

INTO EUROPE
Prepare for Modern English Exams

Reading and Use of English

INTO EUROPE

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Into Europe
Prepare for Modern English Exams

Reading and Use of English

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CONTENTS

<i>Acknowledgements</i>	7
PART ONE Introduction	11
Chapter 1 To the Teacher	13
Chapter 2 Reading and Use of English	19
PART TWO Reading	29
Chapter 3 Short-answer questions	31
Chapter 4 Matching headings and questions to text	45
Chapter 5 Matching sentences to gaps in text	77
Chapter 6 Matching clauses to gaps in text	101
Chapter 7 Putting parts of a text in the correct order	135
PART THREE Use of English	153
Chapter 8 Open gap-filling	155
Chapter 9 Banked gap-filling	191
Chapter 10 Multiple choice	229
Chapter 11 Spot the error	249
Chapter 12 Word formation	263
PART FOUR Answer Keys	279
APPENDIX Guidelines for Writers of Reading and Use of English Tests	297

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PART ONE

Introduction

Modern Europe encourages mobility of labour and of students across the frontiers of the European Union and beyond. In order to be able to take up study places or work opportunities, knowledge of a foreign language is essential. In the modern Europe, it is increasingly important not only to be able to use a foreign language, especially a widespread and widely learned language like English, but also to be able to prove that one can use the language at the level required by employers, schools, universities or other agencies. And that means passing a recognised, valid examination which offers certificates in a foreign language.

This book is the first in a series of books aimed at teachers and students who plan to take an examination in English. That examination may be a school-leaving examination, some other type of national or regional examination, or an international examination. It will hopefully be a recognised examination which is based upon international standards of quality, and which relates to common European levels – those of the Council of Europe. If your students are planning to take such an examination, then this book is for you.

“Into Europe” is the result of a British Council-funded project spanning some six years, which initially developed test tasks in Reading, Listening, Writing and Speaking, as well as Use of English, for the reform of the Hungarian School-leaving Examinations in English. The Project was conducted under an agreement with the Hungarian Ministry of Education, through its agency OKI (the National Institute of Education), and the task of the Project was to produce test specifications, guidelines for test writers, and test tasks or 'items'. The test tasks produced were tested on large samples of students similar to those who would take school-leaving examinations in the future. The Project also trained test writers in modern testing techniques, raters of spoken and written performance, and developed procedures for test development and test administration. As a result, not only were testing procedures developed according to modern European standards, but also a large number of tasks were piloted and calibrated over four years. In addition, the Project developed in-service training courses for teachers of English, to help them become aware of the demands of modern European examinations, and how best to prepare their students for such examinations.

In order to help teachers and students understand the levels and demands of modern European examinations, the British Council has decided to make these calibrated tasks available to a wider public, as it believes that such tasks are valuable for those who wish to take any of a number of modern English examinations, not only the Hungarian School-Leaving Examination.

Chapter 1

To the Teacher

This book is intended to help you and your students to prepare to take any of a range of modern European English examinations by developing the skills needed not only to pass examinations, but also to use English in the real world. Modern European English examinations focus upon assessing a learner's ability to use the language, and do not concentrate on testing whether learners can recite the rules of the language, or how many words they have learned, or whether they sound like a perfect English gentleman or lady. Modern examinations are more concerned to present learners with tasks that involve them in reading, listening to, speaking or writing in the target language, and evaluating how well they can do this. Of course, an important component in assessing how well somebody can use the language is how accurately they can produce or understand texts written or spoken in the language, but the key to this assessment is to present learners with tasks that resemble in some way the sort of things they may have to do with the language in real life. After all, what matters to users of examination results – employers, universities, foreign institutions – is not whether the student knows the third conditional or the irregular forms of obscure verbs, or can understand Shakespeare in the original English, but how well they can get their meaning across or understand others' meanings in relevant situations in real life.

Thus modern examinations are not interested in whether students can transform isolated sentences into paraphrased versions, or whether they can give a definition of a word out of – or even within – context. Modern examinations are rarely interested in whether a student can translate sentences in their first language into the target language, whether they can translate sentences from the target language into the mother tongue or, indeed, whether they can give the mother tongue equivalent of an underlined word in an English passage.

What matters in modern English examinations is whether learners can communicate in the target language in order to achieve their aims, in order to understand and be understood, in order to get their message across and achieve everyday needs in that target language, even if, at the lower levels, students may do this without 100% accuracy or fluency. What is important in modern English examinations is not whether students are 100% perfect, but whether they can meet their own needs to communicate and be understood in both written and spoken modes.

European Standards

The Common European Framework of Reference for Languages, devised by the Council of Europe, and increasingly becoming the standard for language curricula, textbooks and other teaching materials, language examinations and assessment procedures, has similar aims. The Common European Framework, or CEF for short, seeks to encourage the use of the target language for communication purposes in real-life contexts. In so doing, it presents a framework of the sorts of texts learners may have to read, listen to, or produce in writing or in speech, the sorts of things they may have to do with those texts, the sorts of topics they may have to deal with, the way in which they may have to use the language to achieve their ends, and the sorts of goals they may have in using the language. Modern European examinations are increasingly linked to the CEF, and employers and others who require evidence of proficiency in a foreign language – especially but, of course, not only English – will wish to know what level in terms of the Framework a learner has achieved.

The Framework has six major levels, which go from what is often called “beginner” or “false beginner” to “highly advanced”, but since what is considered a beginner in one context may be considered an intermediate in another context, the CEF does not use such labels – because their meaning is relative. Rather they label their levels with letters and numbers. A1 is the lowest level, and for Reading is described as follows:

“I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.” (Council of Europe, 2001: Table 2, 26)

C2 is the highest level, and for Reading is described as below:

“I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.”

In between there are four levels labelled A2, B1, B2 and C1. The Council of Europe describes these levels as follows:

A2	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
B1	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
B2	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary prose.
C1	I can understand long and complex factual and literary texts appreciating distinctions of style. I can understand specialised articles and longer technical instructions even when they relate to my field.

(Council of Europe, 2001: Table 2, pages 26/7)

Many international examinations are now defined according to the CEF levels, and increasingly universities and other educational institutions and employers and government agencies require those who they admit or employ to have a defined level, whether that be A2 or C1. Different levels will be required for different purposes. For instance, the planned Hungarian school-leaving examination is, in current documents, said to be at levels A2 or B1 for the so-called Intermediate level, and at B2 for the so-called Advanced level. Cambridge's Preliminary English Test (PET) is at level B1 and the First Certificate in English (FCE) is at B2. Both Trinity House and Pitman Qualifications also offer examinations at different CEF levels.

Modern European examinations are linked to these levels, and this book will help you to prepare your learners for exams at different levels.

However, it is not enough simply to say that an exam is at a particular CEF level. Examination bodies are expected to be able to prove that their exams are at the level they claim, and the same is true for textbooks that prepare students for exams. But sadly, all too often both examination bodies and textbook publishers do not know what the level of their exams or exercises is, because they have not checked this: they often simply do not know how difficult their exercises or test questions are for real students.

In order to know whether an exercise or test question is at a given difficulty level, it is essential that examination bodies and textbook publishers have tested their exercises or questions on real students, in real schools or colleges, and they need to have examined how well those learners performed on the exams.

All the tasks presented in this textbook have been tried out on many learners in secondary schools in Hungary. Not only that, they have all been carefully written according to detailed guidelines (see the Appendix to this book) produced by the English School-leaving Examinations Reform Project, supported by the British Council, in accordance with modern European testing practice and testing textbooks. They have been written by examiners who have many years experience teaching English in schools and universities, and who have also been professionally trained over a number of years in how to write good test questions. The tasks have been inspected by committees of experts, who have not hesitated to reject questions they did not consider good enough to meet their standards, or the committees have required modifications in the questions or items before they could be accepted. All the tasks and questions in this book have been revised and re-revised several times.

Once accepted, however, the questions, texts, tasks and answer keys had to be tested themselves, by being piloted - tried out - on large numbers of learners similar in nature (level, sex, age, geographical location, etc) to the learners who would take modern European examinations at any given level.

But not only were they tried out on such learners: the results of the learners' performances were carefully studied to see if the students had problems with any of the questions or texts, whether the instructions to the tasks were clear, whether students gave the expected answers, or whether there were unexpected difficulties that led students to misunderstand the tasks or to give answers that were not expected.

If there were such problems, either the questions would be revised, or they would be removed completely.

For all the tasks / questions / exercises in this book, we KNOW how difficult they are, how well they worked, how well students responded to them, whether they needed changing. And if they did, the changes were made and then inspected by experts to ensure that they measured what was intended.

In short, all the tasks in this book have been subjected to a rigorous programme of quality control to ensure that they reach the highest possible (European) standards. All tasks have been analysed statistically, which is essential to know their difficulty, but not sufficient to establish what CEF level the task is at. This requires the application of a complex procedure called "standard setting", in order to relate each task to the Common European Framework. The Hungarian British Council English School-leaving Examination Reform Project has carried out such a procedure, so we can be confident about the CEF levels of the tasks in this book.

Tasks in this book range in difficulty from A2 on the Common European Framework to C1, and even a little above in a few cases. However, it is not enough simply to state that a question or task is at a given level. This cannot

be done by mere inspection – what we call “eyeballing” – of the task. It is inadequate simply to declare that a test “is” at a given level of the CEF. It is essential to examine carefully and rigorously the relationship between the test and the Common European Framework.

We know the levels of the tasks in this book because once they had been tried out on students, and revised where necessary, our standard setting procedures were applied, where large groups of experts familiar with the Common European Framework and with the levels of Hungarian learners of English, examined each task and each question within each task carefully, and judged the level of difficulty of each and every question. Each task and question has therefore been tried out empirically, and then judged by experts for their correspondence to the CEF, taking the statistical results of the pilots into account.

As a result, we can claim that the tasks presented in this book are of high quality, and they are appropriate for students of the levels intended.

For full details of this rigorous testing, see ‘English Language Education in Hungary Part II (2000): Examining Hungarian Learners’ Achievements in English’, available for free from the British Council in Budapest.

Organisation of this book

The tasks in this book are arranged into ten chapters, five in Part 2 on Reading, and five in Part 3 presenting the Use of English tasks. The next chapter (Chapter 2) describes in more detail what we mean by the terms “Reading” and “Use of English”, and what the tasks are intended to test. In both Part 2 on Reading and Part 3 on Use of English the tasks are arranged according to the test method used. In other words, tasks which require students to read the text and answer questions in a particular way are grouped together. Questions that require learners to select the right answer from a bank of possible answers are all together, those which require a student to fill a gap with a word which is not given are grouped together separately, and so on. It is very important that a student knows what is expected of him or her – they need to understand how to answer questions of particular types, hence this grouping.

At the beginning of each test method chapter, we give a brief introduction to the test method, and advice on how best to approach the particular type of question. We often give ideas as to what examiners are trying to assess learners on in the task, what it is important to pay attention to, and how to respond appropriately.

The tasks within each chapter of each test method are arranged in ascending order of KNOWN difficulty. Thus the first tasks in a chapter are relatively easy, and later ones are more difficult. It makes sense to start with the first tasks and then to work your way with your students through the tasks until you reach a

level at which students are finding tasks too difficult. It makes no sense to oblige students to tackle tasks that are far too difficult for them, and so once you have reached a level at which students regularly have difficulty, we suggest you switch to another test method, starting again at the easiest levels and working your way gradually through the tasks.

Each task has the expected answers provided in a separate chapter towards the end of the book, and the page number of the answer key is given after each task. You are strongly advised to encourage your students to do the exercises / tasks first before they look at the correct or acceptable answers in the Answer Key chapter!

An important feature of this book is that in each chapter we give explanations for the right answers to a sample task. By providing, at the beginning of the chapter, a sample task with explanations of the answers (and the skills tested by the tasks in that chapter) we help you (and the students) to understand why the expected answers are the way they are. We believe that it is crucial to successful exam performance that both students and teachers should understand what is being tested, why it is being tested that way, and why the right answer is the right answer.

In the Appendix, you will find the detailed Guidelines, produced by the Hungarian British Council's English School-leaving Examination Reform Project. These guidelines were developed, revised and refined over a number of years, in order to help test writers to produce suitable Reading and Use of English tasks, of the sort that you will find in this book. We believe that these Guidelines will be useful for you, the teacher, too, because they will both help you to understand why the tasks are written the way they are, and they will also help you to write your own tests of Reading and Use of English, if you should wish to, as part of your regular classroom assessment.

As part of the aim of helping you to understand the nature of modern European English examinations, in the next chapter we describe what modern European examinations try to test in terms of the ability to read texts written in English and the ability to use English meaningfully, appropriately and accurately.

Chapter 2

Reading and Use of English

This book is intended to help you develop the skills needed to use English in the real world, as well as to prepare for modern European English exams that test your ability to read texts in English, and your ability to use English accurately. These two skills are related but in this chapter we will describe how modern English examinations test both these skills, in separate sections.

It is important when preparing for exams that you understand what is being tested – what abilities the examiners are looking for and what skills they think are important. If you understand what is being tested, you will be able to prepare for the exams better, or to help students prepare for exams. Clearly, if you have an imperfect understanding of what is being tested, then you are less likely to do well on the exam or to prepare students appropriately for the exam.

In the rest of this book, we will show you how modern European exams test these two skills, and help you to understand the techniques they use. But first, in this chapter, we concentrate on explaining what it means to be able to read and use English.

Reading

Reading used to be thought of as a passive activity, as a receptive skill: readers were believed to absorb – take in – information from a text without any active involvement on the part of the reader. Indeed, some traditional views held that reading was simply reading aloud or being able to reproduce a text verbatim – word for word, or in a literal summary. Furthermore, it used to be believed that readers had to process – see and recognise – every letter and every word in every sentence, that reading involved understanding every word, every sentence and every paragraph, and total comprehension meant being able to reproduce every idea that a text contained.

Nowadays it is recognised that when reading, any reader is very active, that readers are thinking all the time as they read – about the meaning of the text, about what they know about the topic of the text, about whether the text is sensible or silly, whether it is entertaining or boring, whether it agrees with what they know about the topic. Maybe they are thinking about similar texts they have read, or about the author, or about things they might have to do with the information in the text when they have finished reading it (maybe to write

a summary, or to note down facts for an assignment, or to retell the story to their friends later, and so on).

In other words, readers are not passive or receptive: they are very active, they are thinking all the time, and they are selecting and interpreting information according to the reasons they have for reading the text in the first place.

Purposes

Therefore, modern reading tests try to simulate purposes that readers might have when reading real texts in the real world. Moreover, the sorts of texts that students have to read on modern tests are very similar to real-life texts – we say they are more or less “authentic”. Thus modern exams test whether you can read the sort of text you might have to read in the real world, and they try to see if you can understand the text in the way you might have to in the real world.

For example, people read TV schedules in order to discover when a particular programme is being shown, or to decide which programme to watch tomorrow evening. They might read an advert in order to find the phone number or website of the advertiser, or they might compare two different film reviews in order to see what the reviewers think of a film they are thinking of going to see.

Because readers are active and selective, they do not usually read every word in a text, nor do they normally try to understand every word, but they simply understand enough to suit their purposes. Similarly, when taking a reading test, students are not expected to understand every word or, indeed, to read every sentence: they are expected only to read enough to suit their purpose – which, of course, is usually to answer the question! Thus it makes sense, when taking a reading test, only to read enough of the text to answer the question.

You should normally read the instructions to the task, and look at the questions before starting to read the text. Besides, it is often sensible to get a very quick idea of the topic of the text before you read – by reading the title or skimming very rapidly through the text – usually in less than two minutes, in order to think about what you know about the topic, and what the text might be about, and then to read and tackle each question or task one by one.

And because you are likely to know at least something about the topic of the text you are reading, you need to actively ask yourself whether the text makes sense in terms of what you know, or whether your answer makes sense in terms of what you know about the topic, or about the world. Thus even when taking a reading test, you are expected to be active and selective in the way you read.

And being selective means not only making decisions about what to read or how much to read, it also means deciding how fast or slow, how carefully to

read, or whether to read quickly and selectively in order to get a general idea of what the text says.

Texts

There are many different sorts of text which we might read in the real world: adverts, posters, schedules, tickets, newspapers, magazines, novels, warning signs, public notices, health warnings, instruction manuals, recipes, brochures and many, many more. And so modern exams will also usually contain a range of different texts, to see how wide a range of texts you are able to read. Examiners are not interested in only knowing whether you can read novels or stories. They want to know if you can read a range of different real world texts, on a range of different topics. For example, the Hungarian school-leaving exams may include timetables, menus, notices, warnings, advertisements, radio and TV guides, recipes, newspaper and magazine articles and other text types. One international exam – the Cambridge FCE – selects texts from advertisements, correspondence, fiction, brochures, guides, manuals, messages, newspaper and magazine articles and reports.

Therefore when preparing for a test, you should try to read a wide variety of different texts, on a wide variety of different topics, and this book will help you to do so.

And since people read different texts for different purposes – you don't read a novel for the same reason as you read an advert or a TV schedule – you should try to think about why you would read, what kind of information you would want to obtain from particular texts, and how you would read those texts, and then practise reading them for different purposes. You can be sure that the makers of modern European exams will have tried to reflect real-life purposes for reading different texts in the questions they ask or the tasks they set.

Reading skills

We have already said that people read texts selectively and flexibly. Thus not only do they NOT read texts to understand every word. They may even skip or ignore words they do not understand or which they do not think they need. This is a good technique to practise when preparing for an exam if only because you will usually not have enough time to read and understand every word in every text in an exam. You should also get into the habit of deciding whether you need to know the meaning of certain words – if you do not, then ignore them. If you do, and you do not know the word, then you need to use strategies to guess the meaning of the words you do not know, from the context they are in.

For example, read the following sentence:

“John was invited to dinner at his friends’ house and so on the way he bought a beautiful bunch of flowers: roses, chrysanthemums, pansies and pantheas.

You probably do not know the word “*pantheas*”, and you may not know what “*chrysanthemums*” or “*pansies*” are, although you may know the word “*roses*”. You probably know the word “*flowers*” and so you can guess that chrysanthemums and pansies are sorts of flowers – it probably does not matter what sort they are. In fact, the word “*pantheas*” does not exist – we made it up. But in this context, it takes on the meaning of a sort of flower!

When reading, people often understand things that are not directly stated in the text. We say that they “read between the lines” – they infer what the author is trying to say, even if it is not expressly stated. To give an example, read the following two sentences:

- 1) “*The floor was dirty so Sally used the mop*”.
- 2) “*The floor was dirty because Sally used the mop*”.

Most readers will understand sentence 2 to mean that the mop was dirty, even though the text does not say so directly (even if you do not know what the word “*mop*” means). Whereas in sentence 1, they will not usually say that the mop was dirty (since they know that usually people do not use dirty mops to clean floors). Thus we use our knowledge of the world and the meaning of words like “*so*” and “*because*” in order to infer causes and effects, and other, often unstated, relationships. Often examiners will ask questions about information that is not directly stated in the text, but which can be inferred from the text. Therefore, you will need to learn how to make appropriate inferences from a text, and how to check whether the inference you are making is plausible – likely – or not.

When they are reading texts, readers often consider what is the main idea in that text, and what is an unimportant detail, in order to decide what to pay attention to, and what to ignore. Similarly, examiners often test whether a student can distinguish between a main idea and unimportant detail, and this is a skill you should develop through the tasks and exercises in the next chapters.

In addition, just as readers often have to decide whether an idea is irrelevant to a purpose, examiners often test whether a reader can identify relevant parts of texts, or relevant details, and you need to practise making the distinction between relevant and irrelevant details or ideas. And since readers often have to judge whether an idea is a matter of fact, according to the text, or a matter of opinion, and what the author's opinion might be about a topic, examiners often test to see whether readers can distinguish facts from opinions or whether they can identify an author's opinion.

The Hungarian school-leaving examination specifications say that readers should be able to understand gist and the overall message of a text, find specific information by scanning, separate relevant from irrelevant information, distinguish fact from opinion and infer meaning from context. Similarly,

Cambridge's FCE examinations test readers' ability to understand gist, main points, detail, specific information, opinions and attitudes, text structure, and whether they can deduce meaning not directly stated in the text. All these skills are important in real-life reading, and you will practise them by completing the tasks and answering the questions in this book.

Levels

In Chapter One, we described the Council of Europe Framework, and the notion of levels of difficulty and ability. Below we present a series of descriptions of what learners at particular levels of the Framework can do, when reading in a foreign language – in this case in English. (The original Council of Europe descriptions were somewhat simplified by the DIALANG Project, and are contained in Appendix C1 to the Council of Europe Common European Framework, 2001, page 231)

CEF Level	What the learner can do
A1	<ul style="list-style-type: none"> • I can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text. • I can understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text. • I can follow short, simple written instructions, especially if they contain pictures. • I can recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations. • I can understand short, simple messages e.g. on postcards.
A2	<ul style="list-style-type: none"> • I can understand simple texts containing the most common words, including some shared international words. • I can understand short, simple texts written in common everyday language. • I can understand short, simple texts related to my job. • I can find specific information in simple everyday material such as advertisements, brochures, menus and timetables. • I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events. • I can understand short simple personal letters. • I can understand routine letters and faxes on familiar topics. • I can understand simple instructions on equipment encountered in everyday life – such as a public telephone. • I can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and workplaces.

B1	<ul style="list-style-type: none"> • I can understand straightforward texts on subjects related to my fields of interest. • I can find and understand general information I need in everyday material, such as letters, brochures and short official documents. • I can search one long or several short texts to locate specific information I need to help me complete a task. • I can recognise significant points in straightforward newspaper articles on familiar subjects. • I can identify the main conclusions in clearly written argumentative texts. • I can recognise the general line of argument in a text but not necessarily in detail. • I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance. • I can understand clearly written straightforward instructions for a piece of equipment.
B2	<ul style="list-style-type: none"> • I can read correspondence relating to my fields of interest and easily understand the essential meaning. • I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology. • I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text. • I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases. • I can go quickly through long and complex texts, locating relevant details. • I can obtain information, ideas and opinions from highly specialised sources within my field. • I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. • I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
C1	<ul style="list-style-type: none"> • I can understand any correspondence with an occasional use of dictionary. • I can understand in detail long, complex instructions on a new machine or procedure even outside my own area of speciality if I can reread difficult sections.
C2	<ul style="list-style-type: none"> • I can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

Testing techniques

Finally, since we read different texts for different purposes, and since examiners do not simply want to measure whether you can answer multiple-choice questions, or fill in blanks, modern exams usually contain a variety of different testing techniques. And so it is very important that you are familiar with a range of different testing techniques, so that you will know how to answer the test questions or complete the task. The next chapters are, therefore, organised according to the test methods that are used, to help you to become familiar with a range of testing techniques, at a range of levels of difficulty, so that you are not disadvantaged by not knowing how to respond to different types of tasks. Each chapter is preceded by advice on how the testing method included in the chapter works, and how to respond to that test type.

Use of English

Modern European examinations are rather more interested in how well you can use the language than in what you know about the language. Since language is used in context, for various purposes, it is nowadays common to test language use in context, not in isolation. Modern European English examinations do not ask you to transform verbs, or to form a sentence from a list of words given, because such techniques are decontextualised, and do not require readers to process text and attend to textual meaning.

Traditional tests of language knowledge used to see whether students could manipulate language form without reference to meaning. Such tests often only have the context of a single sentence to help the test takers, and usually the test taker does not have to pay attention to the meaning of the sentence.

For example, a student might be asked:

Put the verb in brackets into the past tense:

Simon (eat) his dinner. (Correct answer: "ate")

where the only thing you have to understand is the instructions! And all you have to know, apart from how to answer questions like this, is what the past tense of the verb "eat" is.

Compare that item with the following:

Put the verb in brackets into the past tense:

Simon (eat) wosome cordwangles.

The meaning of the two words after the brackets is irrelevant.

This is in contrast with modern approaches to testing the use of the language, where it is intended that students should have to understand the meaning of the context - the surrounding words or sentences - in order to decide on an appropriate as well as an accurate answer.

For example:

“If you _____ been using a computer application, such _____ a word processing program, it is”

Here you have to understand the context of the gaps in order to complete them appropriately (with *“have”* in the first gap, rather than *“had”*, and *“as”* in the second gap, rather than *“that”*)

Testing language in use means assessing whether a student can identify or choose which forms to use in order to convey particular meanings.

Thus modern European examinations usually test language use in texts, not in isolated sentences, as in the example below.

“Chocolate has changed a great deal _____ the days of the Aztecs. For a start, Europeans found _____ preferred the taste if they didn’t include chilli pepper _____ its production.”

Modern European Use of English examinations certainly assess whether students are familiar with a range of language structures and a variety of words and word forms. But they always try to do this in context, so that students have to show how they can “use” the structures or words, not simply that they “know” the correct form. Indeed, at lower levels of proficiency, by testing the four skills you can at the same time reliably assess a learner’s language knowledge and there is usually no need for a separate Use of English paper. At more advanced levels, not only can vocabulary and common structures be tested, but also style, formal and informal registers, more complex structures and so on.

This focus on understanding the text surrounding the item inevitably means that students will have to read and understand the context. You may ask yourself therefore, whether Use of English tests do not also test Reading. And the answer is: Yes, they do. But this is inevitable if we want to know whether somebody can use the language to express or to conform to meaningful contexts.

However, in a Use of English test, the focus of the item or task is on the meaningful use of the structure or word, and not on whether the student can read the text selectively, or quickly, or can distinguish the main idea from the minor detail. A Use of English item or task will not focus on reading skills or strategies, and will therefore normally put the task or item in a context that is

relatively easy to understand, that will normally not contain unknown words, apart from those being tested, and will not have complex structures, other than those that might be being tested. A Use of English test, in other words, will require students to read and understand the context, but that context should be considerably easier than the texts in a reading test, because the text is not the focus – the item (structure, word formation, vocabulary item) is the focus. You will see many examples of this in the five chapters of Part Three.

PART TWO

Reading

Introduction

In this part of the book (Chapters 3-7), you will see a number of different sorts of test tasks or questions. Modern European examinations usually include a variety of different types of tasks, because they do not wish to rely on only one type of task. If they only ask, for example, multiple-choice questions, then the test may be biased against those students who find multiple-choice questions confusing. On the other hand, the test may be biased in favour of those who have developed test-taking skills which are not relevant to the ability they wish to test. For example, learners might believe that the best way to answer multiple-choice questions whose answer they are not sure of is to select the longest option, or to choose option B every time. (These are NOT good techniques, by the way!)

Therefore, good examinations contain a variety of different ways to test language proficiency, depending upon what they want to test. In the chapters that follow (Chapters 3-7), you will find five different types of reading task, and gain experience in responding to them. The five task types are:

- Short-answer questions
- Matching headings and questions to texts
- Matching sentences to gaps in text
- Matching clauses to gaps in text
- Putting parts of a text in the correct order

All texts used in the reading tasks come from authentic sources you may read in real life, including books, newspapers, magazines, journals, holiday brochures, instruction manuals, TV, theatre and other programme guides, and the internet. They cover a wide range of topics, from cooking, shopping, travelling, money, and life-styles through art galleries, exhibitions, films, books, music, language learning to protecting animals, national parks, health and body-care. Within the constraints of the task type, the reading texts are presented on the page with a layout that resembles their original format as closely as possible.

Note that each task begins with an example written in italics and marked with (0). The questions/items in the tasks are always numbered and, where relevant (like, for example, in matching tasks), the options from which to choose the correct or acceptable answers to the questions are marked with letters.

In each chapter, you will first read a general description and explanation of the task type. Then you will see a sample task, which you should respond to. This task is then followed by the correct or acceptable answers to the task, and a detailed explanation of each answer. By reading these explanations carefully, we believe that you will learn how best to answer each type of task, and will understand better what the test is trying to test.

Chapter 3

Short-answer questions

This type of test is what is called a Short-Answer Test, or short-answer questions or, sometimes, open-ended questions, where you are expected to write only a few words in your answer, in English.

Depending on the nature of the actual questions set in a task, these tasks may test your ability to scan a text quickly for some specific information, like, for example, the question “*On which days is the exhibition closed?*” in Task 3 [the *Oxford Story Exhibition* task], as well as your ability to understand a text, or relevant parts of it, in detail (see, for example, Question 7 of the Sample task [*California condors*] below, where, as you will see when doing the task, you need to read rather carefully to be sure you need to read rather carefully to be sure you have the correct answer to the question).

Notice that the questions in these tasks concentrate on the sort of information that somebody reading the texts might be interested in. Note also that in tests like this, it is normal to ask the questions in the order in which the information appears in the text, to save you from having to hunt for the relevant paragraph.

Because this question type is relatively open, it is usually the case that a variety of different, but correct, answers are allowed, as you will see in the answer keys.

It is very important to pay attention to the number of words that you are required to write in your answers. This information is always given in the instructions. If you give too many words, your answer will usually be marked as incorrect.

You will not normally be penalised for spelling mistakes or even for any grammatical mistakes in your answer, since the examiners are interested in whether you have understood the texts, and not, in this part of the test at least, in whether you can spell and use correct grammar. However, if the examiners cannot understand or read your answer, your answer will be marked as incorrect.

Now you should start practising this task type, doing first the Sample task on the next two pages.

WHAT IS A CALIFORNIA CONDOR?

California condors are the largest land birds in North America. With a wingspan of nearly 10 feet, they can weigh up to 22 pounds. Adults are primarily grayish-black except for triangle-shaped patches of white underneath their wings. These patches are visible when condors are flying overhead and offer a key identification characteristic. The bare heads and necks of adults are usually dull orange but become bright pink during breeding season. Males and females are identical in size and plumage characteristics. The heads and wing linings of juveniles are grayish and it isn't until they are 5 to 6 years of age that they become indistinguishable from adults.

California condors are members of the vulture family. They are opportunistic scavengers, feeding exclusively on dead animals such as deer, cattle, rabbits, and large rodents. They often forage for food in social groups, soaring and gliding at up to 50 miles per hour and travelling 100 miles or more per day. After eating, they typically clean their heads and necks by rubbing on

rocks, branches or grass. They frequently bathe and spread their wings to dry their feathers in the sun.

When not foraging for food, condors spend most of their time perched at a roost. Cliffs, tall conifers, and snags serve as roost sites. Typical behavior is for birds to remain at roost until mid-morning and return in mid-to late afternoon. While at a roost, condors preen, sleep, and socialize.

Condors become sexually mature at about 5 or 6 years of age and mate for life. Most nest sites have been found in caves and rock crevices. Condors do not build nests. Instead, an egg about 5 inches in length and weighing around 10 ounces is deposited on bare ground. Condors lay a single egg normally every other year. The egg hatches after 56 days of incubation and both parents share responsibilities for feeding the nestling. Fledglings leave the nest when they are 5 to 6 months old.

Leaflet issued by The Arizona Game and Fish Department

Answer Key: *California condor*

- 0 in North America
- 1 22 pounds
- 2 white
- 3 nothing / they are identical
- 4 dead animals / deer, cattle, rabbits
- 5 100 miles
- 6 spread their wings / dry their feathers
- 7 on bare ground / caves / (and) (rock) crevices
- 8 both parents

Item 1: the words “at the most” in the question imply that you need to give an exact figure in response, and the word “heavy” indicates that you need to look for words like “weight” or “weigh” in the text

Item 2: Notice that the examiners have used “spot” in the question as a synonym for “patches” in the text. Obviously you need to look, above all, for colour words in the text. Once you have found “orange”, “pink” and “white”, all in the first paragraph, you need to read more carefully to decide which of these colours refers to the patches under the birds' wings. Pink and orange are mentioned in the text in connection with the heads and necks of the birds, and not with their wings.

Item 3: This is a slightly tricky question (see also item 8), because there is no difference between the males and females. The question suggests that there is a difference, but you do not have to believe this!

Item 4: Obviously you need to look in the text, first of all, for a word (or words) that expresses “eating” in the question (and that word is “feeding” in the text), and for words that indicate “food” for these birds. But remember that only three words are allowed, so either you simply list the three types of food, or you summarise them using the words “dead animals”.

Item 5: This question requires you to look for indicators of distances, but be careful: “50 miles” in the text is associated with speed – 50 miles per hour – not distance!

Item 6: There are two possible answers to this question, but you can only answer in maximum three words, so either response given in the Answer Key is acceptable.

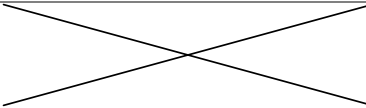
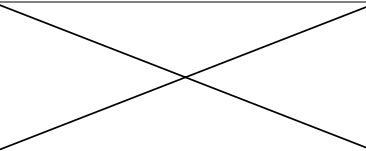
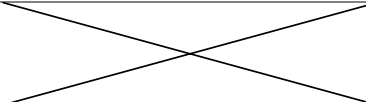
Item 7: Common sense might suggest that birds lay their eggs in a nest, but the text explicitly contradicts this, so you need to read rather carefully the last paragraph of the text to be sure you have the correct answer. The answers in the Key separated by a slash (/) are all acceptable alternatives.

Item 8: Again, be careful. The question suggests that one or the other of the parents feeds the young, but this is not the case.

**Now continue with more short-answer questions
in the rest of this chapter.**

Task 1

You are going to read a magazine article about the Eurostar train between London and Paris. Write the missing information (1-8) in the table. Write only words, not sentences. There is one example (0) at the beginning.

	Travelling on the Eurostar train	Travelling by air
Total journey time between the centre of Paris and central London	(0) <i>three hours</i>	(1) _____
Check-in place	(2) _____	Heathrow Airport
Check-in time before departure	(3) _____	(4) _____
Speed	(5) _____	
Food service	(6) _____ (7) _____	
Place of passport control	(8) _____	

Score: 8 points

PARIS *in spring*

For a trip to Paris – our most popular short-break choice – the train beats the plane

The Eurostar train got me from London to Paris non-stop via the Channel Tunnel in three hours; the journey from Paris city centre to central London by air took four and a half.

Apart from the time and novelty value, the train wins on ease and comfort. Travel by air from London and you spend an hour on the Underground to Heathrow, check in 75 minutes before departure, hang around at the other end for luggage and then endure an hour's drive into Paris.

Choose the train and you check in at Waterloo station's specially built Eurostar terminal 20 minutes before departure and jump on. The seats are big and comfortable and there's nothing more than the occasional sway to show you're going at 300 km – about 186 miles – an hour.

We spent 35 minutes in the tunnel, and, as it was after dark, there was nothing to show we were in it: no extra noise, no ear-popping discomfort.

It seems they've thought of everything – at the end of each standard coach is a bay of four seats, two of which fold to make space for children to play or to park a buggy. And in first class, two seats can be removed to make room for a wheelchair.

The standard accommodation has a trolley service for refreshments as well as two buffet cars.

There's no queuing for immigration controls either. Passports are inspected on the train and at the end you simply grab your bags and step out into the heart of Paris.

Once there, make use of the trains to see the sights. Don't worry if you don't speak the language – all mainline stations have ticket machines.

Bella

Task 2

You are going to read an interview from a magazine. Answer the questions (1-6) in no more than three words. Write your answers on the lines. There is one example (0) at the beginning.

TRAVELLER'S TRUTHS

Name: Christina Noble

Age: 53

Occupation: Founder and active Fieldworker of the Christina Noble Children's Foundation and author of *Mama Tina* (John Murray, £15.99 pb).

Where was the first overseas place you visited?

It was England when I was 17 and a half. I had come over from Ireland on a cattle boat, in search of my brother who I hadn't seen since I was 10 years old. I was determined that I was going to leave the nightmare of the old me behind and create a new person. I entered a whole new, strange world. Everything was so fast and I saw things, such as sweet shops and tinned tomatoes, which I had never come across before.

Where is your idea of heaven on Earth?

There isn't one single place that I could call heaven on Earth. But if it did exist, it would be a place where there was unconditional love, fewer cars and people talked to each other. Most of all, it would be where children could

sleep easy at night, have equality and their basic human rights. I would love to buy a big ship and take as many neglected children as it would fit to a far-off island, perhaps in the Seychelles, where we could start again.

And hell?

To me hell is on Earth, it is everywhere where I see. All over the world there are children with broken wings who have seen no love and no childhood. However, there is always hope.

What do you always take with you when you travel?

Two sets of clothes - one for tropical climates, such as light cotton, and one for sub-zero temperatures, such as a Genghis Khan-style coat.

Home comforts?

A jar of Astral moisturiser cream. For a special treat, a jar of Clarins.

Best holiday read?

I enjoy writing down dreams for children. When I'm not doing that, I love reading poetry, especially by WB Yeats.

0. *How old is Christina?*

53

1. What is the title of her book?

2. Which country did she leave when she was seventeen?

3. Where did she see sweet shops for the first time in her life?

4. What is her ideal place where she would love to live?

5. What does she wear when it's cold?

6. What two things does she like doing in her free time?

Score: 6 points

Task 3

Read the information leaflet about The Oxford Story Exhibition. Answer the questions (1-6) in maximum 3 words. Write your answers on the lines. There is one example at the beginning (0).

0. Where is the Oxford Story exhibition?

in the centre

1. What helps you find the exhibition?

2. What do you get with the Oxford College Guest Pass as well as admission to colleges?

3. How many people can see the exhibition with a family ticket?

4. How often do express buses go to Oxford?

5. On which days is the exhibition closed?

6. How long does it take to see the exhibition?

Score: 6 points

The Oxford Story Exhibition

GENERAL INFORMATION

The Oxford Story is in the centre of the city, easily reached on foot from the rail and coach stations. Look for 'Broad Street' or 'Oxford Story' signposts.

For most of the spring/summer, **The Oxford College Guest Pass** offers admission to The Oxford Story, Magdalen College and New College and includes a souvenir guide.

Our '**Information for Group Organisers**' leaflet is available on request. There are price reductions for groups, children, senior citizens, students and holders of Guide Friday and Oxford Classic bus tour tickets. A family ticket (2 adults/2 children) is available.

The exhibition is suitable for visits by most disabled visitors, although there are restrictions imposed by the layout of the building. We suggest a call in advance.

The exhibition is often used by conference organisers for private evening views. Please call for details.

Rail services are frequent. Holders of current rail tickets to Oxford are entitled to special reduced rate entrance fees to The Oxford Story all the year round.

There are fast bus and coach services from London Victoria every 20 minutes, run by the Oxford Bus Company or Oxford Tube. The Oxford Tube offer a combined return travel/Oxford Story ticket, available from the London Victoria Tourist Information Centre.

The Oxford Story Exhibition is open: *April – October 9.30 – 5pm, July and August 9am – 6.00pm, November – March 10am – 4.30pm.* Closing times are for last admission. Open every day of the year except Christmas Day. Allow one hour for your visit.

The Oxford Story 6 Broad Street Oxford OX1 3AJ
Tel: 01865 790055 Fax: 01865 791716

The Daily Telegraph

Task 4

You are going to read the first part of an article about a rock star who plays in a TV series. Answer the questions (1-8) after the text in no more than 3 words. Write your answers on the lines. There is an example at the beginning (0).

Bon Jovi joins Fox's *'Ally McBeal'* for one wild ride

If fans of rock star Jon Bon Jovi are expecting him to sing during his multiple-episode stint on Fox's *'Ally McBeal'*, they will be sorely disappointed.

In the role of construction worker Victor Morrison, a potential love interest for Ally (Calista Flockhart) on the Monday-night series, his performing a number at the bar is more than unlikely, he says, "It's a fact."

The photogenic frontman of a band that has sold 80 million albums in nearly 20 years, Bon Jovi wants to keep music and acting separate. Since his acting debut in 1995's *'Moonlight and Valentino'*, he has made nine more films, including *'Pay It Forward'* and *'U-571'*. He is not surprised to hear that many people are unaware that there have been that many, because a few have gone straight to video.

"Yeah!" he says, with a laugh. "But that's the big difference between music and movies. You are just part of the machine instead of running the machine."

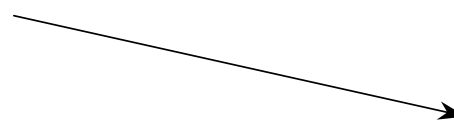
With movies and music taking up so much of his time, Bon Jovi says TV wasn't anything he'd wanted prior to *'Ally'*. In fact, it was creator David E. Kelley who pursued him for about six months. "It was incredibly flattering," he says. "You know, I had no desire to do television, but if you're going to do television, you work for David Kelley."

While concert-goers are easily seduced by his sexy voice and skintight leather pants, Bon Jovi reports that the relationship between Victor and Ally stays platonic for the first few episodes in which he appears. "No love yet," he says. "It probably won't come to fruition for a while, and so, when the audience is going to get frustrated, let them know that the actors have been frustrated with it as well... David is keeping us all on the edge of our seats."

Bon Jovi admits he didn't watch *'Ally'* prior to being hired. Now that he has seen several episodes, he says, while his music is not as quirky as the show, "I guess the basic values that it holds are similar to the optimism that I've tried to write in my music."

The Atlanta Journal-Constitution, TV Week

Write your answers here:



- 0 How many episodes of the TV series will Bon Jovi sing in? _____ *none* _____
- 1 What is the job of the character he plays in the series? _____
- 2 When is 'Ally McBeal' on? _____
- 3 How long has Bon Jovi's rock band been playing? _____
- 4 What was his first film? _____
- 5 How many films has he played in? _____
- 6 Who asked him to play in 'Ally McBeal'? _____
- 7 What does he wear on stage? _____
- 8 How many episodes of 'Ally McBeal' had Bon Jovi seen before he got a role in it? _____

Score: 8 points

Chapter 4

Matching headings and questions to text

In this chapter, you will find different sorts of multiple matching. Sometimes you will be asked to match headings, sometimes questions, or topic sentences or, in one task, pictures, to paragraphs or sections of a text. In tasks of this type, you are provided with a list of several options (possible answers) from which to choose the correct or the most suitable answer to each question in the task, hence the name multiple matching. The list of options may be presented either before or after the text to be read. Be careful, however, because there are always more choices than matches! Different types of multiple matching are commonly used in modern language examinations, and so it is important for you to be familiar with various forms of this testing technique. (You will see some other types of multiple matching in other chapters of this book.)

The tasks in this chapter are intended to test the ability to find specific information in a text by scanning, and to follow and understand the main points in a text by skimming. Accordingly, some tasks like, for example, the sample task (“Shopping in the Old Town”) or Tasks 5 and 6, are based on advertisements. In real life, we usually read adverts to look for things we might want to buy, or to find out about programmes, dates, venues, services, opening times, and other things we happen to need information about. Thus, in these tasks, the purpose for reading matches the text you are asked to read. The best approach to these task types is to scan the text for *words in the text* which match *words in the question* – looking for specific information. Remember that, to answer these questions, you do not need to, and should not, read every word of every advertisement. You should read selectively, ignoring information in the text that is not relevant to your purpose in reading (to answer the questions!). After all, we do not usually read every word of adverts in the real world.

Other tasks in this chapter will provide the opportunity for you to read various other types of text like, for example, newspaper and magazine interviews (Tasks 9, 10 and 11), film reviews (Task 13), a newspaper article describing the life of gorillas in Uganda (Task 8), an article giving advice on how to keep cats (Task 12), and others. These tasks focus on your ability to read for main ideas in individual paragraphs or sections of a text. Here, again, you are advised to skim through the text relatively quickly to identify the main ideas suggested in the questions, headings, topic sentences, or other prompts given in the task, rather than spend an unnecessarily long time reading the whole text in detail. Note, however, that some questions may require more careful reading of certain sections of the text. Therefore, it is advisable for you to look through the questions, headings or topic

sentences (especially if they are put before the text) before you start reading the text and doing the task.

Always remember to read the title of the text, as well as the example given in the task to help you. It is also important to read the instructions, because they will tell you 1) what exactly you are required to do in the task, 2) the number of extra prompts (headings, etc.) that will not be the answer to any of the questions and which you do not need to use, and 3) information about either the text type, or the topic of the text, or both.

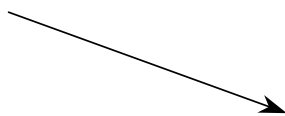
Now you should try to do the Sample task on the next two pages.

Sample Task

You are going to read six advertisements (A-F) for shops in Edinburgh. Answer the questions (1-6). Write the best letter in the boxes. You can use a letter more than once. There is one example at the beginning (0).

0. Which shop sells raincoats?
1. Where can you buy pills?
2. From which shop is it possible to buy things from home?
3. Which shop is open on Sunday, too?
4. Which shop sells and buys things, too?
5. Where can you buy shampoo?
6. Which shop sells something to eat?

Write your answers here:



0	1	2	3	4	5	6
<i>E</i>						

Score: 7 points

Shopping in the Old Town of Edinburgh

A

Designs on Cashmere

Come and visit the cashmere specialists. See the usual and the unusual in cashmere. Shop in a friendly, relaxed atmosphere - no pressure to buy. Custom-made sweater service available. Mail order catalogue too.

28 High Street, Royal Mile,
Edinburgh
Tel: 031 556 6394

B

Royal Mile Pharmacy

Just up from John Knox's house in the High Street is the Royal Mile Pharmacy.

We specialise in Films;
Toiletries; Medicine; Herbal Remedies; One Hour Film Processing

67 High Street,
Edinburgh, EH1 1SR.
Tel: 031 556 1971

C

Rock Sensations

A rock shop of a different kind on the Grassmarket. Rock Sensations specialises in rock'n'roll memorabilia and novelties, recapturing the spirit of the 50s and 60s. The shop's centrepiece is a fully operational antique Seeburg jukebox, stocked with old Beatles and Elvis 45s.

Open Mon - Sat
9.30am - 5.30pm
& 11.30am - 4.30pm Sun
108 West Bow, Edinburgh.
Tel: 031 225 7710

D

The Castle Books

This family business established in 1980 has a large selection of Scottish art, children's, travel, natural history, literature and many other subjects. Rare and second-hand books bought and sold.

Member of P.B. F.A.
Open Mon - Sat
12 noon - 5 pm.
204 Canongate,
The Royal Mile, Edinburgh,
EH8 8 DQ.
Tel: 031 556 0624

E

Scottish Countrywear

Scottish Countrywear (just a stone's throw from the Castle). For a superb range of top quality Scottish and Celtic design in Shetland, Lambs Wool and Cashmere. Representing Belinda Robertson, Smith & Telford and Johnstons of Elgin. We also stock a huge range of outdoor wear.

514 Castlehill, Edinburgh.
Tel: 031 226 5323.

F

Edinburgh Woollen Mill

Just below the famous Edinburgh Castle, the Edinburgh Woollen Mill offers traditional Scottish knitwear and garments of high quality direct from our own mills. Also a large selection of Scottish food, and gifts in a range of tartans. Natural value guaranteed!

453-455 Lawnmarket,
Edinburgh,
EH1 2NT.
Tel: 031 225 1525

A tourist guide

Answer Key: Page

Answer Key to Sample Task: Shopping in the Old Town

0	1	2	3	4	5	6
E	B	A	C	D	B	F

First you need to be sure that you understand what information the question requires. Then you should think of possible synonyms for the word in the question, or words related in meaning. Thus for item 1), “pills” is in the question, and pills can be a form of *medicine* sold in a *chemist’s shop* or a *pharmacy*, so searching rapidly for words like those underlined would be a sensible strategy. It is highly unlikely that the examiners will use the same word in the question as appears in the texts of the advertisement.

Item 1: The words “pharmacy” and “medicine” appear in B

Item 2: “mail order catalogues”, appearing in A, are used to buy things from home, instead of visiting the shops themselves.

Item 3: Only one other ad includes any details of opening times, so there is no need to look in any detail at the other ads. “Sun” in C is an abbreviation for Sunday.

Item 4: “bought and sold” in D are forms of the verbs “sells and buys” in the question

Item 5: “shampoo” is one of many “toiletries” available in B. Note that the answer to Item 1) was also B, but the instructions to this task tell you that you can use a letter more than once. Pay careful attention to the instructions, otherwise you might think that any of the six ads in the task is only used once.

Item 6: “food” in F is another word for “something to eat”. Do not be fooled by the reference to “lamb” in E – the reference is to “wool”, not to “meat”!!

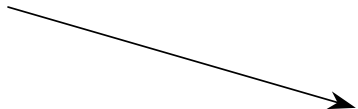
Now go on and do the practice tests in the rest of this chapter.

Task 5

You are going to read advertisements. Parts of the advertisements are missing. Match the missing parts (1-7) below with the gaps (A-I) in the advertisements on the opposite page. There is an extra advertisement that you do not need to use. Write your answers in the boxes. There is an example at the beginning (0).

- 0 *Au Pair Bureau*
- 1 Settee and Bed Concepts
- 2 Head Chef
- 3 London Tourist Flats
- 4 County Self Drive
- 5 Intelligent English
- 6 Cycling for Softies
- 7 London School of Journalism

Write your answers here:



0	1	2	3	4	5	6	7
G							

Score: 7 points

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- 4** County Self Drive
- 5** Intelligent English
- 6** Cycling for Softies
- 7** London School of Journalism

Write your answers here:



0	1	2	3	4	5	6	7
<i>G</i>							

Score: 7 points

Task 6

You are going to read some advertisements. Match the advertisements (A-P) with the numbered sentences (1-10). There are five advertisements that you do not need to use. Write your answers in the boxes. There is an example at the beginning (0).

Write your answers here

- 0** *Julie wants to publish her book.*
- 1** Jack wants something old and valuable.
- 2** Jill wants a new pair of sandals.
- 3** Angela wants to eat out with her boyfriend.
- 4** Charles wants to go on an exotic trip.
- 5** Cathy has a toothache and wants a doctor.
- 6** Richard wants a band for his party.
- 7** Jane wants a new hairdo.
- 8** Peter wants home entertainment.
- 9** Jessica wants new glasses.
- 10** Roger wants pictures for his business.

0	<i>H</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Score: 10 points

- A EXPERIENCE** the coast of Turkey on our super equipped 50ft Hinckley yacht up to 6 persons bareboat charter Tel. Finesse 01625 500241
- B DINNER JAZZ** by the Bob Moffatt Jazz Quartet. Live music for your wedding or social event. Tel 01524 66062 or 65720
- C CHESTERGATE COUNTRY INTERIORS** 88-90 Chestergate, Macclesfield. Tel 01625 430879 For quality hand waxed furniture traditionally constructed in antique style, from new wood.
- D LA TAMA** Small and select—intimate and inviting. The perfect place for a romantic meal and that special occasion. 23 Church Street, Ainsworth Village Tel. 01204 384020
- E BRIAN LOOMES** Specialist dealer with large stock of antique clocks. Longcase clocks a speciality. Calf Haugh Farmhouse, Pateley, North Yorks. Tel. 01423 711163
- F THE ANSWER TO PROBLEM FEET.** Hand crafted, made to measure shoes at affordable prices. Quality materials and finish. The Cordwainer Tel. 01942 609792
- G REEVES DENTAL PRACTICE.** The only BUPA accredited dentist in the Chorley area. 38, Park Road, Chorley. Tel. 01257 262152
- H NEW AUTHORS** publish your work. All subjects considered. Fiction, Non-Fiction, Biography, Religious, Poetry, Children's. Write or send your manuscript to MINERVA PRESS 2 Brompton Road, London SW7 3DQ
- I COUNTY WATERWELLS LTD.** Designers and installers of water wells and water systems. Bore hole drilling, water purification and filter systems. Tel. 01942 795137
- J PENCIL PORTRAITS** Unique gifts from £35. People, children, pets, houses and cars. Brian Phillips, The Studio, 14 Wellington Road, Bury, Lancashire, BL9 9BG.
- K BANGS PREMIER SALON.** Professional consultants in precision cutting, long hair, gents barbering, colour & perm. 149 Roe Lane, Southport. Tel. 01704 506966
- L OUTDOOR GARDEN LIGHTING.** Reproduction Victorian style lamp posts and tops, 3 sizes. Tops fit original posts. Catteral & Wood Ltd Tel. 01257 272192
- M MARTIN HOBSON,** advertising and commercial photography. For the best in the North West. Tel. Rochdale 01706 648737
- N JOHN HAWORTH TELEVISION** specialist dealers in quality television-video equipment. Competitive rates, free delivery-installation. 14abc Knowle Avenue, Blackpool Tel. 0800 0255445
- O ABBEY EYEWEAR** Designer spectacles with huge savings. Within grounds of Whalley Abbey, Whalley Tel. 01254 822062
- P MALCOLM ECKTON** Wedding and portrait photography. Treat someone special to a Hollywood make-over and portrait session. Ideal Christmas present. Malcolm Eckton, Studio, 18 Berry Lane, Longridge. Tel. 01772 786688

Task 7

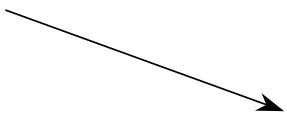
You are going to read a text taken from an instruction manual. Parts of the text are mixed. Match the instructions (A-H) with the pictures (1-6). There is one extra part that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

PHILIPS Sandwich Maker

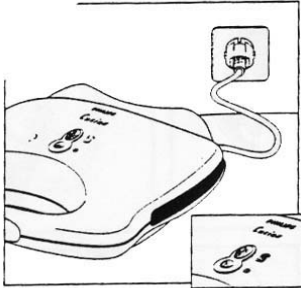
- A** Open the sandwich maker after 2-3 minutes and check whether the toasted sandwich is sufficiently “brown”. The cooking time required to obtain crisp brown sandwiches depends on the type of bread, fillings and your personal taste. Use a non-metallic utensil (e.g. wooden spatula) to remove the toasted sandwich from the sandwich maker. Do not use sharp or abrasive kitchen utensils.
- B** Unplug the sandwich maker and let it cool down before cleaning. Clean the baking plates with a damp cloth or sponge. Avoid water running into the appliance. Never immerse the appliance into water.
- C** Prepare the ingredients for your toasted sandwich. For each sandwich you need two slices of bread and a suitable filling. You can refer to the suggested recipes. To obtain an even golden brown result, you can slightly butter the side of the bread in contact with the plate. Lay the slices of bread with the buttered side on the lower cooking plate, place your filling and cover with the second slices of bread with buttered sides up. You can toast only one sandwich if you wish. For optimal result, fillings should be placed well within the sandwich slices.
- D** The sandwich maker has a cord storage feature on the base of the appliance.
- E** The appliance can be stored in a vertical position.
- F** Remove the wooden spatula from its protective covering. Heat up the hotplates slightly. Rub the stick into the dirty areas.
- G** Plug in the sandwich maker and heat up the plates until the green Ready To Cook pilot light goes off. The sandwich maker is ready for use.
- H** Lower the upper cooking plate carefully onto the bread until the sandwich maker is tightly clamped.

Manual for a PHILIPS sandwichmaker

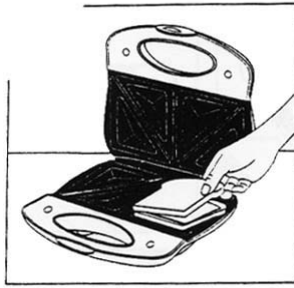
Write your answers here:



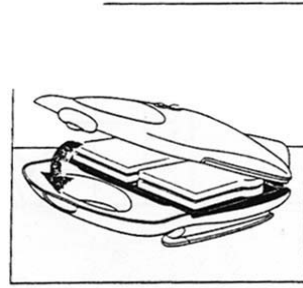
<i>O</i>	1	2	3	4	5	6
<i>G</i>						



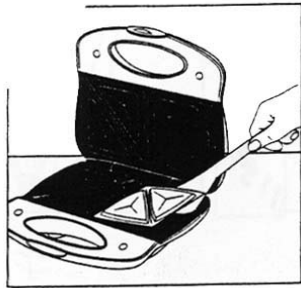
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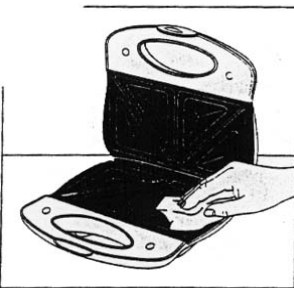
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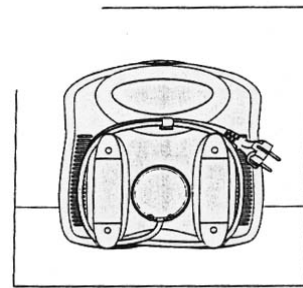
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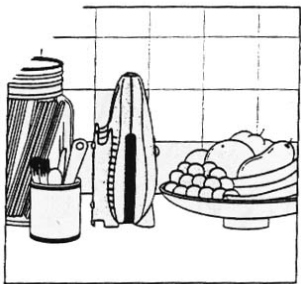
3



4



5



6

Score: 6 points

Task 8

You are going to read the first part of a newspaper article about gorillas in Uganda. Choose the most suitable heading from the list A - H for each part (1 - 6) of the article. There is one extra heading that you do not need to use. There is one example at the beginning (0). Write your answers in the boxes after the text.

Gorillas in Uganda's mist

(0) **A** BLACK furry face stared out through the branches. Wide-eyed innocence tinged with mischief. After an hour and a half of hacking through forest, I was face to face with the mountain gorillas of Uganda. For 25 minutes I gazed, transfixed, hardly daring to breathe as two youngsters played out their daily lives, seemingly oblivious to the wonder-struck intruder.

(1) Bwindi Impenetrable Forest, in the south-west, hides a remarkable secret. Designated a National Park in 1991, this magical, mist-shrouded area is home to roughly 300 mountain gorillas - half the world's population.

(2) They are split into 23 groups, two of which are now habituated to human presence. The Mbare troop consists of 13 animals. The group was named after the hill - the word means rock in the local dialect - on which they were first spotted.

(3) Six females and six young are led by the silverback male Ruhondezh - literally one who sleeps a lot. Ruhondezh, his back seemingly as wide as a bus, was magnificent. And it was clear that food, rather than sleep, was on his mind as we watched.

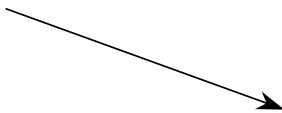
(4) One minute, he munched contentedly on the vegetation while members of his family played in the branches above. The next, displaying his 8ft reach, he brought a huge branch crashing down to provide more sustenance.

(5) Being so close to such impressive wild animals brings all your senses to life. In our passive, modern world, it is all too easy to lose touch with these primeval feelings. But in the heart of Africa, crouching just 15ft away, basic instincts rule. I felt a tremendous privilege at being allowed to share, even for a brief time, the lives of these gentle animals, which are on the edge of extinction.

(6) To ensure their survival, the local people must feel there is some worth in keeping the gorillas. To such an end, the park authorities are currently engaged in revenue sharing. A percentage of the money raised from allowing tourists to view the gorillas is ploughed back into the community. In this way, it is hoped the gorillas will be seen as a source of income to be protected. But even so, the long-term survival of one of man's closest relatives hangs by a thread. Poaching is still one of the biggest dangers.

- A** How the gorilla population is organised
- B** Meeting the gorillas
- C** The leader of the group
- D** The location
- E** Appreciation of a unique experience
- F** The gorillas' reaction to seeing the author
- G** What is done to protect the gorillas
- H** What the leader of the group did

Write your answers here:



0	1	2	3	4	5	6
<i>B</i>						

Score: 6 points

Task 9

You are going to read an interview with an actor, J. Northam. The interviewer's questions have been mixed up. Match the questions (A-H) below to the answers (1-6) on the opposite page. There is one extra question which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

1 minute in the mind of Jeremy Northam

The interviewer's questions

- A** How do you relax?
- B** You've been mentioned as a possible James Bond. Are you tempted?
- C** What have you been up to lately?
- D** Are you single?
- E** Your favourite food?
- F** Ever been tempted to move to LA?
- G** Come on now, you are a sex symbol, aren't you?
- H** Know any good party tricks?

0

Well, I'm not married so I'd have to say nil out of 10 so far, although ironically, a lot of my characters recently have been a good husband material – Mr. Knightly in *Emma*, Sir Robert Chiltern in *An Ideal Husband*. But my latest character, Prince Amerigo isn't – he marries for money and has an affair, but he tries to do the right thing by learning to love his wife.

1

Unpacking boxes. I've just moved from Finsbury to Marylebone, so I've been rediscovering all my books and old plays as I fill up my shelves. I'm very fond of the area. It has an ironmonger's that's been there since 1874 and a wet fish shop, quaint little places that give Marylebone a real village atmosphere.

2

Never. I've enjoyed working in Hollywood, but I always feel a long way from home when I'm there. I don't mean that in a homesick sense, I just wouldn't like to live somewhere where the industry is so central to people's lives. The movies are all about fiction – I like to have some ordinary reality around me.

3

No. But when I was a drama student in Bristol I used to sing upstairs at a Renato's. It's a late-night bar near the docks where all the actors hang out. I used to be foolish enough to think I could carry a tune. The management didn't mind – they'd always ask me for a song when they wanted to clear everyone out.

4

I've got a little place in Norfolk so I tend to head up there. I like ordinary things like going to the cinema, cooking and entertaining. I go to a gym in Belsize Park to keep fit and I enjoy jogging in Regent's Park when I have free time.

5

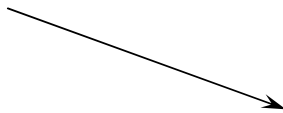
I don't know where these rumours come from, but I find them terribly amusing. I'm very flattered by the fact that people usually equate me with that role, but it's a fantastical idea that I can never imagine happening.

6

When I hear that, I look into the mirror and laugh hysterically. It makes me feel like a complete impostor.

The Independent on Sunday

Write your answers here:



0	1	2	3	4	5	6
D						

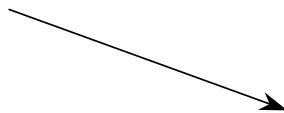
Score: 6 points

Task 10

You are going to read a magazine interview about sharks. The questions are missing from the interview and are given before the text. Choose the best question from the list (A-H) for each part (1-6) of the interview. There is one extra question that you do not need to use. Write your answers in the boxes. There is an example at the beginning (0).

- A** Have you ever gone down to watch sharks without a cage?
- B** Do sharks need to be protected?
- C** Why do sharks sometimes attempt to hurt people? Are they looking for food?
- D** Do you ever get nervous?
- E** You've spent a lot of time with sharks. What has been your favourite experience?
- F** Do you always watch sharks alone?
- G** What have scientists learned about sharks?
- H** Do you use a shark cage for protection when you're in the water with the sharks?

Write your answers here:



0	1	2	3	4	5	6
<i>G</i>						

Swimming With SHARKS

(0)

We've learned that sharks aren't dumb eating machines. They have good memories, they learn very quickly and they can make associations. If they associate an object with food, they'll come towards it and test it in their mouths.

(1)

A shark attack is a sign that something unusual has happened. It's like going into the backyard of a big dog. If the dog comes over and grabs your leg and bites you, he is not trying to eat you. He is trying to tell you something - maybe 'Get out of the yard' or 'You are bothering me.' That's true for sharks too. In most cases when they attack, they take a bite and let go.

(2)

When I was in Australia studying white sharks, we set out food because otherwise we'd be there for months without seeing a single shark. When it was time to get up close to the sharks, I used a cage - so that they didn't mistake me for food!

(3)

I've looked at hammerheads and many other sharks without being in a shark cage and they don't bother me. I don't do anything that might attract a large shark - like spearing a fish. If you know how to act in the water, you're usually safe.

(4)

No. When you spend a lot of time with sharks you find out that the hardest thing is stopping them from swimming away from you! Even big sharks will disappear. When people ask me, 'What should I do when I see a shark underwater?', I tell them, 'Relax - just enjoy the view.'

(5)

More people are eating sharks and they are doing terrible things to get them. To get shark fins for shark soup, sharks are hunted down. Their fins are cut off and they are put back in the water. That's a terrible way to leave an animal to die.

(6)

It was the first time I rode a full-grown whale shark. They're very docile - and very fast! I hung on to its dorsal fin and had a ride around the sea that I'll never forget.

OWL Magazine

Score: 6 points

Task 11

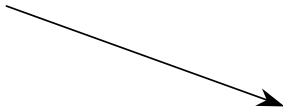
You are going to read an interview with the principal of a Canadian secondary school. The interviewer's questions have been mixed up. Match the questions (A-K) below to the answers (1-9) on the opposite page. There is one extra question which you do not need to use. Write your answers in the boxes after the questions. There is an example at the beginning (0).

TALKING HEADS

The interviewer's questions:

- A** How would you like to be remembered?
- B** Who or what most influenced your approach?
- C** If you were Minister of Education ...?
- D** Did you always want to be a head?
- E** How would you describe your style of headship?
- F** What do you enjoy about your job?
- G** What keeps you sane?
- H** What do you not enjoy?
- I** How effective or useful is your school board?
- J** What differed from your expectations?
- K** What are the most important aspects of a head's job?

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>E</i>									

Score: 9 points

Talking Heads

0

Collaborative, a good listener, but also firm. Some decisions I make myself but I explain why. I tell staff everything through our weekly staff bulletin. Staff meetings are for professional development not admin.

I allow teachers a lot of independence but have clear expectations. I involve kids a lot in what I do and believe in organising the curriculum around them.

1

Being honest, fair and firm. If you do not have that integrity teachers will not respect you and be willing to change. It is important to have good relations with the unions. A lot of staff use that as a touchstone.

2

The contact with people and the ability to make my own decisions. I enjoy the interaction with kids and the variety.

3

The amount of criticism and misinformation about education. Schools are blamed for every ill of society. Plus the paperwork, lack of funding and political interference.

4

Being at Countersthrope with Michael Armstrong, who was my head of department. Ken Leithwood's work on planned change. The principal's course I did and my work on effective leadership. Andy Hargreaves, who moved here from the UK. He is refreshing and non-aligned.

Plus working with others and seeing the way to and not to do things.

5

I work for the Peel Board, the largest public school board in Canada. It is excellent. The board has instigated a process called School Success Planning, which is teacher / parent / student data based in a collaborative context. Each school has a plan.

6

I could not believe the deference and how important people thought you were just because you were principal. It astounded me. I am protected by secretarial staff and people do things for me. As a principal you must never underestimate the impact you have. People watch your every move.

7

I have an active young family and a partner who understands my job. Humour, good people to work and laugh with. Remembering that there is another world out there and getting away from it all, especially in summer.

8

I would listen to teachers, be consultative and collaborative, and reinstate kindergartens.

9

For kids to think that I was someone that had made a difference for them.

The Times Educational Supplement

Task 12

You are going to read part of a magazine article about how to keep cats. The first sentence of each paragraph is missing. Match the missing sentences (A-J) with the paragraphs (1-7). There are two extra sentences that you do not need to use. Write your answers in the boxes after the text. There is one example (0) at the beginning.

8 WAYS TO KEEP KITTY CONTENT

YOU pamper your precious kitty with the best food, drink and healthcare, so why not also cater to the complex feline's mind? Take a meow-ment to consider your furball's emotional well-being and check out these tips for a happy cat:

(0) ___ Rotate toys every few weeks to keep your fluffy friend's interest. Remember, kitties' favorites are freebies – an empty carton, empty brown paper bag or a tinfoil ball, all top most tabbies' hit parade.

(1) ___ Yes, there's nothing more huggable than a kitty napping, which they do 16 hours a day, but resist the urge to fondle your snoozing feline.

(2) ___ Cats know when they're being sung to, and they often "meow" in appreciation. Or, maybe they just want to join in!

(3) ___ Place the litter box in a quiet area of your home, off the beaten path.

(4) ___ If you'll be gone a day or longer, call in and have someone put the receiver to kitty's ear. Guaranteed, the puss's eyes will light up! No one home?

Turn up the volume on the answering machine so you can call in and talk your heart out.

(5) ___ Toys that involve both you and your pet are best. Try this: Glue feathers at the end of a long stick or pole and wave it at kitty, teasing the furball to bob, weave and leap.

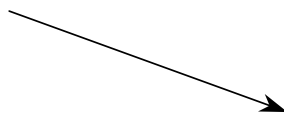
(6) ___ Show kitty the world safely – and get great exercise for the two of you – by walking her in a cat-designed harness or leash. Believe it or not, cats can be trained to do this and often enjoy it!

(7) ___ New pet in the household? Lavish as much attention as you can on kitty to assure your love for others does not come at her expense.

National Examiner

- A** Phone home.
- B** Let sleeping cats sleep.
- C** Go interactive.
- D** Walk on the wild side.
- E** Banish boredom.
- F** Feed your kitty well.
- G** Serenade your sweetie.
- H** Show she'll always be your baby!
- I** Turn on the tube.
- J** Give privacy, please!

Write your answers here:



0	1	2	3	4	5	6	7
<i>E</i>							

Score: 7 points

Task 13

You are going to read film and theatrical reviews. Match the summary sentences (A-I) with the reviews (1-7) below. There is one extra summary sentence which you do not need to use. Write your answers in the boxes. There is an example at the beginning (0).

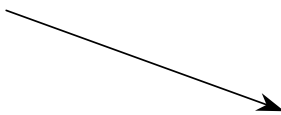
Film and theatre

- (0) The story of the vampire Baron Meinster, who is kept chained by his mother to prevent him terrorising local villagers. All hell breaks loose when he is unwittingly freed.
- (1) Laurence is an overworked estate agent under pressure from both his job and his wife, Beverly. They are holding a small drinks party at their plush home, for neighbour Sue and newcomers Tony and Angela. At first, goodwill, cliché and small talk abound, but as the drinks flow freely, we begin to see the conflicts and hatred that lie just beneath the surface.
- (2) Alan Strang loves horses — so why has he been convicted of mutilating six horses at the local stables? ‘He has the strangest stare I ever met ... It’s exactly like being accused. Violently accused. But what of? ... Treating him is going to be unsettling.’ Dr Dysart unravels the mysteries that shroud Alan’s behaviour, he is forced to examine his own beliefs and the intense bond that connects him to his disturbed young patient.
- (3) When a gang robbery doesn’t meet expectations, violence breaks out in the struggle for the spoils. A traitor is exposed in their ranks and it becomes a
- race against time and the law for the villains to find out who he is and recover their money.
- (4) Meet Generation X heroes, Holden and Banky. When Holden meets Alyssa at a comic book convention, it’s love at first sight. A setback comes when he discovers that she is gay and, as his love grows, desperation takes over.
- (5) Will poor Cinderella ever meet the man of her dreams? Will her evil step mother, and her two ugly daughters stop Cinders going to the ball? ... This is a new upbeat, updated Cinderella, combining the magic and slapstick of traditional panto with furious comedy and classic songs.
- (6) As the skies ignite on the 4th July with never-before-seen phenomena, thirty spaceships menacingly hover over the world’s largest capital cities, and the countdown to destruction begins.
- (7) A stylish, disturbing story about the emotional devastation caused to a young woman, newcomer Samantha Morton, by her mother’s sudden death.

Theatr Clwyd - A Programme guide

- A** New romantic comedy from young director Kevin Smith.
- B** A thrilling summer movie with terrifying aliens, awe-inspiring action and spectacular suspense and special effects.
- C** Gothic horror at its best, with a fast-moving script and stunning camerawork.
- D** Music, magic and mayhem in a high octane pantomime for all the family to enjoy.
- E** 'The best British crime movie since *The Long Good Friday ...*'
- F** A psychological thriller – visually stunning and compelling.
- G** The story of a city that refused to give in through the experience of a tough-skinned reporter.
- H** Mesmerising drama that delves into the turbulent depths of female experience.
- I** A glittering black comedy about the stresses of suburban life. A biting social satire on the aspirational values which have come to replace compassion and truth in our lives.

Write your answers here:



<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>C</i>							

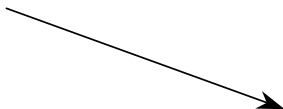
Score: 7 points

Task 14

You are going to read a newspaper article about an unusual trip. Choose the best heading from the list (A-J) for each part (1-7) of the text and write its letter in the box. There are two extra headings that you do not need to use. There is one example (0) at the beginning.

- A** Hoping to be famous
- B** Reasons for the journey
- C** Brave decision
- D** Unexpected accident
- E** The last stop
- F** Making the trip cheaper
- G** Means of transport
- H** Choosing the time
- I** A wonder of nature
- J** Places to see

Write your answers here:



0	1	2	3	4	5	6	7
<i>C</i>							

Score: 8 points

110,000 km of open road ahead

(0)

UNDAUNTED by the sizeable gaps between the earth's continents, a Hungarian couple is planning an around-the-world trip in a Toyota truck.

(1)

Eszter and János Handó, both managers at multinational companies, set out for the big trip on May 20th from Hősök tere, but the real adventure will start in Iceland, the official starting point for the journey.

'We picked Iceland because it is such an unreal place with its volcanic activities. I just had to see it and show it to my wife,' János said.

(2)

'We want to travel and see the world, and meet other cultures, people and languages,' he said.

They are not attempting to break records, though the trip is certainly an unusual one.

(3)

From Iceland, the journey will continue in north America and then lead south all the way to Chile.

The Handós will take a ship to New Zealand and from there explore Australia, Southeast Asia, China and Japan.

The trip will take in India, Tibet and Nepal as well.

After motoring around the Saudi peninsula, they will go to Egypt.

(4)

The final destination for the journey will be Cyprus, which the Handós hope to reach by the end of June next year. The journey will cover approximately 110,000 kilometres.

(5)

The car, which will also serve as their bed and pantry, is a Toyota Hilux 2.4TD four-wheel-drive jeep.

Although there is a bed on top of the car, János said he did not intend to spend all nights up there.

(6)

'One of the reasons why the planning of the trip took so long was that we had to find acquaintances all over the world who would accommodate us for a night or two,' he said.

'This made the expenses a lot lower,' he added, saying that they are funding the journey out of their own pockets.

(7)

The year-and-a-half trip has been scheduled for now because Eszter, 28, and János, 29, plan a big family with three children.

'This is our last chance to do this journey with just the two of us,' János said.

The Budapest Sun

Task 15

You are going to read a magazine article about famous people's weddings. Choose the best heading from the list (A-L) for each paragraph (1-9) in the text and write its letter in the box. There are two extra headings that you do not need to use. There is one example (0) at the beginning.

- A Short marriage
- B Decision takes time
- C Worth getting married in hard times
- D Impatient couple
- E Surprise underneath
- F Unexpected 'No'
- G Disastrous start
- H Unprepared
- I No extravagance
- J A little cheating
- K A busy day
- L Impatient relative

Write your answers here:

0	1	2	3	4	5	6	7	8	9
<i>D</i>									

Score: 9 points

THE WAY THEY WED

The clothes they wore, the words they said – for these celebrity matchups, love was in the details

(0)

So eager were **Mia Farrow** and **Frank Sinatra** to tie the knot in '66, they raced through their vows in four minutes flat.

(1)

Napoleon would always be shorter than **Josephine**. But in 1796 the pair lied about their ages on wedding documents, adding two years to his and subtracting four from hers to even them up at 28.

(2)

Michelle Phillips and **Dennis Hopper** quickly recognized the error of their pledge: They split eight days after their 1970 ceremony.

(3)

When **Groucho Marx** wed **Eden Hartford**, 40 years his junior, the 1954 ceremony was so impromptu, the couple didn't even have a witness in tow. They quickly recruited Marx's 7-year-old daughter, Melinda.

(4)

Excited to see mom **Melanie Griffith** wed **Antonio Banderas**, 10-year-old Alexander Bauer (from Griffith's marriage to actor Steven Bauer) yelled, "You may now kiss the bride!" before they reached the end of the 1996 ceremony.

(5)

When a waiter told **Lisa Rinna** and **Harry Hamlin** on their first date, "You're soul mates – you belong together!" they were so unnerved, they didn't go out again for four months. More than four years passed before they made it official in 1997.

(6)

Though fast on the track, **Florence Griffith** was in no rush to spend money. To wed **Al Joyner** in 1987, she wore her costume from the previous Halloween – a \$29 gown and a veil from Goodwill.

(7)

Everything came up rose at **Marlee Matlin's** 1993 nuptials when, to her astonishment, husband **Kevin Grundalski** and his groomsmen flashed the hot-pink socks hidden beneath their black tuxedos.

(8)

How do you pick a present for a princess? When **Elizabeth** wed **Prince Philip** in 1947, well-wishers came up with 1,500 gifts, including a pair of nylons – scarce after the war – and a live turkey.

(9)

It was water, water everywhere at designer Anne Lowe's Manhattan workshop when a flood destroyed **Jackie Bouvier's** gown and some of her bridesmaids' dresses days before her 1953 marriage to Sen. **John F. Kennedy**. The harried dressmaker worked till the morning of the wedding to re-create the frocks, but Jackie might have happily chosen another: While she wanted a modern look, JFK had pressed for a traditional design.

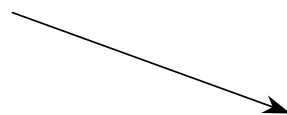
People

Task 16

You are going to read a newspaper article about an unpleasant experience. Choose the most suitable heading from the list A-H for each part (1-6) of the article. There is an extra heading that you do not need to use. There is an example at the beginning (0). Write your answers in the boxes.

- A** A trick - will it fail ?
- B** An unexpected narrow escape
- C** Two approaches to public use of office buildings
- D** The best way to find shelter from the rain
- E** An Englishman's home is his castle
- F** A sudden obstacle
- G** Possible short-cut ?
- H** One problem made worse by another

Write your answers here:



<i>0</i>	1	2	3	4	5	6
<i>H</i>						

Score: 6 points

Caught out in the rain

(0)

I was caught out the other day in a Manchester downpour (a much rarer event than is generally supposed, as the Met Office figures will readily confirm). Troubles never coming singly, the street down which I was hurrying to my appointment turned out to be blocked by some vast sewer reconstruction scheme. It looked as though I had no alternative but to retrace my steps and make a long detour. And I was getting wetter by the minute.

(1)

But suddenly salvation seemed at hand in the shape of a large office building that loomed up on my right hand side. Glancing through what was clearly a rear entrance, I could see across a wide lobby and the front entrance to the street on the far side – the very street I was trying to get to. There was something to be said for these new “prestige” office developments after all.

(2)

But not much. Completely blocking my path as I stepped through the swing doors into the lobby was a wide desk and behind it a middle-aged woman with a steely expression. “Can I help you, sir?” she said in a voice which suggested that that was the very last thing on her mind and that she knew very well what I was up to because I was the fiftieth person to use her lobby as a rat run that morning.

(3)

Now I may have been completely wrong in crediting her with such prescience but what followed suggests otherwise. “I have

an appointment with Mr Henderson”, I lied. “I think he’s on the first floor.” I waved my hand in the direction of the staircase and started off towards it. “Just a minute. I don’t think we have a Mr Henderson.” Without removing her eyes from my face for a second she picked up a house phone. “I’ll ask Personnel,” she said.

(4)

I was saved by the bell – the one on the phone on an adjoining desk. Putting down her own, she leaned over to answer it. Her eagle eye was off me and I was off towards the stairs and then to the door beyond and out into the street and the Manchester rain.

(5)

Let me be the first to say that that was a pretty silly way for a grown-up man to behave and it reflects no credit on me at all. But neither does it reflect any credit on those who administer ordinary commercial office buildings as though they housed both MI5 and 6 with the crown jewels lodged temporarily in the basement. In America such places are generally regarded as being in the public domain, with newspaper stands and snack bars. It may be hard on the flooring but most owners consider this easily outweighed by the good that accrues to the corporate image.

(6)

Here in Britain, I suppose, it’s just the “Get off my land” attitude transferred from a rural to an urban setting. But it’s sad to see this atavistic approach surviving even against its practitioner’s own interests.

The Guardian Weekly

Chapter 5

Matching sentences to gaps in text

In this test method, you have to read a text from which sentences or, sometimes, short paragraphs, have been removed. The missing sentences are arranged in a jumbled order after the text, and your task is to reconstruct the text by selecting from a list of several options the right sentence to fill each gap in the text. The gaps in the text are numbered, while the choices given after the text are marked with letters. Note that, among the choices, there is always one extra sentence, which does not fit in any of the gaps.

This method tests your ability to see how a text is structured, and how it makes sense through its references backwards and forwards, as you will see in the explanations below.

In order to complete the task successfully, you will first need to have a general idea of what the passage is about, so a quick reading of the gapped text, without worrying about unknown words, is the first thing to do. While skimming through the text, try to note what information is given about the topic in each paragraph of the text, how the main ideas develop from paragraph to paragraph, and what you expect to come in the gaps. Then, you should look at each of the sentences in turn, and begin to match information in the sentences to information in different sections of the text, thinking about which sentence might come where.

However, you need now to read the text very carefully, because there are clues in the passage both before and after each gap. The development of ideas can be seen in different lexical and grammatical relations between sentences and paragraphs of the text and, therefore, you should pay careful attention to both lexical words and phrases, and grammatical structures that may indicate such relations in the text. Thus, for example, the repetition of certain nouns or adjectives, the use of synonym words and phrases, the use of one verb tense rather than another, the use of reference words, like personal pronouns (referring to either people or things), demonstratives (*this, those*) possessives (*its, their*), relative pronouns (*who, that, which*) temporal markers (*when* or *while*), adverbs of frequency (*often, never*), of place (*here, there*), logical connectors (*besides, however*), or other linking words indicating contrasts (*but, while*), or reasons (*because, since*) – all might help you to see how information in the text is organized, and decide which sentence fits where in the text.

As with other task types, you are strongly advised to read the example (0), along with the title of the text.

Now you should try to do the Sample Task the Founding of Philadelphia.

Sample Task

You are going to read a text about the founding of a city. Some sentences are missing from the text. Choose from the list (A-G) the most appropriate sentence for each gap (1-5) in the text. There is one extra sentence that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

THE FOUNDING OF PHILADELPHIA

The woodlands were alive with color when William Penn arrived for the first time, in 1682. It was late October, still the best time of the year in the Northeast. But he wasn't there to admire the countryside. (0) _____ He had already given it a name, of course. It was the same name as that of one of the early Christian cities in Asia Minor which, when translated, means "City of Brotherly Love". (1) _____ Penn borrowed the name from them because it suited perfectly the ideal community he had in mind.

The spot he picked, on the banks of the Delaware River, had a small harbor and a beach. (2) _____ What he wanted, he said, was a "green country town".

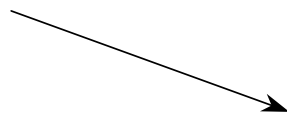
In his travels he had seen the great cities of Europe and hadn't always liked what he saw. (3) _____ His new city would have a plan for growth and that, he was convinced, would make it one of the great cities of the world.

For openers, he ordered that Philadelphia would have no crooked streets. (4) _____ He told his surveyors that he also wanted the roads to lead out of the city, so that it would be convenient to reach other cities yet unbuilt. (5) _____ He specified that no houses could be built within 200 paces of the harbor so there would be plenty of room for a future commercial center, and he asked that home builders center their structures on building lots "...so there may be ground on each side for gardens, orchards or field, that it may be a green country town which will never be burnt and will always be wholesome."

Harris: Pennsylvania

- A** They would all be straight and wide, and they would all lead to the river.
- B** It had been taken by a religious group in England, whose beliefs were similar to those of the Quakers, for an ideal community they had hoped to establish.
- C** He pointed out that new streets would eventually have to be added and ordered that space be left for them before any land was sold for building.
- D** Before arriving in America, Penn sent a letter to the Indians which he ended "I am your loving friend."
- E** The land around it was high enough to provide a perfect place for a city and William Penn had a perfect city in mind.
- F** There was work to be done; not least finding the right spot for the city that would be the centerpiece of his new colony.
- G** He was also well aware of the cities that had already been established in the New World and knew they were growing without a plan.

Write your answers here:



0	1	2	3	4	5
<i>F</i>					

Score: 5 points

Answer Key to Sample Task: *The founding of Philadelphia*

0	1	2	3	4	5
F	B	E	G	A	C

The example here is useful, because it begins to show you how the passage is being structured. The third sentence in the passage tells you what William Penn was not going to do, and so you can expect that the next sentence (F) will be about what he WAS there to do, and sure enough, the example tells us that there was work to be done, not simply admiring the countryside. The example also sets the theme for the passage: building a new city.

Item 1: The sentence before item 1 is about the origin of the name of the city, and the sentence following the gap is also about the name, so the sentence to be fitted in must refer to a name. Sentence B begins with a pronoun “it” which could refer to “the name” (Notice that Sentence A begins with a plural pronoun “they” and so that could not fit in.) Also, Sentence B refers to a religious group – which links with the phrase before the gap “early Christian cities”, and the sentence after the gap refers to “them”, which could be the same people as the “they” in Sentence B. Sentence B thus fits perfectly into this gap.

Item 2: The sentence before item 2 is about “the spot he picked”, and a “harbor” and “beach” are mentioned. In Sentence E, there is mention of an “it”, which could refer to “the spot” or even to “the beach”. Also the use of the word “land” in Sentence E is linked to the words “spot”, “harbour” and “beach” – all aspects of “land”. The sentence after the gap refers to “a green country town”, which is linked to Penn's idea, mentioned in Sentence E, of “a perfect city”.

Item 3: The sentence before item 3 refers to cities which Penn did not like, and the sentence after the gap refers to a “plan for growth”. Thus Sentence G looks like a good candidate for this gap, because it mentions the word “plan” and, implicitly, the need for planned growth.

Item 4: The sentence before item 4 ends with mention of “streets”, and Sentence A begins with a plural pronoun, which could refer to streets. Sentence A also mentions the need for “straight and wide” somethings – an obvious contrast to the “crooked streets” of the sentence before gap 4 .

Item 5: The sentence after item 5 talks about the need for space around the harbour (“no houses could be built within 200 paces of the harbor”), which links to the second half of Sentence C, which talks about space having to be left. Thus the idea of Sentence C fits into the meaning of the sentences that follow gap 5.

Now go on and do the practice tests in the rest of this chapter.

Task 17

You are going to read a magazine article about pandas. Some sentences are missing from the text. Choose the best sentence (A-G) for each gap (1-5) in the article and write its letter in the box. There is one extra sentence that you do not need to use. There is one example (0) at the beginning.

GIANT PANDA FACTS

Giant pandas are chubby mammals that live in a few remote mountainous regions in China. They have thick fur with bright black-and-white markings.

(0) ____ The fur is water-repellent and helps keep a panda warm and dry in cold, wet weather.

(1) ____ Sometimes pandas eat other types of plants and occasionally they eat small mammals. But pandas usually eat only the stems, twigs, leaves, and fresh young shoots of the different types of bamboo. They especially like the tender shoots of young bamboo plants.

(2) ____ Full-grown pandas are close to 1.5 m tall when standing up and some grow as tall as 1.7 m. Males and females look alike, but females are a bit smaller than the males.

Pandas usually live alone. Each panda lives in an area that's about one or two miles (1.5 to 3 km) in diameter. (3) ____

In the spring, pandas search for a mate. They mark their territories with special scent glands to let other pandas know they are ready to mate. Once pandas mate, they separate and the females raise the young alone.

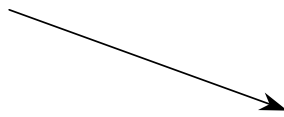
A new-born panda is only about the size of a hamster and weighs about 100 grams. (4) ____ And they have only a thin covering of hair. It takes a few weeks for the typical black-and-white markings to appear.

(5) ____ They learn how to find food, climb trees, and stay away from enemies.

Ranger Rick's Nature Scope

- A** Some pandas live as long as 30 years and weigh as much as 117 kg.
- B** Pandas are plant eaters and they feed mainly on a plant called bamboo.
- C** In stormy weather, they sometimes try to find a cave or some other type of shelter.
- D** Pandas are born without teeth and with their eyes closed.
- E** Young pandas stay with their mothers for about a year and a half.
- F** A panda's coat acts like a thick winter raincoat.
- G** Although pandas will share part of their territory with other pandas, they don't usually get too close to each other.

Write your answers here:



0	1	2	3	4	5
<i>F</i>					

Score: 5 points

Task 18

You are going to read a magazine article about London. Some sentences have been removed from the text. Choose the most suitable sentence from the list (A-I) for each gap (1-7) in the text. There is one extra sentence which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

LONDON ON A ROLL

London manages to preserve the past while reinventing itself for the future

THE WHOLE WORLD lives in London. Walk down Oxford Street and you will see Indians and Colombians, Bangladeshis and Ethiopians, Pakistanis and Russians, Melanesians and Malaysians. (0) It is estimated that by 2010 the population will be almost 30 percent ethnic minorities, the majority born in the U.K. (1)

Annas Ali, a 17-year-old Londoner of Bangladeshi descent, feels deeply rooted in the British society. (2) The neighborhood is called Bangla Town. Union Jacks fluttered next to the green-and-red flag of Bangladesh. Indian music echoed off Victorian brick houses. "I was born at Mile End hospital a half mile away and grew up in Hunton Street. My father had a restaurant there."

(3) In the 1600s French Huguenots built a church on the corner of Fournier Street and Brick Lane. Later it became a Methodist chapel. In the 1890s it was converted into a synagogue. (4) Bangla Town has also had a recent influx from the world of fashion, art, and pop culture. Jarvis Cocker, the lead singer of Pulp, lives nearby. So does Chris Ofili, the young artist of Nigerian descent whose painting "The Holy Virgin Mary," depicting a black Madonna embellished with elephant dung, caused a firestorm of controversy at the Brooklin Museum of Art last year. (5) The result is a fusion of cultures unique in London.

Annas himself is eclectic. With his dark skin, raven black hair, and lustrous brown eyes, he reminded me of Mowgli in the *Jungle Book*. (6) He is a devout Muslim, an Asian Londoner who talks Cockney English. The gold rings on his fingers were from India, his stylish, midnight blue cardigan – "pure wool," he told me proudly – from Prohibito, a clothes shop on Oxford Street popular among teenagers. (7) "I want to go to the London School of Fashion."

National Geographic Magazine

- A** Today it is used by Annas and other Bangladeshis as a mosque.
- B** "I have been here all my life," he told me, as we dodged our way through the festive crowds filling Brick Lane in the East End for Baishaki Mela, the Bangladeshi New Year.
- C** Most of these Londoners are the children and in some cases the grandchildren of the many thousands who came here from the Caribbean and the Indian subcontinent during the fifties and sixties, after the British Empire imploded.
- D** "I want to go into fashion," he said.
- E** As if clocking the minutes of a new age, the world's largest observation wheel now spins on the wrist of the Thames.
- F** But his hair was cut in the latest London style: short in back, long and slicked back with gel at the front.
- G** Bangla Town has seen centuries of immigration.
- H** Fifty nationalities with communities of more than 5,000 make their home in the city, and on any given day 300 languages are spoken.
- I** Alexander McQueen, the fashion designer, has his workshop on Rivington Street.

Write your answers here:

0	1	2	3	4	5	6	7
<i>H</i>							

Score: 7 points

Task 19

You are going to read a story about four friends. Eight sentences have been removed from the text. Choose from the sentences (A-I) the one which fits each gap (1-7). There is one extra sentence which you do not need to use. Write your answers in the boxes after the text. There is one example at the beginning (0).

‘Being wet got us a train ban’

Jo Talbot and her three friends, all 13, expected the summer holiday to end with a bang — not a ban ...

‘My three friends Jo Cole, Sara, Nicola and I all live in a small village outside Southampton. Last August we took the train into the city to go shopping for clothes one last time before starting the new term.

We got into Southampton at about 10 am. (0) _____ No-one wanted the summer holidays to end, but it was as good a way as any to give them a send-off.

(1) _____ We weren’t far from the station when the sky went black and there was a huge clap of thunder. We all shrieked and ran for cover, but the rain came down so hard it was like standing in a power shower. (2) _____

When we got to the station a train was waiting to leave, so I asked a guard if it was the one going to our local station. He looked at us and said, ‘It is — but you’re too wet to get on.’ (3) _____

We were really fed up as we watched all the other passengers pull away, warm and dry. I couldn’t believe they’d all avoided the rain, and got the feeling we were being picked on because we were kids. (4) _____

We sat around freezing cold, until the next train came along but strangely, we had no problem getting on that one. (5) _____

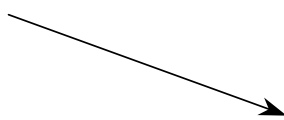
When I told my mum what had happened she was storming mad, and rang up South West Trains to ask them if they’d have treated an adult the same way. (6) _____ Customer services rang back later to say that the guard had been taken off duty while the company held an investigation.

It may not sound that bad, but the whole thing really spoiled our day. (7) _____’

Just Seventeen

- A** We'd have been happy to stand if they were worried we'd wreck the seats, but now we had to wait half an hour without even enough money for a cup of tea.
- B** All my mates' mums wrote to the train company, asking if the same thing would have happened late at night, when we might have been put in real danger.
- C** We were only caught in it for a minute but we were drenched – and were only wearing flimsy T-shirts and sweatshirts.
- D** My friends and I were too shocked to argue, so we just let the train leave the station.
- E** One thing is for sure, though, we're all taking umbrellas next time we go shopping.
- F** Eventually we wandered back to catch the 2 pm train home.
- G** We'd just got on the motorway when the car began to make a loud cracking noise.
- H** On the journey back, I could hardly stop shaking with cold, and when I got back home I got straight into the bath to warm up.
- I** We tramped around the shops buying loads of stuff and then went for a burger.

Write your answers here:



0	1	2	3	4	5	6	7
<i>I</i>							

Score: 7 points

Task 20

You are going to read a text from *The Guide to the Grand Canyon National Park*. The first sentence of each paragraph is missing. Match the missing sentences (A-J) with the paragraphs (1-8). Write your answers in the boxes after the text. There is one extra sentence that you do not need to use. There is an example at the beginning (0).

Tips for a Safe Visit

To help make your visit to Grand Canyon safe and enjoyable, here are a few tips from the National Park Service.

(0) ____ Your hand and voice may be too far away once your child has climbed over a barrier or wall.

(1) ____ Do not feed, touch, or disturb animals in the park. Rodents may bite and large animals have been known to kick when startled.

(2) ____ Use caution when walking near the canyon rim and driving in the Park, especially in rainy or snowy conditions.

(3) ____ Elevation on the South Rim is 7,000 feet (2,134 meters) above sea level. People with heart and respiratory problems should be especially cautious about over exertion.

(4) ____ Remove all valuables from your car and truck. Immediately report any suspicious activity to a ranger. Thieves work quickly.

(5) ____ They are allowed on paved rim trails but not below the rim. The only exception is guide dogs for people who are blind or deaf.

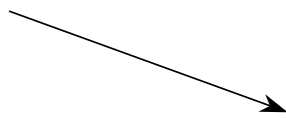
(6) ____ Helmets are strongly recommended, and headlights and reflectors are required at night.

(7) ____ Violators will be cited and fined, and their bicycles confiscated.

(8) ____ Grand Canyon National Park is fully protected by federal law to preserve it for future generations. Do not disturb or remove any natural or cultural feature, including fossils, rocks, plants, animals, and artifacts.

- A** They would all be straight and wide, and they would all lead to the river.
- B** It had been taken by a religious group in England, whose beliefs were similar to those of the Quakers, for an ideal community they had hoped to establish.
- C** He pointed out that new streets would eventually have to be added and ordered that space be left for them before any land was sold for building.
- D** Before arriving in America, Penn sent a letter to the Indians which he ended "I am your loving friend."
- E** The land around it was high enough to provide a perfect place for a city and William Penn had a perfect city in mind.
- F** There was work to be done; not least finding the right spot for the city that would be the centerpiece of his new colony.
- G** He was also well aware of the cities that had already been established in the New World and knew they were growing without a plan.

Write your answers here:



0	1	2	3	4	5
<i>F</i>					

Score: 5 points

Task 21

You are going to read the first part of a newspaper article about the Finnish custom of taking a sauna. Some sentences have been removed from the text. Choose from the list (A-K) the most appropriate sentence to fill each gap (1-9) in the text. There is one extra sentence that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

The naked and the red

Every Finnish household owns a sauna. **Simon Kuper** thought he'd be left cold, but he was wrong

Soon after I arrived in Helsinki, my friend Mika invited me to a sauna at his parents' house just outside town. (0) It being a social event in Finland, we drank beer.

'I'm sorry that our beach is so small,' said Mrs Lipponen, who must have been about 60, but looked much younger. (1) Mr Lipponen, Mika and I stripped naked and walked across the garden to their 150-year-old sauna, where we sat side by side on a wooden ledge. Occasionally we talked. Sometimes we just sat. (2) After eight minutes, feeling like a lobster, I asked Mr Lipponen how long one should stay in the sauna.

'As long as you want,' he said. Becoming quite garrulous, he added: '(3)' I explained that I was feeling quite warm. 'Britons', he nodded, 'are the worst sauna-takers.'

But being a kind man and I being his son's business partner, he suggested that we jump into the sea to cool down. (4)

Jumping into the sea in Finland in autumn is a counterintuitive act, even if your body has just been heated to record temperatures. (5)

'A bit of a shock,' I said. 'In winter,' said Mika, 'we cut a hole in the ice and jump in. That is more of a shock. But when you come out your body tingles. It is addictive.' (6) Warm, even. But then we trudged back to the porch to drink beer.

When friends came round, Mr Lipponen explained, it was customary to invite them to share a sauna. With close friends, the sauna would be mixed-sex. However, he had noticed that nudity embarrassed foreigners. (7)

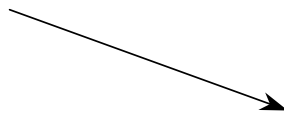
I thought the sauna was over, and was gearing up to return to the office. Then, however, we went back into the sauna. (8) The Finnish sauna, he explained, is like a smorgasbord: you choose whatever combination you want.

The beers, the swimming, the sauna went on for what was probably two hours. It was hard to tell. (9) After our last spell in the sauna, we washed with soap: the heat opens your sweat pores so wide that you can clean yourself thoroughly.

The Observer

- A** After 10 days in Helsinki, I felt as you do after a good sauna: it was the effect of being surrounded by polite, calm people.
- B** Whatever is comfortable; it's not about setting records.
- C** And indeed, seconds later I began to feel good.
- D** An African colleague of his had refused the offer of a sauna on the grounds that not even his wife had ever seen him unclothed.
- E** As luck would have it, the large garden of their wooden, yellow house backed on to the sea, so we sat on their beach in deckchairs eating rye bread with fresh salmon.
- F** The Finns believe in a right to remain silent: there is no compulsion to babble.
- G** We chilled for half an hour and then she left to cook an enormous meal of healthy food.
- H** Then we jumped into the sea again, except Mika, who chose to have another beer on the porch instead.
- I** So we trooped down the back garden and plunged nude into the sea, watched incuriously by the neighbours drinking beer on their porch.
- J** As I swam frantically in circles to avoid freezing to death, Mika asked how it felt.
- K** The repetitions meant I lost track of time, which is very relaxing.

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>E</i>									

Score: 9 points

Task 22

You are going to read a newspaper article about education. Some parts of the text are missing. Choose the most appropriate part from the list (A-J) for each gap (1-8) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

First lessons in verbal abuse

FAMILY LIFE Laurie Graham

I DON'T often get asked to help with the homework these days. My son can now read Günter Grass in the original, and he understands M0, so he's well out of my class. Even my youngest daughter's maths means very little to me.

I know the principles haven't changed, but the names of things have. (0) I don't mind not being asked. By evening, my intellectual wick isn't always reaching the oil, and anyway I have my own educational agenda to pursue.

Last weekend, though, I was called in for an emergency: an acute case of French incomprehension. It will give you some measure of the Junior Daughter's desperation if I tell you she delayed asking me until nine o'clock at night. (1)

The homework was one of those word puzzles: answers to simple clues concealed within a grid of letters. My daughter's problem was that she couldn't understand the clues. Mine was that the

letters wouldn't stand still. We made a great team.

Once I was in focus I could see what had to be done. I soon became aware that her difficulties were more fundamental than a bit of new vocabulary. (2)

My daughter is 13. She's in year nine, which used to be called the third year. Oh do try to keep up. She's a bright, hard-working girl and is considered by her school to be a competent enough linguist to be learning French, German and Latin.

I couldn't take in what was staring me in the face. I tried approaching it from different angles, but it was too late. She'd recognised the edge in my voice. (3)

I screeched: "What is wrong with this country? We're raising a generation of ignoramuses." All around the house there came the sound of doors being closed in a hurry. (4)

After a while I cooled down, and my offspring emerged cautiously from their rooms. No sense, I

reasoned, in browbeating the girl because teaching methods have changed. I apologised. But the worst was yet to come. (5)

My son fetched me a glass of water and a cold flannel for my forehead, but I strode up and down, hyperventilating while he tried to put things in perspective. "They do know what a verb is", he offered. "They just don't realise what it's called. They haven't learnt the jargon." (6)

Now, I am no stranger to educational whimsy. Some strange things went on in Leicestershire schools in the late-Fifties, and I was one of the first new-fangled crop. We were not drilled in the widespread use of grammar, and I still have to concentrate hard when using the apostrophe. (7) I knew what a verb was long before secondary education loomed. And now my daughters know, too.

A verb is the part of a sentence that expresses action. (8)

A
But from a tender age, I knew the basic shorthand of grammar.

B
When I asked her to break down the clue in a sentence "*On l'achHe à la boulangerie?*" and tell me first the meaning of the verb, she didn't know what I meant by the word 'verb'.

C
Her elder sister, only six months off sitting her exam in French, didn't know what a verb was, either.

D
Or it is something that makes your mum very angry on a Sunday evening.

E
Even the hamster crept to its bed.

F
If I were to say the words long division to my two children they wouldn't have the faintest idea what I meant.

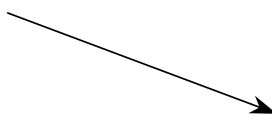
G
"So they do teach grammar?" I said clutching at straws. All he could answer was: "Well, sort of."

H
The report said that only occasionally were topics poorly focused.

I
She knew I had seen a red mist. Then I blew it.

J
Not that my French deserts me after dinner, but I had drunk half a bottle of Lebanese red, and I was reading the Sunday papers with my eyes closed. I pulled myself together.

Write your answers here:



0	1	2	3	4	5	6	7	8
F								

Score: 8 points

Task 23

You are going to read a magazine article about going into business. Some parts of the text are missing. Choose the most appropriate part from the list (A-J) for each gap (1-8) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

The Trader

From the age of six I had a deep desire to be successful financially. I was always collecting things such as model cars that I wanted to sell to my schoolmates. (0)

My mum ran a small dress shop off London's Marylebone Street, which supported us when my dad stopped work to study law. But when at 13 I went as a boarder to Clifton College, Bristol, my parents could barely afford the school fees, even with a bequest my grandfather had left for my education. (1)

Since I was interested in hi-fi, I spent £10 on an old Bang & Olufsen turntable that I'd seen advertised in the local newspaper. I cleaned it up, advertised it in *Exchange & Mart* and sold it for £22. The ad cost £2, so the profit was £10 - a term's pocket money in 1973. (2)

I used to buy stuff advertised in newsagents' windows, or sneak off from games and go round Bristol's hi-fi shops, buying equipment that people brought in as part-exchange. Hi-fi was the "in" thing in the early Seventies, so people were constantly upgrading. (3)

It built into quite a business. I opened a bank account and had my first cheque guarantee card at 14.

I was too young to drive but I needed transport to collect the stock and take it back to school. (4) At the end of term, Dad would come from London in his

battered old Renault. I'd ask him to park it round the back, because I was embarrassed. Most of my classmates' parents had Rolls-Royces and Bentleys. He would take my unsold stock back to London and I would sell it through *Exchange & Mart* in the holidays.

In the sixth form my study looked like a hi-fi stockroom, with boxes piled to the ceiling. (5)

I felt great about doing well in business because it took pressure off mum and dad for the cost of holidays, school uniform and pocket money. (6)

Today I help Business Wise, a charity that educates schoolkids about going into business, because I know first-hand how a good commercial training while you're young can help.

My economics teacher told me, "You'll never be a businessman, Richer." (7)

By studying the trade papers to find the going rates for second-hand equipment, I learned about value for money. By the time I was 17 I had three people working informally for me on commission. (8)

Early on, I decided I would reinvest half the money I made, and spend the rest. In four years, I had turned my original £10 investment into about £4,000.

A

So I had to learn to get on with my customers, my suppliers and my colleagues - skills vital to anyone's success.

B

I was doing so well, parents would ring my house-master to complain that little Jimmy was spending his entire term's pocket money in the first week by buying a cassette deck off me.

C

So one day my dad said, "Why don't you do a little buying and selling to supplement your pocket money?"

D

After that you couldn't hold me back.

E

But my parents only allowed me to swap.

F

I'd also buy pottery "seconds" from Bristol market, jump in a taxi and sell them to a gift

shop in Clifton, just a mile away. I bought candles, cigarette lighters, anything I thought would sell.

G

Of course, you will not reduce the price unless you feel certain that more will be sold at the lower price.

H

It also gave me a lot of independence.

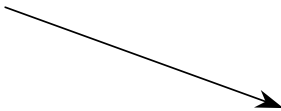
I

But I learned an awful lot more through my wheeling and dealing than from my O and A levels.

J

So I used to hire a big white Mercedes limousine, which was normally rented out for weddings - not because it was flash, but because it was practical.

Write your answers here:



0	1	2	3	4	5	6	7	8
E								

Score: 8 points

Task 24

You are going to read an article about a tapestry. Some parts of the text are missing. Choose the most appropriate part from the list (A-H) for each gap (1-6) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Life's Rich Tapestry

Val Jeans-Jakobsson *tells of the painstaking creation of a family heirloom*

It was when her daughter and son-in-law moved into a beautiful old house that had once belonged to Catherine Parr that Wendy Potter felt inspired to create a unique wall-hanging – one that would not only reflect the history of the house, but that would also be a fitting wedding present for the young couple.

(0) _____

She bought a colour post-card and had an enlarged photo-copy made in London. In it Catherine is dressed in typical Tudor style with a deep red silk dress. Her head-dress is decorated with pearls and ostrich feathers. At her throat is a heavy ruby and pearl necklace and the small amount of her hair that is visible appears to be dark.

(1) _____

From her research, Wendy discovered that Catherine was a strong, intelligent and well-educated woman who had considerable influence over her stepdaughters, Mary and Elizabeth. When Henry died she became one of the wealthiest women in England.

(2) _____

They sent her a two-inch photocopy of Catherine's seal and, using this, Wendy began to search through books on heraldry to discover the meaning of the various symbols. She uses the rampant lion and curious striped panther symbols taken from the seal to flank the rectangular form of the seal which she created in order to balance the portrait. The Tudor crown is above the portrait. The whole tapestry measures three feet long by two feet wide.

(3) _____

This area of the tapestry is finely detailed, forming a muted background. Red and white Tudor roses link the coat-of-arms to the portrait and the whole background is black, framed in rust and gold.

Research was also needed for the lettering of the name Katherine Parr and her dates, 1512 – 1548.

(4) _____

“An unexpected bonus,” she tells me, “was the knowledge and interest I acquired in different subjects, such as heraldry and some history of the 16th century.”

For the next few months the dining-table was out of action until the completed plan was done.

The hardest part, Wendy says, was probably Catherine's face, which she had to unpick several times, until she was satisfied with the expression.

(5) _____

Wendy Potter took the finished tapestry to be stretched, which gave a professional finish to her work.

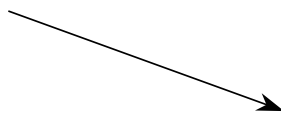
(6) _____

It is certainly going to be a much treasured family heirloom.

The Lady

- A** The ornate lettering of the period seemed to fit in well. With months of research behind her and sheets of sketches and notes Wendy began to draw up her plans.
- B** Finally, and in many ways perhaps the most enjoyable part of the research, was the planning of the plants and animals, appropriate to the century, which fill the spaces at the sides of the portrait. These are worked in a diamond pattern echoing the Tudor ceiling of the room in which the tapestry hangs.
- C** Wendy made extensive notes on Catherine's life partly for her own interest, but also to help her to create a meaningful design for the wall hanging. The next step was to find Catherine's coat-of-arms which Wendy planned to place below the portrait, so she wrote to the College of Arms in Queen Victoria Street in east London.
- D** Her expression is serious - small wonder when we realise that she became Henry VIII's sixth wife when he was ageing and ill.
- E** So now it hangs on a wall in the hall of her daughter's house where the rose-coloured Tudor ceiling and a fine, heavy, dark oak staircase provided a perfect setting.
- F** It is unlikely that the original tapestry was taken out of the country at the time of the Napoleonic Wars.
- G** The first step was to find a likeness of Catherine Parr. Eventually Wendy tracked down the only known portrait of the young queen, which hangs in the National Portrait Gallery.
- H** Another area of difficulty was the dark red silk. The flowing folds of deeper colour presented problems, as she was anxious to create the natural look of the portrait. The end result is remarkably lifelike and a tribute to her patience and perseverance.

Write your answers here:



<i>0</i>	1	2	3	4	5	6
G						

Score: 6 points

Chapter 6

Matching clauses to gaps in text

This test method is similar to the Matching sentences technique we explained in Chapter 5 in that you have to put bits of sentences into gaps. In order to do this, you need to think about the meaning of the bits – the clauses – and of the text surrounding the gap. You also need to pay attention to the syntax of the clauses and the words around the gaps, because some clauses will not fit grammatically into some gaps. On the other hand, some are likely to fit into more than one gap, but (ideally, at least) only grammatically. So you need to be careful when you are finalising your decision about the matches you have found – there is always only one correct answer to each question in such tests, that is, one correct bit of sentence for each gap in the text.

A good way to approach this sort of test is first to consider which clauses can or cannot fit in grammatically and, then, to think about the meaning of the clauses that could possibly fit in. When there are more clauses among the choices which grammatically fit into a particular gap, you may need to read carefully not only the sentence right before and after the gap, but very often also a larger section of the text surrounding the gap. It could easily happen that filling a gap in the first half of the text requires you to consider information in the last, or last but one section.

As in most reading tasks, it is a good idea first to read quickly through the passage to get a general idea first of what the passage is about, and then to look at the clauses to get an idea of the sort of meaning they convey. Then you are ready to complete the puzzle, paying attention to grammar and meaning at the same time. Pay careful attention to the first gap in the text marked with (0) (that is, the example), because it will help you to start doing the task.

Once you think you have found the correct bit of sentence for each gap, it is useful to read through the text one last time to check whether it makes sense with your answers. Remember that there should remain one extra clause (or two, depending what the instructions say about this) that you have not used in your answers.

Now you should start practising this task type, doing first the Sample Task on the next two pages.

Sample Task

You are going to read a newspaper article. Parts of some sentences have been removed from the text. Choose the most suitable part from the list (A-K) for each gap (1-9) in the text. There is one extra part that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

21st Century Pet Gadgets

**From Japan, the latest in telephone gadgets
for the high tech pooch.**

In Tokyo we meet Mint, a black Labrador puppy, and her owner Yoko Sakohata, to try out some of the latest Japanese gadgets designed to make a dog's life that bit easier – (0)

In a country where working late and getting stuck in traffic jams are part of normal daily life, it can be a problem getting home (1) A timer-controlled feeder is one answer, but it doesn't give much personal contact with the lonely pet, (2) Yoko tries out a telephone-controlled feeder which enables you to call home from anywhere, at any time, (3) , then at the press of the button deliver a meal. Mint finds the whole thing a little puzzling at first, but has no qualms about tucking in (4)

Practically everyone has a mobile phone in Japan, and now they've even started making ones for your pet. At the moment they're not designed to allow you

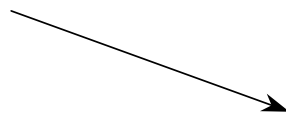
to talk with your pet, (5) Because Japan's PHS network (*Personal Handyphone System*) has thousands of antennae, (6) , it is possible to tell almost exactly where any handset is by measuring the strength of its signal at several adjacent antennae. With one of the mobile handsets fitted to her collar, Mint is taken to a secret location (7) Logged on to the internet, Yoko enters Mint's mobile number onto the website (8) showing where Mint is – in a local playground.

The tracker device can also be used to keep tabs on wandering children and property such as motorcycles. Sadly (9) where the number of antennae make it accurate to within 50 metres – Britain's cellphone networks can't give anything like that degree of accuracy as each cell is much larger.

Taken from the Internet

- A** have a quick dinner-time chat with your pet
- B** to have much narrower coverage
- C** leaving Yoko at home
- D** but rather to keep track of where it is
- E** to feed the pet dog at its routine time
- F** it only works with Japan's PHS network
- G** when the biscuits arrive
- H** to receive an instant map
- I** and it can end up missing out on some of the fun of dinner-time
- J** spaced about 200 metres apart in cities like Tokyo
- K** and to help owners keep in touch with them

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>K</i>									

Score: 9 points

Answer Key to Sample Task: 21st Century Pet

0	1	2	3	4	5	6	7	8	9
K	E	I	A	G	D	J	C	H	F

Item 1: The missing clause probably needs to begin with a word like “to” or “in order to”. Clause B does not make sense in the gap, nor does Clause H, but Clause E might fit in. If you read the sentence after the gap, you see that mention is made of “feeding” the pet, and so Clause E looks like a good choice.

Item 2: The missing clause is probably syntactically complete, but probably needs to have some sort of connecting word like “and” or “but” or “so that”. Clause D does not make sense, nor does Clause G (since no mention has been made of “biscuits”), but Clause I fits in nicely and makes sense.

Item 3: Since the sentence before the gap talks about a telephone call, a clause that talks about “talking” or “chatting” might fit in. In addition, a series of events is mentioned in the sentence in which the gap is placed – first a call, then something, then pressing a button to deliver a meal. Clause A makes sense and fits in grammatically.

Item 4: The text before the gap refers to eating – “tucking in” – and seems to require a complete clause. Clause G, “when the biscuits arrive”, also refers to the delivery of the meal and so fits in perfectly.

Item 5: The text before item 5 leads you to expect some sort of contrast with “talk to your pet”, and so is likely to begin with a word like “but”. Since Clause D also makes sense in the context, it is the correct answer.

Item 6: The meaning of the sentence in which gap 6 is placed is about a dense network of antennae used for mobile phones. The structure of the preceding clause leads one to expect some sort of relative clause in the gap, and, therefore, Option J, “spaced about 200 metres apart...” fits both the meaning and the structure of the sentence.

Item 7: The clause before the gap leads one to expect either something about the location, or, reading beyond the gap, something about Yoko, who is on the Internet. She is likely to be logged onto the Internet at home, rather than in the street, and so Clause C fits in terms of meaning, and it is also suitable grammatically.

Item 8: The text after the gap indicates that the missing words are likely to say something about a device or object that could indicate location – “showing

where Mint is” after the gap suggests a picture or a map. Clause H, therefore, fits into the gap semantically, and it also fits in terms of grammar.

Item 9: The last sentence of the passage, where item 9 is located, seems not to have a main clause. The missing clause is therefore likely to have a subject and a main verb. The sentence also implies a contrast between Britain and somewhere else, and it is likely to be Japan. It also implies that unlike in Britain, this network will work, presumably in Japan. Therefore Clause F is the most suitable.

Now go on and do the practice tests in the rest of this chapter.

Task 25

You are going to read a book review of a biography of Laurie Lee, a famous writer. Some parts of the text are missing. Choose from the list (A - K) the most appropriate part for each gap (1-9) in the article. There is an extra part that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

LAURIE LEE: THE WELL-LOVED STRANGER

'Grove chronicles Lee's chaotic but happy family life'

Having written so extensively of his own life in such classic books as *Cider With Rosie* and *As I Walked Out One Midsummer Morning*, you might be forgiven for thinking there would be little left for Laurie Lee's biographer to uncover. But Valerie Grove, (0) since the author's death in 1997 at the age of 83, has produced a fascinating account and one which should serve to introduce many future generations of readers to a man (1)

Laurie Lee was born in 1914 in Stroud, Gloucestershire, (2) which he immortalised in *Cider With Rosie*. Grove chronicles Lee's crowded, chaotic but essentially happy family life, in particular his relationship with his mother, Annie, (3) to bring up her brood of children, with reference to diaries and letters, as she does with his early love affairs and his famous travels.

Laurie set off for Spain in 1935 (4), and returned again in 1937 to enlist for the International Brigade to fight against Franco, (5), in spite of the persistent

epileptic fits that debilitated him and hindered his involvement.

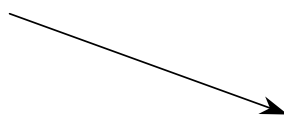
Some of the best anecdotes (6), however, when his literary reputation was well-established. At the age of 73, (7), and wrote the following letter to the editor: 'This is an outrage. You have ruined my love life. Everyone knows (8) Kindly print an apology or send me four bottles of best malt whisky in lieu.' (He was duly sent the bottles, (9)

Grove's affectionate and elegant portrait is rich in such detail, and reveals Lee as a likeable, complex and intriguing figure of enduring appeal.

The Observer

- A** with only a violin to pay his way
- B** belong to Lee's later years
- C** and moved at the age of three to the village of Slad
- D** to reconstruct the complex life
- E** in this first authorised biography
- F** one labelled "Old Grandad"
- G** where his conduct was described by his officer as "excellent"
- H** Lee found himself described by a newspaper as being 80
- I** whose life and work reflect an age now entirely vanished
- J** who was all but abandoned by her husband
- K** I'm only 59

Write your answers here:



<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>E</i>									

Score: 9 points

Task 26

You are going to read an article taken from *The Economist*, a British magazine. Some parts are missing from the text. Choose the appropriate part from the list (A-L) for each gap (1-10) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

The Hermitage

Up the Neva

ST PETERSBURG

RUSSIA'S finest art gallery is in as much trouble as the country's economy. The Winter Palace (0) _____ that house the Hermitage look as opulent as ever, but appearances are misleading. The buildings are decaying (1) _____ that the Hermitage cannot afford. Its budget is not large enough even to meet its running costs.

With over 3m artefacts, the Hermitage has one of the richest collections in the world. It contains (2) _____. French paintings from the 19th and 20th centuries fill one floor; Dutch and Italian Old Masters fill another. Its Post-Impressionists are the envy even of Paris. Display cabinets (3) _____ and English silver. As Mikhail Petrovski, its director, puts it: "We are part of the mafia of the world's great museums."

The collection is made up of the Imperial collection amassed by the tsars from

Peter the Great onwards (4) _____ expropriated from private collectors by the Bolsheviks after the 1917 revolution. During the communist era the gallery's directors were Communist party leaders. May Day celebrations always included a party in the Winter Palace, at which communist leaders (5) _____ Catherine the Great.

Since the closure of the Soviet Ministry of Culture at the end of 1991, the Hermitage has been through turbulent times. It had to wait nearly a year before the Russian parliament (6) _____. In the interim, its finances were in a chaotic state (7) _____ state pensioners.



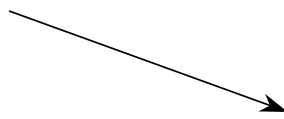
Although it now at least has a budget, the Hermitage's financial troubles remain acute. This year it will get 500m roubles (\$870,000) from central government for its running costs, which Mr Petrovski reckons (8) _____. The state has provided a further 350m roubles for repairs, which he says is also inadequate.

The security system at the Hermitage is antiquated and requires upgrading. The museum's two Leonardos stand, next to the window, in a room (9) _____ – an easy target for any half-way competent art thief; fortunately, the fame of these pictures makes them unsellable. There (10) _____ of pilferage and vandalism. At the end of last year a pair of 18th-century Dutch porcelain falcons was stolen. How long will it be before a more spectacular theft occurs?

The Economist

- A** agreed to designate it a state institution
- B** and all the best works of art
- C** and in urgent need of repair
- D** and its curators lived off less than
- E** and other tsarist palaces on the river Neva
- F** are stuffed with Meissen porcelain
- G** dined off plates once used by
- H** have already been instances
- I** is about half of what it needs
- J** is more than enough
- K** more than a score of Rembrandts
- L** guarded by an elderly woman

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10
<i>E</i>										

Score: 10 points

Task 27

You are going to read the first part of a story taken from a magazine. Parts of some sentences have been removed from the text. Choose the most suitable part from the list (A - J) for each gap (1 - 8) in the text. There is one extra part that you do not need to use. There is an example at the beginning (0). Write your answers in the boxes after the text.

SECOND TIME AROUND

HER FIRST DRIVING TEST HAD BEEN A DISASTER, BUT THIS TIME SHE REFUSED TO BE DISTRACTED. THE TROUBLE WAS, CONCENTRATION WASN'T EXACTLY SOPHIE'S MIDDLE NAME!

Sophie strapped herself into the driver's seat and performed a series of elaborate manoeuvres with her head in the hope of convincing the examiner she was checking her rear-view mirror thoroughly, then carefully she eased the car out into the traffic.

She remembered David's words, "Don't forget, (0)__. No one's going to fail you in the first two minutes."

That was just as well, she thought, glancing at the pained expression on Mr Wilton's face (1)__.

This was Sophie's second test. She knew she'd blown the first one when the examiner had shouted at her furiously (2)__. Now she was trying again.

"Turn right here, please."

A-ha, thought Sophie, as she followed the instruction. David had warned her about this spot. The road climbed uphill for about a quarter of a mile before veering sharply left towards a parade of shops, (3)__. Mr Wilton looked pleased as she handled the car efficiently, (4)__. Out of the corner of her eye she spotted Pringle's Pet Emporium and momentarily lost concentration as she wondered if Mimosa had presented her second litter yet.

Mimosa was the family's pet rabbit (5)__. She'd refused to feed her babies and three had died. After that she'd repented and fed the surviving one, (6)__.

"Left at that corner..."

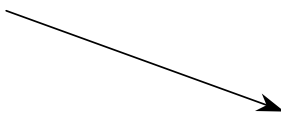
There was the gardening shop, spilling its lush display of green spring bedding plants over the pavement. It was time to start thinking about the herbaceous border again. Judy would help. She had inherited David's green-fingered touch when it came to planting things (7)__. Her mind hadn't yet been taken over completely by Wet Wet Wet lookalikes.

"Concentrate!" Sophie could feel David willing her to keep her mind on what she was doing as she turned left as instructed into Bourne Road, (8)__. She desperately wanted to pass her driving test. David had promised her a little car of her own if she succeeded. It would give her a feeling of independence, of being in charge of her own life. She'd be able to pop into town whenever she felt like it and not have to wait for a lift.

Woman's Weekly

- A** but it had been a harrowing experience
- B** as the car lurched out of the driving centre forecourt and on to the main road
- C** and at twelve she was still young enough to be enthusiastic
- D** which was almost empty of traffic
- E** and had proved to be a very cruel mother first time round
- F** although it gave the illusion of stretching straight ahead
- G** that she'd been told to park by the kerb, not halfway up a tree
- H** as David pulled into their driveway, tooting the horn triumphantly
- I** smoothly changing through the gears as she turned towards the shopping precinct
- J** just stay calm and grit your teeth

Write your answers here:



<i>0</i>	1	2	3	4	5	6	7	8
<i>J</i>								

Score: 8 points

Task 28

You are going to read a text from a holiday guide. Some parts of the text are missing. Choose the most appropriate part from the list (A-K) for each gap (1-8) in the text. There are two extra parts that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

BARNSTAPLE

RESORT AND ACCOMMODATION DETAILS

Nestling beside the River Taw, Barnstaple is the most attractive, and one of the oldest market towns in Devon, unique for its blend of ancient history, distinctive shopping hotels, leisure and tourist opportunities. Barnstaple is the regional retail and (0) _____ of North Devon. It is renowned for its National, European and International awards for “Nations in Bloom,” as well as the “Prettiest Floral Town in Europe”.

Sights to see:

View (Barum) from 930 AD to Barnstaple at the millenium. Take a guided tour with entertainer and professional town guide Tom Evans or pick up (1) _____ from either the Museum or the Heritage Centre. Discover for yourself the Longbridge over the River Taw’s Atlantic estuary, St Mary’s Church with its crooked spire and many other (2) _____ into the history of this Saxon town.

Places to go:

Victorian Pannier Market six days a week offers (3) _____, crafts, bric-a-brac fashion and antiques. Butchers Row, a 150-year tradition of (4) _____ is matched by freshly caught fish, home-made breads and cakes, with first class delicatessens. Savour the town’s international cuisine through its pubs and (5) _____ of restaurants.

Things to do:

North Devon Leisure Centre provides a full range of sporting activities, (6) _____. Experience the thrill of go-karting, ten-pin bowling and cycle or walk the riverside Tarka Trails. For (7) _____, watch widely acclaimed dance, drama and music at the Queen’s Theatre or visit the royally-appointed Brannam’s Pottery.

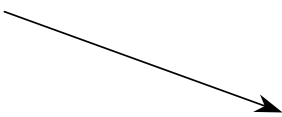
Transport:

Extensive road, rail and bus links make Barnstaple easily accessible. There is plenty of town-centre car parking for both (8) _____ with facilities for the disabled.

Come for a holiday - or just for a day - enjoy the best that’s Barnstaple.

- A** an excellent leaflet
- B** coastal walks
- C** commercial centre
- D** shoppers and visitors
- E** exciting range
- F** local produce
- G** meat preparation
- H** more gentle pursuits
- I** romantic location
- J** fascinating glimpses
- K** gym and pool

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>C</i>								

Score: 8 points

Task 29

You are going to read the first part of a magazine article about the European peasant. Parts of some sentences have been removed from the text. Choose the most suitable part from the list (A-K) for each gap (1-8) in the text. There are two extra parts that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Flocking to the future

The European peasant is becoming as rare as the wolf, says
Tim Salmon

Twenty years ago it was a six-hour walk from the village of Tidhentro to the nearest point accessible to a vehicle. Its only “road” was the mule trail. Up in the heart of the Pindos mountains in Greece (0) _____, water had to be fetched from an ice-cold spring, and the family slept on the floor, (1) _____ that the women had woven.

One winter morning I woke there to a clear-blue sky. The mountains shone with snow. Sweet-smelling wood smoke rose from the chimneys. There was no sound but the occasional voice or the ring of an axe. I thought it was idyllic.

But the reality was (2) _____, not a level patch of ground on which to grow a worthwhile crop, and no doctor or secondary school closer than a day’s journey. The much-depleted population was elderly or infirm. Those with get-up-and-go had done just that – to the cities or abroad. With them had gone the will (3) _____ that for centuries had made life bearable in such harsh places.

All over the Alps, Pyrenees, Alpujarras and Abruzzi you see that valley after precipitous valley, (4) _____, has been abandoned. Even in the heyday of these

communities, poverty drove people to emigration or seasonal work as pedlars or stonemasons in the lowlands. As early as 1814 men were leaving the valley of the Ubaye in the French Alps (5) _____.

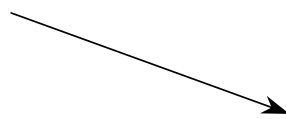
People exclaim at the beauty of the valley, Émilie Carles observes in her book, *A Wild Herb Soup*. But, she says: “Before the 1914-18 war, nobody cared about beauty. It was (6) _____. Life for the peasants was extremely difficult. For six months the cold and the snow paralysed everything.”

The traditional rural economy has been superseded by the skiing industry, often to the detriment of the landscape. There have been demographic changes, too. Outsiders have bought much of the housing stock for holiday homes, (7) _____. Another “new” population, especially in the attractive southern mountains, are the *néo-ruraux* – the new peasantry, the post-1968 drop-outs and refuseniks from urban consumer life, (8) _____, in conflict with the locals, who favour “progress”. And there are people who “come home” after one or two generations in the city to run a hotel or set up as tele-workers in their native village.

Taken from the Internet

- A** who are often militant supporters of "traditional ways"
- B** where the soil has been laboriously husbanded into tiny terraces by generations of peasant farmers
- C** wrapped in shaggy wool blankets
- D** to maintain the community life
- E** that there was no work
- F** peasants always found time to admire their land
- G** to seek their fortunes in Mexico
- H** there was no electricity
- I** the harshest country in the world
- J** what they had always hoped for
- K** which they occupy for a fraction of the year

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>H</i>								

Score: 8 points

Task 30

You are going to read the first part of a magazine article about animals. Some parts of the text are missing. Choose the best part from the list (A-J) for each gap (1-8) in the article and write its letter in the box. There is one extra part that you do not need to use. There is one example (0) at the beginning.

Animals under threat

- why should we worry about them?

For generations of children learning to read, their books have been filled with animals, from Babar the elephant to the *Jungle Stories* of Rudyard Kipling. But such creatures could become figures of nostalgia within a few years (0)__. The future is gloomy, according to Will Travers, director of Zoocheck, chairman of the protection group Elefriends and son of the campaigning conservationist Bill Travers. "Unless we act now, (1)__, " Will warns.

His view is not exaggerated or alarmist: the fact is that (2)__. Sophisticated techniques, from test tube fertilisation to embryo freezing, can help to artificially 'save' endangered species, but what is the real point? Do we want to preserve tigers, for example, (3)__ pacing up and down in a zoo? In a world (4)__, zoos are losing their popularity anyway. So wouldn't it be better (5)__? Or should we simply do nothing and accept extinction as Nature's way of ensuring 'the survival of the fittest'?

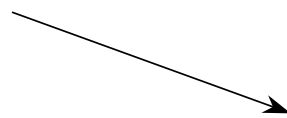
In 1839, the naturalist Charles Darwin first described evolution in his book *The Origin of Species by Means of Natural Selection*. David Attenborough explains Darwin's theory this way: "All individuals of the same species are not identical. In one clutch of eggs from a giant tortoise, for example, there will be some hatchlings which, (6)__, will develop longer necks than others. In times of drought, they will be able to reach the higher leaves (7)__, and so survive. Their brothers and sisters with shorter necks will starve and die. So those best suited to their surroundings will be 'selected' and able to transmit their characteristics to their offspring."

Evolution is a continual process - failure to adapt leads to extinction. In fact, of all the animals which have lived on earth, (8)__. "No species - and that includes the human race - has a lifespan of more than a few million years, which in geological terms is short," says zoologist Mark Carwardine.

Best Magazine

- A** where the wonders of wildlife are available at the flick of a television switch
- B** because of their genetic make-up
- C** around 1,000 of our bird and animal species become extinct every year
- D** which haven't yet been eaten
- E** in 50 years' time elephants and rhino will inhabit only the echoing corridors of museums or the territory of a zoo
- F** if there are practical reasons
- G** as they rapidly die out
- H** to pour the time and money into preserving these animals in their natural habitats
- I** just so that our grandchildren can gape at them
- J** 95% have either evolved into something else or have become extinct

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>G</i>								

Score: 8 points

Task 31

You are going to read a newspaper article about a pianist and comedian. Some parts of the text are missing. Choose from the list (A-K) the most appropriate part for each gap (1-8) in the article. There are two extra parts that you do not need to use. There is one example at the beginning (0).

Pianist who made an art of self-parody

Victor Borge

Victor Borge, who has died aged 91, was not the first comedian to have contrived his act from sending up or mutilating serious music. But he did it with more style than anyone else, in a way (0) He continued to play his piano, or hilariously failed to play his piano, on tours of the United States, where he mainly lived, and Europe, from where he originated, well into his 80s.

Born in Copenhagen, Borge was the son of a violinist with the Royal Danish Philharmonic. His mother introduced him to the piano from the age of three, (1) There was one great problem that he had to face in his early career – the quality of the on-site pianos he had to play. Some were dreadful, (2) Out of that situation came his humorous movements and asides, always in a distinctive, unctuous, throwaway voice.

By the outbreak of the second world war Borge was a reasonably successful pianist and musical satirist in Denmark, (3) When the Germans invaded Denmark newspapers reported that his name was at the head of those destined for extermination. Fortunately for Borge, two Russian diplomats smuggled him aboard an American ship bound for Finland, (4)

Once in New York, however, Borge was handicapped by not knowing a word of English. He studied it in cinemas, watching the same films round and round (5) Being asked to read lines for the warm-up of a radio show led to him being invited to do the same job for the Bing Crosby Kraft Music Hall. He understood hardly anything of what he was reading, (6)

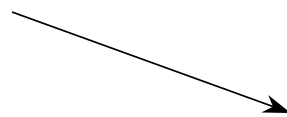
Out of this grew his mature act, in which language and logic tortured one another to a breaking point. He made music and comedy records for the US war effort, and afterwards developed a repertoire of 15,000 jokes or routines, (7)

In the 1970s, when more boisterous sorts of comedy became fashionable, he seemed to falter, (8) By the 1980s Borge had got his second wind and looked like going on for ever as an international touring artist. By the 1990s his initial suspicion of television had disappeared.

Bringing laughter pleased him even more than honours. “The shortest distance between two people is a smile,” was one of his favourite sayings, and there was always something life-affirming about his studied, quiet, devious humour.

- A** from where he caught the last boat out to the free part of Europe
- B** so he developed tricks for playing them not taught by conventional teachers
- C** from which he could make a selection to suit any audience
- D** and invited him to record a solo single
- E** well known for his mocking of Hitler and other Nazis
- F** until he made some sort of sense of what was said
- G** and he made his stage debut at the age of eight
- H** because of his fondness of live performance
- I** complaining that the tabloids called him a has-been
- J** which had more widespread and long-lived appeal
- K** but his ruptured English made him a success with listeners

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>J</i>								

Score: 8 points

Task 32

You are going to read a newspaper article about weight loss. Some parts of the text are missing. Choose the most suitable part from the list (A-L) for each gap (1-10) in the text. There is one extra part that you do not need to use. There is an example at the beginning (0).

Less calories + more exercise + behavioural changes = a trimmer you

Approximately 25 to 45 percent of people who join a weight-loss program are binge eaters – this problem really needs to be attended to before other weight-loss efforts.

There are an array of books designed to help us succeed in our weight-loss efforts. One of the latest such books is entitled *The New Maximise your Body Potential: Lifetime Skills for Successful Weight Management*, (0) _____.

Dr. Nash presents some interesting statistics which demonstrate that, (1) _____, at any given time, tens of millions of Americans are dieting. It's estimated that a quarter of all adult men and nearly half of all adult women are actively trying to lose weight.

She categorises the different phases that (2) _____. "Those who aren't actively dieting and are just talking about it, are stuck in either (3) _____ or the preparation stage. The contemplation stage is the one (4) _____, but you are not quite ready; you can think of both the pros and cons of changing, (5) _____. In the preparation stage, you know you want to take action, you realise the pros of weight loss outweigh the cons, (6) _____."

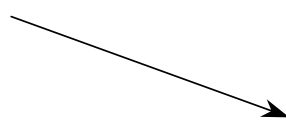
Believe it or not, Dr. Nash even says (7) _____. "If you jump into the action phase before you've given enough just due to the preparation stage – deciding when to do this, how to do this, and what the potential barriers are – (8) _____. That's when people who start a diet fall off it, and pretty soon arrive at the notion, 'I can't do this. I'm a failure. I'll never be able to do this.'"

Surprisingly, Dr. Nash says that about one-third of all the people who come to see a psychologist such as herself, (9) _____, are binge eaters, and they are usually overweight. She says that while binge eating, in and of itself, is nothing new, (10) _____. Exactly what is binge eating? Dr. Nash says that the technical definition is "Eating an amount of food or calories that is larger than most people would eat under similar circumstances, and an experience of not being able to stop it or control it."

Better Nutrition

- A** what's called the contemplation stage
- B** but they balance each other out
- C** despite the fact that as a country we are growing fatter
- D** that now is not always the right time to begin a weight-loss program
- E** generally precede the decision to try to lose weight
- F** it is just now being recognised as a disorder
- G** then you can actually set yourself up for failure
- H** for help with an eating disorder
- I** and is written by clinical psychologist Joyce Nash, Ph.D
- J** that keeps overweight people upset
- K** but you aren't sure how to begin
- L** in which you want to change

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10
<i>I</i>										

Score: 10 points

Task 33

You are going to read a text about a boat journey. The second halves of some sentences are missing. Choose from list A-K the most suitable ending to fill each gap (1-8) in the text. There are two extra endings that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

East of the Sun Siberia

A RIVER VOYAGE THROUGH SIBERIA FROM BEYOND THE ARCTIC CIRCLE TO KRASNOYARSK ABOARD THE *MS ANTON TCHECHOV*

The vast untouched regions of Siberia offer a unique travel experience for the genuine traveller. Nowhere is this more true than in the far north of the region, an area of wild and wonderful stark beauty, which defies description. The scarcity of roads and railways means that the most common method of transportation is by river and (0) _____.

After a winter of hibernation, the months of June, July and August burst with life (1) _____.

Our navigation of the mighty Yenisey River begins in Dudinka, the last town of any size on the northern reaches of the river. From here we will begin our ten-day navigation to the central Siberian city of Krasnoyarsk. Strategically placed on the Trans-Siberian Line, (2) _____.

Tourism reached the area in the early 1990's with the introduction of the *MS Anton Tchechov*. Prior to this, the region was closed to visitors, (3) _____.

The 2500 mile long Yenisey flows from the mountains of Central Asia, through the vast forests of Siberia and on to the Tundra and finally the Arctic Ocean. On our journey we will encounter an abundant and diverse wildlife and (4) _____. One of the most fascinating aspects of the trip will be the opportunity to visit the people in the riverside settlements along the way. Their culture, lifestyle and language will be a constant source of wonder, (5) _____. We will meet people from many ethnic backgrounds, some who were forcibly placed here and pioneers to Yakutsk (6) _____.

In addition to the expedition leader there will be knowledgeable local guides travelling with us, who will add (7) _____.

MS ANTON TCHECHOV

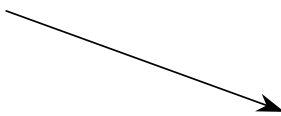
Designed and built in Austria, the 200 passenger *Anton Tchechov* is a modern comfortable vessel offering all outside cabins with private facilities. Air-conditioned throughout, the vessel is ideal for the Yenisey.

In addition to its numerous public rooms (8) _____. An unusual feature is an indoor swimming pool and sauna and other facilities include a hairdresser and shop.

The Observer

- A** as man, animal and vegetation make the most of the warm summer weather and the almost permanent daylight
- B** during the brief summer rivers such as the Yenisey become the main highways linking the north to the south
- C** the birdwatchers in the party will enjoy an interesting time in an area which has seen little in the way of fieldwork
- D** however, the placing of the vessel on the Yenisey has opened up a vast tract of land which would be otherwise impossible to explore
- E** this regional capital was founded in the 17th century and rose to prominence in the 19th century when gold was discovered locally
- F** the rail line intensified the migration and spawned a chain of cities
- G** who have made their own way across this vast land which covers one-third of the land mass of Asia
- H** especially their ability to thrive in the most hostile of climates
- I** much to our understanding of this little-known and once forbidden land
- J** the Russians were spurred on by stories of a region rich in furs and silver mines
- K** there are large open deck areas which are ideal for relaxing and observing life along this mighty river

Write your answers here:



<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
<i>B</i>								

Score: 8 points

Task 34

You are going to read a newspaper article about explorers. Some parts of the text are missing. Choose the most appropriate part from the list (A-J) for each gap (1-8) in the text. There is one extra part that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Explorers follow in Pole footsteps

Brave trio retrace historic Antarctic journey in authentic clothing

It was the most heroic bid for survival ever chronicled. Three men, dressed in gabardine wool suits, with a box of matches, an axe, a rope, a portable stove and no tent, (0)

All they knew for sure was that, (1), their own lives and the lives of 28 of their fellow explorers would be lost.

Now, 84 years on, three British men are once more preparing to make that terrible journey.

Next week Jonathan Chastney, Jock Wishart and Duncan Nicoll will set out together for the island of South Georgia to retrace the steps of their hero, Sir Ernest Shackleton. They will risk death from exposure and icy winds of up to 100mph, but plan to wear authentic Burberry clothing (2) They will have no back-up if anything goes wrong.

Chastney, a 35-year-old property developer from Tamworth and member of the 1995 team who made the first ascent of Mount Katherine-Jane on Smith Island, Antarctica, is making the trip in tribute to Shackleton.

The crucial overland section is expected (3)

'Shackleton did it in 36 hours,' said Chastney, 'but then he knew that might well be all the time they had'.

'We will be wearing the original Burberry gear, although the undergarments,

(4), are proving a little more difficult. We will be "mix and match".'

Shackleton's original desperate journey came at the end of an 18-month attempt to cross Antarctica. On 23 October, 1915, he wrote: 'After long months of ceaseless anxiety and strain, after times when hope beat high and times when the outlook was black indeed, (5), which is crushed beyond all hope of ever being righted...it is hard to write what I feel'.

His ship, *Endurance*, had been smashed by icebergs. For six months Shackleton and his 17-man crew camped on ice-floes, dragging their lifeboats across the snow (6) As ice thawed, they eventually made it to the remote Elephant Island.

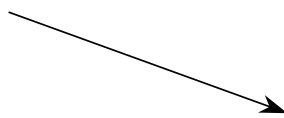
There Shackleton chose five of the fittest men to set off in a 20ft open boat across 800 miles of ocean to reach South Georgia.

Although they survived the voyage, (7) Shackleton and two of his men set off again, leaving the three others to eke out an existence inside a cave. Against the odds, they reached the whaling station at Stromness (8)

Shackleton returned to Britain a hero, but until recently his name has been overshadowed by that of Captain Robert Falcon Scott.

- A** and organised the safe rescue of all the marooned men
- B** to take the three men up to four days
- C** and shooting their dogs for food
- D** set out on a hazardous journey across uncharted glaciers
- E** they landed on the wrong side of the island
- F** as they recreate history for a television documentary
- G** and was determined to take it out of the country
- H** which were probably individually made by the wives of the crew
- I** we have been compelled to abandon the ship
- J** if they failed to make it to safety

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>D</i>								

Score: 8 points

Task 35

You are going to read a newspaper article about a Sri Lankan teacher of English. Parts of some sentences have been removed from the text. Choose from the list (A-H) the most appropriate part for each gap (1-6) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Breaking the rules with a class of 600

Any Thursday morning, if you happen to be in Sri Lanka, go to Kegalle, a small town halfway between Colombo and Kandy, the centre of the country's tea industry. As you walk past pepper vines and coconut trees you will hear Susil Nanayakkara's English class. You can't help but hear the class (0) On the morning I visited they were all saying: "I'll come if I have time," in response to Nanayakkara's question: "Can you come to see me this evening?"

Crammed into the cement block and corrugated iron auditorium the young men and women in the class have worked through five of the levels in Nanayakkara's 10-level course. They are a small part of Nanayakkara's "tutory" network. Over the past 20 years he has built up a committed following of satisfied customers, (1)

For 10 months of the year, seven days a week, Nanayakkara tours improvised teaching centres providing English lessons for a student body (2) The students pay about \$2 a month for their classes, and the majority are studying to improve their job prospects in a cruelly competitive job market.

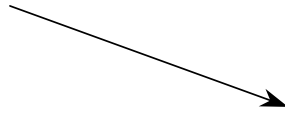
Nanayakkara only had a brief period of part time training as a teacher (3) He moved into the private sector in 1976 and since then he has written a series of 10 course books (4) - and it is a programme which seems to work in the context. Nanayakkara accounts for his success by saying that he "focuses on vocabulary, grammar and sentence patterns, and uses a simple repetition and drill methodology that meets student expectations". He gets round the problem of super-large classes by "putting students into groups of 20 for parts of the lesson (5)". But this does not explain the success of his operation.

Watching him teach, and talking to the students afterwards, it became clear (6) His secret lies in his personal commitment and enthusiasm that can hold his students' attention and motivate them to come back for more, week after week.

The Guardian Weekly

- A** before starting work at a secondary school
- B** and asking better students to lead dialogue practice
- C** that his success has little to do with a theory of grammar or a patent methodology
- D** and at present he teaches around 5,000 students a week
- E** that take students from zero to Sri Lankan “O Level” standard
- F** that continues to grow
- G** because there are 600 students in it
- H** that would cost much more

Write your answer in here:



0	1	2	3	4	5	6
<i>G</i>						

Score: 6 points

Task 36

You are going to read the first part of a newspaper article about giraffes. Some parts of the text are missing. Choose the best part from the list (A-K) for each gap (1-9) in the article. There is one extra part that you do not need to use. Write your answers in the boxes after the text. There is one example at the beginning (0).

Four London Zoo giraffes under death sentence

THE FOUR giraffes at London Zoo will be killed at Christmas if the Zoo closes in September and nobody offers to take them.

They are Hilary, the male, and Dawn, Crackers and Virginia, the three females. They are all "old" - the youngest is 10, (0) _____. They range from 13ft to 18ft tall.

The giraffes are the biggest problem for keepers (1) ____ and, so far, no one has come forward. If they do, transporting the four from Regent's Park would be possible, (2) _____.

Circuses and safari parks move giraffes routinely - (3) _____. The stress on animals used only to life in a zoo might be too great for them to survive.

It is best to transport giraffes at less than 18 months old, (4) _____. Adult giraffes are much taller, wobbly and prone to stress (5) _____. Victor, the 15-year old giraffe who did the splits when he slipped and fell at Marwell Zoo in 1977 died of stress.

Giraffes are naturally nervous. The keepers' biggest worry would be (6) _____. Victor's ordeal brought home

the difficulties giraffes have in standing up once grounded.

"Giraffes are not terribly bright", said Doug Richardson, collection manager at the zoo and chairman of the recently formed London Zoo Survival Group. "They start flailing about and can damage their legs or necks easily. If they go down inside a box, (7) _____. Having spent the last 15 to 20 years in the same location, the stress will be that much greater."

"I have seen one go down with a heart attack when it had an abscess lanced."

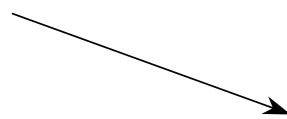
The animals could be sedated, (8) _____ - the weight of their bodies would soon crush their lungs. The keepers would also want the animals kept alert enough (9) _____.

Giraffes sleep in a half squat with their heads to one side... "Nobody has tried hypnotising one yet," Mr Richardson said.

The Independent

- A** it can be next to impossible to get them back up again
- B** but these are seasoned travellers
- C** if their environment changes suddenly
- D** but that would risk suffocation
- E** but fraught with difficulties
- F** but giraffes breed well in captivity
- G** when they are around 8ft or 9ft
- H** that the animals might panic and fall
- I** seeking new homes for their animals
- J** to balance themselves
- K** the eldest, Virginia, named after Virginia Wade, the tennis player, is 23

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>K</i>									

Score: 9 points

Task 37

You are going to read the first part of a book review. Some parts of the text are missing. Choose the most suitable part from the list (A-J) for each gap (1-8) in the text. There is one extra part that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

The man who made history

Troublemaker: The Life and History of A J P Taylor

On Monday 12 August 1957, a small man in a three-piece suit and a bow tie walked on to the bare stage of what once had been a cinema, faced a TV camera and began talking. He talked continuously (as well as informatively and amusingly) for 30 minutes, (0) He then walked off, having made television history – and, one might say, having made history good television.

A J P Taylor was the best-known British historian of the 20th century, (1) He published 23 books, a large number of essays, and the almost unbelievable number of 1,600 book reviews. Along the way he wrote about history and politics in the Manchester Guardian, about politics and history in the New Statesman, and about anything he fancied in the Sunday Express.

In fact, from being an academic who did some reviewing and broadcasting on the side, (2) who still continued to do a spot of teaching. Already by 1950 (when he was 44) his freelance income exceeded his university salary: (3) He effectively gave up his teaching post at Oxford in 1963 when he was elected to a “Special Fellowship” at Magdalen.

Given this extraordinary torrent of writing and speaking, (4) His own answer was dispiriting: “As I once wrote about Bernard Shaw, I had a great gift of expression and nothing to say.” It’s a characteristically Taylorian remark in some ways. It contains some truth; (5) , since he is also citing his own writing; and it

sacrifices measured judgement (about himself and Shaw) to the pleasures of epigrammatic exaggeration.

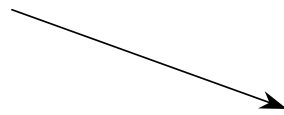
Politically, his sympathies were with “the people”, (6) Even in his own day, his taste for narrative diplomatic and political history came to seem old-fashioned, and there was certainly a danger that in Taylor’s hands (7) The writing was attractive on the surface, all paradox and anecdote, yet in the end it could come to seem intellectually dull and even to convey a somewhat philistine view of the world. Ideas don’t matter, culture doesn’t matter much, even most people don’t matter that much. Things happen; politicians respond; (8) A mild geo-political determinism played some part; cock-up and coincidence were allowed to account for the rest.

Actually, it was never clear how seriously he took his own provocative views even in private matters.

The Guardian Weekly

- A** it soon became more than three times greater
- B** outcomes are unpredictable
- C** but he mostly wrote about the rulers
- D** notoriously he wrote in very short sentences
- E** history did tend to become just one damned thing after another
- F** and his television performances were what he was most widely known for
- G** ending on the stroke of the half hour
- H** Taylor really became, by mid-career, a professional writer and a “media personality”
- I** it is doubly self-referential
- J** we have to ask ourselves what it was that he had to say

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>G</i>								

Score: 8 points

Task 38

You are going to read a magazine article about protecting whales. Some parts of the text are missing. Choose from the list (A-L) the appropriate part for each gap (1-9) in the article. There are two extra parts that you do not need to use. Write your answers in the boxes after the text. There is one example at the beginning (0).

CRUISE CONTROL

Ships off the US eastern seaboard, including the *QE2*, will have to give way to whales. By Arabella Daniell

TRANSATLANTIC SHIPS, including cruise liners such as the *QE2*, will co-ordinate with the US Coast Guard this year in an effort to save the northern right whale. The whales live along the east coast of the USA, (0), off Massachusetts – an area with some of the busiest US shipping lanes.

Thousands of right whales used to inhabit the North Atlantic, (1), They were easy prey: their name is derived from the fact that, (2), migrate close to the shore and stay afloat after being killed, they were the ‘right’ whale to hunt. Today, (3), right whales have not fully recovered. ‘There are fewer than 350 northern right whales left in the world,’ says Sid Pullen, head of the marine conservation programme at the World Wide Fund for Nature, ‘(4),’

The whales, which measure 50ft-60ft, tend to swim just below the surface of the water, making them vulnerable to ship strikes. They become an even greater hazard when feeding, as they tend to ignore oncoming vessels, (5)

Unfortunately, their feeding area is busy with shipping. Traffic along the coast includes military vessels as well as

commercial ships. Because of the number of whale deaths – (6) – the United Nations International Maritime Organization (IMO) has agreed to proposals from the US government to protect the species.

In December last year, the IMO Maritime Safety Committee voted unanimously for a mandatory ship-reporting system to be implemented from 1 July off the north-eastern coast of the USA – and the coasts of Georgia and Florida, (7), All ships weighing more than 300 tons will have to notify the US Coast Guard of their course, speed and route (8)

The north-eastern zone will operate all year round, while that in the south-east will only be operational during the calving season, November to April. Navigators will automatically be notified of the last known locations of right whales, (9), The data will be updated regularly by the Coast Guard and private spotters scouting by aircraft.

So if you’re on the *QE2* and a sudden change of course spills your G&T, don’t worry: it’s just the captain doing his bit to save the whale.

- A** and 50 per cent of the losses every year are due to ship strikes
- B** and advised on how to avoid hitting them
- C** where the whales go to calve
- D** congregating to feed in the Gulf of Maine
- E** since they are threatened by extinction
- F** because they move slowly
- G** but years of commercial hunting at the turn of the century reduced their numbers dramatically
- H** despite more than 60 years of protection
- I** making little effort to get out of the way
- J** when they enter the designated areas
- K** because it is the world's second largest living animal
- L** an average of three a year from ship strikes since 1991

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>D</i>									

Score: 9 points

Chapter 7

Putting parts of a text in the correct order

This test method is called “sequencing” or “ordering”. In a test paper, you may be asked to do two different types of ordering: 1) ordering parts (paragraphs or sections) of a text and 2) ordering summary sentences. In this chapter, you will find tasks which will help you to practise both types.

Both tasks are usually based on some type of narrative, and focus on the ability to understand text structure, how different ideas are organized and develop from section to section in such texts. It is relatively easy to understand how to do the first task. You are given a text whose paragraphs are mixed up, and the task is to reconstruct the text by putting the paragraphs in the correct order. Notice that the example provided with this type of task indicates the first part of the text even though it is marked with a (0). This is important to remember also because the first paragraph of a narrative typically contains information (about characters, their roles, attitudes, as well as time, and place) that may be essential for you to be able to follow and understand the events coming in later sections of the text.

The second task is a little more complicated to understand, as you will see from the explanations below. In this task you are given a text, and some sentences, printed after the text, which summarise the events of the narrative. What you have to do is to put the summary sentences in the order in which the events they describe occurred. To do this, you need first to quickly read the sentences themselves, so that you have an idea which events are being referred to. Since the sentences are summaries of events mentioned in the passage, reading them first will help you to get an overall idea of what the passage is about. And of course, you will also get an idea of which events you will have to identify in the passage.

Then it is a good idea to read through the passage fairly carefully, although without worrying about words you do not understand. As you are reading, you may notice an event that is contained in one of the sentences, and it might be useful to note whether you think this is an earlier event, or a later event. You could either write this against the sentences, or underline the event in the passage, and even mark it with the number of the sentence.

If the passage is taken from a newspaper article, you need to be aware that newspaper articles often begin with a striking event, to capture the readers' attention. But it may not be the first event in the sequence: it may be the last one, or it may be something that happened in the middle of the story.

Once you have read the passage carefully, you are then ready to start putting the events in the order in which they occurred – NOT in the order in which they are presented in the passage! You may change your mind a few times as you notice an event should come between two events you have put together, so it is a good idea to only fill the boxes with your answers once you have decided on the final order – use the bottom of the page to write down the order you think the sentences are in, so that you can change your mind at any point.

Notice that in the sample task on the next page, you are helped by being given the first event in the story, but notice also that this event actually appears almost at the end of the passage. So you can see that the events in the passage are not necessarily given in the order in which they occurred.

Sample Task

You are going to read a newspaper article about a hijack. After the text there are 8 sentences which summarise what happened. The summary sentences are mixed up. Put them in the chronological order of events. Write your answers in the boxes after the text. The first sentence is given as an example (0).

Captives trek out of jungle to freedom

Two British orchid hunters kidnapped by guerrillas nine months ago in the Colombian jungle have walked to freedom unharmed after they were released by their captors.

Tom Hart Dyke, 24, a horticulturalist from Eynsford, Kent, and Paul Winder, 29, a merchant banker from Chelmsford, Essex, trekked through wilderness for eight days. After getting lost in the dense jungle, they were forced to return to the guerrillas to ask for a map, set off again, and finally stumbled across a park ranger.

When they arrived back in Britain, Mr Hart Dyke said they had shared an extraordinary camaraderie with the guerrillas – even stopping for a drink and a cigarette when they returned to ask for a map – but had been terrified when they were first captured. “Initially they used their guns to get us on to the ground, they tied us up for half an hour and said, ‘Are you going to run?’ After that it never happened again,” he said.

Their captors treated them well, built them a bed and gave Mr Winder antibiotics for a foot infection. They showed Mr Hart Dyke the rare orchids he had been looking for, and he joked that he had put on weight thanks to the diet of beef and bananas.

But Mr Winder said: “We’re not used to living in that environment. They [the guerrillas] are very strong people, and we couldn’t always keep up with them, but we always did our best. It was a team effort.”

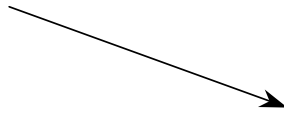
“We tried to live off each other. There were low times, high times, terrifying times and fantastic times. It was a huge rollercoaster of emotion. We always had confidence that we would get back to England and see our families.”

The two men set out from Yaviza in Panama to the Darien Gap, a roadless region on the border with Colombia. It is a lawless no man’s land where leftist rebels and rightwing paramilitaries battle to dominate key drug- and arms-smuggling routes. The guerrillas did not identify themselves or explain the purpose of the kidnapping. Although they said they would demand a ransom of \$5m for each man, they never did.

The Guardian Weekly

- A** The two men got lost in the jungle.
- B** The guerrillas and the two men helped each other.
- C** The guerrillas gave a map to the two men.
- D** The two men set out from Yaviza in Panama to look for orchids.
- E** The guerrillas treated the two men as prisoners.
- F** The two men were captured by the guerrillas.
- G** The two men met a park ranger.
- H** The two men were allowed to leave.

Write your answers here:



0	1	2	3	4	5	6	7
<i>D</i>							

Score: 7 points

Answer Key to Sample Task: *Captives*

0	1	2	3	4	5	6	7
D	F	E	B	H	A	C	G

Item 1: The first event mentioned in the summary sentences (Sentence F) is given in the first paragraph of the passage, but alongside later events. The first paragraph tells you about the first and the last events and so is a useful overview of the passage.

Items 2 and 3: The passage tells us that although the men were first treated as prisoners, that changed very quickly, and the guerrillas treated the captives well. So Sentence E comes before Sentence B.

Item 4: The passage makes it clear that after a while, the men were allowed to leave (Sentence H). In fact the passage contains a lot of information, especially in the second part, that is not summarised in any of the sentences, so that information can be ignored.

Item 5: Because Sentence A comes first in the list of sentences, you might have been tempted to think that the men got lost in the jungle before they were captured. But the text does not say anything about this. The only time it is mentioned that the men got lost is after they left the guerrillas.

Item 6: The text says that the men had to return to the guerrillas after getting lost, and only then were they given a map. Thus Sentence C comes after Sentence A.

Item 7: At the end of the second paragraph in the passage, we are told that the men met a park ranger. Notice that this information is presented before the information about how they were treated by the guerrillas, even though it is the last event in the story.

Now go on and do the practice tests in the rest of this chapter.

Task 39

You are going to read a newspaper article. A summary of the article is provided after the text. Sentences of the summary are mixed up. Put sentences (A-J) of the summary in the chronological order of events (1-9). There is an example at the beginning (0).

Queen Meets Gardener Who Found Baby

The Queen expressed concern yesterday about an abandoned baby found by a gardener who had been preparing the grounds of a hospital for her visit.

The baby, named Christine by nurses, was found abandoned two weeks ago in a carrier bag beside rubbish bins outside Kincardine Community Hospital in Stonehaven, Aberdeenshire.

During a visit to the hospital yesterday, the Queen met the gardener, Chris Robertson, after whom the baby was named.

Mr Robertson, 39, who found the baby as he was mowing the lawn said: 'You get attached when you find them in a bag. There is a wee bond between us now.'

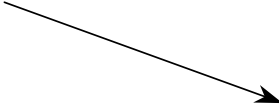
When Christine was brought into the hospital on July 21, she was blue in the face and had symptoms of hypothermia. Her mother has not been traced.

The Queen also met Alice Bartlett, 56, the staff nurse who initially cared for Christine. 'We were able to tell her that Christine is thriving,' she said.

The Daily Telegraph

- A** Yesterday the Queen paid a visit to Kincardine Hospital.
- B** The Queen also met Ms A. Bartlett, the staff nurse.
- C** The gardener found a baby in a bag outside Kincardine Hospital.
- D** A gardener began mowing the lawn.
- E** The baby was named Christine after Chris, the gardener.
- F** The first person to look after the baby was the staff nurse.
- G** Alice was pleased to tell the Queen that the baby was getting well.
- H** She met Mr Robertson, the gardener.
- I** The baby was brought into the hospital with blue face on July 21.
- J** A baby was abandoned beside a rubbish bin.

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>J</i>									

Score: 9 points

Task 40

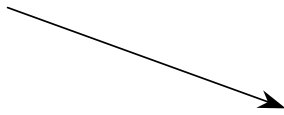
You are going to read a story about the famous Portland Vase, taken from *The World's Greatest Trials*. Paragraphs of the text are mixed up. Put the paragraphs (A-G) into the correct order. Write your answers in the boxes after the text. There is an example at the beginning (0).

A smashing case

- A** It happened at 3.45 pm on 7 February 1845. A number of visitors wandering around the Hamiltonian Room at the museum suddenly heard an ear-shattering crash. Everyone rushed to the ante-room where the vase normally stood in a display case mounted on an octagonal table. But the case was not there – it was scattered in a hundred fragments on the floor. Whodunit?
- B** As it happened, Lloyd only had ninepence on him at the time, and so was hauled off to gaol. But he had served less than a week of his two-month sentence before an anonymous donor sent £ 5 to pay the fine. The vandal was freed, and having made his brief, ignominious bow in the spotlight of history, vanished backstage forever.
- C** The world's most valuable item of glassware, everyone agrees, is the famous Portland Vase, made in Italy at around the time of Christ, and on display at the British Museum.
- D** The vase, however, was painstakingly restored in the months that followed, and it was not long before Parliament passed a special Act to protect works of art from similar outrages.
- E** The existing Wilful Damage Act only provided for deliberate damage done to property worth up to £5; the penalties were a £5 fine or 2 months' imprisonment. Now, however hard it was to gauge the price of the Portland Vase, it was certainly worth more than £5. But the defect in the law was such that Lloyd could not be directed to pay anything for shattering the Portland Vase; instead, he was ordered to pay £5 for the glass case in which it had stood!
- F** Barely 10 inches high, the piece is, quite literally, priceless; so completely unique that no sum can be quoted in valuation. And looking at this most delicate of the world's art treasures, it is hard to believe that, more than a hundred years ago, it was smashed to smithereens.
- G** The doors were immediately closed and a Mr Hawkins, the Superintendent, questioned the horrified visitors. Eventually he got round to one William Lloyd, theatrical scene painter from Dublin. 'Alone I did it!' the miscreant proudly roared. He had taken aim with a small item of sculpture picked up nearby, and when taken to Bow Street Police Station excused himself on the grounds of 'delirium, arising from habitual intemperance'. That is to say, he was drunk as usual. The amazing feature of the incident, though, was that the law was almost powerless against the vandal.

Tim Healey: The World's Greatest Trials

Write your answers here:



<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>C</i>						

Score: 6 points

Task 41

You are going to read a journal article about the life of Lord John Hunt. Parts of the article are mixed. Put them into the correct order. Write the appropriate letter (A - G) in the boxes after the text. There is an example at the beginning (0).

COLONEL JOHN HUNT (1910-1998)

A

He was a sensitive and intensely human person. With his engaging blue eyes and confident handshake, he immediately put one at ease and his warmth and determination moulded a group of individualists into a happy and united team. We remained friends ever since. Everest changed all our lives.

B

After heart surgery in May 1995, he reduced his public engagements, but it gave him enormous pleasure last May to preside for the last time over the extended "Everest Family" at our 45th anniversary reunion in Snowdonia. He died on 7 November 1998 and is survived by his wife Joy and their four daughters.

C

Four days earlier Hillary and Tenzing had reached the highest point on Earth for the first time - 29,028 feet (8,848 metres). However it was the leader of this British expedition, Colonel John Hunt, who deserved the highest accolade of knighthood.

D

Then came a peace-keeping role between dissident groups in Greece following liberation from the Germans, for which he was appointed CBE.

So when I first met him at the Royal Geographical Society to be interviewed for a possible place in his 1953 Everest team, I might have expected a brusque and conventional military man. I was wrong.

E

Hunt gave up a promising army career to be the first director of the Duke of Edinburgh's Award, becoming a role model and inspiration to youth, influencing them to take up challenging outdoor pursuits. Created a life peer in 1966 and Knight of the Garter in 1979, his record of public service was exceptional; advising on relief after the Nigerian civil war, on police in Northern Ireland; first chairman of the Parole Board; president of the Council for National Parks; the list was endless. He was elected president of both the Alpine Club and the RGS; wrote the best-selling *The Ascent of Everest* in an astonishing 30 days and a volume of his autobiography, *Life is Meeting*.

F

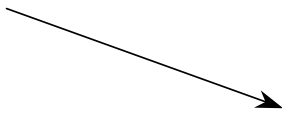
He had climbed to 27,350 feet in support of the assault, but it was his battle with proven powers of leadership and meticulous planning that were the hallmarks of success.

Following his father into the army, he was commissioned in the King's Royal Rifle Corps, serving in India in the 1930s and earning a Distinguished Service Order in theatre-fighting of the Italian campaign of World War II.

G

"Everest - The Crowning Glory" was the headline greeting the crowds outside Buckingham Palace on 2 June 1953.

Write your answers here:



0	1	2	3	4	5	6
<i>G</i>						

Score: 6 points

Task 42

You are going to read a magazine article about a TV star's home. The beginning and the end of the article are given, but the middle part is missing. The paragraphs of the missing part are given after the text but they are mixed. Put the paragraphs (A-G) in the correct order and write their letters next to the numbers (1-6). The first sentence of the missing part is given as an example (0).

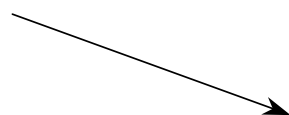
Celebrity homes**JANE GURNETT**

The Casualty star's house came complete with a new man!

When *Casualty* star Jane Gurnett took the keys to her dream cottage, she had no idea she'd also be unlocking the door to her heart.

For weeks Jane had been planning how to turn the two-bedroom shell with a leaking roof and outside loo into her ideal home.

Write your answers here:



0	1	2	3	4	5	6
<i>C</i>						

“She was touched I'd retained the original features and kept it looking like a cottage. I hadn't wanted to destroy the atmosphere.”

Bella

- A** “John felt so sorry for me – and a bit guilty because he’d recommended the builders – that he spent every spare minute helping me do up the house.”
- B** Of the house that brought them together, Jane says: “I knew I wanted to live in a nice street in West London, but if I’d bought a place that was already renovated, there’s no way I would have been able to afford it.”
- C** Her actor friend John Wheatley – better known as Sally Webster’s admirer Joe Broughton in *Coronation Street* – put Jane in touch with some builders he knew and she waited to see her house transformed.
- D** “My friend went to investigate and the woman said that the house had been in her family from 1880 until it was sold to me.”
- E** John and Jane were in each other’s company so much that their labours blossomed into love. They’ve now been living together for four years.
- F** “Eight weeks later, nothing had been done,” says Jane, who plays the nurse Rachel Longworth in the medical series. “In the end, I couldn’t wait and started gutting the place myself.”
- G** “I think all the hard work was worth it,” she says. “I was away working recently and a friend spotted a woman standing outside my house.”

Score: 6 points

Task 43

You are going to read the first part of a magazine article about an arranged marriage. After the text there are 9 sentences which summarise what happened but they are mixed. Put the sentences (A-I) in the correct order. Write your answers in the boxes. The first sentence is given as an example (0).

ARRANGED MARRIAGES

ROBINA AND IMRAN SAEED

Imran and Robina Saeed were married in January last year – they fell in love several months later. The young Muslim couple married at a traditional ceremony in Pakistan, their country of origin, while Imran was there on a holiday. Two days later, he returned to Australia. It took six months before Robina received her visa and could follow her new husband to their home in Queensland.

During those months apart, the pair realised how much they liked, and maybe even loved each other.

“We learnt to appreciate each other,” explains Imran. “We liked each other quite a bit before, but I think the relationship really matured when we were apart. Technically we were married, but traditionally her hand was not given to me, in the sense we were not living together. The first time we were on our own together was when she came to Australia.”

Imran collected his wife from the airport on a chilly Monday morning in July last year. He admits he was a little nervous about the reunion, but he says, smiling, “I had time to look over all the photographs of the wedding, so I knew what she looked like.”

Today they live in an unassuming house in Queensland and Imran, 31, works as a structural engineer. Robina – who will admit only to being in her early 20s – is studying for her Masters of International Business at the Queensland University of Technology.

They are very much in love and often gaze into each other’s eyes as they speak and giggle about the attention their relationship has attracted.

Three years ago, Imran became a naturalised Australian, but he still held firmly to his traditional Pakistani Muslim values and let his parents arrange his marriage. He was on six weeks’ holiday in Pakistan, over Christmas 1992, when his mother saw Robina at a social function.

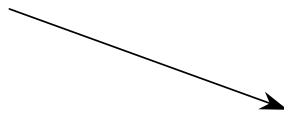
After some casual conversation, she thought that Robina would be a good wife for her son.

Robina and Imran are cousins – his father and her mother are first cousins – so it was easy to arrange for them to meet at an upcoming family gathering a few days later.

The Australian Women’s Weekly

- A** Imran went back to Australia.
- B** Imran and Robina got married in Pakistan.
- C** Imran became an Australian citizen.
- D** Imran's mother met Robina.
- E** The married couple lived apart.
- F** Imran and Robina's families met.
- G** Imran met Robina at the airport.
- H** They moved to their present home.
- I** Robina received her visa.

Write your answers here:



<i>0</i>	1	2	3	4	5	6	7	8
<i>C</i>								

Score: 8 points

PART THREE

Use of English

Introduction

In this part of the book (Chapters 8–12), you will see a number of different task types, just as you did in Part 2 on Reading. Getting used to taking a variety of different tests is good preparation for modern European examinations, which normally use a range of different question or task types, as explained in Part Two.

In Use of English examinations, the focus is usually on the **language** which is being used to express ideas in texts. Sometimes the questions may seem very similar to Reading tests, and, indeed, at times it is hard to tell the difference, because modern Use of English tests want to see, not if you can recite the grammatical rules of English, but whether you can express the meaning required by the text and its context **in suitable form**. You may be expected to use lexical words (verbs, nouns, adjectives, adverbs) appropriately, including set phrases, collocations, idioms or colloquial expressions (like “*for example*”, “*such as*”, “*sort of*”, “*at first*”, “*in fact*”, “*for this reason*”, “*let alone*”, “*as soon as*”, “*more or less*”, “*plenty of*”, “*to be honest*”, “*rumour has it*”, “*out of sight*”, “*have a row*”, “*pay attention to*”, “*attract somebody’s attention*”, “*it takes time to do something*”, “*end up with something*”, “*offer somebody a hand*”) – showing how good your vocabulary is – or you may have to understand the meaning of the sentence or passage in order to use the correct grammatical form (forms of verb tenses, modal and auxiliary verbs, short answers, articles, pronouns, prepositional phrases, comparative phrases, quantifiers, linking words) – the grammar in use.

In this part of the book, you will find five different task or question types:

- open gap-filling
- banked gap-filling
- multiple choice
- spot the error
- word formation

There are over 600 items in the five chapters that follow, and, as you will see, the number of items in a task is usually between 8–15. The highest number of items is included in spot-the-error tasks, where the number of items per task ranges between 14 and 19.

The texts, similarly to those in Part 2, come from a variety of authentic sources, covering a wide range of topics you might be interested in (for example, using computers, the internet, rare birds in Australia, nature reserves, sports,

tourism, travelling, Egyptian archaeology, cuisine, education, books, language, and others). In each task, the texts are presented together with their title, which is intended to help you get some idea of what the text is about even before you start reading it.

Similarly to the tasks in Part 2, each task begins with an example item written in italics and marked with (0). The items in the tasks are always numbered and, where relevant, the options from which to choose the correct or acceptable answers to the questions are marked with letters.

In each chapter, you will first read a general description and explanation of the task type. Then you will see a Sample Task, which you should respond to. This task is then followed by the correct or acceptable answers to the task, and a detailed explanation of each answer. By reading these explanations carefully, we believe that you will learn how best to answer each type of task, and will understand better what the test is trying to test.

Chapter 8

Open gap-filling

This test method is called open gap-filling or, sometimes, modified cloze. Depending on the actual items included in a task, any gap-filling task in a Use of English paper may test either grammatical structure or vocabulary or both.

In an open gap-filling task, you are given a text, usually with around 10-15 gaps in it, and your task is to fill each gap with a suitable word. Note that you can only use one word in each gap: if you put more than one word, your answer is incorrect and will be penalized.

Most of the tasks you will find in this chapter focus on grammatical structure, but as you will notice, some include a mixture of grammatical and vocabulary items.

Because the items for these tasks are always embedded in a text, and the meaning of the text should help you complete the gaps, it is advisable for you to read very carefully through the whole text from beginning to end before you start completing the gaps.

You have to pay attention to the meaning of the text, especially the links between sentences, in order to get some items correct. In addition, you will notice that for some items more than one answer is possible - although, once more, you must be careful only to use one word, otherwise you will be penalised.

You will notice that, in gap-filling tasks, the first sentence of the text is never gapped (there is no item in it), and the example item is usually provided in the second or, in some cases, the third sentence. The reason for this is that the first sentences of texts typically contain information that might be crucial to understanding the rest of the text. These 'lead-in' sentences are, therefore, intended by the test developers to help you understand as clearly as possible what is said at the beginning of the text and predict with some confidence what may come in the rest of the text, both in terms of information and the language used in the text. Thus, in such tasks, it is essential to read the example.

When you have completed a gap, remember to reread the sentence and, if necessary, a larger section of the text, before **and, very importantly, also AFTER** the gap, in order to check whether it makes sense with the word that you think is suitable. In other words, once you have identified the type of word that you think should fit the gap (be that a verb, an adverb, a quantifier, a preposition, or any other type), make sure that the actual grammatical or lexical word you

intend to use in the gap fits in with the meaning of the sentence and the text as well. The missing word for each gap must be appropriate both syntactically and in terms of meaning.

Now you should start practising this task type, doing first the Sample Task, "The very sweetest Swiss temptation".

Sample Task

You are going to read the first part of a magazine article about chocolate. Some words are missing from the text. Write the missing words on the lines (1-13) on the opposite page. Use only one word in each gap. There is an example at the beginning (0).

THE VERY SWEETEST SWISS TEMPTATION

Chocolate has an intriguing history that goes way back in time to the Mayas of Central America, who first discovered the secret of the cocoa tree. The Mayas educated the Aztecs, who (0) _____ turn revealed all to the Europeans (thanks to Christopher Columbus, who 'discovered' chocolate and Cortes, who transported cocoa beans and chocolate making equipment to Spain in 1528).

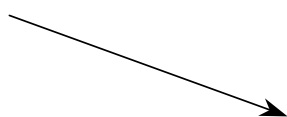
The Aztecs called the drink they made from crushed cocoa beans (1) _____ with vanilla and sugar 'The Food of the Gods', a term (2) _____ changed to 'The Food for Love' in Europe. Many do swear that chocolate is an aphrodisiac and even recent research (3) _____ proved that chocolate does help us to relax and feel more sensual (Casanova swore by it).

Chocolate has changed a great deal (4) _____ the days of the Aztecs. For a start, Europeans found (5) _____ preferred the taste if they didn't include chilli pepper (6) _____ its production! Spain held a monopoly on chocolate (7) _____ 1615, when the daughter of Phillip II of Spain married King Louis XIII of France and took the secret of chocolate with her. But (8) _____ so, chocolate recipes were a closely guarded secret for hundreds of years.

Although in great demand, the quality of chocolate at (9) _____ time was very changeable (not very good, to be (10) _____). It all changed in the early nineteenth century, (11) _____, when the first Swiss chocolate factory was founded near Vevey, (12) _____ the shadow of beautiful Lake Geneva. The founder and the father of Swiss chocolate was François-Louis Cailler. You can still buy Cailler chocolate today; in (13) _____, most of the original chocolate 'names' are still in existence centuries on.

Other confectionery businesses soon began, including that of Philippe Suchard in Neuchâtel in 1825 and Rudolph Sprüngli in 1845.

Write your answers here:



0	_____ <i>in</i> _____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____

Score: 13 points

Answer Key to Sample Task: *The very sweetest*

- 0 in
- 1 flavoured / mixed
- 2 which / that / they
- 3 has / results / figures
- 4 since
- 5 they / people
- 6 in / during
- 7 until / till
- 8 even
- 9 that /the
- 10 honest / frank / sure
- 11 however / though
- 12 in
- 13 fact / Switzerland

Item 1: Several different words can fit into this gap, provided that they are past participles, and modify the phrase “*cocoa beans*”, and, of course, make sense. “*mixed*” and “*flavoured*” are both possible, although they make different meanings.

Item 2: Again, several options are possible whilst preserving the syntax of the sentence. All three words given in the Answer Key are equally correct.

Item 3: “**has**” is a part of speech very different from “*results*” or “*figures*”, both of which are nouns, whereas “*has*” is an auxiliary verb completing the present perfect phrase “*has proved*”. Nevertheless, all three answers are possible and fit in terms of meaning, although they result in rather different meanings.

Item 4: The author is comparing chocolate in the old days of the Aztecs with more recent times (“*chocolate has changed*”). Thus “*since*” is the appropriate preposition. Words like “*in*” or “*for*” have very different meanings from what is required in the gap to complete the meaning of the sentence.

Item 5: The author has already mentioned Europeans, so what is needed is a word, either a noun or a pronoun, that can refer back to them: so “*they*” or “*people*” are both possible.

Item 6: The word “*include*” usually needs the preposition “*in*” to complete the sense, although it is not essential, which is why “*during*”, referring to the process of production, is also possible.

Item 7: The rest of the sentence beyond this gap makes it clear that the monopoly stopped once the secret of chocolate had gone to France. So 1615 is the last date when a monopoly existed, hence “*until*” or the alternative form “*till*”.

Item 8: This sentence is qualifying the previous one, and so the phrase “*even so*” is appropriate.

Item 9: A determiner/part of a time phrase is missing, and since the times are remote, the best fit is the demonstrative pronoun “*that*”, although the definite article “*the*” is also possible.

Item 10: A set phrase is required here, and “*to be certain*”, “*to be frank*” and “*to be sure*” all have more or less the same meaning.

Item 11: Since the meaning of this sentence in relation to the previous one is one of contrast, either word given in the Answer Key is possible. Both “*however*” and “*though*” are usually surrounded by commas, thus the two commas before and after the gap confirm that either word is appropriate for the gap.

Item 12: Since the author is writing about places, a locational preposition is needed, and a common phrase with the word “*shadow*” is “*in the shadow of*”.

Item 13: The missing word can be either a place name which makes sense, like “*Switzerland*”, or it can be part of a set phrase qualifying the previous clause, hence “*in fact*”.

Now go on and do the practice tests in the rest of this chapter.

Task 44

You are going to read a case study of a teenage girl. The text is part of a newspaper article which reports on results of a survey. Some words are missing from the text. Write the missing words on the lines (1-12) after the text. Write only one word on each line. There is an example at the beginning (0).

I enjoy helping people

SENAB Adekunie is 17. For the whole of her teenage years she has successfully shared a bedroom with her big sister in Islington, north London.

She says: "We have identical taste (0) music - maybe because we've shared a room for so long, I don't know. Our tastes are so similar the only thing we ever argue (1) is when I want to play it louder. But even then we sort (2) out."

She is surprised to find she conforms so closely to the survey's stereotype of (3) room-sharer. She said: "When I'm in a group of friends, I'm more motherly than the (4) in the group. I only had one friend who shared a room, but she's moved out into (5) own room so I guess I'm the only one now."

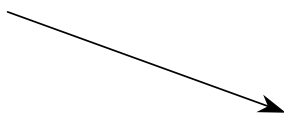
"I've never had a fight at school," she insists. "I can't avoid trying to (6) anybody. If I see them struggling in the street with their shopping, I offer (7) a hand. I offer my seat on buses, trains, everywhere. When the room gets messy, I don't (8) clearing it up. I know it sounds sappy, but she does (9) same sometimes. We're very close."

She doesn't really regard the bedroom as her personal space. "Apart from sleeping I only go in there (10) do my hair or use my sister's computer," she says.

Senab recommends having a big sister in the bedroom to every teenage girl: "When I was an adolescent, (11) were things I wouldn't want to approach my Mum with. But I (12) say everything to my sister."

"We do have arguments, about stupid things, little things. But my mum has worked out that you can just leave us, and half an hour later we'll have made it up and be best friends again."

Write your answers here:



0	_____ <i>in</i> _____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____

Score: 12 points

Task 45

You are going to read a text from a handbook on using computers. Some words are missing from the text. Write the missing words on the lines (1-13) after the text. Write only one word on each line. There is an example at the beginning (0).

Shutting down your computer

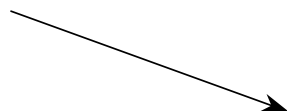
WHEN YOU HAVE FINISHED WORKING on your computer for the day, it is best to switch off your PC rather than leaving it on all night. But (0) weary you might feel, don't be tempted to just switch (1) off. A quick flick of the switch is fine to shut down a television – (2) with a PC you must follow a short sequence (3) steps to ensure your work is safe and to prevent damage to your hardware.

When to power off

Switching your computer on and off several times a day (4) not a good idea. Every time you turn on a computer, internal components (5) heated, and these cool when you switch the unit off. The change in temperature causes circuit boards to expand and contract, (6) increases wear and tear on solder joints.

For this (7) , some people advocate leaving the system unit on all the time (8) you are a regular PC user. (Although many maintain that you (9) turn your monitor off at night.) Generally, however, it is probably best to shut down the system unit (10) the end of each day's work. Leaving your computer on all the time means that motors in (11) hard disk drive and fan housing are working non-stop, and this increases the strain on the bearings. If you (12) been using a computer application, such (13) a word processing program, it is very important that you save your work before turning off your computer.

Write your answers here:



- 0 _____ *however* _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Score: 13 points

Task 46

You are going to read a text about two unusual animals. Some words are missing from it. Write the missing words on the lines (1-14) after the text. Write only one word on each line. There is an example at the beginning (0).

KOALAS AND KIWIS

Most of Oceania's people live on the continental islands of Australia and New Zealand. Geographically, New Zealand (0) part of Polynesia. Unlike most other islands of Oceania, New Zealand and Australia are populated mostly (1) Europeans. The recent histories of these nations are similar, as are their economies. English is the official (2) in each nation.

One of the similarities (3) Australia and New Zealand is the importance of sheep to the economies of both nations. In addition to its domestic animals, Australia and New Zealand (4) also home to many forms of wildlife found nowhere (5) in the world.

One animal found only in Australia is the koala. The koala (6) often referred to as a bear.

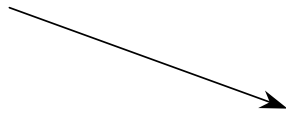
However, it is not a bear at all but a marsupial, an animal with a pouch. Unlike bears, koalas (7) not eat meat. They eat only (8) leaves of the eucalyptus tree.

(9) a koala is born, it is about as thick as a pencil and only one-inch long. This tiny creature crawls into (10) mother's pouch, where it stays for about six months.

New Zealand (11) has unusual forms of wildlife. The kiwi, for example, is a bird (12) cannot fly. Instead it runs very fast. The kiwi has whiskers (13) a cat and a long, straight bill (14) digging up worms and insects. The kiwi is the national symbol of New Zealand, and its picture appears on stamps, coins, and the national seal.



Write your answers here:



0	_____ <i>is</i> _____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____

Score: 14 points

Task 47

You are going to read a text that gives some advice on sunbathing. Some words are missing from the text. Write the missing words (1-10) on the lines after the text. Write only one word on each line. There is an example at the beginning (0).

Protect Yourself

Limit time in the sun. Avoid the hours between 10 a.m. and 4 p.m., (0) the sun's rays are strongest.

Use a sunscreen of SPF 15 or higher, with ingredients (1) block both UVB and UVA rays. Reapply (2) two hours, more often when you swim, sweat or towel yourself dry. Remember, you can get ultraviolet radiation (3) cloudy, hazy days too.

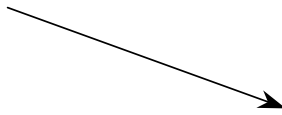
Cover up. Wear a long-sleeved shirt, pants and (4) broad-brimmed hat. Baseball caps leave neck, ears and other parts of (5) face unprotected.

Seek the shade. Sand, concrete and snow are reflective surfaces that bounce damaging rays to you (6) if you're beneath an umbrella (7) a tree.

Avoid artificial "sun". Ultraviolet light (tanning booths and sunlamps) causes sunburn and premature aging and increases the risk (8) skin cancer.

Protect your children. Keep babies under six months (9) of the sun entirely. Protect children over six months (10) clothing, hats and sunscreen, and limit their time in the sun.

Write your answers here:



0	<i>when</i>	_____
1		_____
2		_____
3		_____
4		_____
5		_____
6		_____
7		_____
8		_____
9		_____
10		_____

Score: 10 points

Task 48

You are going to read part of an information leaflet about the Royal Society for the Protection of Birds. Some words are missing from the text. Write the missing words on the lines (1-12) after the text. Write only one word on each line. There is an example at the beginning (0).

RSPB FACT *file*

The Royal Society for the Protection of Birds (RSPB) is the charity that takes action for wild birds and the environment.

We are (0) largest wildlife conservation organisation in Europe (1) over one million members. We depend (2) support from our members and the public (3) achieve a healthy environment, rich in birds and other wildlife. The RSPB is part of the global partnership (4) bird and habitat conservation organisations called BirdLife International.

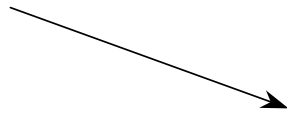
Informing and educating

Birds, our members' magazine, has (5) readership of 1.9 million and Bird Life, the junior magazine, (6) read by over 250,000 children. We handle more than 250,000 letters and telephone calls (7) members and the general public each year. Volunteers assist in running a varied programme of over 12,000 activities (8) children. More than 50,000 school children visit our nature reserves each year for a day of environmental education. We run specific community programmes linked (9) important habitats such as reedbeds, and species such as curlew buntings.

Managing places for nature

We protect the particular kinds of countryside (10) threatened birds live - their habitats. We manage more than 140 nature reserves throughout the UK, covering more than 100,000 hectares. We safeguard sites of conservation importance. For (11) , intense lobbying from conservationists, including the RSPB, helped to prevent the removal of legal protection from parts of Hatfield Moors. This is England's largest lowland peatland and (12) of the UK's most important wildlife sites. Each year RSPB nature reserves receive over one million visits.

Write your answers here:



- 0 _____ *the* _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

Score: 12 points

Task 49

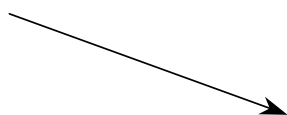
You are going to read the first part of a short story. Some words are missing from the text. Write the missing words on the lines (1-14) after the text. Write only one word on each line. There is one example at the beginning (0).

I NEVER FORGET A FACE

I'll tell you a strange thing about me – I never forget a face. The only trouble (0) _____ that usually I'm quite unable to tell you the name of the person. I know what you are going to say – you suffer (1) _____ the same thing yourself. Lots of people do, to some extent, (2) _____ people than not, perhaps. But I'm not (3) _____ that. When I say I never forget a face, I mean it. I can pass a fellow in the street one day and recognize (4) _____ again months after, though we've never (5) _____ to each other. My wife says sometimes that I ought to (6) _____ a reporter for the newspapers and wait about at first nights at cinemas, looking for all the famous people (7) _____ go to see the films. But, as I tell her, I would not be able to do very (8) _____ at that. I would see the famous man or woman, but I would not be able to say (9) _____ one it was. That's my trouble, as I say – names.

Of (10) _____, this trouble with names has put me in difficulties from time to time. But with a little skill one can usually (11) _____ out of the difficulty in one way or another. In my work, moving round the city doing bits of business, I have (12) _____ be very clever not to let a man see that I can't remember (13) _____ his name is Smith or Moses. I (14) _____ annoyed people in that way and lost good business more than once. But, on the whole, I think I gain more than I lose by this strange memory of mine.

Write your answers here:



0	_____ <i>is</i> _____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____

Score: 14 points

Task 50

You are going to read the first part of a magazine article about two police officers. Some words are missing from the text. Write the missing words on the lines (1-12) after the text. Write only one word on each line. There is one example at the beginning (0).

Partners on patrol

Like most married couples, Andy and Helen Butler are used to taking the rough with the smooth. But at least by working together they never have to argue about (0) ____ turn it is to drive.

Because Andy and Helen are the first police husband and wife team on Britain's roads. They live, sleep and work together, 24 hours (1) ____ day, every day of their lives.

"It probably wouldn't work for every couple," admits Helen. "But it's been great for us. We've never (2) ____ a row in the patrol car and working the (3) ____ shifts means we get time off together."

The couple, who serve in the Avon and Somerset traffic department in Taunton, even (4) ____ last Christmas Day patrolling the M5 motorway together.

"It (5) ____ some time to get used to having my wife in the same car," says Andy, 31, who joined the force as a cadet

15 years (6) ____ . "But in fact it's all worked out very well.

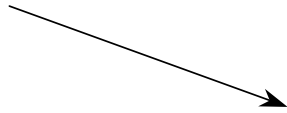
"And (7) ____ our colleagues thought it was funny at first, they've given us a tremendous amount of support."

Helen, who's also 31, says: "When we're (8) ____ work, Andy and I try to treat each other just (9) ____ we would any colleague. We've both worked with other officers but it's much nicer to (10) ____ able to work with the person you love."

The couple, who've been married (11) ____ two and a half years, believe they are the first – and only – British couple to serve in the same police car.

"And we've done everything we can to make it work. Right from day one we tried to make a clear distinction (12) ____ our private life and our professional life out on patrol," says Helen. "We wouldn't dream of talking about anything other than work while we're on duty."

Write your answers here:



0	_____ <i>whose</i> _____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____

Score: 12 points

Task 51

You are going to read a text about birds. Some words are missing from it. Write the missing words on the lines (1-14) after the text. Write only one word on each line. There is an example at the beginning (0).

Where do birds come from ?

How did birds develop in the first place? How did an animal without a beak, feathers or flight muscles become a bird? Palaeontologists, the scientists who study fossils, have gathered much evidence over the years but (0) are still large gaps. Bird skeletons are fragile, so they rarely survive as fossils. We end (1) with a dot to dot puzzle – with a difference. All the dots are jumbled up and most of them are missing! This leaves room for different theories – and the scientists still argue (2) them.

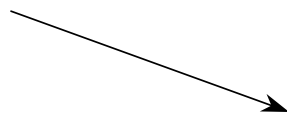
Bird number one

A fossil discovered in 1861 is widely agreed (3) be the first bird. It is called Archaeopteryx and it lived in the Jurassic period 195 million years ago – at the same time (4) the big dinosaurs like Tyrannosaurus rex. Although it had feathers and (5) like a bird in many ways, it also resembled a reptile. Like reptiles, it had (6) long tail bone and teeth (which birds don't have), and its bones were not hollow like those (7) a bird. Some scientists believe that birds and dinosaurs evolved from reptiles separately, but others insist that birds descended (8) two-legged dinosaurs called theropods.

All change

Evolution carries (9) today. Some birds were hunted to extinction – like the dodo and the great auk – (10) others have adapted to live alongside us. For instance, some birds (11) originally nested on wild cliffs – (12) as peregrines – now often nest on tall buildings in cities. Others regularly feed on the rubbish left (13) people. What will happen next? Will town pigeons turn into different species? Could there (14) a Burger King pigeon, feeding on fast food and skilled at unwrapping the packing? That's unlikely, but even so birds will continue to change to survive.

Write your answers here:



0	<i>there</i>	_____
1		_____
2		_____
3		_____
4		_____
5		_____
6		_____
7		_____
8		_____
9		_____
10		_____
11		_____
12		_____
13		_____
14		_____

Score: 14 points

Task 52

You are going to read the first part of a magazine article about an unusual child. Some words are missing from the text. Write the missing words on the lines (1-14) after the text. Write only one word on each line. There is an example at the beginning (0).

Uncommon Talents: *Gifted Children, Prodigies and Savants*

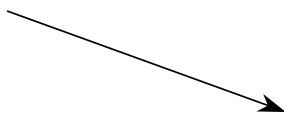
Possessing abilities well beyond their years, gifted children inspire admiration, but they also suffer ridicule, neglect and misunderstanding

One evening a few years ago, while I was attending a concert, a young boy in the audience caught my attention. As the orchestra played a Mozart concerto, (0) nine-year-old child sat with a thick, well-thumbed orchestral score opened (1) his lap. As he read, he hummed the music (2) loud, in perfect tune. During intermission, I cornered the boy's father. Yes, he told me, Stephen was really reading the music, not just looking (3) it. And reading musical scores was one of (4) preferred activities, vying only with reading college-level computer programming manuals. At an age (5) most children concentrate on fourth-grade arithmetic and the nuances (6) playground etiquette, Stephen had already earned (7) prize in music theory that is coveted by adults.

Gifted children (8) Stephen are fascinating but also intimidating. They have been feared as "possessed", they have been derided as oddballs, they have been ridiculed as nerds. (9) parents of such young people are often criticized (10) pushing their children rather than allowing them a normal, well-balanced childhood. These children are (11) different from others that schools usually do not know (12) to educate them. Meanwhile society expects gifted children to become creative intellectuals and artists as adults and views them as failures (13) they do not.

Psychologists have always (14) interested in those who deviate from the norm, but just as they know more about psychopathology than about leadership and courage, researchers also know far more about retardation than about giftedness.

Write your answers here:



- 0 _____ *this* _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____

Score: 14 points

Task 53

You are going to read the first part of a newspaper article about sport. Some words are missing from the text. Write the missing words on the lines (1-12) on the opposite page. Use only one word in each gap. There is an example at the beginning (0).

Sport is back – and this time it’s personal

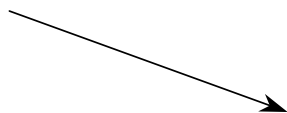
I NEVER THOUGHT it might include me. On the last Sunday of each April, (0) _____ 500 men and women run 10 kilometres around London’s Alexandra Palace in the Crouch End Fun Run. This year 485 entrants completed the race, and the race sheet reports that one W. Hutton (1) _____ an hour and 12 minutes to run in 481st. Remarkably four others finished the race more slowly.

But I was alive, (2) _____ my family’s foreboding – indeed prediction – of death from heart attack. As the runners jostled amiably together afterwards, now competing (3) _____ a free doughnut and orange juice and waiting for the various children’s events to begin, I (4) _____ struck by the enthusiasm and the sheer numbers of people who had turned (5) _____. If they themselves weren’t running, then they were making sure their children (6) _____.

We were all, of course, part of the booming interest in personal fitness. The market research organisation Mintel reports that over two million people are full (7) _____ of private health and personal fitness clubs – up by a third in just six years. The Sports Council’s most recent (8) _____ shows 12 per cent of the population are now participating in some form of keep fit or yoga. Regular walking, the most prosaic and cheapest of sports, (9) _____ enjoyed by nearly half of us – up by a quarter over the past 10 years.

But (10) _____ boom in individual sporting is not matched by participation in team games. The numbers playing rugby, hockey, and cricket are gently (11) _____, with football being the only exception. There are over 100,000 football clubs in Britain: it remains (12) _____ far Britain’s most popular team game, and there are signs that women are beginning to join men in their interest – even so, its growth does not match that of sports for individuals.

Write your answers here:



- 0** _____ *some* _____
- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____
- 11** _____
- 12** _____

Score: 12 points

Task 54

You are going to read a text about Elsa, the lioness and Nuru, an African man. Some words are missing from the text. Write the missing words on the lines (1-12) after the text. Write only one word on each line. There is an example at the beginning (0).

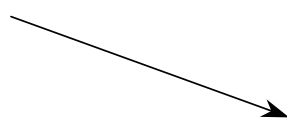
Elsa and Nuru

When she was not with us, Nuru was still always in charge of Elsa; one day we wanted to film him with her and told him that he should (0) _____ something rather smarter than his usual tattered shirt and trousers. In a few minutes he reappeared in (1) _____ startling, close-fitting cream-coloured jacket, with braid and frogging down the front, (2) _____ he had bought for his wedding. We thought that he (3) _____ just like a professional lion tamer in it. Elsa took one look at him and made at once for the bush; from there she peeped (4) _____ from behind a shrub until she had established his identity. Then she came up to him and (5) _____ him a smack as though to say "What the devil do you mean by giving me (6) _____ a fright?"

Nuru and Elsa had many adventures together; (7) _____ instance, one day Nuru told us that (8) _____ they were resting under a bush a leopard approached them down wind. Elsa watched eagerly and, (9) _____ tense with excitement, kept still and controlled herself, except (10) _____ her tail, until the leopard was nearly on top of her. Then (11) _____ the animal noticed the switching tail and bolted like lightning, nearly overrunning Nuru in its flight.

Elsa was now twenty-three months old and her (12) _____ broke to a deep growl. A month later she seemed to be in season again and placed her jets on many bushes, no doubt as an invitation to a mate.

Write your answers here:



- 0 _____ *wear*
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

Score: 12 points

Task 55

You are going to read the first part of a text about Elsa, the lioness. Some words are missing from the text. Write the missing words on the lines (1-13) after the text. Write only one word on each line. There is an example at the beginning (0).

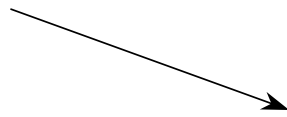
Elsa and wild lions

Elsa has charming manners; no matter for how short a time we have been separated, she will greet us ceremoniously, walking from one to the other, rubbing her head against us while miaowing in a low moan. Invariably, I come first, then George, followed by Nuru, and whoever (0) to be near is afterwards greeted in the same way. She knows (1) once who likes her and reacts affectionately. She tolerates justifiably nervous guests, but those (2) are really scared have a hard time. Not that she has ever done them (3) harm but she delights in thoroughly terrifying them.

Since she was a tiny cub she has known just (4) to use her weight. By now it had become (5) more effective. Whenever she wanted to stop us, she flung herself with all her force at our feet, pressing her body (6) our shins and thus knocking us over.

Soon after our return from Lake Rudolf when we (7) her out for her evening walks she began to display a growing restlessness. Sometimes she refused to return with us and she (8) the night out in the bush. Usually we (9) in getting her back by going to fetch her in the Landrover. In fact, she soon decided that (10) was a waste of energy to walk home when a car had (11) specially brought to fetch her. So she would jump on to the canvas roof and loll at her ease, and from this vantage point she could watch out for game (12) we drove along. This was a very satisfactory arrangement from her (13) of view but, unfortunately, the manufacturers had not designed the roof as a couch for a lioness. As a result the supports began to give way under the strain and we found Elsa gradually subsiding on top of us.

Write your answers here:



- 0 _____ *wear*
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

Score: 12 points

Task 56

You are going to read the first part of a magazine article about letter-writing. Some words are missing from the text. Write the missing words (1-14) on the lines after the text. Write only one word on each line. There is one example at the beginning (0).

Consuming passions

Actress Abigail McKern - daughter of actor Leo – talks about her consuming passion: writing letters

Every morning, I sit at my desk in my pyjamas and have an hour-long letter-writing session. It saddens me that it seems to (0) _____ a dying practice.

I began writing letters (1) _____ a child, when I'd draw pictures and flowers round the borders of my epistles. In those days, I didn't write fan letters to celebrities, but today I tend (2) _____ send lots of them to actors whose performances I've really enjoyed.

Important letters are those that you know will cheer someone (3) _____. I correspond with an elderly man who (4) _____ to live down the road from me in north-west London. He seemed to be lonely, and (5) _____ I passed his gate I'd stop for a chat. Now that he's living in Ireland we write regularly.

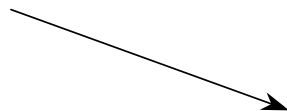
I'm diligent about thank-you notes, too. I think it's bad manners not to write and show appreciation if someone has (6) _____ the trouble to cook you a meal or give you a present.

My letter-writing doesn't mean I neglect the phone – I'm a great chatterbox. But it can end (7) _____ costing a fortune, so whether my parents are in their native Australia, (8) _____ at home in Bath, I write individually to them. My father, who's 73, (9) _____ a bit deaf now and so isn't fond of (10) _____ on the phone.

My sister, Harriet, a film-maker in Australia, is also high on my list. I was 40 in February and she's 10 years (11) _____. After seeing her new-born baby son, Max, (12) _____ the first time, it seemed a good (13) _____ to write him a letter recalling my impressions of him – something he can read when he's older.

I also write to friends I've made through the years. Using a ballpoint pen and recycled paper, I let the words pour (14) _____. A lot of it is career news, because at present I have no romantic news to tell.

Write your answers here:



- 0 _____ *be*
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____

Score: 14 points

Task 57

You are going to read a text on cooking. Some words are missing from the text. Write the missing words on the lines (1-11) after the text. Write only one word on each line. There is an example at the beginning (0).

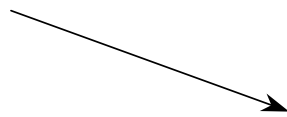
Cooking

Cooking in the British Isles has changed greatly under the influence of other countries. Immigrants **(0)** such countries as China, India, Pakistan, and Turkey have helped to make spiced foods much more popular in Britain. European dishes have long **(1)** accepted by British people, mainly **(2)** a result of increased foreign travel and tourism.

Traditional British and Irish cooking is mainly simple. Fish and meat are roasted or grilled plain, and without the spices used in **(3)** other countries. Boiling and stewing are used extensively for cooking meat, fish, and vegetables. Many dishes that were invented or developed in the British Isles have **(4)** famous in most parts of the world. Examples are roast beef and Yorkshire pudding, kippers, porridge, marmalade, fish and chips, and Irish stew.

The way of life in Britain and Ireland is constantly **(5)** , and new cooking ideas are introduced. Convenience foods - frozen, dried, or specially packaged foods that are **(6)** to prepare – have become popular in a busy world. Many diet-conscious people eat salads, yoghurts, and **(7)** health foods. Other changes include the fact **(8)** more people now own freezers. But many traditions in cooking are still maintained in the British Isles. The British breakfast of bacon and eggs is still common. Many people **(9)** retain the habit of having their main meal at midday, calling **(10)** meal dinner. In England's Midlands and Industrial North, a traditional cooked meal, **(11)** in the late afternoon, is called high tea. In other areas, afternoon tea is often followed later by a cooked meal called dinner or supper.

Write your answers here:



0	_____ <i>from</i> _____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____

Score: 11 points

Chapter 9

Banked gap-filling

This testing technique is known as “banked gap-filling”, because you have to choose the appropriate word from a bank of alternatives. In a banked gap-filling task, similarly to the open gap-filling tasks we explained in the previous chapter, you are asked to read a text from which some words are missing. However, while in an open gap task you are not given any words to choose from, in this type of test, the words that were taken out from the text are printed after the text, and you 'only' need to decide which word in the list of words after the text is suitable for which gap in the text.

It may be helpful for you to note that the possible answers are listed in alphabetical order. You should also remember that this list of choices always includes at least one, but more typically, two extra words that will not be suitable for any of the gaps, and which you will not need to use in your answers.

Since you may only use each word once, it is a good idea to put a line through a word in the bank, once you have decided where it fits in the text, so that you do not use it again. This will also make it easier to search through the remaining words in the bank for other items. Also, at the end, you can check to see whether one or two words have not been crossed out since, depending on what the instructions say, there will always be one or two words you do not need.

The tasks in this chapter were designed to test your ability to use vocabulary rather more than grammatical structure, which, however, does not mean that none of them contain any items requiring grammar words.

As with other gap-filling tasks which are based on texts, in order to do this type of test successfully, it is a good idea to read through the whole text before even attempting to fill in any gaps in the text. You can then go back to the beginning and try to select the correct option to fit in the first space. Remember that you need not only to pay attention to the meaning, but you also need to be aware of the part of speech that appears to be missing from the text, and then identify an appropriate part of speech from the bank. The example (0) in the Sample Task (*“Far from shore”*) (with which you are advised to start practising this task type) is a good instance of this: an adjective is required to fill the gap between a possessive noun (*“ocean’s”*) and the head noun (*“layer”*), and the meaning of the adjective must relate to the meaning of the text: the sunlight layer must be higher than the other two, darker, layers, and so *“top”* is the best choice.

As with open gap-filling, it is essential to read the text **after** the gap as well as before it, to be sure that the word you choose fits completely into the context. A very common mistake is to find a word that fits the text before the gap but not **after** the gap. Always look beyond the gap.

Now you should attempt to do the Sample Task for this task type ("Far from shore").

Sample Task

You are going to read a text about the ocean. Some words are missing from it. Choose the most appropriate word from the list (A-P) for each gap (1-13) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is one example at the beginning (0).

Far from Shore

Scientists divide the open ocean far from land into three layers according to how much sunlight the water gets: the sunlight zone, the twilight zone, and the midnight zone.

Sunlight Zone

The sunlight zone is the ocean's (0) _____ layer. It goes down about 300 feet, and the temperature is a pleasant 70°F. Even (1) _____ it is the smallest zone, it has about 90 (2) _____ of ocean life. Sunlight brightens the water near the surface (3) _____ plankton float. Bigger creatures also live in the sunny water. Some swimming animals cruise (4) _____ below the surface. Some dive deep. Others break the water's surface (5) _____ reach the air above.

Twilight Zone

The twilight zone (6) _____ from the bottom of the sunlight zone down about 3,000 feet. The water (7) _____ darker and colder – about 50°F. The fish that live here can't see very well, and there isn't enough light for plant plankton or seaweed to stay (8) _____. Most food comes from dead plankton and animals that drift down from the surface waters.

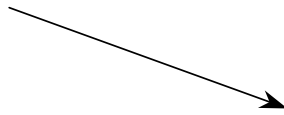
Midnight Zone

The midnight zone goes from the bottom of the twilight zone to the floor of the ocean. This zone is dark and (9) _____. The temperature is really cold – about 43°F. The weight of the water from above presses very hard on the small, (10) _____ blind animals that live here. Many deep-ocean fish have parts that glow from chemicals in (11) _____ bodies. Their lights confuse enemies, lure prey, and (12) _____ mates.

At some places on the ocean floor, water (13) _____ hot as 750°F shoots out of openings, or vents. Minerals collect around the vents to form underwater chimneys. The hot water rising from the chimneys looks like black smoke.

- A** alive **G** nearly **M** to
B attract **H** percent **N** top
C as **I** still **O** where
D extends **J** swim **P** which
E gets **K** their
F just **L** though

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>N</i>													

Score: 13 points

Answer Key to Sample Task: *Far from shore*

0	1	2	3	4	5	6	7	8	9	10	11	12	13
N	L	H	O	F	M	D	E	A	I	G	K	B	C

Item 1: A conjunction is needed in the gap to connect the meaning of the two clauses of the sentence. The word “*even*” in the sentence is the first part of a two-word conjunction which could do this, but the second part of this conjunction is missing. The word “*though*” given among the choices is suitable.

Item 2: The author is contrasting a small area with a large quantity of ocean life. “*percent*” would complete the meaning.

Item 3: Since the two words after the gap are a noun (“*plankton*”) and a verb (“*float*”), what is needed here is a subordinating conjunction of location: “*where*” is ideal.

Item 4: Since, at first sight, the sentence containing this item seems complete both in terms of meaning and syntax, there are not many types of words one can think of when trying to fill the gap. However, the short sentence right after the gap, “*Some [animals] dive deep [in the water.]*”, suggests that other animals must cruise “*very near*” the surface (not simply “*below the surface*”). So the missing word must be an intensifier/qualifier of some sort. The word “*just*” fits the meaning.

Item 5: The words surrounding the gap suggest that the meaning of the sentence requires an infinitive of purpose. The missing word can only be the infinitive particle “*to*”.

Item 6: There is a main verb missing in this sentence, and the meaning has to do with a range, hence “*extends*”.

Item 7: A verb is needed, and the adjectives after the gap are comparatives, so something that indicates a change of state would make sense, hence “*gets*” or “*becomes*” – but “*becomes*” is not in the bank.

Item 8: The meaning of the sentence is that the plankton and seaweed will die because of the lack of light, hence stay “*alive*” is appropriate.

Item 9: What is needed here is another adjective that indicates what deep water will be like. “*still*” is the only suitable choice given in the bank.

Item 10: Again, what is missing is either an adjective or an adverb qualifying the adjective “*blind*”. As there are no other adjectives left in the bank, the adverb “*nearly*” is the best choice.

Item 11: Either an adjective or a determiner is needed, but the possessive adjective “*their*”, referring back to the “*fish*”, is the best.

Item 12: The three clauses of the gapped sentence are parallel: a verb followed by a noun, so the missing word must be a verb. What one often does with “*mates*” is to “*attract*” them.

Item 13: If you read beyond the gap you will see that there is a comparison (“*hot as 750 F*”), so the first part of the comparison is what is missing: “*as*”.

Now go on and do the practice tests in the rest of this chapter.

Task 58

You are going to read a magazine article about pets. Some words are missing from the text. Choose the most suitable word from the list (A-P) for each gap (1-13) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

YOU ASKED ABOUT Pets

Do fish get dirty?

Fish never have to think about taking a bath. But just because they are always in (0) _____ doesn't mean they're clean. Fish are covered with a protective coating of slime that (1) _____ out most harmful bacteria. But if the water is dirty, parasites may attach themselves to the fish. They can eat all the way through its coating to the skin, causing the fish to become (2) _____. To keep your fish clean and healthy, follow a (3) _____ cleaning routine.

Is a guinea pig a kind of pig?

When is a pig not a pig? When it's a guinea pig! Guinea pigs, along with hamsters and gerbils, belong to the rodent (4) _____. Pigs, on the hand, are part of the swine family. No one knows for sure (5) _____ this tiny rodent from South America got its name. It probably has to do with the squeals and grunts that a guinea pig (6) _____ – especially when eating.

Can turtles jump?

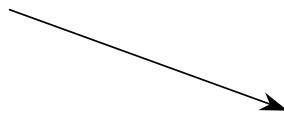
Turtles aren't always as pokey as you might think. It's true that sliders, most often kept as pets, seem (7) _____ to laze about. However, many sea turtles can swim at a good (8) _____. Some land turtles can manage a short (9) _____. But jumping? That's another matter! Because of the weight of their shells and their stubby legs, even the most (10) _____ turtles cannot jump. They are able to lift their front legs – but not leap over hurdles!

Does a ride in the elevator make my dog's ears pop?

You may be surprised to hear that you and your dog have similar kinds of ears. So if your ears are popping as the air pressure (11) _____ in a moving elevator, your dog's ears are probably popping, too. When that happens, your dog may (12) _____ and close its mouth several times to gulp air. Or it may even yawn. But your pet's not (13) _____ or tired. Just like you, it's trying to avoid that uncomfortable earpopping!

- | | |
|------------------|------------------|
| A active | I makes |
| B bored | J open |
| C changes | K regular |
| D family | L run |
| E finds | M sick |
| F happy | N sleep |
| G how | O speed |
| H keeps | P water |

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>P</i>													

Score: 13 points

Task 59

You are going to read a magazine article about London. Some words are missing from the text. Choose the most appropriate word from the list (A-O) for each gap (1-13) in the text. There is one extra word which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

LONDON ON A ROLL

London manages to preserve the past while reinventing itself for the future

THE WHOLE WORLD lives in London. Walk down Oxford Street and you will see Indians and Colombians, Bangladeshis and Ethiopians, Pakistanis and Russians, Melanesians and Malaysians. Fifty (0) with communities of more than 5,000 make their home in the city, and on any given day 300 languages are spoken. It is estimated that by 2010 the population will be almost 30 percent ethnic minorities, the (1) born in the U.K. Most of these Londoners are the children and in some cases the grandchildren of the many (2) who came here from the Caribbean and the Indian subcontinent during the fifties and sixties, after the British Empire imploded.

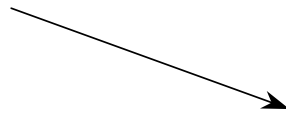
Annas Ali, a 17-year-old Londoner of Bangladeshi descent, feels deeply (3) in the British society. "I have been here all my life," he told me, as we dodged our way through the festive (4) filling Brick Lane in the East End for Baishaki Mela, the Bangladeshi New Year. The neighborhood is called Bangla Town. Union Jacks fluttered next to the green-and-red flag of Bangladesh. Indian music (5) off Victorian brick houses. "I was born at Mile End hospital a half mile away and grew up in Hunton Street. My father had a restaurant there."

Bangla Town has seen centuries of (6) In the 1600s French Huguenots built a church on the corner of Fournier Street and Brick Lane. Later it became a Methodist chapel. In the 1890s it was (7) into a synagogue. Today it is used by Annas and other Bangladeshis as a mosque. Bangla Town has also had a (8) influx from the world of fashion, art, and pop culture. Jarvis Cocker, the lead singer of Pulp, lives nearby. So does Chris Ofili, the young artist of Nigerian descent whose painting "The Holy Virgin Mary," depicting a black Madonna embellished with elephant dung, (9) a firestorm of controversy at the Brooklin Museum of Art last year. Alexander McQueen, the fashion designer, has his workshop on Rivington Street. The result is a fusion of (10) unique in London.

Annas himself is eclectic. With his dark skin, raven black hair, and lustrous brown eyes, he (11) me of Mowgli in the *Jungle Book*. But his hair was cut in the latest London style: short in back, long and (12) back with gel at the front. He is a devout Muslim, an Asian Londoner who talks Cockney English. The gold rings on his fingers were from India, his stylish, (13) blue cardigan – "pure wool," he told me proudly – from Prohibito, a clothes shop on Oxford Street popular among teenagers. "I want to go into fashion," he said. "I want to go to the London School of Fashion."

- A** caused **F** immigration **K** recent
B converted **G** majority **L** reminded
C crowds **H** midnight **M** rooted
D cultures **I** nationalities **N** slicked
E echoed **J** reaction **O** thousands

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>I</i>													

Score: 13 points

Task 60

You are going to read the first part of a magazine article about two police officers. Some words are missing from the text. Choose the most appropriate word form the list (A-Q) for each gap (1-14) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Partners on patrol

Like most married couples, Andy and Helen Butler are used to taking the rough with the smooth. But at least by working together they never have to argue about (0) _____ turn it is to drive.

Because Andy and Helen are the first police husband and wife team on Britain's roads. They live, sleep and work together, 24 hours a day, every day (1) _____ their lives.

"It probably wouldn't (2) _____ for every couple," admits Helen. "But it's been great for us. We've never (3) _____ a row in the patrol car and working the same shifts means we get time (4) _____ together."

The couple, who serve in the Avon and Somerset traffic department in Taunton, (5) _____ spent last Christmas Day patrolling the M5 motorway together.

"It (6) _____ some time to get used to having my wife in the same car," says Andy, 31, who (7) _____ the force as a cadet 15 years ago. "But in (8) _____ it's all worked out very well.

"And (9) _____ our colleagues thought it was funny at first, they've given us a tremendous amount of support."

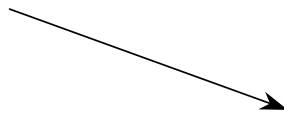
Helen, who's also 31, says: "When we're (10) _____ work, Andy and I try to treat each other just as we would (11) _____ other colleague. We've both worked with other officers but it's much nicer to be (12) _____ to work with the person you love."

The couple, who've been married (13) _____ two and a half years, believe they are the first – and only – British couple to serve in the same police car.

"And we've done everything we can to (14) _____ it work. Right from day one we tried to make a clear distinction between our private life and our professional life out on patrol," says Helen. "We wouldn't dream of talking about anything other than work while we're on duty."

- A** able **G** even **M** of
B although **H** fact **N** off
C any **I** for **O** took
D at **J** had **P** whose
E behind **K** joined **Q** work
F can **L** make

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>P</i>														

Score: 14 points

Task 61

You are going to read a text from an encyclopaedia about watches and clocks. Some words are missing from the text. Choose the best word from the list (A-Q) for each gap (1-14) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Watches and Clocks

TODAY almost every family in the civilized world has one or more clocks or watches which tell the hours, the minutes, and often, the seconds. This hasn't always been true. Julius Caesar, Charlemagne or Alfred the Great never saw a (0) _____ like those you can buy for a very small sum.

When primitive man began to think about the passage of time he found some measures in (1) _____. The succession of light and darkness gave him the day. The variations of the moon gave him the month, and the (2) _____ of seasons and the varying number of hours of daylight gave him the year.

Men had noticed, of course, that the sun seemed to (3) _____ out of the earth or the sea into the sky, and then to descend again. Some thinker noticed that the (4) _____ of a cliff or a tree reached almost the same place every day when the sun was (5) _____ in the heavens. It was easy to (6) _____ a small stone at the point reached by the shadow. So now there were three points

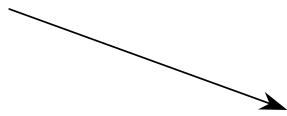
in the day, sunrise, (7) _____ and sunset. The next step, perhaps, was to trace the curve of the shadow and (8) _____ other spots upon it. This was the beginning of the sundial which was, for a long time, the principal (9) _____ to show the passage of time. The division of day and night into twelve hours, and the division of the hour into minutes and seconds, was made by the Babylonian (10) _____ who really knew a great deal of astronomy. It is (11) _____ that the Egyptian obelisks were pointers of immense sundials.

The sundial was, however, (12) _____ at night or on a cloudy day. In the course of time various methods which would be of service in a house, or at (13) _____, were invented. The sandglass is one of these methods.

Various (14) _____ of water-clock or clepsydra, as the Greeks called it, were also used. In some, water dripping from a large vessel into a smaller one raised a float, which pointed to the hour upon a column.

- | | |
|-----------------|--------------------|
| A build | J midday |
| B change | K priest |
| C clock | L place |
| D device | M possible |
| E high | N rise |
| F forms | O shadow |
| G nature | P timetable |
| H night | Q useless |
| I mark | |

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>C</i>														

Score: 14 points

Task 62

You are going to read a newspaper article. Some words are missing from the text. Choose the most appropriate word from the list (A-P) for each gap (1-13) in the text. Write your answers in the boxes after the text. There is an example at the beginning (0).

Rustlers ruin girl's showjump dreams

A BRILLIANT young showjumper's career lay in ruins last night after rustlers stole her £70,000 champion horse.

(0) _____ star Penny Miller, 19, will have to (1) _____ her European Championship hopes unless the thorough-bred gelding called Lucky is (2) _____.

She said: "It feels (3) _____ the end of everything for me. I would die for that horse."

Thieves (4) _____ through three wire fences and used sausages to (5) _____ guard dogs, before breaking into the horse's stable early yesterday morning.

Police believe a well-organised gang of horse thieves is (6) _____ the raid that has wrecked Penny's one (7) _____ - to reach the top in her sport.

Talented

Her five-year-old bay is (8) _____ 30th in Britain after two major victories at Wembley's Horse of the Year Show.

Penny became the Young Riders Champion and the International Under-21 Champion in 1985.

Last year her talented jumper - full name My Lucky Maywood - (9) _____ her win £12,000 prize-money, and it has already earned £3,000 in the first few weeks of this year's season.

Hopes were (10) _____ that his performances would guarantee her a place in this year's International Championship. But last night Penny, of Shaw Close, Shorne, Kent, said: "It's all (11) _____ for me."

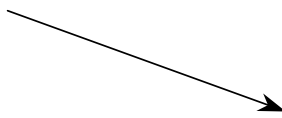
"If he doesn't come back there's no (12) _____ I'll make Europe. Everything I have lived for over the last five years will be gone."

Det Sgt Paul Kinnill, in charge of the (13) _____, said the rustlers took the horse from stables near Rochester, Kent, before 2am yesterday.

"The horse is very well known in international showjumping circles and cannot be of any use to the thieves," he said.

- A** abandon **G** investigation **L** rising
B ambition **H** like **M** silence
C behind **I** over **N** suffer
D cut **J** ranked **O** supported
E helped **K** returned **P** way
F high

Write your answers here:



<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
<i>L</i>													

Score: 13 points

Task 63

You are going to read a text taken from a booklet for tourists. Some parts of the text are missing. Choose the most appropriate part from the list (A-N) for each gap (1-11) in the text. There are two extra parts that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

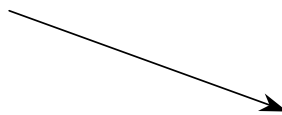
The Houses of Parliament

Few people know that the modern buildings of the Houses of Parliament were built on the site of the Royal Palace of Westminster, constructed by Edward the Confessor in the 14th century. In the early 19th century, however, the Palace was (0) by fire. When the old Palace of Westminster (1) in flames on the night of 16 October 1834, Charles Barry was (2) to London and saw the red glow from a distance. At once he came to join (3) absorbed in the terror and grandeur of the sight. Barry was already (4) but his success two years later in the competition to design a new Parliament House was crucial (5) The New Palace with its picturesque exterior and well-organised interior (6) the main monument to him and to his collaborator, A. Welby Pugin, whose genius dominated (7) the elaborate furniture, carving and fittings.

The 1834 fire (8) of the rambling medieval palace whose unsuitability as the seat of Parliament had long been recognised. After the fire, the mood of the times was (9) creating a new structure that could be a symbol of the spirit of Reform; a monument to the history of the nation and a comfortable well-planned building. Barry's design was (10) of the 1836 competition with his palace in the Gothic style, (11) with the nearby Abbey and Westminster Hall. From then until his death in 1860 he was preoccupied with supervising the construction of the building.

- A** intended to harmonise
- B** destroyed almost all
- C** stands as
- D** the clear winner
- E** badly damaged
- F** a leading architect
- G** the crowd of sightseers
- H** driving back
- I** practical arrangements
- J** in favour of
- K** the design of
- L** went up
- M** trying to recreate
- N** to his reputation

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11
<i>E</i>											

Score: 11 points

Task 64

You are going to read a text taken from a book on children. Some words are missing from the text. Choose the most appropriate word from the list (A-R) for each gap (1-15) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

The New Education

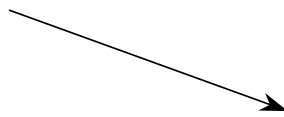
Children are always attracted to the same objects in a room. If someone sets down something that was not there before, the child will immediately see the new object and (0) what it is. One girl, being taken out to play one day, noticed a stone lying near a wall. The stone impressed her, and every time she went out, she was not (1) unless she stopped to look at it.

There is no doubt that children love light and flowers and watching (2) , which is understandable because we know that they are acute observers who can order the (3) of what they perceive. The child always acts to satisfy his passion for observation. He will, for example, watch closely the (4) of an individual adult who speaks to him, yet we often think that to claim the attention of a child it is necessary to (5) or call him by name. This is not so, for instead of speaking, if we make small but (6) movements with our lips, the child will become very attentive. This is something which fascinates him, for what is developing in him is his awareness of a task he must accomplish – he is becoming (7) to language. If one holds a child of four months near a person who makes only lip movements, the child will watch with great (8) Evidently these movements please him more than most things because they (9) the imitative capacity that coincides with his necessary inner development.

Let us look at older children. I had the occasion to watch some Japanese fathers who demonstrated a deeper (10) of children than we do. One was taking a walk with his two-year-old son, who (11) sat down on the sidewalk. His father did not shout at him, 'The sidewalk is (12) – get up!' but waited patiently until the little boy got up by himself to (13) the walk. Even this is the exercise of an educator, for the father submerged his dominant personality to that of the (14) by respecting his activity. I saw another of these fathers standing with his legs spread apart so that his child could (15) in and out between them. The poor man even managed to look dignified in that position.

- | | | |
|------------------------|-------------------|--------------------|
| A animals | G dirty | M run |
| B ask | H distinct | N satisfied |
| C badly | I exactly | O sensitive |
| D child | J images | P shout |
| E comprehension | K interest | Q stimulate |
| F continue | L mouth | R suddenly |

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>B</i>															

Score: 15 points

Task 65

You are going to read the first part of a newspaper article. Some words are missing from the text. Choose the most appropriate word from the list (A-O) for each gap (1-12) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Hunters become the hunted as Hungary gets tough with trigger happy tourists

After years of turning a blind eye, park rangers and police are finally pouncing on Italian parties who travel to neighbouring countries to shoot birds, often protected species, in their thousands.

The rangers from the Kiskunsag National Park watched the Italian hunters through binoculars. There was no sound at first, except for the (0) of the hunters' voices, and the rain along the (1) of the Szelidi lake.

Then the shooting started. Flocks of (2) birds rose noisily into the air as the eight hunters blasted away and birds started (3) the ground. Then the rangers moved in.

"The Italians were very surprised to see us, as were their Hungarian (4), " said Gabor Wundic, one of the rangers. "They knew very well what they were shooting."

They had bagged 35 turtle doves – a protected species.

The photographs will be presented at the hearing next Tuesday at one of the first legal actions brought (5) those who shoot protected species in Hungary. There will also be (6) of the 135 other turtle doves shot the previous day, and found in the Italians' fridge at their hotel, along with

a redshank and a bee-eater – for the killing of which the hunters could be (7)

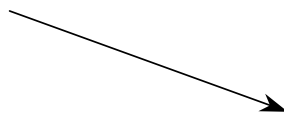
After years of turning a blind eye, the Hungarian nature protection authorities and police were carefully (8) for the start of the hunting season. Throughout the country, working on information (9) by ornithological societies and, in rare cases, Hungarian hunters, they began raiding hunting parties.

In the past (10) they have caught three groups. Apart from protected species like the turtle dove, they had preyed on more strictly protected birds, (11) the ferruginous duck and the curlew.

Hungarian (12) officers have been trained to recognise the birds. At the border with Slovenia and Croatia, they found hundreds of dead quail and skylarks in one week.

- | | | |
|---------------------|--------------------|-------------------|
| A against | F fortnight | K prepared |
| B bringing | G hitting | L shores |
| C companions | H including | M startled |
| D customs | I jailed | N supplied |
| E details | J murmur | O wildlife |

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12
<i>J</i>												

Score: 12 points

Task 66

You are going to read a newspaper article about the map of the London Tube. Some words have been removed from the text. Choose the most suitable word from the list of words (A - R) for each gap (1 - 15) in the text. There are two extra words that you do not need to use. There is an example at the beginning (0). Write your answers in the boxes after the text.

Squeezing the Tube

The London Underground map is a design classic. They keep a copy in the New York Museum of Modern Art. One of the century's most famous images, it is as much a (0) ... symbol of London as Big Ben and Beefeaters. But it only came about because a young engineering draughtsman living in High Barnet (end of the Northern Line) was laid off and began (1) ... a map to fill the time.

At first 19-year-old Harry Beck's design was (2) ... as too revolutionary by London Transport. Urged on by friends, he tried again. This time his map was grudgingly accepted and in 1933 500 were (3) ... in a trial. It was an immediate success: for the first time the travelling public could see the Tube system as a (4) ... and could work out how to get around London at a glance.

Before Beck, maps were concerned with literal representation of (5) ... and expanding, meandering routes became bewilderingly difficult to follow. Beck realised that what was important was to show the (6) ... of stations and their connections. Clarity, not geography, was what counted.

So Beck's map (7) ... He squeezed the suburbs and out-lying country areas and stretched the heavily-used central section. His trains ran not on winding routes but in (8) ... lines which were colour coded with clearly shown connections and (9) ... lettering. For 28 years Beck constantly (10) ... his design. Only one feature remained unchanged -

the stylised River Thames. The map - really a diagram (11) ... on electrical circuitry plans - became an obsession. But in 1961 he and his brainchild were (12) ... aside when the then head of London Transport's publicity, Harold Hutchison, decided he could do better.

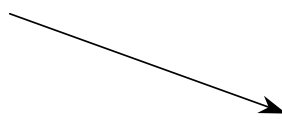
Beck, who had been paid five guineas for his design by London Transport, could do nothing. A verbal agreement on copyright made years earlier was disputed and he was unable to find (13) ... confirmation. He looked on helplessly as his design made way for Hutchison's; a spiky, ugly effort which proved (14) ... and was withdrawn in 1964.

The new design reverted to Beck's but was taken on by Paul E. Garbutt, who, like Beck was not a specialist designer. He was London Transport's assistant secretary and works manager. "It was Christmas 1963 and I thought 'I've run out of puzzles, I think I'll (15) ... the map'," he said years later.

Since 1979 a variety of design consultants have refined the map, but basically the design remains Beck's. So successfully does it guide two and a half million passengers a day around 275 stations on 250 miles of track that it has become a model for Tube systems throughout the world.

- | | |
|-----------------------|---------------------|
| A based | J return |
| B distance | K reworked |
| C easy-to-read | L sketching |
| D lied | M straight |
| E order | N travelling |
| F printed | O unpopular |
| G pushed | P whole |
| H redesign | Q worldwide |
| I rejected | R written |

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>Q</i>															

Score: 15 points

Task 67

You are going to read a text about crosswords. Some words are missing from the text. Choose the correct word from the list (A-M) for each gap (1-10) in the text. There are two extra words that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Never a crossed word

Thanks to a combination of computer graphics and clever mathematical short cuts, crossword puzzle fans can finally play the game in three dimensions – and on the Internet, too. A new Internet (0) called Horizon began releasing the puzzles at *www.3dcrossword.com* last month. Using a special browser plug-in, players can solve a cube-like crossword puzzle. Words run not only up and down, but also through the (1), which you rotate in 3D space as you solve each line. Horizon's idea is to (2) the puzzles as kooky content for other websites.

"I've been around crosswords for 20 years, and this is the first time I've heard a 3D crossword even rumoured to be in existence. Even a 2D crossword is (3) to construct mathematically," says Timothy Parker, who constructs crosswords for the Universal Press syndicate. Parker is (4) with Horizon to edit its 3D crosswords.

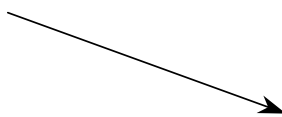
Good human crossword constructors can create a newspaper crossword puzzle in a matter of hours. But add the third dimension, and the task is virtually (5) Horizon's chief executive Dan Moran says he knows someone who hand-constructed a 3D crossword in a seven-by-seven-by-seven cube – (6) it took five years.

Even a computer might find the problem beyond it, since the number of combinations is so large. Crunching through (7) the combinations in a 10-space cube could take years, even for a fast computer. But Moran says the company created algorithms that allow the computer to (8) when it's labouring at a dead end, or to rearrange the spaces to make a puzzle (9) to create. Using the algorithms, Horizon's computer can spit out a new puzzle about every 15 minutes.

All Horizon has to do now is create the clues for the puzzles, which still have to be (10) Parker says he wants to make sure the puzzles conform to the same high standards as the 2D world, such as not having too many obscure words.

- A** all
B but
C company
D crossed
E cube
F difficult
G easier
- H** guess
I handwritten
J impossible
K negotiating
L seem
M sell

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10
<i>C</i>										

Score: 10 points

Task 68

You are going to read a magazine article from a travellers' magazine. Some parts of the text are missing. Choose the most appropriate part from the list (A-L) for each gap (1-9) in the text. There are two extra parts that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Low Price Feasts for Fast Foodies

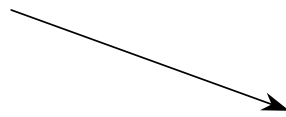
Customers have been very pleasantly surprised by the high standards of cuisine offered on Sheffield's new Pullman, the Master Cutler, launched last May. 'Cuisine 2000 has been (0), ' says InterCity Catering Manager, David Sumner, 'and Britain is leading the way in a (1) revolution.

The recent renaissance in all areas of InterCity catering has produced some (2) – tasty, healthy sandwiches on sale in buffet cars for example – and also some (3) the disappearance of black tea. The leaf tea, which replaced the notorious powdered variety, had (4) in the tea-bag. However, due to demand from passengers, straight black tea has been reinstated with (5) from David Sumner.

The latest development is the appearance of bar meals at competitive (6) Many buffets now offer hot snacks like cheese and tomato pizza or Cornish pasties for 90p and Early Riser breakfast of bacon, chipolatas, tomato, hash browns and (7) for £2.49. Cross-country services are selling hot food on board the (8) and have opened Cross-Country Grills to serve cheap meals throughout the day, a innovation for (9) between the north-east and south-west of Britain.

- A** humble apologies
- B** disasters such as
- C** mushroom omelette
- D** trains
- E** internationally applauded
- F** family prices
- G** challenging job
- H** train catering
- I** passengers travelling
- J** excellent results
- K** milk included
- L** sealed windows

Write your answers here:



0	1	2	3	4	5	6	7	8	9
<i>E</i>									

Score: 9 points

Task 69

You are going to read a text taken from a tourist magazine. Some words are missing from the text. Choose the most appropriate word from the list (A-N) for each gap (1-12) in the text. There is one extra word that you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Enjoy Your Wanderings

All towns and villages within the Dartmoor area are equally worth a visit. A number of important towns circle Dartmoor, (0) Ivybridge, Tavistock (birthplace of Francis Drake) and Okehampton, each a good base from which to explore the (1) area. The latter, on the north Dartmoor foothills, is home to the fascinating Museum of Dartmoor Life and Devon's largest medieval castle.

Within the National Park and flanked by (2) lies Chagford. It is an architectural delight, containing a fine array of shops.

In the village of Sticklepath is Finch Foundry, a working edge tool factory driven by (3) and now owned by the National Trust. The village of Dunsford, lying on eastern most Dartmoor, is dominated by cob and thatch buildings.

South Brent is good base from which to explore unspoiled valleys and the high moor. Yelverton and Horrabridge on south west Dartmoor are important providers of services to local (4) and offer good amenities for visitors. Villages such as Widcombe-in-the-Moor and Lydford also merit a visit.

In the (5) of the National Park stands Princetown, famed for HM Prison Dartmoor. A village trail gives a good insight into the (6) of this community and there are numerous opportunities to explore the high moorland beyond.

There, too, is the Dartmoor National Park Authority's superb High Moorland Visitor Centre, which is (7) all year round, except for Christmas Day.

Most towns and villages hold a number of local shows, fetes and carnivals during the (8)

The National Park Authority plays its part in seeking to protect and enhance the built (9) of Dartmoor. Where possible and appropriate, it also assists in the provision of local services and facilities in such a way as to (10) community well-being without harm to the local environment.

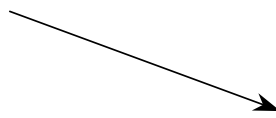
Please remember, as a visitor you can also help support and look after the area in a number of ways. By using public transport you can (11) to the viability of local services - most towns and villages in the Dartmoor area are served by public transport links. If travelling by car, please (12) in designated areas or, if not provided, park with consideration for other people.

Where possible, support the local community by buying locally produced goods including food, souvenirs and crafts.

Above all, enjoy your wanderings!

- A** complain
- B** contribute
- C** environment
- D** heart
- E** hills
- F** history
- G** including
- H** open
- I** park
- J** people
- K** protect
- L** surrounding
- M** waterpower
- N** year

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12
<i>G</i>												

Score: 12 points

Task 70

You are going to read a text on basketball. Some words are missing from it. Choose the most appropriate word from the list (1 - 11) for each gap (A - N) in the text. There are two extra words which you do not need to use. Write your answers in the boxes after the text. There is one example at the beginning (0).

Basketball

Basketball is a game played with an inflated ball between two teams of five players each on a rectangular court. Each team tries to **(0)** by tossing the ball through the opponent's goal, an **(1)** , horizontally mounted hoop and net called basket.

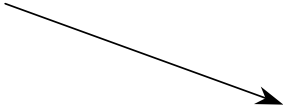
Basketball was invented in 1891 by James Naismith, a physical education **(2)** at the Young Men's Christian Association Training School (now Springfield College) in Springfield, Mass., US. The game **(3)** quickly in the United States, and in 1896 the first college basketball game with five team members on a **(4)** was played at the University of Iowa.

During the 1930s several rules were changed to **(5)** the game; e.g. each team had 10 seconds in which to advance the ball beyond midcourt or lose **(6)** of it, and a player could not stand **(7)** the opposing team's foul area (in front of the basket) for more than three seconds. The centre jump was eliminated, and the adoption of the one-hand shot **(8)** to higher scoring games.

With the inclusion of basketball in the Olympic Games in 1936, the game **(9)** worldwide attention. The International Federation of Amateur Basketball was organised in 1932 to **(10)** the international game, establishing world championships for men in 1950 and for women in 1953. In the Olympic Games, the US men's team has been dominant and from 1992 was **(11)** of professional players. In women's Olympic competition, contested since 1976, the US and Soviet teams have been most successful.

- A** caught on **F** in front **K** set out
B composed **G** inside **L** score
C elevated **H** instructor **M** side
D gained **I** led **N** speed up
E govern **J** possession

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11
<i>L</i>											

Score: 11 points

Task 71

You are going to read a text taken from a book on literature. Some words are missing from the text. Choose the most appropriate word from the list (A-O) for each gap (1-12) in the text. There are two extra words that you do not need to use. There is an example at the beginning (0).

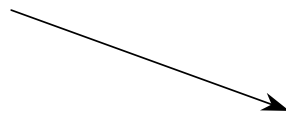
Character

One of the great pleasures of reading fiction is getting acquainted with new people. We can meet in fiction a wider range and variety of people than we could ever (0) in life, and often the characters in fiction are more interesting than the people we meet in life. They are more interesting because we can know them better. Fiction, for two (1) , allows us to see more deeply into the inner nature of a character than we usually can in life. First, it (2) its characters in crucial situations, which test them and expose their nature more clearly than would ordinary situations. Second, the author can, when he wishes, take us inside a character and let us (3) at first-hand inner thoughts and feelings which in life we could only (4) at from outward actions. Of course, fictional characters are imaginary people and have only imaginary existence. Yet if their author has drawn them (5) , we can, by understanding them, gain a better appreciation of real people. Indeed, we may come to understand (6) better by reading about characters who are like us in certain ways.

If fiction is to give us these benefits, however, it must be written by an author who is deeply interested in (7) nature. Not all fiction is. Some writers are (8) to engage our momentary interest in following the adventures of a brave, resourceful hero or in sharing the good fortune of a beautiful heroine. Such a writer is likely to present us with (9) characters who have none of the complexity of real people. To be believable, a character cannot be either all good or all bad; we know that real people are not like that. Also, a character must be consistent in his actions: he must not (10) one way on one occasion and an entirely different way on another. In addition, his actions should be clearly (11) : that is, we should be able to understand the reasons for his acting as he does. If a character changes during the course of the (12) , we should be able to understand why he changes. Sudden changes of heart for no apparent reason are more commonly found in third-rate than in first-rate fiction.

A accurately**F** human**K** places**B** act**G** know**L** readers**C** experience**H** motivated**M** reasons**D** frequently**I** ourselves**N** satisfied**E** guess**J** oversimplified**O** story

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12
<i>G</i>												

Score: 12 points

Task 72

You are going to read a newspaper article about a work of art. Some words are missing from the text. Choose the most appropriate word from the list (A-M) for each gap (1-10) in the text. There are two extra words that you do not need to use. Write your answers in the boxes on the opposite page. There is an example at the beginning (0).

Smuggled queen heads back to Egypt

Art of stone

The stone head of a queen who died more than 3,000 years ago is being returned to Egypt after six years of detective work by the British museum, Scotland Yard, and the Egyptian government's antiquities department, writes Maev Kennedy.

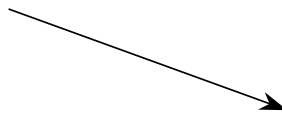
Jonathan Tokely-Parry, the leader of the gang of smugglers that (0) the sculpture from an Egyptian archaeological store, was (1) for six years. His downfall (2) in 1994, when the British Museum was (3) the head and other objects from a royal tomb site at Saqqara, the necropolis of the pharaohs' ancient city of Memphis. The museum (4) the police.

The head had been (5) to make it more attractive to a collector. The forger (6) out the interior to get enough matching ancient stone to reconstruct the (7) cheeks, eyes, nose and mouth, (8) the fragments together with modern adhesives before (9) the face.

If the experts' identification is correct - that it is a funerary temple image of Nefertari, principal queen of one of the greatest and longest (10) pharaohs, Rameses II - it could easily fetch more than £1m on the international market.

- | | |
|-----------------------|---------------------|
| A based | J return |
| B distance | K reworked |
| C easy-to-read | L sketching |
| D lied | M straight |
| E order | N travelling |
| F printed | O unpopular |
| G pushed | P whole |
| H redesign | Q worldwide |
| I rejected | R written |

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>Q</i>															

Score: 15 points

Chapter 10

Multiple choice

The testing technique used here is called multiple choice, because for each gap in the text you have a choice of four different options, marked with A, B, C, and D, only one of which fits best. You must only make one choice – if you choose two, even if one is the correct answer, your response will be marked wrong.

In multiple-choice tests, you may be tested on both linguistic structures and vocabulary. These questions may test your awareness of the differences between meanings of synonyms, whether verbs, nouns, or adjectives, like, for example the difference between “*domain*”, “*field*” and “*site*”, or “*unchanged*”, “*unaltered*” and “*unrenovated*”, or “*contain*”, “*consist*” and “*include*” – all of which may be correct in one context, but not in another. They also commonly test awareness of the differences between verb tenses in terms of their forms, functions and the contexts in which they are used, knowledge of collocations (words that belong together) (“*shake hands*”, “*solve a problem*”, “*install a computer*”, “*significant amount*”, “*flowers bloom*”), of linking words/connectors (“*although*”, “*however*”, “*despite*”), determiners/pronouns (the definite/ indefinite articles, demonstratives [*that, those*], quantifiers [*some, any, each, both, neither, several, all*], possessive adjectives [*your, its, his*]), phrasal verbs, as well as prepositions.

One of the most important features of multiple-choice questions, which you should always bear in mind when doing such tests, is that of the four options provided, always only one is intended to be correct; the other three options are there to ‘distract’ your attention from the correct answer by being very similar to it, either in form or meaning (which is why they are called ‘distractors’).

The best way to approach these items is not to look at the options until you have read the text before and after each item. Try to imagine what the missing word might be – what meaning is required – and then look at the four choices for that item, and decide which of the four is closest to the meaning you decided upon. Of course, there may not be any word among the choices that matches your choice, in which case you will have to consider each choice in terms of how well it fits in with the meaning of the text. Then, you also need to make sure that your final choice is appropriate in terms of form as well.

The tasks in this chapter, as you will see, also test a wide range of grammatical points as well as vocabulary items. Some of the tasks were designed to assess grammatical structures rather than vocabulary, other tasks mainly include vocabulary items, while, in yet other tasks, you will find a reasonably balanced number of both lexical and structural items.

The Sample Task on the next two pages is a test of your vocabulary and how familiar you are with collocations. In many cases, there are only subtle differences between two of the choices, and so one strategy to use with such tests is to eliminate impossible choices first, which usually leaves two, and then decide which of the two best fits – or does not fit so well. Multiple-choice items are often thought to be tricky – they present you with choices you might not have thought of, and which are difficult to distinguish unless you know the exact meaning of the word or are familiar with its collocations. For that reason, tasks like this are often quite difficult – at C1 or even higher.

Now you should try to do the Sample Task, “Harnessing Moor Water”.

Sample Task

You are going to read an article from a tourist magazine about a historic town in England. Some words are missing from the text. Choose the most appropriate answer from the options (A-D) for each gap (1-12) in the text. Write your answers in the boxes. There is an example at the beginning (0).

Harnessing Moor Water

Throughout England, the Cistercians were associated with sheep husbandry and the wool trade. It is this industry, powered by the waters of the River Mardle and the Dean Burn, which until (0) _____ recently sustained the economy of Buckfastleigh.

About seven mills were in (1) _____ in the 16th century and two serge mills are recorded in 1850, together with 300 woolcombers. The peak of the town's industrial prosperity was (2) _____ in the late 19th century when there were at one time five blanket, serge and combing mills, (3) _____ corn and paper mills and a tannery.

The same period saw a (4) _____ amount of building in the town including modest workers' cottages and public buildings.

The town plan is very interesting. Historically, there were four discrete elements: the Abbey, set within (5) _____ own precincts on the west bank of the River Dart, the isolated 13th century parish church, badly (6) _____ by fire in July 1992, and Higher and Lower Town.

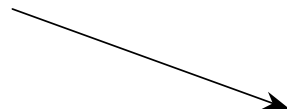
As recently as the mid 19th century, Higher and Lower Town were separate settlements. Both are centred on a single thoroughfare (Market Street and Fore Street) (7) _____ buildings along the street frontages, and long, narrow burgage plots extending back from them.

(8) _____ development of the town, particularly down these plots, has given rise to narrow alleyways at right angles to the main streets leading to courts behind.

(9) _____ there are similarities between Higher and Lower Town, they do show different (10) _____. The core of Higher Town presents an almost (11) _____ 19th century townscape. In Lower Town, the buildings along Fore Street are (12) _____ outwardly late 18th/early 19th century in date and character. They show a variety of styles, shapes and sizes, and roof heights vary, all adding great visual interest to the area.

- 0 A slightly B comparatively C approximately D roughly
- 1 A comparison B process C operation D practise
- 2 A fulfilled B accomplished C increased D reached
- 3 A as well as B in addition C moreover D beside
- 4 A chief B significant C numerous D prominent
- 5 A the B their C its D -
- 6 A damaged B spoiled C effected D disturbed
- 7 A off B around C over D with
- 8 A Following B Subsequent C Succeeding D Next
- 9 A Although B In spite of C However D Despite
- 10 A looks B characteristics C distinctions D possessions
- 11 A unrenovated B indifferent C infamous D unaltered
- 12 A typical B firstly C mainly D principal

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12
B												

Score: 12 points

Answer Key to Sample Task: *Harnessing Moor Water*

0	1	2	3	4	5	6	7	8	9	10	11	12
B	C	D	A	B	C	A	D	B	A	B	D	C

Item 1: The approximate meaning of the gap is “use” and so “operation” fits best.

Item 2: Since the sentence is about the peak of the town’s prosperity, a verb like “reach” is appropriate, since that is what one does with a peak.

Item 3: Two choices here are tricky, because they lack a necessary word or letter: “in addition” needs the preposition “to” and “beside” needs an “s” to become appropriate (“besides”). Thus “as well as” is the best choice.

Item 4: The best word to collocate with “amount” here is “significant”.

Item 5: A possessive adjective is needed, and since the reference is singular – “the Abbey” – “its” is correct.

Item 6: Collocation is important here: “fire” “damages” or “destroys”. The other choices are too weak.

Item 7: The only preposition that makes sense here is “with”.

Item 8: The meaning of the gap is something like “later”, and so “subsequent” is the best choice.

Item 9: The first part of the sentence is being contrasted with the second (“similarities” with “different”), and so a conjunction like “although” or “though” is appropriate.

Item 10: “Looks” and “characteristics” are close in meaning, but “looks” is usually used with people, not buildings.

Item 11: The meaning of the gap is something like “unchanged”, and closest to that meaning is “unaltered”, whereas “unrenovated” implies more than just change.

Item 12: An adverb is needed in this gap, and of the two “firstly” does not fit at all in terms of meaning. Therefore the correct answer must be

Now go on and do the practice tests in the rest of this chapter.

Task 73

You are going to read a part of a short story. Some words are missing from the text. Choose the most appropriate answer (A, B, C or D) for each gap (1-12) in the text. Write your answers in the boxes after the text. There is one example at the beginning (0).

Quick thinking

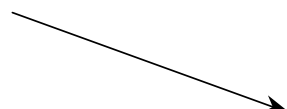
It happened in 1921, one year before I joined the Indian Police. I had just passed out of the Police College in England and had not been placed very high in the list. I never was much (0) at examinations, you know. One day an advertisement in *The Times* (1) my attention. It said something about 'young man wanted for unusual work. Must have cool head.' Well, (2) was only three years after the war and there were (3) of young men who could probably do whatever it was. But I sat down and wrote to the paper and two days later I had a note asking me (4) at one of London's best hotels in Piccadilly and ask (5) Mijnheer Van Lutjens. Well, I put on my best suit and (6) at eleven o'clock I knocked at the door of room 169.

Van Lutjens was, of course, a Dutchman, and a very pleasant Dutchman. Small, round; you know, the kind of fellow, with no angles at all but with small bright eyes. He offered me a smoke and (7) to talk business at once.

It sounded easy (8) Van Lutjens was one of Amsterdam's leading diamond merchants. An American group of diamond buyers (9) asked him to come over to New York with the famous Rozelles ear-rings. He explained that (10) were two valuable diamonds, perfectly matched, which he had some time before obtained from a member of one of Central Europe's royal families in Paris. He was going to sail in the *Berengaria* two days (11) and he wanted someone to watch over the ear-rings. It sounded rather dull and I didn't understand why it (12) a 'cool head', as the advertisement said. But the money he offered me was generous, and so I accepted.

- 0 **A** more **B** better **C** good **D** well
- 1 **A** gathered **B** paid **C** collected **D** attracted
- 2 **A** I **B** there **C** it **D** these
- 3 **A** many **B** plenty **C** lot **D** several
- 4 **A** calling **B** call **C** calls **D** to call
- 5 **A** for **B** about **C** from **D** of
- 6 **A** exactly **B** shortly **C** sharply **D** directly
- 7 **A** had started **B** was starting **C** started **D** has started
- 8 **A** also **B** enough **C** very **D** quite
- 9 **A** had **B** have **C** were **D** has
- 10 **A** any **B** where **C** some **D** they
- 11 **A** past **B** later **C** over **D** before
- 12 **A** needs **B** has needed **C** will need **D** needed

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11	12
<i>C</i>												

Score: 12 points

Task 74

You are going to read the first part of a magazine article on animal thinking. Some words are missing from the text. Choose the most appropriate answer (A, B, C or D) for each gap (1-11) in the text. Write your answers in the boxes after the text. There is an example at the beginning (0).

CAN ANIMALS EMPATHIZE?

YES

Animals that pass the mirror test are self-aware and thus can infer the states of mind of another individual

MAYBE NOT

Even though chimpanzees pass the mirror test, they do not seem to conceive of others' - or even their own - mental states

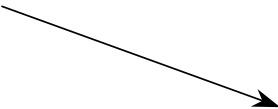
I used to tell students that no one ever heard, saw, tasted or touched a mind. There is no way for me to experience your experience, (0) that of a species other than my own. So although minds may exist, they fall (1) the realm of science.

I have since changed (2) mind. A number of years ago I began to study whether primates could recognize themselves in a mirror. Most animals react to their images (3) confronted with another animal. But chimpanzees, orangutans and, of course humans learn that the reflections are representations of (4) - these creatures are objects of their own attention and are aware of their own existence. In the past three decades, I and other researchers (5) the mirror test in various ways to explore self-awareness in animals. I conclude that (6) are some animals aware of themselves but that such self-awareness enables these animals to infer the mental states of others. In (7) words, species that pass the mirror test are also able to sympathize and attribute intent and emotions in others – abilities that some might consider the exclusive (8) in humans.

I began exploring self-awareness with mirrors in 1969, (9) I was at Tulane University. I presented a full-length mirror (10) preadolescent chimpanzees at the university's Delta Regional Primate Research Center. Initially, they reacted as if they were seeing other chimpanzees, but after a few days they (11) to the mirror and began to use it to make faces, look at the inside of their mouths, and groom and inspect other parts of their bodies that they had never seen before.

- 0 **A** however **B** let alone **C** not only **D** considering
- 1 **A** out **B** over **C** outside **D** of
- 2 **A** onto **B** the **C** their **D** my
- 3 **A** even though **B** apart from **C** as if **D** even if
- 4 **A** them **B** us **C** itself **D** themselves
- 5 **A** have used **B** had been used **C** were used **D** was using
- 6 **A** probably **B** not only **C** possibly **D** maybe
- 7 **A** their **B** my **C** other **D** same
- 8 **A** domain **B** field **C** yard **D** site
- 9 **A** till **B** during **C** throughout **D** when
- 10 **A** ot **B** to **C** by **D** for
- 11 **A** grew accustomed **B** have grown accustomed **C** have accustomed **D** accustomed

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11
<i>B</i>											

Score: 11 points

Task 75

You are going to read a newspaper article about a British public holiday event. Some words are missing from the text. Choose the best answer (A, B, C or D) for each gap (1-9) in the text. Write your answers in the boxes after the text. There is an example at the beginning (0).

Fayre is coming on strong

The 'World's Strongest Man' will be performing spectacular feats as the star attraction at South Staffordshire Town & Country Fayre over the August Bank Holiday.

Dace Gauder, who (0) in the Guinness Book of Records no less than 18 times, will be one of the main highlights of the event at Weston park.

Visitors will also be able to see an exciting display from the Military Manoeuvres Team, who (1) along a selection of modern vehicles.

They will also provide the (2) for revellers to ride in a Scorpion tank on the park's specially prepared 4x4 track.

Dancers in colourful costumes from (3) the Midlands will be joining up to present displays of American Square and Line Dancing. Spectators will also be encouraged to have a go under the expert (4) of callers and experienced dancers.

The event, on Saturday and Sunday August 30 and 31, promises a feast of fun for the (5) family, with a traditional fairground, helicopter rides and the Wolf Radio Roadshow.

A truck rally featuring ERF lorries from the first ever built to an example straight off the production line will provide an impressive display.

Members of the British Driving Society will be demonstrating (6) transport, both in the ring and in the park, and showing how the (7) sighted, blind and disabled can enjoy the art of carriage driving.

For children there's an adventure playground, pets' corner and woodland steam railway, plus falconry displays.

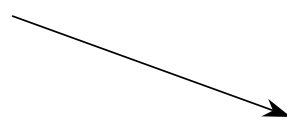
A selection of hand-made goodies (8) in the craft tent, where crafters will be showing off their skills, and beer lovers will be able to sample up to six different real ales in the beer tent.

Activities in the grounds also (9) radio-controlled aircraft model boats, the Black Country at War display, plus vintage farm machinery and tractors.

Events run from 11am to 5pm each day.

- 0 **A** has featured **B** featured **C** was featured **D** has been featured
- 1 **A** took **B** are taking **C** will be taken **D** will be taking
- 2 **A** probability **B** chance **C** source **D** potentiality
- 3 **A** above **B** among **C** across **D** inside
- 4 **A** instructor **B** supervisor **C** guidance **D** conduction
- 5 **A** total **B** full **C** all **D** whole
- 6 **A** horse-lead **B** horse-ridden **C** horse-guided **D** horse-drawn
- 7 **A** partially **B** wrongly **C** little **D** half
- 8 **A** will sell **B** will be selling **C** will be on sale **D** will have sold
- 9 **A** engage **B** include **C** contain **D** consist

Write your answers here:



0	1	2	3	4	5	6	7	8	9
A									

Score: 9 points

Task 76

You are going to read a holiday advertisement about Singapore. Some words are missing from the text. Choose the most appropriate answer (A, B, C or D) for each gap (1-11) in the text. Write your answers in the boxes after the text. There is an example at the beginning (0).

The great outdoors

Singapore's remarkable geography (it is one of two cities in the world, the other being Rio de Janeiro, to have virgin rainforest at its heart) is a lush, green haven for wildlife. At the Bukit Timak Nature Reserve you can see macaque monkeys, tree shrews, butterflies, birds, lizards and other fascinating animal and insect life in a carefully conserved (0) The reserve also contains Singapore's highest peak, (1) spectacular views of the island.

(2) major attraction is the Jurong Birdpark, the largest in South Asia with over 8,000 birds, (3) 100 species of parrot and the largest collection of hornbills. Penguins, flamingos and the birds of prey showcase are other (4) in this beautiful park.

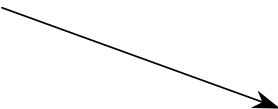
If flora is more your thing, and the (5) exotic the better, then the world's largest collection of orchids (6) at the National Orchid Garden. Set amid tropical foliage and water features are over 700 species and 2,100 hybrids, as well as the VIP orchids named (7) state dignitaries.

If you prefer your outdoor pursuits with a bit more of a rush, then you might like to try your hand at the wide (8) of watersports activities. Choose from waterskiing, windsurfing, sailing, canoeing or wakeboarding. A recent addition (9) the world of extreme sports and very popular here, wakeboarding is a bit (10) waterskiing on a snowboard, and sure to pump up the adrenalin.

For those who prefer their feet on (11) ground, there's rock climbing every weekend at Bukit Timah Hill, go-karting at Kart World at Jurong every Sunday, or mountain and dirt biking whenever it takes your fancy.

- 0** **A** location **B** environment **C** region **D** ecology
- 1** **A** recommending **B** suggesting **C** offering **D** advising
- 2** **A** Second **B** Another **C** Other **D** Furthermore
- 3** **A** includes **B** has included **C** is including **D** including
- 4** **A** highlights **B** views **C** particulars **D** insights
- 5** **A** most **B** last **C** least **D** more
- 6** **A** waits for **B** awaits **C** assembles **D** expects
- 7** **A** as **B** with **C** after **D** for
- 8** **A** range **B** extent **C** field **D** possibility
- 9** **A** beside **B** apart from **C** to **D** for
- 10** **A** similar **B** like **C** as the **D** the same
- 11** **A** firm **B** robust **C** common **D** straight

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10	11
<i>B</i>											

Score: 9 points

Task 77

You are going to read a text taken from the web site of the White House. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1-10) in the text. Write your answers in the boxes on the next page. There is an example at the beginning (0).



Presidential Correspondence Today

In today's fast-paced world, communicating with the President is easier than ever before. In 1993, President Clinton became the first President in history to have a public e-mail address. That same year, the White House (0) its first web site. Since then, electronic mail has come to the White House from (1) across the globe.

In fact, there are some very special offices within the White House that help the President stay in touch with people across America and around the world. The Office of Presidential Letters and Messages (2) busiest in the White House. There, skilled writers and editors help the President respond to those who (3) him by carefully bringing together his policies and initiatives in the letters that will (4) signature. They also help the President prepare his official proclamations, which recognize observances (5) "National Children's Day", "Mother's Day", "National Day of Concern about Young People and Gun Violence", and "National Adoption Month". And they help him stay in touch with groups across our country (6) preparing some 6,000 messages that he sends each year for events he is unable to attend.

Ever wonder who helps the President type all those thousands of letters, messages, proclamations, and other official documents? One of the best-kept secrets in the White House is the (7) speed at which the staff of the Office of Presidential Support can type and print a document for the President's signature. (8) that the fastest typist can type more than 100 words per minute! (9) the computer age has taken over the days of the typewriter, Presidential Support has (10): manual typewriters, electric typewriters, rotype machines that used paper tape, magnetic tape typewriters, plus numerous other pieces of

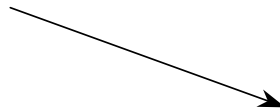
automated word processing equipment designed to increase speed, volume, and accuracy.



Presidential Support Staff proofread a document before sending it to the President for his signature.

- 0 A claimed B proposed C launched D declared
- 1 A over B all C just D nearly
- 2 A are the B are one of the C is a D is one of the
- 3 A wrote for B have written to C were writing to D should write for
- 4 A hold the B make his C bear his D keep the
- 5 A such as B such like C for example D likewise
- 6 A by B for C so D among
- 7 A lightsome B lightness C twilight D lightning
- 8 A Rumors B Rumor has it C Rumored D Having rumors
- 9 A During B Nowadays C As D For
- 10 A seen it all B made a lot C started a lot D had many

Write your answers here:



0	1	2	3	4	5	6	7	8	9	10
<i>C</i>										

Score: 10 points

Task 78

You are going to read a text taken from a magazine for youngsters. Some words are missing from it. Choose the most appropriate answer (A, B, C or D) for each gap (1-8) in the text. Write your answer in the boxes after the text. There is an example at the beginning (0).

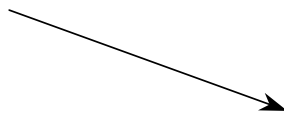
Hot-air ballooning

Over 150 balloons will be floating over Bristol in August – it's sure to be a breathtaking sight. The International Balloon Fiesta at Bristol is a unique (0) and becoming more popular every year. Balloonists from all around the world will be (1) here for three days. They'll be (2) two spectacular takeoffs at 6am and 6pm on (3) day of the Fiesta. Some balloons take only a single pilot while others can carry up (4) eight passengers. You can also see an original, old-fashioned balloon being (5) and raised by gas – a process which costs £4,000. Also on site will be clowns and stalls, as well as a funfair and helicopter rides. A preview is being (6) at Durham Downs, Bristol, on July 28, when the balloons are laid out for inspection. At (7) they will take off together with the flames from the burners lighting up the balloons and (8) them glow in the night as they rise into the air.

The Bristol International Balloon Fiesta, at Ashton Court Estate, Ashton Road, Bristol (0272-223856). August 9 – 11 with takeoffs at 6am and 6pm. Admission is free.

- 0** **A** occasion **B** event **C** celebration **D** eventual
- 1** **A** collecting **B** grouping **C** gathering **D** organising
- 2** **A** staging **B** producing **C** preparing **D** supplying
- 3** **A** the **B** each **C** first **D** all
- 4** **A** over **B** along **C** from **D** to
- 5** **A** illuminated **B** inflated **C** infected **D** installed
- 6** **A** seen **B** taken **C** held **D** advised
- 7** **A** dusk **B** noon **C** once **D** last
- 8** **A** causing **B** trying **C** expecting **D** making

Write your answers here:



0	1	2	3	4	5	6	7	8
<i>B</i>								

Score: 8 points

Chapter 11

Spot the error

This testing technique is known as error identification or “spot the error”, and, in many ways, it resembles what writers have to do when checking what they have written. They have to pay attention to meaning and syntax in order to identify words they may have put into the text by mistake.

In tests of this type, you will be asked to read a text which contains some errors, and

your task is to identify (or, in other words, “spot”) those errors in the text. The text is presented with its title, and is arranged on the page with its lines numbered. There may be one or two sentences after and, in some cases, before the numbered lines. In most numbered lines, there is one unnecessary, grammatically incorrect, word.

When selecting the extra words for these items, that is, the words to be inserted in the text, examiners will commonly consider grammatical areas in which students typically make mistakes. Therefore, when you are doing such tests, you should be prepared to identify in the text wrong or unnecessary words that result from the incorrect use of, for example, comparatives (“*the most highest peak*”), prepositions (“*at currently*”, “*go to home*”), articles (“move from the village to village”), quantifiers (“*every children*”), auxiliary verbs (“*she was being found*”).

Note that while in most lines of the text there is a wrong word that you have to identify, some lines are correct, and you should indicate these lines with a tick. Note also that there are two example lines at the beginning of the text, which are, similarly to examples given in other tests, marked with (0), and may help you see where and how exactly to indicate your answers.

It is important to read the instructions to this sort of task, because several things are involved. First you have to read each line, and decide whether it is correct or not. If it is correct, which it may be, then you put a tick against the line. Then if it contains an error - an unnecessary word - you need to identify that word, and write it on the dotted lines provided. If you do not write the word, you will not get a point. It is a good idea to cross out the word that does not belong, and re-read the line, before writing the unnecessary word on the dotted line.

Examiners never add an unnecessary word at the beginning or end of a line, and so you should concentrate on all words except for the first and last in a

line. Typically the words that have been inserted might fit with the next or preceding word, but they will not fit in the wider context, so be sure to read the whole line before deciding which word is unnecessary.

Now you should practise this task type, doing first the Sample Task, "Family and climbers".

Sample Task

You are going to read the first part of a newspaper article. In most lines of the text there is one unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

Family and climbers condemn exploitation of the men who may have reached summit 75 years ago

High on the slopes of Mount Everest 75 years ago, a man lay in the snow and	<u>✓</u>	0
waited for its death. It had been an epic journey for adventurer George Mallory,	<u>its</u>	0
who had battled through the thin Himalayan air was wearing a tweed jacket and	_____	1
puttees to become the first westerner to conquer the world's most highest peak.	_____	2
But this weekend, on the slopes where Mallory came pass to rest - his leg and	_____	3
arm broken - a row has been broken out over attempts to capitalise on the	_____	4
discovery of the body. Close-up all pictures of the body of Mallory, dubbed	_____	5
the Galahad of Everest, are reported to have been sold to <i>Newsweek</i> magazine	_____	6
for more than \$40,000 by the expedition searching look for clues to prove	_____	7
whether or not Mallory had reached the summit, 29 years ago before Sir	_____	8
Edmund Hillary and Tenzing Norgay. Last night the picture agency Rex	_____	9
Features, which nearly controls the copyright to the photographs in Britain,	_____	10
circulated warnings to national newspapers that they would be face legal action	_____	11
if they published the photographs. Today, in return for about an undisclosed	_____	12
sum, when the <i>Mail</i> has published pictures of Mallory's body. The skin is intact	_____	13
due to the fact freezing conditions and bleached, resembling alabaster. Mallory	_____	14
and Andrew 'Sandy' Irvine are hold a unique position in the history of British	_____	15
exploration, and the mystery lost surrounding their deaths has been a potent	_____	16
myth to each generations of climbers. Family members and leading	_____	17
mountaineers have condemned the sale of the photographs and accuse the		
American climbers who found Mallory of exploitation.		

Score: 17 points

Answer Key: Page 252

Answer Key to Sample Task: *Family and climbers*

- 1 was
- 2 most
- 3 pass
- 4 been
- 5 all
- 6 ✓
- 7 look
- 8 ago
- 9 ✓
- 10 nearly
- 11 be
- 12 about
- 13 when
- 14 fact
- 15 are
- 16 lost
- 17 each

Item 1: “*was*” fits with “*wearing*”, but it does not have a subject, and, in fact, what is required is a post-modifying phrase.

Item 2: “*most highest*” is an incorrect superlative, and so “*most*” should be deleted.

Item 3: There are two verbs together (“*came pass*”), and one must be removed. “*came to rest*” is a phrase meaning “*stopped*”, but “*pass to rest*” does not exist as a phrase. This means that “*pass*” is unnecessary.

Item 4: “*been*” in “*a row has been broken out*” indicates a passive clause, which is inappropriate here, and so “*been*” must be deleted.

Item 5: “*all*” does not fit in the phrase “*close-up pictures*”.

Item 6: The line is perfectly correct.

Item 7: “*look*” is close to “*search*” in meaning, but it does not fit grammatically (an -ing form is needed here).

Item 8: The word “*ago*” does not belong in this time phrase, which is qualified by “*before*”.

Item 9: This line is correct.

Item 10: Either the agency controls or does not control the copyright: “*nearly*” does not make sense.

Item 11: “*be*” fits with the previous word “*would*”, but not with the words that follow. “*face legal action*” is a common collocation.

Item 12: “*about*” is an unnecessary qualifier before a word like “*undisclosed*”.

Item 13: What is needed here is a main clause, and so “*when*”, which introduces a subordinate clause, is not needed.

Item 14: “*fact*” does not fit in with the following two words.

Item 15: “*are*” does not fit in with “*hold*” and the phrase “*hold a position*” is a common collocation.

Item 16: “*lost*” does not fit in with the following words, and so should be deleted.

Item 17: “*each*” requires a singular noun, but the word “*generations*” is plural. “*each*” is, therefore, the extra word.

Now go on and do the practice tests in the rest of this chapter.

Task 79

You are going to read a text on the internet. In most lines of the text, there is one unnecessary word. Write the unnecessary word in the space provided after each numbered line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

Internet access grows beyond 104 million American adults

According to the Pew Internet and American Life Project, the number	✓	0
of American adults who have as access to the Internet grew by 16	as	0
million in the second half of before 2000, as women, minorities and		1
families with so modest incomes continue to join the online population.		2
Altogether, for more than 104 million adults had access to the		3
Internet at the end of last year. The project also has made by an		4
initial calculation of the number of American children who have		5
online to access. Approximately 30 million children – 45% of people		6
younger than 18 years of age – are in connected to the Internet.		7
Almost than three-quarters of middle school and high school students		8
ages 12-17 have Internet access and a 29% of children younger than		9
12 are able to be connect to the Internet. Lee Rainie, director of the		10
Pew Internet Project, she noted, “So much attention has been focused		11
on the Woes of dot-com firms in all recent months that many persons		12
have full lost sight of the fact that the appeal of getting access to the		13
Internet is still very strong. We see to substantial increases in Internet		14
penetration across the board, and that is changing the character of		15
the Internet population, which looks at more and more like the rest of		16
America.”		

Answer Key: Page 292

Score: 16 points

Task 80

You are going to read a text on the internet. In most lines of the text, there is one unnecessary word. Write the unnecessary word in the space provided after each numbered line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

Internet access grows beyond 104 million American adults

According to the Pew Internet and American Life Project, the number	✓	0
of American adults who have as access to the Internet grew by 16	as	0
million in the second half of before 2000, as women, minorities and		1
families with so modest incomes continue to join the online population.		2
Altogether, for more than 104 million adults had access to the		3
Internet at the end of last year. The project also has made by an		4
initial calculation of the number of American children who have		5
online to access. Approximately 30 million children – 45% of people		6
younger than 18 years of age – are in connected to the Internet.		7
Almost than three-quarters of middle school and high school students		8
ages 12-17 have Internet access and a 29% of children younger than		9
12 are able to be connect to the Internet. Lee Rainie, director of the		10
Pew Internet Project, she noted, “So much attention has been focused		11
on the Woes of dot-com firms in all recent months that many persons		12
have full lost sight of the fact that the appeal of getting access to the		13
Internet is still very strong. We see to substantial increases in Internet		14
penetration across the board, and that is changing the character of		15
the Internet population, which looks at more and more like the rest of		16
America.”		

Answer Key: Page 293

Score: 16 points

Task 81

You are going to read a text about the Loch Ness monster. In most lines of the text there is one unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

The Search for Nessie

The clock in the 200-year-old church tower near Foyers, Scotland, had	✓	0
just struck me nine on the morning of April 23, 1960. For Tim Dinsdale,	<i>me</i>	0
standing start with his movie camera on the shore of Loch Ness, it was the	_____	1
most exciting hour of the most important day in his all life. Only a few seconds	_____	2
before, Dinsdale had been sighted the legendary Loch Ness monster. Now	_____	3
he was filming it in the water. Suddenly, the monster sank beneath the	_____	4
water. Dinsdale waited a few moments to be seemingly sure the creature	_____	5
would not surface again. Then he had jumped into his car and drove off	_____	6
to have got the film processed. Those few moments of film changed	_____	7
Dinsdale's way of his life. It also started the hunt for the creature that has	_____	8
captured the imagination of the world. The film was always responsible for	_____	9
setting up the Loch Ness Phenomena Investigation Bureau even in 1961. The	_____	10
bureau acts as such a conductor for all searches and keeps track of a growing	_____	11
list of sightings. The Loch Ness monster is said to have been first sighted in	_____	12
the sixth century. Since then there have been more than over 3,000 reported	_____	13
sightings of "Nessie," as the monster is called. People who would have seen	_____	14
it describe it as an ugly, shy, greenish-blackish creature, although from five	_____	15
to sixteen feet long and from one to five feet wide. It is said to have a	_____	16
snakelike head and a long neck tie sticking out from a wide, flat body. The	_____	17
body, itself, is reported to have from one to seven camel-like humps.		

Score: 17 points

Answer Key: Page 293

Task 82

You are going to read a newspaper article about a young boy's disappearance. In most lines of the text there is one unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning (0).

Boy found 'dinosaur-hunting'

A three-year-old boy who went missing at a remote beauty spot	✓	0
had spent the night was huddled under a bush, his rescuers said	<u>was</u>	0
last weekend. Cameron Munro was found as safe and well by a	_____	1
rescue dog and his handler after about going missing for more than	_____	2
16 hours. He had disappeared at the Highland or beauty spot, the	_____	3
Falls of Shin, near by Dornoch, Sutherland, at around 4.30pm last	_____	4
Saturday, and was found the next few day about half a mile away.	_____	5
Flight Sergeant Al Sylvester, from among RAF Kinloss, one of 34	_____	6
RAF rescuers who had spent the night searching for the boy, said:	_____	7
“He was perfectly fine. He wasn't hurt or upset not at all. He was	_____	8
talking to himself about whole dinosaurs, and he had been looking	_____	9
for dinosaurs in the woods when he did went missing. He had only	_____	10
been out of his mother's sight for the seconds.” Mr Sylvester added:	_____	11
“When he was found he was a little cold. He must have slept through	_____	12
the night. He was quite sheltered, but it is still his incredible he	_____	13
survived. He lives in a farm area and all must be a hardened wee	_____	14
boy with a real will where to live.” Cameron, from Ardgay, was	_____	15
reported missing from a play area at the Falls of Shin visitor centre		
by his mother.		

Score: 15 points

Answer Key: Page 293

Task 83

In most lines of the following text there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

LANGUAGE

Move Over, Webster

Who's that actsy farang in the tuk-tuk?

Noah Webster never heard of such words too when he was compiling his	<u>too</u>	0
famous dictionary, but maybe he'd never traveled in Southeast Asia. Think what he	<u>✓</u>	0
could add to his vocabulary if he were around it now. In Thailand, he'd learn that 'farang'	<u> </u>	1
is the accepted word for foreigner, even in polite English conversation. In much of Asia,	<u> </u>	2
English is no longer a colonial import. Some 350 million Asians at currently speak	<u> </u>	3
English, more than the populations of Britain and the United States have combined.	<u> </u>	4
In some countries, Singapore for example, English is often becoming the primary	<u> </u>	5
language. Filipinos have spoken English ever since America has colonized their	<u> </u>	6
country in the 1890s. Newspapers in the Philippines are published in English, most	<u> </u>	7
FM radio stations where broadcast in English and many college courses are	<u> </u>	8
routinely conducted in English. For years, even after the end of colonialism, English	<u> </u>	9
as spoken in Britain or America was considered a 'proper'. But English-speaking	<u> </u>	10
Asians argue for that the time has come to claim English as their own. 'The	<u> </u>	11
English language is now ours,' says Filipino the poet Gemino Abad.	<u> </u>	12
'We have colonized it, too.' If either proof is needed that the former colonies	<u> </u>	13
have been 'conquered' the colonizers' language, it is the compilation, now	<u> </u>	14
underway in Australia, of the first-ever dictionary of Asian English.		

Answer Key: Page 294

Score: 14 points

Task 84

You are going to read part of a magazine article about a rubber duck. In most lines of the text there is one unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples (0) at the beginning.

THIS RUBBER DUCK'S WORTH \$50,000,000!

A rubber duck with a fortune in diamonds stuffed inside of its body	<u>of</u>	0
could be resting on a shelf in an American toy store. That's what	_____	0
detectives are saying in Hong Kong, after that the diamonds, worth	_____	1
an estimated to \$50 million, were placed inside the duck at a toy	_____	2
factory. "The gems were stolen in last June 3 rd from a wealthy	_____	3
importer who was planned to have them set in a gold necklace as a	_____	4
gift to his mistress," says a Chinese police spokesman. "The cut and	_____	5
polished diamonds, including in a rare pink specimen worth \$20	_____	6
million, were given to a factory worker by the thieves hard to place	_____	7
in a rubber duck, one of millions which coming off the assembly line.	_____	8
"Their plan was to keep track of the duck and place it in a shipment	_____	9
bound for Taiwan. But because of the vast great numbers of ducks,	_____	10
the thieves' accomplice is lost track of the diamond carrier in the	_____	11
packing department, and it was shipped to an unknown destination.	_____	12
We now believe so that destination was the United States."	_____	13
According to cops, the duck is yellow with a blue beak, has about	_____	14
five inches long and four inches high. It has a few squeaker that	_____	15
probably doesn't work because of the diamonds are wrapped in	_____	16
newspaper inside. "We are hoping that the honest American who	_____	17
finds out this duck will turn the diamonds over to the police," a	_____	18
detective says. "As yet, there is no reward having offered for their	_____	19
return, but we will replace the duck."		

Score: 19 points

Answer Key: Page 294

Task 85

You are going to read a newspaper article about childrens' books. In most lines of the text, there is one unnecessary word. Write the unnecessary word in the space provided after each numbered line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

The word made fresh

*The screen has dominated kids' culture.
Now it has to contend with the return of the book.*

WHEN children read the fiction, they sink into an imagined world, immerse	<u>the</u>	0
themselves in it entirely, so the real world is forgotten. Writing in <i>The Uses</i>	<u>✓</u>	0
of <i>Enchantment</i> , Bruno Bettelheim said young readers enter to a magic realm	_____	1
in which they can lose their selves and daily worlds, like allowing themselves	_____	2
to be familiar bewitched. It is a crucial part of childhood – this great escape	_____	3
to a dreamy, private interior space where we can build up a reservoir of	_____	4
memories that didn't happen, and explore both worlds not our own. It is	_____	5
part of the terrible loss of against childhood that books are often pushed	_____	6
aside by the noisier and toward more passive world of computer-games,	_____	7
TV programmes, mass-marketed for entertainment catering to short-attention	_____	8
spans and few manufactured trends. Reading has often not been cool among	_____	9
contemporary kids, too in their loud, quick, zappy, colourful, brutally image-	_____	10
conscious worlds. Yet something is happening, a quiet revolution. In the	_____	11
playground, every children are swapping books as well as electronic games.	_____	12
They are talking about why Harry Potter and Professor Dumbledore, or	_____	13
Lyra in <i>Northern Lights</i> , as well as are doing stunts with their yo-yos.	_____	14
This month, a Children's Laureate will be get announced. The laureateship,	_____	15
to encourage the culture of its reading, may be riding a wave, not creating it,	_____	16
for children's books are selling more than ever.		

Score: 16 points

Answer Key: Page 294

Task 86

You are going to read a magazine article about reincarnation. In most lines of the text there is one unnecessary word. Write the unnecessary word in the space provided after each numbered line. Some lines are correct. Indicate these lines with a tick (✓). The task begins with two examples (0).

You only live once ... or do you?

For centuries, the religions of the East have taught the concept of	0 ✓
reincarnation – the idea of that, following death, the soul is reborn again.	0 <i>of</i>
Hindus and Buddhists even believe that evil deeds cause to rebirth as a lower	1 _____
form of life. Lie, steal, or take a life and you risk returning as a ghost, a creepy	2 _____
crawly ... or worse. Bunkum? Maybe, but even though sceptical Westerners	3 _____
are beginning to take note. The first once case came in 1952, when Virginia	4 _____
Tighe, a Colorado housewife, recalled after under hypnosis an earlier life as	5 _____
Bridey Murphy, a girl living in Ireland, while in the early 1800s. The accuracy	6 _____
of the details astonished experts - until a newspaper stand discovered that	7 _____
Virginia had grown high up with an Irish neighbour- one Mrs Anthony	8 _____
Corkell, née Bridey Murphy! However, the explanation of the Bridey Murphy	9 _____
case has done little to discourage reincarnation of believers and, since 1952,	10 _____
many have joined their ranks. In her near previous lives, the actress Shirley	11 _____
Maclaine has been a model for French artist Toulouse Lautrec, a Roman	12 _____
soldier and so the madam of a brothel. Former TV sports presenter David Icke	13 _____
claims to have been during an American Indian chief - as well as Socrates. A	14 _____
recent newspaper poll reported that at around 28 per cent of British adults	15 _____
believe in reincarnation.	

Score: 15 points

Chapter 12

Word formation

As is clear from its name, this test method focuses on your ability to form different types of English words (verbs, nouns, adjectives, adverbs) and your awareness of how one type of word can be changed into another type to form a new word with a new meaning.

In word-formation tests, you are given a text which contains usually about 10-12 numbered gaps. After each gap, there is a word in brackets, printed in bold, and your task is to change this word into another, related one so that the new word you have formed fits the gap, completing the meaning of the sentence you are considering, and fitting in with the syntax of the sentence.

The items in any word-formation task may require different types of changes in the words provided. Depending on what type of word is given, and what type of word is required in the gap, you may need to change, for example, a verb into a noun (“*collect*” – “*collection*”, “*differ*” – “*difference*”), a verb into an adjective (“*differ*” – “*different*”), or a noun into an adjective (“*adventure*” – “*adventurous*”), an adjective into an adverb (“*regular*” – “*regularly*”), and so on.

Note that when forming a new word, sometimes you may need to add a word not only at **the end** of, but also at **the front** of, the word that you need to change. For example, if in the brackets after the gap the adjective “*possible*” is given, the syntax of the sentence in which the gap is located may require either a noun, in which case you need to add what is called a ‘suffix’ at the end of the word “*possible*” in order to form the required noun “*possibility*”, or the gap may require another, specifically negative, adjective, in which case you need to add a word, called a ‘prefix’, at the front of the word “*possible*” in order to arrive at the required word “*impossible*”.

When doing such tasks, you should always start with reading through the text carefully. Then you need to decide what type of word – what part of speech – is required in the gap, and only then attempt to turn the given word – which is often a verb – into the correct part of speech. Remember to reread the text surrounding the gap, to check whether it makes sense with the word you have inserted. Note also that the word you have formed is only accepted as a correct answer, if it is correct not only in terms of meaning, but also in terms of spelling.

Now you should start practising this task type, doing first the Sample Task “Things to do and see in London”.

Sample Task

You are going to read a text about London. Some words are missing from the text. Use the words in brackets to fill each gap (1-9) in the text. Write your answers on the lines after the text. Write only one word on each line. There is an example at the beginning (0).

Things to do and see in London

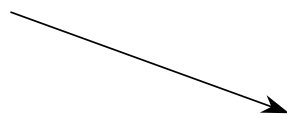
There is so much to see and do in London that visitors can expect to cover only the most outstanding sights. First of all, they should obtain a map of London and a plan of the underground railway system, in order to gain some idea of the (0) (**locate**) of the main districts of London.

Probably the best-known (1) (**build**) in London is the Tower of London, which stands by Tower Bridge in the East End. This (2) (**impress**) fortress dates from the 1000's and is a treasure-house of history. The Crown Jewels are exhibited in the Wakefield Tower, and a magnificent (3) (**collect**) of armour in the White Tower. The Ceremony of the Keys, held each night after sunset, is a (4) (**excite**) ritual.

The City of London is the (5) (**finance**) centre of Britain. Many of the solid houses that crowd its narrow streets belong to banks and (6) (**insure**) companies. The world's shipping merchants also have offices in the City. At Lloyd's, visitors can see and may hear the Lutine Bell, which is struck before the (7) (**announce**) of important information. Guildhall is the (8) (**administer**) headquarters of the City. The massive Bank of England stands in Threadneedle Street, not far from the Mansion House, the (9) (**office**) residence of the Lord Mayor of London.

In Throgmorton Street, near the Royal Exchange, stands the Stock Exchange, where one may watch the busy scene from a public gallery.

Write your answers here:



0	<i>location</i>	_____
1		_____
2		_____
3		_____
4		_____
5		_____
6		_____
7		_____
8		_____
9		_____

Score: 9 points

Answer Key to Sample Task: *Family and climbers*

- 0 location
- 1 building
- 2 impressive
- 3 collection
- 4 exciting
- 5 financial
- 6 insurance
- 7 announcement
- 8 administrative
- 9 official

Item 1: A noun is required in the gap, as the two previous words are a definite article and an adjective, and the word following is a preposition. There are two nouns from “*build*”: “*building*” and “*builder*”, but the context here requires the first noun.

Item 2: An adjective is required in the gap, between a determiner and a noun. A suitable adjective from “*impress*” is “*impressive*” (**NOT** “*impressing*”).

Item 3: Again, like item 1, a noun is required in this gap, because the two words before the gap are an article and an adjective and the word following is a preposition. Both “*collection*” and “*collector*” are nouns from “*collect*”, but the context here requires the first one.

Item 4: An adjective is required here, since we have an article before the gap, and the last word in the passage follows the gap, so the last word must be a noun. A suitable adjective from “*excite*” is “*exciting*” (**NOT**, because of the meaning of this context, “*excited*”).

Item 5: Yet again, the gap requires an adjective because, like item 2, an article comes before the gap and a noun afterwards. The adjective from “*finance*” is “*financial*”.

Item 6: The part of speech required here is some form of modifier – either a noun modifier, or an adjective, since the next word is a noun. There is no adjective from “*insure*” that makes sense here (“*insurable*” is conceivable but makes little sense), and so the best word is the noun “*insurance*”.

Item 7: A noun is required here, since the word before the gap is an article and the gap is followed by a preposition. There are two nouns from the verb “*announce*”: “*announcement*” and “*announcer*”, but the meaning of the sentence here requires “*announcement*”.

Item 8: Like items 2 and 5, an adjective is required here because the word before the gap is an article, and the word following the gap is a noun. A suitable adjective from “*administer*” is “*administrative*”.

Item 9: Like Item 8, an adjective is required in the gap, and a suitable adjective from “*office*” – which this time is not a verb! – is “*official*”.

Now go on and do the practice tests in the rest of this chapter.

Task 87

You are going to read some advice on health taken from a magazine. Some words are missing from the text. Use the words in brackets to fill each gap (1-12) in the text. Write your answers on the lines after the text. There is an example at the beginning (0).

HAPPY-MAKING HEALTH-BOOSTS

TIME YOUR VITAMINS. Vitamins are best absorbed with a main meal (or a sandwich, at least) as a full-strength multi-vitamin can cause nausea. Take calcium and iron at different times for optimum (0) (**absorb**) .

DRY OUT. Change into dry clothes after swimming – hanging around in a damp swimsuit encourages yeast (1) (**infect**) .

READ COSMOPOLITAN! Not just for the health advice, either. A long-term Swedish study of over 1200 people found that those who (2) (**regular**) attended the theatre, movies and art exhibition and read books and magazines were one and a half times less (3) (**like**) to die during the study.

EAT SOMETHING NEW EVERY DAY. “The important thing is to enjoy your food and be (4) (**adventure**),” says Amanda Wynne, Nutrition Scientist at the British Nutrition Foundation. “You need more than forty (5) (**differ**) nutrients for good health and no single food can supply them all.”

SAY NO TO DIET PILLS. Don’t be seduced by slimming pills - herbal or otherwise. “Many of them work on the central (6) (**nerve**) system and can have potential (7) (**harm**) side-effects,” warns nutritionist Janet Thomson.

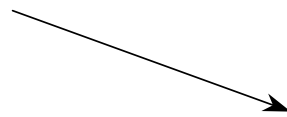
NOW WASH YOUR HANDS. Do it often and for at least 15 seconds. It’s the most (8) (**effect**) way to halt the spread of germs, according to the Centre for Disease Control and (9) (**prevent**).

BEFRIEND A KIWI. One kiwi fruit delivers almost all your recommended daily (10) (**ALLOW**) of vitamin C, has as much fibre as a banana (with half the calories) and contains vitamin E, magnesium and potassium.

ADJUST YOUR CAR’S HEADREST. The best way to prevent neck (11) (**injure**) is to line up the top so that it’s no more than three-and-a-half inches below the top of your head.

EAT CHOCOLATE – GUILT-FREE. Chocolate contains copper, which is necessary for the blood to carry oxygen round the body. Tests at the University of Nebraska show the average woman needs 2-3 mg each day, but their usual (12) (**consume**) is only 1 mg.

Write your answers here:



- 0** _____ *absorption* _____
- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____
- 11** _____
- 12** _____

Score: 12 points

Task 88

You are going to read a newspaper article about African birds. Some words are missing from the text. Use the words in brackets to form the words that fit in the gaps (1-10) in the text. Write your answers on the lines on the opposite page. There is an example at the beginning (0).

Flying to the rescue of the forest

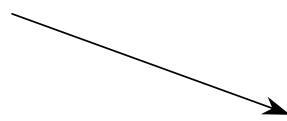
In the open-air markets of West Africa it is usual to find among the lines of brilliantly coloured fruit and vegetable stands a number of vendors surrounded by exotic bundles of leaves or dried herbs, heaps of roots, peeled bark, lumps of stone and mineral fragments. These are all key elements in the continent's ancient and traditional (0) _____ (**collect**) of drugs.

But other routine ingredients on the African medicine stall are bird feathers. Two types are (1) _____ (**wide**) found: a short pale pink feather and a long quill irregularly patterned with dark crimson. The first comes from the tail of the grey parrot, the second from an African forest bird called a turaco. Both are cherished as (2) _____ (**power**) remedies, and in some regions of Nigeria whole villages are consumed by disputes between those wanting to catch grey parrots for the lucrative pet-bird trade, and those who prize and sustainably harvest the wild birds' tail feathers for medicine.

Just across the border, in Cameron's (3) _____ (**mountain**) north-western region, a species of turaco has become an even greater *cause célèbre*. The bird in question is called Bannerman's turaco after the Scottish (4) _____ (**ornithology**) who first described it earlier this century. But to the local Oku people it is known more simply as "fen", and seeing the (5) _____ (**create**), finding its nest, or even just hearing its hoarse whooping call are all a source of good luck and (6) _____ (**heal**). Its flight feathers are treasured as a potent medicinal ingredient by traditional doctors and also play a key role in Oku society, with only the most (7) _____ (**esteem**) members of the community being allowed to wear them.

It is deeply fitting that this totem bird is as physically beautiful as it is culturally important. Pigeon-sized, it has a bright olive body that (8) _____ (**dark**) on the tail to a deep royal blue. The top of the head sports a (9) _____ (**drama**) scarlet crest. But it is when the bird flies that it looks most (10) _____ (**impress**): the wing feathers are deep crimson, and during the short time that it takes to the air it sets the forest canopy momentarily ablaze.

Write your answers here:



- 0** _____ *collection* _____
- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____

Score: 10 points

Task 89

You are going to read part of a magazine article on animal thinking. Some words are missing from the text. Use a modified form of the words in brackets to fill each gap (1-10) in the text. Write your answers on the lines provided after the text. Write only one word on each line. There is an example at the beginning (0).

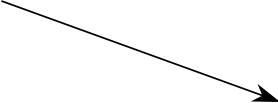
Reasoning in animals

The ability to think and plan is taken by many of us to be the hallmark of the human mind. Reason, which makes (0) (**think**) possible, is often said to be uniquely human and thus sets us apart from the beasts. In the past two decades, however, this (1) (**comfort**) assumption of intellectual superiority has come under (2) (**increase**) skeptical scrutiny. Most researchers now at least entertain the once heretical (3) (**possible**) that some animals can indeed think. At the same time, several of the apparent mental triumphs of our species – language, for instance – have turned out to owe as much to innate (4) (**programme**) as to raw cognitive power.

This reversal of fortune for the status of human intellectual (5) (**unique**) follows nearly a century of academic neglect. The most devastating and long-lasting blow to the idea of animal (6) (**intelligent**) stemmed from the 1904 incident of Clever Hans the horse. Oskar Pfungst, the (7) (**research**) who unraveled the mystery of an animal that seemed as intelligent as many humans, described the situation (8) (**vivid**): “At last the thing so long sought for was apparently found: a horse that could solve arithmetical problems-an animal, which thanks to long training, mastered not merely rudiments, but seemingly arrived at a power of abstract thought which surpassed, by far, the highest (9) (**expect**) of the greatest enthusiast.” Highness could also read and understand spoken German.

After expert groups had tested the horse (often in the (10) (**absent**) of his owner, Mr. von Osten) and agreed that no trickery could be involved, Pfungst undertook to study the animal in detail.

Write your answers here:



0	<i>thinking</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Score: 10 points

Task 90

You are going to read a text about conflicts between parents and children. Some words are missing from the text. Use the words in brackets to fill each gap (1-10) in the text. Write your answers on the lines after the text. There is an example at the beginning (0).

Old-fashioned

Most young people accuse their parents of being old-fashioned when they come into conflict with them. That in itself is significant since the (0) (**intend**) is to use it as a weapon when it will hurt most. Very rarely, for instance, do teenagers bother calling their grandparents old-fashioned. They know they are. So this is an (1) (**accuse**) made to solicit favour for some (2) (**permit**) or possession that they wish to acquire. It is highly manipulative because you wish to refute the (3) (**imply**) without losing your sense of values.

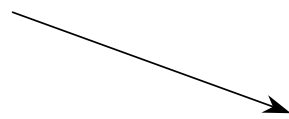
If it was just to do with clothing, it would be a simple issue. It is quite true that you don't always like their (4) (**choose**) of clothes, or their music. There is something to be said for their (5) (**argue**) that they don't want you to like it; they just want you to accept their liking. All too often, parents criticise the young person and it is this which makes for the hurt and (6) (**angry**) and retaliation of insults.

There has to be a (7) (**differ**) between values and standards and fashions and tastes. If big issues are made about everything, it is very (8) (**likely**) that the young person will listen to his or her parents on the (9) (**real**) important matters that you are most concerned with.

Too much talking just invites young people to cut off and ignore you. If you then goad them into replying, they will be rude and angry.

It is a time at which the adolescent has (10) (**difficult**) in moderating the voice and controlling the amount of feeling. If he/she chooses to do this by silence, it is unfair to force him/her into disagreement.

Write your answers here:



- 0 *intention* _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Score: 10 points

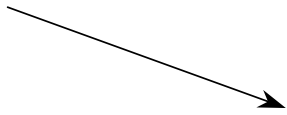
Task 91

You are going to read a text about London's history. Some words are missing from it. Use a modified form of the words in brackets to fill each gap (1-12) in the text. Write your answers on the lines provided after the text. Write only one word on each line. There is an example at the beginning (0).

The city's history

The Tower, fortunately, was saved, but the price paid to save it was high, since the houses in Tower Street and next to the Tower all had to be destroyed. Demolition of the houses and a sudden drop in the wind saved the rest of London from certain (0) (**destroy**). It was now a question of rebuilding the city, and London was (1) (**fortune**) in having the man for the task, the architect Christopher Wren, the man who was to give London its (2) (**monument**), grandiose, Baroque aspect. London's population returned to its earlier levels all too soon and the problem of overcrowding in the city emerged; within the old walls there had been 140,000 (3) (**inhabit**), but now, including the suburbs, a total of 670,000 was reached. This (4) (**consider**) figure increased even more in the years after 1750 with the great expansion in industry and commerce. Expansion also led to the (5) (**create**) of new residential areas, such as Chelsea, Kingston and Lambeth, where the bankers and merchants, with their new-found riches, built their luxurious (6) (**dwell**), large, well-lit mansions situated in splendid parks or on top of pleasant hills. The 19th century was the Victorian century, and for most of it Queen Victoria reigned. Britain withdrew from involvement in (7) (**Europe**) questions, seeking splendid isolation and dedicating its energies to the (8) (**enlarge**) of its Empire and its economic might. On the (9) (**die**) of Queen Victoria, in 1901, London had reached a population of three million. The spectre of German imperialism drew England into the first world war in 1914, a war from which Britain emerged (10) (**victory**), so that its Empire was extended even further. Then came the second world war, in which London suffered great damage: the City was almost completely destroyed, with the (11) (**except**) of the Cathedral of St Paul, which became a symbol of the courage and tenacity with which the country for two years faced alone the threat of (12) (**invade**). London today is a city which is continually changing but which remains faithful to its past.

Write your answers here:



- 0 _____ *destruction* _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

Score: 12 points

PART FOUR

Answer Keys – Reading

Task 1 Paris in spring

- 0 *three hours*
- 1 four and a half (hours)
- 2 Waterloo station / Eurostar terminal
- 3 20 (minutes)
- 4 75 (minutes)
- 5 300 (kilometres) (an hour) / 186 (miles an hour)
- 6 trolley service (for refreshments)
- 7 (2) buffet cars
- 8 (on the) train

Task 2 Traveller's truths

- 0 53
- 1 Mama Tina
- 2 Ireland
- 3 (in) England
- 4 a far-off island / an island / (the) Seychelles
- 5 (Genghis-style) coat
- 6 writing (dreams) and reading (poetry)

Task 3 The Oxford Story Exhibition

- 0 *in the centre*
- 1 signposts / call in advance
- 2 a souvenir guide / (admission to) The Oxford Story
- 3 four (two adults + two children)
- 4 (every) 20 minutes
- 5 Christmas Day
- 6 (about/at least/approximately) 1 hour

Task 4 Bon Jovi

- 0** none
1 (a) construction worker
2 (on) Monday night(s)
3 (for) (nearly) 20 years
4 'Moonlight and Valentino'
5 10 / ten (films)
6 its creator / David E. Kelley
7 (skintight) leather pants / leather trousers
8 (he watched) none / zero / 0 / no episodes / not any / didn't watch any

Task 5 Advertisements – Au Pair Bureau

0	1	2	3	4	5	6	7
G	F	I	A	E	C	B	H

Task 6 Advertisements-Julie wants to publish ...

0	1	2	3	4	5	6	7	8	9	10
H	E	F	D	A	G	B	K	N	O	M

Task 7 Sandwich maker

0	1	2	3	4	5	6
G	C	H	A	B	D	E

Task 8 Gorillas in Uganda's mist

0	1	2	3	4	5	6
B	D	A	C	H	E	G

Task 9 Jeremy Northam

0	1	2	3	4	5	6
D	C	F	H	A	B	G

Task 10 Swimming with sharks

0	1	2	3	4	5	6
G	C	H	A	D	B	E

Task 11 Talking Heads

0	1	2	3	4	5	6	7	8	9
E	K	F	H	B	I	J	G	C	A

Task 12 8 ways to keep kitty content

0	1	2	3	4	5	6	7
E	B	G	J	A	C	D	H

Task 13 Film and theatre

0	1	2	3	4	5	6	7
C	I	F	E	A	D	B	H

Task 14 110,000 km open road ahead

0	1	2	3	4	5	6	7
C	I	B	J	E	G	F	H

Task 15 The way they wed

0	1	2	3	4	5	6	7	8	9
D	J	A	H	L	B	I	E	C	G

Task 16 Caught out in the rain

0	1	2	3	4	5	6
H	G	F	A	B	C	E

Task 17 Giant Panda facts

0	1	2	3	4	5
F	B	A	G	D	E

Task 18 London on a roll

0	1	2	3	4	5	6	7
<i>H</i>	<i>C</i>	<i>B</i>	<i>G</i>	<i>A</i>	<i>I</i>	<i>F</i>	<i>D</i>

Task 19 Being wet got us a train ban

0	1	2	3	4	5	6	7
<i>I</i>	<i>F</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>H</i>	<i>B</i>	<i>E</i>

Task 20 Tips for a safe visit

0	1	2	3	4	5	6	7	8
<i>J</i>	<i>C</i>	<i>D</i>	<i>H</i>	<i>E</i>	<i>I</i>	<i>B</i>	<i>F</i>	<i>A</i>

Task 21 The naked and the red

0	1	2	3	4	5	6	7	8	9
<i>E</i>	<i>G</i>	<i>F</i>	<i>B</i>	<i>I</i>	<i>J</i>	<i>C</i>	<i>D</i>	<i>H</i>	<i>K</i>

Task 22 First lessons in verbal abuse

0	1	2	3	4	5	6	7	8
<i>F</i>	<i>J</i>	<i>B</i>	<i>I</i>	<i>E</i>	<i>C</i>	<i>G</i>	<i>A</i>	<i>D</i>

Task 23 The trader

0	1	2	3	4	5	6	7	8
<i>E</i>	<i>C</i>	<i>D</i>	<i>F</i>	<i>J</i>	<i>B</i>	<i>H</i>	<i>I</i>	<i>A</i>

Task 24 Life's rich tapestry

0	1	2	3	4	5	6
<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>H</i>	<i>E</i>

Task 25 Laurie Lee

0	1	2	3	4	5	6	7	8	9	10
<i>E</i>	<i>C</i>	<i>K</i>	<i>F</i>	<i>B</i>	<i>G</i>	<i>A</i>	<i>D</i>	<i>I</i>	<i>L</i>	<i>H</i>

Task 26 Up the Neva

0	1	2	3	4	5	6	7	8	9	10
E	C	K	F	B	G	A	D	I	L	H

Task 27 Second time around

0	1	2	3	4	5	6	7	8
J	B	G	F	I	E	A	C	D

Task 28 Barnstaple

0	1	2	3	4	5	6	7	8
C	A	J	F	G	E	K	H	D

Task 29 Flocking to the future

0	1	2	3	4	5	6	7	8
H	C	E	D	B	G	I	K	A

Task 30 Animals under threat

0	1	2	3	4	5	6	7	8
G	E	C	I	A	H	B	D	J

Task 31 Victor Borge

0	1	2	3	4	5	6	7	8
J	G	B	E	A	F	K	C	I

Task 32 Less calories + more exercise

0	1	2	3	4	5	6	7	8	9	10
I	C	E	A	L	B	K	D	G	H	F

Task 33 Siberia

0	1	2	3	4	5	6	7	8
B	A	E	D	C	H	G	I	K

Task 34 Explorers

0	1	2	3	4	5	6	7	8
D	J	F	B	H	I	C	E	A

Task 35 Class of 600

0	1	2	3	4	5	6
G	D	F	A	E	B	C

Task 36 Four London Zoo giraffes

0	1	2	3	4	5	6	7	8	9
K	I	E	B	G	C	H	A	D	J

Task 37 The man who made history

0	1	2	3	4	5	6	7	8
G	F	H	A	J	I	C	E	B

Task 38 Cruise control

0	1	2	3	4	5	6	7	8	9
D	G	F	H	A	I	L	C	J	B

Task 39 Queen meets gardener

0	1	2	3	4	5	6	7	8	9
J	D	C	I	F	E	A	H	B	G

Task 40 A smashing case

0	1	2	3	4	5	6
C	F	A	G	E	B	D

Task 41 Colonel John Hunt

0	1	2	3	4	5	6
G	C	F	D	A	E	B

Task 42 Celebrity homes-Jane Gurnett

0	1	2	3	4	5	6
C	F	A	E	B	G	D

Task 43 Arranged marriages

0	1	2	3	4	5	6	7	8
C	D	F	B	A	E	I	G	H

Answer Keys – Reading

Task 44 I enjoy helping people

- | | |
|-----------------------|-------------------------------------|
| 0 <i>in</i> | |
| 1 about / over | 7 them |
| 2 it | 8 mind |
| 3 a / the | 9 the |
| 4 others | 10 to |
| 5 her | 11 there |
| 6 help | 12 could / can / would / did |

Task 45 Shutting down your computer

- | | |
|------------------------------|------------------------|
| 0 <i>however</i> | 7 reason |
| 1 it | 8 if / when |
| 2 but / however / yet | 9 should / must |
| 3 of | 10 at |
| 4 is | 11 the |
| 5 are / get / become | 12 have |
| 6 which / this / that | 13 as |

Task 46 Koalas and kiwis

- | | |
|--------------------|------------------------|
| 0 <i>is</i> | 8 the |
| 1 by | 9 When / when |
| 2 language | 10 its |
| 3 between | 11 also |
| 4 are | 12 that / which |
| 5 else | 13 like |
| 6 is | 14 for |
| 7 do | |

Task 47 Protect yourself

- | | |
|------------------------|---------------------|
| 0 when | 6 even |
| 1 that / which | 7 or / under |
| 2 every / after | 8 of |
| 3 on / during | 9 out |
| 4 a | 10 with |
| 5 the / your | |

Task 48 RSPB Fact file

- | | |
|---------------|--------------------|
| 0 the | 7 from |
| 1 with | 8 for |
| 2 on | 9 to / with |
| 3 to | 10 where |
| 4 of | 11 example |
| 5 a | 12 one |
| 6 is | |

Task 49 I never forget a face

- | | |
|---|-------------------------------|
| 0 is | 8 well / much |
| 1 from | 9 which |
| 2 more | 10 course |
| 3 like / saying / suggesting / stating | 11 get |
| 4 him / them | 12 to |
| 5 spoken / talked | 13 whether / if / that |
| 6 be / become | 14 have / 've |
| 7 who / that | |

Task 50 Partners on patrol

- | | |
|--------------------------------|---------------------------------|
| 0 whose | 7 although / though |
| 1 a / per | 8 at |
| 2 had / started / begun | 9 as/ like |
| 3 same | 10 be |
| 4 spent | 11 for / almost / nearly |
| 5 took | 12 between |
| 6 ago | |

Task 51 Where do birds come from?

- | | |
|-----------------------|-----------------------------|
| 0 <i>there</i> | 8 from |
| 1 up | 9 on |
| 2 about | 10 whereas/while/but |
| 3 to | 11 which/that |
| 4 as | 12 such |
| 5 was / looked | 13 by |
| 6 a | 14 be |
| 7 of | |

Task 52 Uncommon Talents

- | | |
|----------------------|----------------|
| 0 <i>this</i> | 8 like |
| 1 on | 9 the |
| 2 out | 10 for |
| 3 at | 11 so |
| 4 his | 12 how |
| 5 when | 13 if |
| 6 of | 14 been |
| 7 a | |

Task 53 Sport is back

- | | |
|-------------------------------|--|
| 0 <i>some</i> | 7 members |
| 1 took/needed/required | 8 survey/study/research/report |
| 2 despite | 9 is |
| 3 for/over | 10 this/the/that |
| 4 was/felt/got | 11 falling/decreasing/declining |
| 5 up/out | 12 by |
| 6 were | |

Task 54 Elsa and Nuru

- | | |
|----------------------|----------------------------|
| 0 <i>wear</i> | 7 for |
| 1 a | 8 while / as / when |
| 2 which | 9 although |
| 3 looked | 10 for |
| 4 out | 11 suddenly |
| 5 gave | 12 voice |
| 6 such | |

Task 55 Elsa and wild lions

- | | |
|------------------------------------|---------------------|
| 0 happens | 7 took / let |
| 1 at | 8 spent |
| 2 who / that | 9 succeeded |
| 3 any | 10 it |
| 4 how / when | 11 been |
| 5 much / even / far / still | 12 as |
| 6 against / to / onto | 13 point |

Task 56 Consuming passions

- | | |
|------------------------------|-------------------------------------|
| 0 be | 8 or |
| 1 as | 9 is |
| 2 to | 10 speaking/talking/chatting |
| 3 up | 11 younger/older |
| 4 used | 12 for |
| 5 when / whenever /as | 13 idea |
| 6 taken | 14 out |
| 7 up | |

Task 57 Cooking

- | | |
|-------------------------|--------------------------------------|
| 0 from | 6 easy |
| 1 been | 7 other / many |
| 2 as | 8 that |
| 3 many/different | 9 also |
| 4 become | 10 this/that |
| 5 changing | 11 eaten/served/taken/usually |

Task 58 You asked about pets

0	1	2	3	4	5	6	7	8	9	10	11	12	13
P	H	M	K	D	G	I	F	O	L	A	C	J	B

Task 59 London on a roll

0	1	2	3	4	5	6	7	8	9	10	11	12	13
I	G	G	M	C	E	F	B	K	A	D	L	N	H

Task 60 Partners on patrol

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
P	M	Q	J	N	G	O	K	H	B	D	C	A	I	L

Task 61 Watches and Clocks

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
C	G	B	N	O	E	L	J	I	D	K	M	Q	H	F

Task 62 Rustlers ruin girl's showjump dreams

0	1	2	3	4	5	6	7	8	9	10	11	12	13
L	A	K	H	D	M	C	B	J	E	F	I	P	G

Task 63 The Houses of Parliament

0	1	2	3	4	5	6	7	8	9	10	11
E	L	H	G	F	N	C	K	B	J	D	A

Task 64 The New Education

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
B	N	A	J	L	P	H	O	K	Q	E	R	G	F	D	M

Task 65 Hunters become the hunted

0	1	2	3	4	5	6	7	8	9	10	11	12
J	L	M	G	C	A	E	I	K	N	F	H	D

Task 66 Squeezing the Tube

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Q	L	I	F	P	B	E	D	M	C	K	A	G	R	O	H

Task 67 Never a crossed word

0	1	2	3	4	5	6	7	8	9	10
C	E	M	F	K	J	B	A	H	G	I

Task 68 Low Price Feasts

0	1	2	3	4	5	6	7	8	9
E	H	J	B	K	A	F	C	D	I

Task 69 Enjoy your wanderings

0	1	2	3	4	5	6	7	8	9	10	11	12
G	L	E	M	J	D	F	H	N	C	K	B	I

Task 70 Basketball

0	1	2	3	4	5	6	7	8	9	10	11
L	C	H	A	M	N	J	G	I	D	E	B

Task 71 Character

0	1	2	3	4	5	6	7	8	9	10	11	12
G	M	K	C	E	A	I	F	N	J	B	H	O

Task 72 Smuggled queen heads

0	1	2	3	4	5	6	7	8	9	10
M	G	B	J	C	A	F	D	E	K	L

Task 73 Quick thinking

0	1	2	3	4	5	6	7	8	9	10	11	12
C	D	C	B	D	A	A	C	B	A	D	B	D

Task 74 Can animals empathize?

0	1	2	3	4	5	6	7	8	9	10	11
B	C	D	C	D	A	B	C	A	D	B	A

Task 75 Fayre is coming on strong

0	1	2	3	4	5	6	7	8	9
A	D	B	C	C	D	D	A	C	B

Task 76 The great outdoors

0	1	2	3	4	5	6	7	8	9	10	11
B	C	B	D	A	D	B	C	A	C	B	A

Task 77 Inside the White House

0	1	2	3	4	5	6	7	8	9	10
C	B	D	B	C	A	A	D	B	C	A

Task 78 Hot-air ballooning

0	1	2	3	4	5	6	7	8
B	C	A	B	D	B	C	A	D

Task 79 Internet access grows

0	✓	8	than
0	as	9	a
1	before	10	be
2	so	11	she
3	for	12	all
4	by	13	full
5	✓	14	to
6	to	15	✓
7	in	16	a

Task 80 British diplomats rescue woman

- | | |
|--------------------|-------------------|
| 0 <i>be</i> | 8 a |
| 0 ✓ | 9 out |
| 1 to | 10 ✓ |
| 2 from | 11 been |
| 3 ✓ | 12 if |
| 4 the | 13 rarely |
| 5 being | 14 by |
| 6 while | 15 because |
| 7 has | 16 ✓ |

Task 81 The search for Nessie

- | | |
|--------------------|--------------------|
| 0 ✓ | 9 always |
| 0 <i>me</i> | 10 even |
| 1 start | 11 such |
| 2 all | 12 ✓ |
| 3 been | 13 over |
| 4 ✓ | 14 would |
| 5 seemingly | 15 although |
| 6 had | 16 ✓ |
| 7 got | 17 tie |
| 8 his | |

Task 82 Boy found 'dinosaur-hunting'

- | | |
|---------------------|-----------------|
| 0 ✓ | 8 not |
| 0 <i>was</i> | 9 whole |
| 1 as | 10 did |
| 2 about | 11 the |
| 3 or | 12 ✓ |
| 4 by | 13 his |
| 5 few | 14 all |
| 6 among | 15 where |
| 7 ✓ | |

Task 83 Move over, Webster

- | | |
|-------------------------|------------------------|
| 0 <i>too</i> | 7 ✓ |
| 0 ✓ | 8 where |
| 1 it | 9 ✓ |
| 2 ✓ | 10 a |
| 3 at | 11 for |
| 4 have | 12 the/Filipino |
| 5 often/becoming | 13 either |
| 6 has | 14 been |

Task 84 Rubber duck

- | | |
|----------------------|----------------------|
| 0 <i>of</i> | 10 great/vast |
| 0 ✓ | 11 is |
| 1 that | 12 ✓ |
| 2 to | 13 so |
| 3 in | 14 has |
| 4 was/planned | 15 few |
| 5 ✓ | 16 of/are |
| 6 in | 17 ✓ |
| 7 hard | 18 out |
| 8 which | 19 having |
| 9 ✓ | |

Task 85 The word made fresh

- | | |
|---------------------|-----------------|
| 0 <i>the</i> | 8 for |
| 0 ✓ | 9 few |
| 1 to | 10 too |
| 2 like | 11 ✓ |
| 3 familiar | 12 every |
| 4 ✓ | 13 why |
| 5 both | 14 are |
| 6 against | 15 get |
| 7 toward | 16 its |

Task 86 You only live once

- | | |
|--------------------|------------------|
| 0 ✓ | 8 high |
| 0 <i>of</i> | 9 ✓ |
| 1 to | 10 of |
| 2 ✓ | 11 near |
| 3 though | 12 ✓ |
| 4 once | 13 so |
| 5 after | 14 during |
| 6 while | 15 at |
| 7 stand | |

Task 87 Happy-making health-boosts

- | | |
|----------------------|----------------------------------|
| 0 absorption | 7 harmful |
| 1 infections | 8 effective |
| 2 regularly | 9 Prevention / prevention |
| 3 likely | 10 allowance |
| 4 adventurous | 11 injuries / injury |
| 5 different | 12 consumption |
| 6 nervous | |

Task 88 Flying to the rescue of the forest

- | | |
|----------------------------|-------------------------|
| 0 <i>collection</i> | 6 health/healing |
| 1 widely | 7 esteemed |
| 2 powerful | 8 darkens |
| 3 mountainous | 9 dramatic |
| 4 ornithologist | 10 impressive |
| 5 creature | |

Task 89 Reasoning in animals

- | | |
|----------------------------------|-----------------------|
| 0 <i>thinking</i> | 6 intelligence |
| 1 comfortable | 7 researcher |
| 2 increasing/increasingly | 8 vividly |
| 3 possibility | 9 expectation |
| 4 programming/programmes | 10 absence |
| 5 uniqueness | |

Task 90 Old-fashioned

- | | |
|---------------------------|-------------------------------------|
| 0 <i>intention</i> | 6 anger |
| 1 accusation | 7 difference |
| 2 permission | 8 unlikely |
| 3 implication | 9 really |
| 4 choice | 10 difficulty / difficulties |
| 5 argument | |

Task 91 The city's history

- | | |
|-----------------------------|----------------------|
| 0 <i>destruction</i> | 7 European |
| 1 fortunate | 8 enlargement |
| 2 monumental | 9 death |
| 3 inhabitants | 10 victorious |
| 4 considerable | 11 exception |
| 5 creation | 12 invasion |
| 6 dwellings | |

APPENDIX

Guidelines for Writers of Reading and Use of English Tests

1 Introduction

These Guidelines were originally written to help secondary school and university teachers, who had been trained in language testing, to write test items for the British Council English School-leaving Examination Reform Project. We believe that they are also useful for English teachers in general, even if they have not received specific training in language testing, to help them write better classroom language tests. And even if teachers do not wish or do not have to write their own tests, understanding how Reading and Use of English tests are constructed should help teachers understand the tests better, and should help them prepare their students better for modern European English examinations.

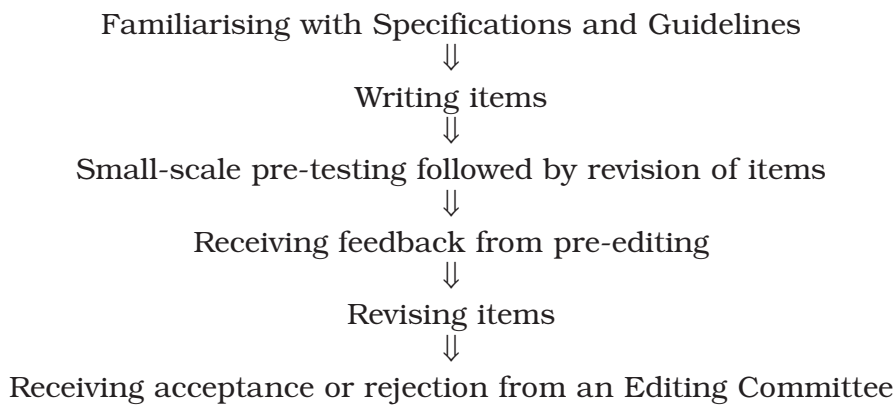
In this document, you will find both general and specific guidelines for the construction of Reading and Use of English test items and tasks. Each set of guidelines deals with *text selection*, *task selection*, *task design*, and *rubrics*.

Normally, guidelines like these are accompanied by **test specifications**. Specifications are, if you like, the blueprint for what the test should contain. They indicate who the test-takers are (how old they are, what level of ability they have, and so on), what the purpose of the test is, the level of the test (for example in terms of the Common European Framework), what abilities the test is intended to test, the number of sections or separate papers in the test, the timing of each section or paper, the weighting of each section (how many points), which text types should be used, how long they should be, which language skills and elements should be tested, which test tasks or item types should be used, how rubrics should be worded, what criteria should be used for marking, and so on.

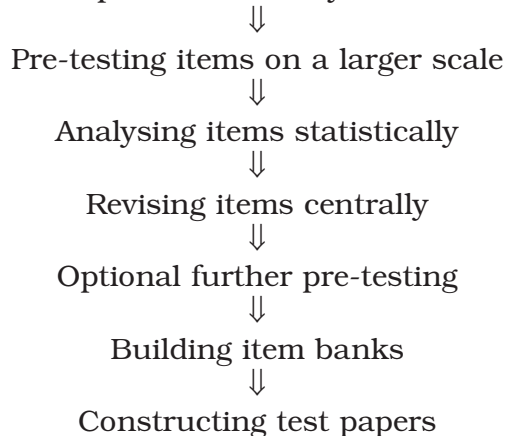
Test writers need to understand the specifications for the test they are writing items for, and they need to refer to them constantly. However, classroom teachers may not have any such specifications to refer to. Clearly test writing is easier if you have such specifications, and so it is often very helpful to develop specifications for tests you need to write, preferably in consultation with colleagues. Such specifications will help you write better tests. If you do not have, or do not know how to write, such specifications, do not despair! Simply following the Guidelines that follow will help you write better tests. And once you have written a test according to these Guidelines, it should become clearer to you what you need to decide in terms of what content, etc, your tests should contain. In other words, following these Guidelines will help you to see the need for specifications, and should also help you draft specifications for your own tests.

Item writing is part of the test construction process, and examination boards usually follow internationally accepted procedures. These procedures were also

followed in producing the tasks in this book. The first part of the test construction process includes the following steps:



The second part of this process normally includes the following steps:



Such an elaborate process is often beyond the possibilities of classroom teachers, be they at secondary school or university. However, small-scale pre-testing on suitable students, perhaps in colleagues' classes, is often possible and is certainly highly desirable. And even if you do not have a formal Editing Committee, it is almost always possible to ask fellow English teachers to look over your test items, to check them for errors that you may not have seen, to check that they understand what they have to do, that they get the right answer, and so on. In fact, it is a general principle of language testing that it is impossible to write good test items alone. You ALWAYS need to get the opinions of colleagues about the items and wherever possible to try them out on students. Analysing test results after administering a test to your class is also a good way of seeing how well you wrote the test items. You can then revise and improve them for another occasion – you could even construct your own bank of test items for use again and again.

2 General guidelines

2.1 Text selection

- 2.1.1 All texts must be authentic.
- 2.1.2 Texts must not be taken from printed material in other examinations or English language teaching materials.
- 2.1.3 The topic of the texts must be accessible to the students' age group.
- 2.1.4 Texts must not be offensive, distressing or violent.
- 2.1.5 Texts must be of a suitable length.
- 2.1.6 Texts must be of a suitable level of difficulty.
- 2.1.7 A text must have a title unless it is used as part of the item.
- 2.1.8 The same text can be used with more than one task. For example, a reading text with different tasks could be used for intermediate and more advanced levels, or a reading text used with intermediate students could be used as part of a Use of English task for more advanced students.

2.2 Task selection

- 2.2.1 Have a clear idea what skill and sub-skill(s) you intend to test and select the task and text/prompts accordingly.
- 2.2.2 The task type must be one which is familiar to the students who are to be tested.
- 2.2.3 Tasks must be accessible to the students' age group.
- 2.2.4 Tasks must not be offensive, distressing or violent.
- 2.2.5 The time allocated for each task must be sufficient for somebody who has the ability being tested to complete the task comfortably within the time limit.
- 2.2.6 Students must be able to see easily how the task relates to the text.
- 2.2.7 No more than one testing technique should be used in each task. Do not switch from multiple-choice to single-word answers in a single task, for example.

2.3 Task design

- 2.3.1 There should be a minimum of five items in a task.
- 2.3.2 Items must follow the text sequence.
- 2.3.3 Items must be spread evenly through the text.
- 2.3.4 It must not be possible to answer any item without reference to the text. This must be checked carefully.

- 2.3.5 In non-sequencing tasks, items must not be interdependent -students should not need one answer in order to find another.
- 2.3.6 Items must not overlap.
- 2.3.7 Two items must not have similar answers.
- 2.3.8 Items must have a complete answer key. All possible good answers and predictable wrong answers should be provided.
- 2.3.9 The items in each task must be numbered sequentially.
- 2.3.10 One item in each task must have an answer provided as an example. The example item, written in italics, should be marked 0 and should precede the other items. If the options to be selected are marked with letters, the answer to the example should be marked with a letter according to its place among the options.
- 2.3.11 The example answer must be provided in the form in which students are expected to write their answers and, where appropriate, it must be hand-written.
- 2.3.12 "Find the wrong answer" type items are not acceptable in multiple-choice tasks.
- 2.3.13 Each item must score one point.

2.4 Rubrics

- 2.4.1 Rubrics should be in English. They must be clear, simple and brief. Redundancies must be deleted. Do not use exclamation marks and meta-language.
- 2.4.2 Conform to standard rubrics, for example, the ones in this textbook.
- 2.4.3 Indicate clearly what students have to do i.e. what they have to write and where.
- 2.4.4 The rubrics should be in bold.
- 2.4.5 Put the total number of points available for each task (in other words, the number of items) at the end of the task in bold.

2.5 Checklist

Text

- 2.5.1 Is the text type worth testing?
- 2.5.2 Is the text user-friendly in style and acceptable in content?
- 2.5.3 Is the length of text appropriate for your students?
- 2.5.4 Is the level of difficulty appropriate? Do any alterations to the text conform to the Guidelines?

Task

- 2.5.5 Is the rubric clear, brief and in bold?
- 2.5.6 Has an example been provided for each task?
- 2.5.7 Is there a complete answer key for each task?
- 2.5.8 Is the task type familiar to students?

- 2.5.9 Is the task accessible and acceptable?
- 2.5.10 Is the number of items acceptable?
- 2.5.11 Are the items spread evenly through the text?
- 2.5.12 Are all items properly labelled: questions with numbers, options with letters?
- 2.5.13 Can each question be answered independently?
- 2.5.14 Do items follow the text sequence?
- 2.5.15 Have you provided a full key?
- 2.5.16 Do answer keys reflect the form in which the answer is expected?
- 2.5.17 Does the answer key include alternative answers (if applicable)?

2.6 Acknowledgement

The following reference materials have been used in compiling these guidelines:

Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge Language Teaching Library. Cambridge: Cambridge University Press.

Milanovic, M. (Ed.). (1996). *User's Guide for Examiners*. Council of Europe, CC-LANG, 10.

3 Reading Paper

3.1 Text selection

- 3.1.1 Use texts that are authentic and suitable for the selected task type.
- 3.1.2 Select texts whose topic is accessible to the students' age group.
- 3.1.3 Try to select texts that are likely to be interesting for students. Be aware that humorous texts might be enjoyable and easy for you but very difficult for students.
- 3.1.4 Avoid offensive or distressing topics.
- 3.1.5 Avoid well-known novels as text sources.
- 3.1.6 Select texts of suitable length.
- 3.1.7 Do not use more illustrations than necessary. When illustrations are used, they should be clear and photocopiable.
- 3.1.8 Do not use published teaching materials.
- 3.1.9 Do not use texts with content covered in detail in any textbook. You do not want to test knowledge of content, but ability to understand texts.
- 3.1.10 Do not make any changes to the original text. Do not delete words, sentences or paragraphs from the selected body of text. If the text contains any offensive words that you think should be replaced, only change these with great care and always seek the advice of a fellow teacher or a native speaker as to the acceptability of the changes you have made.
- 3.1.11 If the text used is not the beginning part of a longer text, make sure it stands alone and does not contain references to previous parts of the original text.
- 3.1.12 Wherever possible, begin the text with its title or headline.
- 3.1.13 Edit the text layout so that it resembles the original text as closely as possible but make sure this does not make the text too difficult to read (e.g. in gap filling tasks).

3.2 Task selection

- 3.2.1 Have a clear idea about the purpose of each reading task, which reading skill is tested in a particular task, and why a particular task type is used.
- 3.2.2 The task should reflect the way in which people usually read the type of text used.
- 3.2.3 Consider applying more difficult texts with easier tasks and vice versa.

3.3 Task design

- 3.3.1 There should be a minimum of five items in a task.
- 3.3.2 Do not design in any one task more than 10 items for a passage of approximately 100 words.
- 3.3.3 The wording of the items should be such that it is easy to understand, is below the language level of the text and does not require more reading than the text itself.
- 3.3.4 Provide an example, written in italics and marked with (0), at the beginning of each task. Example answers should be given in a hand-written form where appropriate.
- 3.3.5 Make sure that no item can be answered correctly without reading the text.
- 3.3.6 Make sure that each question can be answered independently; that is, the answer to one question does not depend on the answer to another question (except in sequencing tasks).
- 3.3.7 Make sure that items do not overlap.
- 3.3.8 Make sure there is only one possible answer to each question. If more than one answer is required, this fact must be clearly indicated, and they must count as different items.
- 3.3.9 Avoid questions which demand much imagination.
- 3.3.10 Sequence items in the order they appear in the original text (other than sequencing tasks!).
- 3.3.11 Number items and use letters to mark options.
- 3.3.12 Avoid Yes/No questions and True/False items, because guessing the right answer is easier.
- 3.3.13 Do not delete the first words or beginnings of sentences.
- 3.3.14 In any gap-filling task (e.g. modified cloze, banked cloze, discourse cloze) there should be a sentence at the beginning (before the example) for lead-in and a sentence at the end for lead-out, which do not have any items.
- 3.3.15 In a gapped text, where you take out paragraphs, do not take out the first or the last paragraph, in order to leave enough context for comprehension.
- 3.3.16 In gap-filling tasks there should be at least five words between gaps to provide enough context.
- 3.3.17 In banked cloze tasks the items must be numbered in the gaps in brackets, and the options, marked with letters, must be listed in alphabetical order either at the bottom of the page or on the facing page.
- 3.3.18 Provide four options for multiple-choice items. Multiple-choice questions should have only one correct answer and should not offer “either a) or b)” or “both a) and b)” type of answers as an option, because these are tricky.
- 3.3.19 “Not mentioned” must not be used as an optional answer, because this can be misinterpreted. Many things “not mentioned” can still be inferred.
- 3.3.20 In one task, the number of matches must not be more than 10 for intermediate students, and 12 for advanced students. Provide more

choices than matches in matching tasks and banked gap-filling tasks (minimum 1, maximum 2 distractors to be provided).

- 3.3.21 Make sure that ambiguous matches are excluded.
- 3.3.22 Make sure that in sequencing tasks there is only one correct order and no more than 6-7 items for intermediate students, or 8-9 items for advanced students. Be careful if using newspaper articles in sequencing tasks: they are rarely in chronological order.
- 3.3.23 Clearly indicate the required length of the answers (maximum 3 words) in open-ended (short-answer) questions.
- 3.3.24 Design tasks with clear and consistent layout. The input text should retain the original format as much as possible. Paragraph texts clearly with indentations.
- 3.3.25 Design one task (including rubric, text, questions, space or boxes for answers) to fit on one page. If this is not possible, the task must be arranged on two facing pages.
- 3.3.26 Provide answer keys reflecting the form in which answers are expected. Give all possible or acceptable answers. Unacceptable answers that are likely to occur should also be indicated. In tasks where the correct answer may be phrased in various ways, the answer key should provide content-related instructions concerning acceptable answers.
- 3.3.27 Weight items equally (1 item = 1 point).

3.4 Rubrics

- 3.4.1 Indicate what type of text students are going to read and/or the text source (preferably both).

List of reference books

- Alderson, J. C. (2000) *Assessing Reading*. Cambridge Language Assessment Series. Cambridge: Cambridge University Press.
- Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge University Press.
- Alderson, J. C. & Urquhart, A. H. (Eds.) (1984). *Reading in a Foreign Language*. Longman.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.
- Bachman, L. F. and Palmer, A. S. (1996) *Language Testing in Practice*. Oxford: Oxford University Press.
- Carrell, P. L., Devine, J. & Eskey, D. E. (Eds.) (1988). *Interactive Approaches to Second Language Reading*. Cambridge University Press.
- Harrison, A. (1983). *A Language Testing Handbook*. Macmillan.
- Heaton, J.B. (1998). *Writing English Language Tests*. Longman.
- Hughes, A. (1989). *Testing for Language Teachers*. Cambridge University Press.

- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. Heinemann Publishers. Second edition
- Urquhart, A. H. & Weir, C. (1998). *Reading in a Second Language: Process, Product and Practice*. Longman.
- Wallace, C. (1992). *Reading*. Oxford University Press.
- Weir, C. (1990). *Communicative Language Testing*. Prentice Hall.
- Weir, C. (1993). *Understanding and Developing Language Tests*. Prentice Hall.
- Practice test booklets and practice books for the Cambridge FCE and CAE examinations

4 Use of English Paper

4.1 Text selection

- 4.1.1 Choose relevant, interesting and intrinsically motivating topics for the age group of students concerned.
- 4.1.2 Use authentic texts, where possible. Texts taken from graded readers as they appear in the original are acceptable. Do not take texts or sentences from language teaching materials other than readers or from dictionaries.
- 4.1.3 Use texts at an appropriate level of difficulty. In order to ensure that the task tests Use of English and not Reading, select texts the language level of which is below the tested level.
- 4.1.4 Only make changes to the original text if absolutely essential. Do not delete words, sentences or paragraphs from the selected body of text. If the text contains any offensive words that should be replaced, or you feel that any other changes would be necessary, only make these changes with great care and always seek the advice of a fellow teacher or a native speaker as to the acceptability of the changes you have made.
- 4.1.5 Do not use texts exceeding 300 words.
- 4.1.6 Normally provide a title. It helps to contextualise the meaning.
- 4.1.7 Edit the text layout so that it resembles the original text as closely as possible but make sure this does not make the text too difficult to read (e.g. in gap filling tasks).

4.2 Task selection

- 4.2.1 The selected task type must be familiar to the students.
- 4.2.2 Do not use "Find the wrong answers" multiple-choice tasks, because these are very tricky and may test intelligence rather than language.

4.3 Task design

- 4.3.1 Test a range of different linguistic points in one task.
- 4.3.2 Balance the number of lexical and structural items in text-based tasks (except in word transformation tasks).
- 4.3.3 Use only one testing technique in one task.
- 4.3.4 There should be a minimum of ten, a maximum of 20 items in a task, in an approximate ratio of one item per 10-15 words in text-based tasks.
- 4.3.5 Highlight items clearly by using **boldface** (e.g. **1**. He (**live**) here since he was born.).
- 4.3.6 Provide an example in italics marked (0), and an example answer in a handwritten form. The example should follow the lead-in sentence.

- 4.3.7 Make sure that each question can be answered independently; that is, the answer to one question does not depend on the answer to another question (except in sequencing tasks).
- 4.3.8 Make sure that items do not overlap.
- 4.3.9 Number items and use letters to mark options.
- 4.3.10 Provide enough context in between gaps (at least five words) in gap-filling tasks.
- 4.3.11 In any gap-filling task (e.g. modified cloze, banked cloze, discourse cloze) provide a sentence with no items at the beginning (before the example) for lead-in and one at the end for lead-out. This will help students understand the context of the items.
- 4.3.12 In banked cloze tasks the items must be numbered in the gaps in brackets, and the options, marked with letters, must be listed in alphabetical order either at the bottom of the page or on the facing page.
- 4.3.13 When designing multiple-choice cloze tasks, consult good monolingual dictionaries and books that give synonyms and near synonyms.
- 4.3.14 Provide four options for multiple-choice items. Multiple-choice questions should have only one correct answer and should not offer “either a) or b)” or “both a) and b)” type of answers as an option, because these are tricky and difficult to understand.
- 4.3.15 Put only one item in a line in intrusive-word tasks, “spot-the-error” and “spot-and-correct” tasks.
- 4.3.16 Do not use an item at the beginning or at the end of a line in intrusive-word tests. Students should be required to write the word to be deleted in the space provided. Crossing out the intrusive word is not the right way to indicate the answer. Deleting an irrelevant word may make the student delete another word.
- 4.3.17 In intrusive-word tests the word to be deleted must not appear in the line more than once.
- 4.3.18 Design one task to fit on one page if possible, or on facing pages.
- 4.3.19 Design tasks with clear and consistent layout. The input text should retain the original format as much as possible. Paragraph texts clearly with indentations.
- 4.3.20 Provide enough space for answers.
- 4.3.21 Provide answer keys reflecting the form in which answers are expected. Give all possible or acceptable answers. Unacceptable answers that are likely to occur should also be indicated.
- 4.3.22 Each item scores one point.

4.4 Rubrics

- 4.4.1 Give the number of errors in “spot-the-error” tasks, and indicate that students must tick error-free lines. In “spot-the-error” tasks identified errors and identified error-free lines each score 1 point. In “spot-and-correct” tasks only corrected items score; no marks are given for errors identified but not corrected.

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The Arizona Game and Fish Department; The Atlanta Journal-Constitution, TV Week; The Australian Women's Weekly; Avon Books; Bella; Best Magazine; Better Nutrition; The Budapest Sun; Casa Editrice Bonechi; Cassell Ltd, Geoffry Chapman Book: Parents Listen (1986) by Lucienn Pickering; Chancellor Press: *Born free* (1986) by Joy Adamson; Conde Nast Traveller; Cosmopolitan; Daily Express; The Daily Telegraph; A Dartmoor Visitor Supplement: *Dartmoor towns and villages*; The Economist; Encyclopaedia Britannica; Geographical; Glencoe: *World Geography* (1989) by McGraw-Hil; The Globe and Mail; Grolier Society; The Guardian; The Guardian Weekly; A Guide to the Grand Canyon National Park; HAMLYN: *The World's Greatest Trials* (1986) by Tim Healey; Harcourt, Brace, Jovanovich Publishers; Harris, B. (1989) *Pennsylvania A photographic journey*; The Independent; The Independent on Sunday – Reality Magazine; Jarrold Publishing; Just Seventeen; The Lady; Microsoft Press; National Examiner; National Geographic Magazine; National Wildlife Federation, Washington: Ranger Rick's NATURE SCOPE; New Scientist; The News of Wolverhampton; Newsweek; North Devon Holiday and Accommodation Guide; The Observer; Orionbooks; OWL, The Discovery Magazine for Children; Penninsula Press LTD; People; Property Today; Reader's Digest; Royal Society for the Protection of Birds; School Zone Publishing Company; Scientific American Presents; Scribner Educational Publishers; SUN; Sunday Express; The Sunday Telegraph; The Times Educational Supplement; Woman's Own; Woman's Weekly; World Book Encyclopaedia.

INTO EUROPE

Series Editor: J. Charles Alderson

The Speaking Handbook

Ildikó Csépes

Györgyi Együd

This handbook provides an introduction to the assessment of speaking ability. It is aimed at those language teachers who need to learn how to design, administer or prepare students for tests of speaking ability.

The authors discuss what may influence test takers' oral performance, and describe how to design test tasks, including guidelines for designing interview questions, picture description tasks, role plays and discussion activities. They stress the importance of the roles of interlocutor and assessor in speaking assessments, and the Handbook presents a step-by-step description of the procedures that should be used in the training of interlocutors and assessors.

The Handbook is accompanied by a video/DVD that illustrates various speaking activities in different examination modes (individual vs. paired exams). In addition, it includes a selection of benchmarked performances representing different levels on the Common European Framework, which have been assessed by a group of experts. The experts' comments are included in the Handbook.

Language teachers who are required to design test tasks and administer speaking examinations will find the Handbook an indispensable guide to assessing EFL learners' oral language ability in both classroom and exam situations.

INTO EUROPE

Series Editor: J. Charles Alderson

The Writing Handbook

Judit Bognár Csolák
Gyula Tankó

This handbook provides an introduction to tests of writing ability, and gives guidance on how teachers can assess writing. It looks at how writers write, and what features make a learner's script good, from a testing perspective. It also describes key concepts in assessing writing in teaching and examination settings (for example, the use of rating scales, the importance of ensuring reliable scores and how to do this and so on).

The handbook provides a range of different writing tasks, together with a description of what the main features of these tasks are and how teachers can create similar writing tasks. It also presents scripts produced by real learners, which are annotated with raters' comments on the strength and weaknesses of the scripts. The scripts have been selected to represent the levels specified by the Common European Framework of Reference for Languages

This volume focuses on the most frequent writing tasks used in modern English language tests. The publication serves as a tool for professional development, gives advice on how teachers can prepare their students for the writing section of modern European English examinations and is a valuable resource for classroom practice.