began 'upload faster!' A three-book deal she signed with a publisher only came after her book had been read online for free 19 million times. Through instinct, luck or cleverness, she had discovered the secret to global appeal that had bedeviled those three or four times her age.

'I wrote it because I was looking for something to read,' says Reekles, with disarming calm simplicity. 'I couldn't find it, so I wrote it.' This is typical of Reekles, making her sound easy. Her writing flows out of her unstoppably. When I ask her, for instance, how she finds the time to study while maintaining her career as an international publishing phenomenon, she looks at me and laughs lightly. 'A lot of my friends say that. Some of them don't even take Saturday jobs because there's too much homework now. I suppose I see this as like my Saturday job now.'

One strange thing about her rise to fame is that almost all her fans have no idea how young she is. Teen fiction is mostly written by adults. But if you look closely enough, there are a few indications of Reekles' age. Not many books end with quite such a specific message to staff at a Welsh school: 'A big thank you to my English teacher, Mr Maughan. Your enthusiastic teaching and interest in my writing was a huge motivation.' Adults always struggle to write the teenage detail — things like how to keep on

listening to music even when you're in the shower — but Reekles gets it just right.

Despite these giveaways, the main reason few would guess at the fact that when she wrote the book Reekles was even younger than her teenage heroine is that her writing is so impressive. It is never introspective or pretentious. The pace is controlled, the chapters end on cliffhangers. You might be forgiven for thinking that the book was written by a highly experienced American scriptwriter with an eye for a movie deal.

Reekles says she wrote addictively from the first moment her father gave her a laptop at the age of 11. She never told or showed anyone for a very long time. She worried she was weird: 'I mean, it didn't seem like the average hobby.' Then a friend recommended she read a book on a free online novel-sharing platform for amateur writers. 'All my stories were squirreled away in a folder on my laptop. But I saw that on this site I could be anonymous, and I liked that. I was self-conscious about the quality of my writing. I saw that here no one would know me, and I eventually worked up the courage to start posting my own books.'

Her writing soon became very popular on the site, and a year later, she got an email from a publisher offering to publish her latest online novel as a paper book. "What's this?" I thought. I read it a few times, yanked the charger out of the laptop and ran across to my parents, the noise that came out of my mouth was not human. I was so excited.' Her dad chips in proudly: 'Although it's easy to upload books online, and there are a lot of people doing it, there aren't that many people who can do it well.' I ask him what he thinks of the book. 'Oh, I haven't read it.'

- 31 What do we learn about Reekles in the first paragraph?
- A She is easily distracted while trying to write novels.
 - B She adapted her writing in response to readers' comments.
 - C She took care to avoid mistakes made by other novelists.
 - D She manages to please a wide range of readers.
- 32 What does Reekles suggest about her writing in the second paragraph?
- A She has little trouble fitting it into her life.
 - B She finds it easier to do than schoolwork nowadays.
 - C She does it to boost her income from other part-time jobs.
 - D She realises that few people are able to do it as well as she does.
- 33 What does the reporter say about Reekles' age?
- A It is hard for her to hide it from her readers.
 - B It allows her to write in a realistic way.
 - C It explains her need to please her teacher.
 - D It can sometimes put off adult readers.
- 34 What is meant by 'giveaways' in *line 37*?
- A slightly irrelevant parts of the book
 - B pieces of advice Reekles has received
 - C clues giving information about Reekles
 - D opportunities to read the book for free
- 35 According to Reekles, the online novel-sharing site was important for her because
- A it allowed her to compare her writing to that of others.
 - B other users gave her positive feedback about her work.
 - C she could display her work on it without embarrassment.
 - D it proved that she was less unusual than she had thought.
- 36 How does Reekles' father feel about her success?
- A proud that he recognised her talent when she was younger
 - B relieved that her book has become a bestseller at last
 - C impressed by his daughter's achievement in a competitive field
 - D keen to discover for himself why so many people admire the book

You are going to read an article about baby sea turtles being helped by humans. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Baby sea turtles get to the water safely



Volunteers on a Caribbean Island and a police officer in the US have something in common: helping baby turtles to reach the sea.

Although human beings are responsible for many of the problems faced by animals worldwide, there are times when people try to make up for it. Recently, in both the Caribbean and the US, people have come to the aid of baby sea turtles confused by man-made light.

Although loggerhead sea turtles spend most of their lives in the water, they are born on land. Adult females come ashore onto beaches to lay their eggs in the sand. There are around 100 eggs in a nest, and they incubate for about 55–65 days, depending on the temperature. Adult loggerhead turtles weigh up to 140kg and have few predators.

37 This, along with pollution and the loss of nesting habitats due to development, has resulted in these animals being placed on the threatened species list.

On the Caribbean island of Bonaire, conservation volunteers regularly help to ensure that the hundreds of loggerhead sea turtles that hatch on the beaches of the island and make it to the sea each year. **38** This year, however, they had to do something they had never done before: create a human wall for some of the little turtles that were confused as to the path to the ocean.

It all began when volunteers on Bonaire Island noticed that a turtle had laid her eggs a little further away from

the sea than usual, on a beach close to the airport. This was a problem because the babies usually hatch at night, and then use the moonlight to guide them to the sea. However, when turtles are born close to a place that is brightly lit at night, they get confused between the artificial light and the natural light of the moon.

39 In this case, that would be away from the sea and towards the bright lights of the airport terminal. When some turtle eggs were laid close by a few years ago, it caused a lot of problems for the baby turtles.

40 Then came the big day when they began to hatch, and the little hatchlings – as the tiny baby turtles are called – were ready to make their long trek to the water.

In order to ensure the hatchlings were guided by the moon and did not set off towards the airport, the volunteers came together and created a human wall around the turtles. **41** As a result, all 112 turtles scrambled over the sand in the right direction and made it safely to the sea.

And in Florida, in the United States, some baby turtles were similarly confused. A police officer was on patrol at 1 a.m. when he spotted some sea turtle hatchlings crawling towards a hotel. A passer-by told him that several other baby turtles were wandering around the hotel car park. **42** This may explain why they were heading for the hotel's front door. 'I began collecting hatchlings from the street and stopped traffic several times to do so,' said the officer. Helped by some of the hotel guests, the officer scooped up nearly 100 little turtles in a box and released them into the sea near the hotel.

- A** Determined not to let the same thing happen again, the volunteers kept a close eye on the turtle eggs.
- B** The Bonaire turtle eggs had also been buried near the sea.
- C** The task usually involves just keeping an eye on them.
- D** Like the loggerhead turtles in the Caribbean, their instinct was to move towards the brightest light.
- E** The eggs and young ones, however, are much more vulnerable.
- F** This effectively blocked out all the artificial light.
- G** As a result they can end up heading in the wrong direction.

You are going to read an article about a summer camp for teenagers where they can learn about a prehistoric animal. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which section

- | | | |
|--|----|--------------------------|
| includes praise for the learning environment provided? | 43 | <input type="checkbox"/> |
| says a discovery has been long awaited? | 44 | <input type="checkbox"/> |
| explains why the mastodon may have been in the area? | 45 | <input type="checkbox"/> |
| mentions that the students are carefully supervised? | 46 | <input type="checkbox"/> |
| mentions a physical feature of mastodons that was related to their diet? | 47 | <input type="checkbox"/> |
| demonstrates the great impact the camp has had on certain people? | 48 | <input type="checkbox"/> |
| says someone's initial belief later turned out to be mistaken? | 49 | <input type="checkbox"/> |
| shows that difficult conditions failed to put people off? | 50 | <input type="checkbox"/> |
| describes how suitable places to dig are chosen? | 51 | <input type="checkbox"/> |
| points out that something was hardly unexpected? | 52 | <input type="checkbox"/> |

Summer camp for teenagers – looking for prehistoric animal bones!

A special summer camp in the US gave high school students the chance to look for the remains of mastodons – a prehistoric relative of the elephant.

A

Lying on her stomach, Victoria Bochniak kept digging until she hit something hard. She tapped the object with her trowel, assuming it was a piece of wood. She was wrong. 'We were like: "Wait a second. This is bone!"' said Bochniak. In fact, what she found this week nearly 60 cm beneath a boggy prairie was the bone of a mastodon, an extinct relative of the elephant, believed to be more than 11,000 years old. Bochniak was excited but not entirely surprised. After all, this is why she attended Mastodon Camp. With about 30 other high school students, she has been given the hands-on opportunity to help excavate a mastodon. Under the watchful eyes of experts, students have not only unearthed pieces of mastodon, they've also discovered their inner paleontologist, inspiring them to pursue their newfound curiosity about Ice Age secrets.

B

Mastodon Camp is meant to help students and teachers improve their understanding of scientific inquiry and research and their familiarity with scientific technology and tools, as well as teach them about evolution and changes in the ecosystem over time. 'We've changed some folks' lives,' said Tom Pray, education outreach manager at the camp. 'They've decided: "I'm not going to do art history anymore. I'm going to go into archeology."' This fall, Bochniak, 18, plans to study geology and anthropology at university and do field work at a nearby nature reserve. Kaitlyn Hornik, 16, said Mastodon Camp is more engaging than a typical classroom setting. 'Textbooks are boring,' said Hornik, 'You come out here and you find things out for yourself.'

C

American mastodons stood 2.4 to 3 m tall at the shoulder, similar to elephants, but were stockier and covered with thick hair. A ground-penetrating radar was dragged over the area to pinpoint where the students would excavate, Pray said. Soil surveys of the site by the Illinois State Geological Survey have determined that the mastodon was discovered at the shoreline of a glacial 'kettle lake'. These were formed when chunks of ice broke off and melted during the glacial retreat. 'Whether he came down for a drink or fell through the ice, we don't know,' said Jack MacRae, a naturalist with the Forest Preserve District. Pollen samples in the lake demonstrate that plant species in the region were in a time of transition from a spruce forest ecosystem containing trees like pines to the deciduous trees that lose their leaves in winter prevalent today. Mastodons, which had teeth strong enough to crush pine cones, preferred spruce forests as their habitat, experts say. So the site may provide clues as to why the beasts became extinct in North America about 10,000 years ago: possibly disease, human overhunting or loss of habitat caused by climate change.

D

Although this year's camp was plagued by heavy rains, the weather did little to dampen the students' enthusiasm. On Tuesday, Pray arrived at the site at 6:30 a.m. to pump water out of the trenches and was joined a few hours later by students who helped by bailing water. Then they continued digging, using shovels, trowels and their own hands. On Tuesday, the piece of bone that Bochniak had discovered protruded from the black mud. Pray said it could be a rib or the top of a femur. 'This could be what we've been looking for over the last few years,' he said. A discovery like this makes all the hard work worthwhile. 'This gives people the idea that anybody can do science,' Pray said.

CERTIFICATION PRACTICE B2 LEVEL

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READING AND USE OF ENGLISH

Reading and Use of English 1

- For questions 1 – 8, 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).

SUMMER EATING

As the weather gets warmer it is time to _____ ^B _____ plans. There are days out, picnics, barbecues and, naturally, holidays to organise.

For _____ people these will be enjoyable events, which run smoothly and without any problems. Unfortunately things do not always go as we wish.

To avoid any mishaps it is a good idea to include some safety measures in your summer planning. Make sure that these measures _____ to summer eating, too, as germs multiply very quickly in food _____ in warm conditions. Incorrect storage procedures are the main reason why food poisoning cases _____ in summer.

One helpful step you can _____ is to buy "cool bags" to bring your shopping home in. These look like carrier bags, but they are specially padded. This insulation keeps things _____ raw meat and dairy produce longer, but you should get them into the fridge as quickly as possible.

If you are having a picnic lunch you will probably prepare it in the morning and then put it in the car or carry it _____ for a few hours until you are ready to eat. That could put you _____ risk of upset tummies all round, so be sure to pack your picnic in cool bags.

- | | | | | | | | | |
|---|------------|--------------------------|------------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| 0 | A do | <input type="checkbox"/> | B make | <input type="checkbox"/> | C arrange | <input type="checkbox"/> | D decide | <input type="checkbox"/> |
| 1 | A lots | <input type="checkbox"/> | B majority | <input type="checkbox"/> | C most | <input type="checkbox"/> | D all | <input type="checkbox"/> |
| 2 | A interest | <input type="checkbox"/> | B belong | <input type="checkbox"/> | C regard | <input type="checkbox"/> | D apply | <input type="checkbox"/> |
| 3 | A held | <input type="checkbox"/> | B put | <input type="checkbox"/> | C kept | <input type="checkbox"/> | D found | <input type="checkbox"/> |
| 4 | A raise | <input type="checkbox"/> | B rouse | <input type="checkbox"/> | C rise | <input type="checkbox"/> | D arouse | <input type="checkbox"/> |
| 5 | A follow | <input type="checkbox"/> | B take | <input type="checkbox"/> | C adopt | <input type="checkbox"/> | D observe | <input type="checkbox"/> |
| 6 | A such | <input type="checkbox"/> | B like | <input type="checkbox"/> | C alike | <input type="checkbox"/> | D as | <input type="checkbox"/> |
| 7 | A on | <input type="checkbox"/> | B about | <input type="checkbox"/> | C out | <input type="checkbox"/> | D forward | <input type="checkbox"/> |
| 8 | A on | <input type="checkbox"/> | B in | <input type="checkbox"/> | C for | <input type="checkbox"/> | D at | <input type="checkbox"/> |

**CERTIFICATION
PRACTICE
B2 LEVEL**

Reading and Use of English 2

For questions 1 – 8, 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**.

Example: 0 B O R N

BILLY WILDER

Billy Wilder was _____ Samuel Wilder in 1906 in Sucha, a small town about 150 km east _____ Vienna. He was Jewish, the son of an ex-head waiter, on the way to becoming a hotel owner in Krakow, Poland. His mother called Samuel Billy after Buffalo Bill Cody whose Wild West Shows she had once seen in New York. She had lived there when she was a girl and longed to _____ back, but alas, she would perish in Auschwitz.

Billy was eight years old when his parents settled in Vienna in 1914. There he entered secondary school where he excelled in sports and enjoyed classes in the humanities.

At the age of eighteen Wilder _____ the capital's university to read law but he gave _____ his studies to become a part-time journalist. He interviewed many _____ men like Richard Strauss and Arthur Schnitzler.

In 1926 Wilder moved to Berlin and he gained access to cinematic circles. However, _____ Hitler became chancellor in 1933, he decided it was time he _____ Germany.

After a spell in Paris he emigrated to the USA where he met the novelist Charles Brackett. They began a partnership that _____ last for over twelve years and resulted in many successful films, among which was the Oscar winner *The Lost Weekend*.

Reading and Use of English 3

- For questions 1 – 8, 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**.

Example: 0 A D M I R E R S

DA VINCI PUT TO THE TEST 500 YEARS ON

About 500 years ago Leonardo Da Vinci sketched what _____ call ADMIRE
the Mona Lisa of bridges and what critics at the time said was _____ POSSIBLE
to build. In fact, Sultan Bajazet II's refusal of the project in 1502 was based on his
conviction that the construction would be a _____ FAIL

Cranes lifted a huge white cloth to _____ the structure to 500 VEIL
people gathered in Aas, Norway, 2,500 km north of the _____ spot SUN
on the Golden Horn in Istanbul where Da Vinci _____ intended to INITIAL
erect it.

With a _____ of 364 m it would have been a record breaker in the LONG
16th century. Although Leonardo had _____ envisioned the use of ORIGINAL
stone, the Norwegians settled for a _____ version with railings WOOD
made of stainless steel.

**CERTIFICATION
PRACTICE
B2 LEVEL**

Reading and Use of English 4

- For questions 1 – 6, 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 It's difficult for me to understand your point of view.

DIFFICULTY

I _____ your point of view.

The gap can be filled by the words "have difficulty in understanding", so you write:

Example: 0 HAVE DIFFICULTY IN UNDERSTANDING

Write **only** the missing words **IN CAPITAL LETTERS**.

- 1 When Bond looked in the wing mirror he realized that a grey car was tailing him.

FOLLOWED

When Bond looked in the wing mirror he realized that _____
a grey car.

- 2 There's nothing you can force Peter to do against his will.

MAKE

You can't _____ against his will.

- 3 Rachel is offended because you didn't accept her offer of help.

TURNED

If you _____ her offer of help Rachel wouldn't be offended.

4 Excuse me, will you help me with this case?

WOULD

Excuse me, _____ a hand with this case?

5 Edward's photos are far worse than Adam's.

SUCH

Edward does not _____ Adam.

6 "How much will we have to pay for admission to the show?" Tony asked Bob.

CHARGED

Tony asked Bob how much they _____ for admission to the show.

**CERTIFICATION
PRACTICE
B2 LEVEL**

Reading and Use of English 5

You are going to read an extract from a novel. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

She prattled on, and contentedly he half listened. The path emerged from the woods onto the broad grassy banks of the river. They walked upstream for half a mile and entered the woods again. Here, on a bend in the river, below overhanging trees, was the pool, dug out in Briony's grandfather's time.

A stone weir slowed the current and was a favourite diving and jumping-off place. Otherwise, it was not ideal for beginners. You went from the weir, or you jumped off the bank into nine feet of water.

He dived in and trod water, waiting for her. They had started the lessons the year before, in late summer when the river was lower and the current sluggish. Now, even in the pool there was a steady rotating drift. She paused only for a moment, then jumped from the bank into his arms with a scream.

She practised treading water until the current carried her against the weir, then he towed her across the pool so that she could start again. When she tried out her breast stroke after a winter of neglect, he had to support her, not easy when he was treading water himself. If he removed his hand from under her, she could only manage three or four strokes before sinking. She was amused by the fact that, going against the current, she swam to remain still. But she did not stay still. Instead, she was carried back each time to the weir, where she clung to a rusty iron ring, waiting for him, her white face vivid against the lurid mossy walls and greenish cement. Swimming uphill, she called it.

She wanted to repeat the experience, but the water was cold and after fifteen minutes he'd had enough. He pulled her over to the bank and, ignoring her protests, helped her out.

He took his clothes from the basket and went a little way off into the woods to change. When he returned she

was standing exactly where he had left her, on the bank, looking into the water, with her towel around her shoulders.

She said, "If I fell in the river, would you save me?"
"Of course."

He was bending over the basket as he said this and he heard, but did not see, her jump in. Her towel lay on the bank. Apart from the concentric ripples moving out across the pool, there was no sign of her. Then she bobbed up and snatched a breath and sank again. Desperate, he thought of running to the weir to fish her out from there, but the water was an opaque muddy green. He would only find her below the surface by touch. There was no choice – he stepped into the water, shoes, jacket and all.

Almost immediately he found her arm, got his arm under her shoulder and heaved her up. To his surprise she was holding her breath. And then she was laughing joyously and clinging to his neck. He pushed her onto the bank and, with great difficulty in his sodden clothes, struggled out himself.

"Thank you," she kept saying. "Thank you, thank you."

"That was a bloody stupid thing to do."

"I wanted you to save me."

"Don't you see how easily you could have drowned?"

"You saved me."

Distress and relief were charging his anger. He was close to shouting. "You stupid girl. You could have killed us both."

She fell silent. He sat on the grass, emptying the water from his shoes. "You went under the surface. I couldn't see you. My clothes were weighing me down. We could have drowned, both of us. Is that your idea of a joke? Well, is it?"

- 1 The pool was located
- A a mile up the river.
 - B next to some woods.
 - C underneath some trees where the river curved.
 - D not far from the path.
- 2 When Briony had started her swimming lessons the previous summer
- A the current was very strong.
 - B the river flowed more slowly and was not as deep.
 - C the water in the pool moved in a circular motion.
 - D it was easier to tread water.
- 3 How did Briony feel when the current of the water pulled her towards the weir?
- A Afraid.
 - B Uncertain.
 - C Entertained.
 - D Calm.
- 4 When Briony jumped into the water the second time, the man initially wanted
- A to rush to the weir and save her.
 - B to step into the water and pull her out.
 - C to call out for help.
 - D to try to locate her in the water.
- 5 How did the man feel after rescuing Briony?
- A He was both thankful and upset.
 - B He felt guilty that he hadn't been looking after her properly.
 - C He felt angry with himself.
 - D He was able to see the funny side of the situation and treated it as a joke.
- 6 From Briony's actions and words we can understand that
- A she was determined to learn how to dive.
 - B she wanted to put the man to the test.
 - C she was demonstrating how brave she was.
 - D her intention was to drown herself.

Reading and Use of English 5

You are going to read an article about snow leopards. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (1 – 6). There is one extra sentence which you do not need to use.

SNOW LEOPARDS

Magnificent and mysterious, snow leopards inhabit remote mountain tops where their thick, smoky-coloured coats render them almost invisible against the snow and rocks.

_____ These agile and powerful beasts can cover up to 18 daunting metres in one leap, thanks to their long hind limbs and shortened front ones, and they can kill animals up to three times their size.

However, unlike other big cats, they are not aggressive towards humans. In the wild they cautiously leave the area when they realise people are around. _____

It is said that a hand-reared lion or tiger cub will spit and scratch when you give it milk, but a snow leopard will just settle down and have a nice drink.

13 _____ According to experts at the international wildlife organisation WWF, it's hard to estimate their numbers because they are very secretive and cover a wide area, but it is possible that there could be as few as 4,000 left.

In the past these beautiful creatures seemed immune to harm, but now man has moved into

their territory and the hunter has become the hunted. In spite of the fact that killing them is prohibited in most of the states where they live, many have been slain for their coats and bones, which are used in traditional Asian medicines.

_____ The latest problem is that men have begun to push further into their mountain habitats to graze their herds. Traditionally, snow leopards prey on wild animals such as ibex, goats, boar and ground-dwelling birds, but obviously they won't say no to a bit of livestock if it appears on the scene. As a result they are being killed.

In an effort to stop the killing the WWF has joined with other conservation organisations to form the Snow Leopards Survival Strategy.

_____ This includes introducing dogs and donkeys (which are very good guards); making stone shelters secure for livestock; setting up anti-poaching patrols, and organising a scheme whereby the locals are compensated for the loss of domestic animals.

16 _____ In the meantime, their easy-going attitude to humans means they adapt well to life in captivity.

- A Others have died as a consequence of wars.
- B Proud members of the cat family, they are among the most efficient predators in the world.
- C Of course, such initiatives are not always successful.
- D It is hoped that the initiative will help preserve these remarkable felines in the wild for posterity.
- E In captivity they are docile and adaptable.
- F Its aim is to promote coexistence between animals and people.
- G Snow leopards are found in 12 states in Central Asia, including Afghanistan, Bhutan, Nepal, Pakistan and Russia.

Reading and Use of English 7

You are going to read a leaflet about famous British piers. For questions 1 – 10 choose from the piers A – E. The sections may be chosen more than once.

Which of the piers

- | | |
|--|-----------------------------|
| is in a resort renowned for a type of seafood? | 1 <input type="checkbox"/> |
| was convenient for train passengers? | 2 <input type="checkbox"/> |
| was damaged during the shooting of a film? | 3 <input type="checkbox"/> |
| still retains some of the original building materials? | 4 <input type="checkbox"/> |
| had a decorative light display? | 5 <input type="checkbox"/> |
| caught fire three times? | 6 <input type="checkbox"/> |
| was damaged by bad weather on two occasions? | 7 <input type="checkbox"/> |
| has got a pavilion that was built in the mid thirties? | 8 <input type="checkbox"/> |
| boasts an exotic building that was added just over a decade after it was opened? | 9 <input type="checkbox"/> |
| offers landing facilities for a unique type of vessel? | 10 <input type="checkbox"/> |

FAMOUS BRITISH PIERS

A BRIGHTON PALACE PIER

Opened in May 1899, this was one of the last piers to be constructed in England.

The 1,760ft long structure consisted of a grand building with minaret towers, which housed a 1,500-seater pavilion theatre and dining, smoking and reading rooms. Ornamental arches shone with colourful electrical illuminations and an electric tramway ran up the centre. The war years hindered further development and it wasn't until the fifties that business started booming again. Today's visitors can see many nostalgic features, including original filigree ironwork arches.

B CROMER PIER

Cromer, famous for its crab and traditional British seaside atmosphere, also boasts one of the best piers to have been built in the 20th century. The current one dates from 1901 and began life at 450ft. It was later extended to 500ft, with the addition of a lifeboat station. The whole structure was closed during the Second World War as a precaution against German invasion – in 1940, one of the central sections was blown up to prevent it being used for landing by an enemy force. Its pavilion theatre is renowned for producing traditional summer season entertainment.

C SOUTHSEA SOUTH PARADE PIER

Originally designed to act as a landing stage for passengers travelling to and from the Isle of Wight, the old Pier was completely destroyed by fire in 1904. The new one, opened in 1908, was designed for pleasure and included a vast pavilion at the shore end housing two large halls. One was used as a theatre, the other doubled as a café bar and dance hall. No more mishaps occurred until the sixties when the theatre burnt down. Then, in 1974, a further blaze destroyed the rest of the pavilion during the making of the rock opera *Tommy* for the screen. Once again, it was rebuilt and the large white construction that stands today still acts as a distinctive local landmark.

D BLACKPOOL NORTH PIER

Considered the most traditional of Blackpool's three piers, the North Pier was designed by Eugenius Birch and opened in 1863. Situated close to the town's first railway station, it played a key role in Blackpool becoming the Playground of the North – a title the town retains today. In 1864, a landing stage was added, bringing the total length to 1,650ft and allowing pleasure steamers to offer trips to such places as the Isle of Man. An Indian pavilion, constructed in 1874, became famous for quality musical concerts. Successive extensions to the Pier were carried out between 1875 and 1903 as the town gained popularity. It was damaged by a blaze in 1921 and again in 1939.

E SOUTHWOLD PIER

Opened in 1900, the wooden original had a T-shaped landing stage at the seaward end. Later a shoreward pavilion was built for serving refreshments, but the structure was mainly used as a platform for passenger steam services between London Bridge and Great Yarmouth. The steamers continued to operate on the route until the early 30s, when the pier was purchased by the Amusement Equipment Company. In 1934, it was struck by a violent storm. Two years later the old timber buildings at the shore end were replaced by the two-storey pavilion, which remains today. In the Second World War sectioning had to be carried out for fear of invasion and the shortened version was further reduced in length due to a drifting mine. Another storm in 1955 caused even more damage and it was just 150ft long when it passed into the hands of the Iredale family in 1987. They restored it to its former glory and in 2002 facilities for disembarkation were added. Southwold Pier can now extend a warm welcome to the UK's only seagoing paddle steamer, the *P.S. Waverley*, and its sister ship *M.V. Balmoral*.

Writing 2

- Write an answer to **one** of the questions 2 – 4 in this part. Write your answer in **140 – 190** words in an appropriate style.

2 You have found this advertisement in a booklovers' magazine.

This is your opportunity to win a weekend in Rome!
If you want to take up the challenge all you have to do is write an interesting review of a book you have read recently.

Write your **review**.

3 You have received this email from your English-speaking friend Steven.

From: Steven

Subject: camping holiday

...Your camping holiday sounded so brilliant that Molly and I would like to do the same this summer. Since it will be our first time, we thought of asking you for advice. Could you send us information about the site you stayed at? Prices, facilities, booking procedures and any other details would be useful.

Love,
Steven

Write your **email**.

4 You see this announcement in an international students' magazine.

Articles wanted

Say it in English!

How long have you been studying English? What has helped you to improve your English and become more confident? Have you got any suggestions that may be useful to other learners?

We will publish the best articles in our magazine.

Write your **article**.

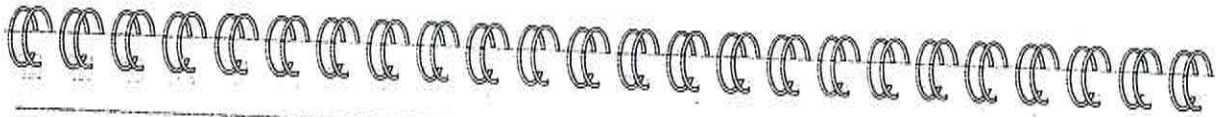
WRITING

Writing 1

• You **must** answer the question. Write your answer in **140 – 190** words in an appropriate style.

1 In your English class you have been talking about technology. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.



Nowadays teenagers spend too much time in front of the television or computer and not enough time doing sports or activities outdoors. Do you agree?

Notes

Write about:

1. use of technology (today)
2. role of physical activity
3. (your own idea)

Test 3

Writing • Part 1

- 1 You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

In your English class you have been talking about cooking. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.



All teenagers should learn how to cook.
Do you agree?

Notes

Write about:

1. whether teenagers need to cook
2. whether cooking is enjoyable
3. (your own idea)

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

2 You have received an email from your English-speaking friend Tom.

Hi,

I'm doing a school project on dancing in different parts of the world and I wonder if you can help me. Can you tell me about a dance that is popular in your country? Do people of all ages enjoy it? Do you know anything about the history of the dance and what makes it special?

Thanks,
Tom

Write your **email**.

3 You see this announcement on an English-language website for teenagers.

Reviews wanted!

Cafés

Do you know a café that you could review for us? We'd like to know where it is, what sort of food and drinks people can have there and what the atmosphere is like there. Say whether you would recommend this café to other people your age.

The best reviews will be published on our website.

Write your **review**.

4 You have seen this announcement in an English-language magazine for young people.

We want your story!

We are looking for stories for our magazine. Your story must begin with this sentence:
Jim knew it would be a long journey, but he couldn't wait to set off.

Your story must include:

- a mobile phone
- a new friend

Write your **story**.

5 Answer the following question based on the set text.

You have been talking about the set text in your English class. Now your teacher has given you this essay for homework:

The characters in the set text have a number of problems in the story. Which character has the most difficult problem to deal with? What do you think about the way this character solved the problem?

Write your **essay**.

Writing

Duration:
1 hour 30 minutes

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style on the separate answer sheet.

1. Your class has listened to a radio discussion programme about which facilities are needed most in your area. You have made the notes below:

Facilities needed most in my area

- car park(s)
- history museum
- sports centre

Some opinions expressed in the discussion

"Young people need sports facilities."

"Car parks are only for people who own a car!"

"Museums help to educate people, but are not so popular with teenagers..."

Write an essay discussing **two** of the facilities in your notes. You should explain which facility is needed most in your area, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 220–260 words in an appropriate style on the separate answer sheet.

2. You are the arts review writer for a magazine. Your Editor has asked you to review a film. First, choose a film that you have seen recently, and then describe the plot and the characters involved. Say who the film is suitable for, and why. Mention any special effects or aspects of the film that stood out in some way. To conclude, would you recommend the film or not? Why?

Write your review.

3. You have just completed a cooking course. As part of your school's research and efforts to offer superior classes, they have asked you to write an evaluation of your experience as a student. Your report should discuss what you learned from the class and what you thought of the teachers and their instruction methods. You should also suggest at least three ways in which the class could be improved, and say whether you would recommend the course to a friend or not, giving reasons.

Write your report.

4. You see this advert in a newspaper:

Tour guides needed

We need a hard-working team of people to work as tour guides throughout the summer period. A good knowledge of your local area is required, as well as the ability to get on well with people. If you are at least 18 years old, write to us and tell us about your character and interests. We would also like you to say what you think is one of the highlights of your area, and why.

Write your letter in reply, applying for the job advertised and including information on why you would be a suitable candidate for the position. You do not need to include postal addresses.

