

## TEST

### I. Open the brackets putting the verbs in the correct tense, voice and mood form.

I'll never forget how I 1) \_\_\_\_\_ (*walk*) into a friend's kitchen a few years ago and 2) \_\_\_\_\_ (*feel*) intoxicated by the scent of wild strawberries. I 3) \_\_\_\_\_ (*mean*) to stay only a couple of hours, but that's not how it turned out. He told me where he 4) \_\_\_\_\_ (*get*) the strawberries and I decided that I 5) \_\_\_\_\_ (*go*) out straight away to look for some for myself. "I 6) \_\_\_\_\_ (*hope*) you 7) \_\_\_\_\_ (*not/forget*) to hurry back if the weather 8) \_\_\_\_\_ (*break*)," he warned. Scarcely 9) \_\_\_\_\_ (*I/come*) across this delicious fruit when I 10) \_\_\_\_\_ (*stop*) to collect some. While I 11) \_\_\_\_\_ (*pick*) the delicious berries I 12) \_\_\_\_\_ (*hear*) rumbles of thunder. I 13) \_\_\_\_\_ (*collect*) strawberries for about twenty minutes when the rain started. This meant I had to find shelter and I wished I 14) \_\_\_\_\_ (*take*) my friend's advice. I tried to find a hut, but there was nothing. As a last resort, I even tried to shelter under an oak tree but, by that time, I 15) \_\_\_\_\_ (*soak*) to the skin.

### II. Insert the right articles in the sentences below. Write '–' when no article is needed.

- 16) \_\_\_\_\_ Great Wall of China is one of 17) \_\_\_\_\_ wonders of 18) \_\_\_\_\_ modern world and became 19) \_\_\_\_\_ UNESCO Heritage site in 1987.
- Although people say that 20) \_\_\_\_\_ English are very reserved, I have 21) \_\_\_\_\_ English girlfriend who is just 22) \_\_\_\_\_ opposite.
- 23) \_\_\_\_\_ scientist Edward Jenner was inspired by hope of eliminating diseases through 24) \_\_\_\_\_ vaccination.
- Nothing can be more beautiful than 25) \_\_\_\_\_ green forests in 26) \_\_\_\_\_ early spring.
- Most psychologists feel it is better to release 27) \_\_\_\_\_ anger than to suppress it.
- Our neighbours reduced the price of the house by 28) \_\_\_\_\_ third.
- 29) \_\_\_\_\_ job in 30) \_\_\_\_\_ media can be very stressful because of 31) \_\_\_\_\_ pressure you are under to do 32) \_\_\_\_\_ things on time.

### III. For questions 33-47, read the text below and think of the word which best fits each gap. Use only one word in each gap.

In a little carpentry workshop deep 33) \_\_\_\_\_ the English countryside, joiners have been making hand-crafted furniture for generations. Today, there is also a visitor centre, a gift shop and a viewing gallery 34) \_\_\_\_\_ you find yourself behind a glass panel, nose-to-nose with some joiners 35) \_\_\_\_\_ are

busily working at their benches. They are cutting timber, making joints and carving wood – the sort of operations that carpenters have been carrying out for centuries.

It may seem odd, therefore, that tourists should be interested 36) \_\_\_\_\_ observing them. But many clearly 37) \_\_\_\_\_, probably because they will rarely, 38) \_\_\_\_\_ ever, have seen a chair or table in the process of 39) \_\_\_\_\_ made before. These simple tasks, which 40) \_\_\_\_\_ so long ago could be witnessed in workshops up and down the country, are now becoming 41) \_\_\_\_\_ unusual that skilled joiners are an endangered species, and watching them at work has been turned 42) \_\_\_\_\_ a spectator sport.

One reason for this is the trend towards the mass-production of furniture, but there has also been a change in values. In the past, becoming a craftsperson 43) \_\_\_\_\_ to be a worthwhile ambition for a teenager. But sadly, now that education has become more widely available, people tend to regard skilled manual work 44) \_\_\_\_\_ suitable only for those youngsters not bright 45) \_\_\_\_\_ to go 46) \_\_\_\_\_ computer-studies courses. 47) \_\_\_\_\_ a shame that is.

#### IV. Insert the right postpositions to form suitable phrasal verbs.

48. It's been such a tiring day, let's go to the cinema and wind \_\_\_\_\_.
49. She didn't exactly take \_\_\_\_\_ to the new style of uniform she had to wear at school.
50. Clara finds it almost impossible to keep \_\_\_\_\_ the latest fashions as they tend to be too expensive.
51. Lynne used to love jazz but she is not really \_\_\_\_\_ it any more.
52. The plane took \_\_\_\_\_ at 3pm and landed in Mexico at 9.30 am.
53. There's no coffee left, so we'll have to do \_\_\_\_\_ it until the shops open.
54. When we left the airport, we made \_\_\_\_\_ the city centre.
55. The rescuers had to call \_\_\_\_\_ the search because of the worsening weather conditions.
56. Simon was told \_\_\_\_\_ severely when his parents saw his school report.

#### V. Use the words in bold to form new words that fit the gaps in the text.

Few people under 30 will be able to imagine a time before the 57) \_\_\_\_\_ (EXIST) of mobile phones. Neither will they be aware of the 58) \_\_\_\_\_ (HARM) effect that many people predicted text language would have on young people's language skills. Linguists nowadays believe that expressing oneself clearly in texts is evidence of a good grounding in grammar and sentence structure. Mobile phones are credited with 59) \_\_\_\_\_ (COURAGE) people to communicate more. They can also provide 60) \_\_\_\_\_ (REASSURE) to people who are alone in 61) \_\_\_\_\_ (DANGER) situations. Some people use mobile

phones as a kind of barrier to unwelcome social contact; texting can signal your  
62) \_\_\_\_\_ (AVAILABLE) to other people in the same way that wearing  
sunglasses and headphones does.

Some issues with mobile phones are still 63) \_\_\_\_\_ (CONTROVERSY).  
Talking loudly on the phone while on public transport is thought to be rude and  
64) \_\_\_\_\_ (CONSIDER) by many people in the UK. However, a significant  
65) \_\_\_\_\_ (MINOR) of people still do it, despite the obvious signs of  
66) \_\_\_\_\_ (APPROVE) from their fellow passengers.

**VI. Rewrite each sentence in such a way that it contains the word in bold.**

67. Don't forget to take gloves, as it may well be cold in the mountains.

**CASE**

You should \_\_\_\_\_ cold in the mountains.

68. This is your third warning from me this week about being late for work.

**NOT**

This is the third time this week I \_\_\_\_\_ be late for work.

69. I found it impossible not to laugh when he said that.

**HELP**

I \_\_\_\_\_ when he said that.

70. I suggest they should install a burglar alarm.

**WOULD**

I \_\_\_\_\_ a burglar alarm.

71. "Why didn't I try this bread before?" wondered Betty.

**TRIED**

Betty wondered \_\_\_\_\_ that bread before.

72. We took sandwiches but they weren't necessary.

**NEEDN'T**

We \_\_\_\_\_ sandwiches.

73. I don't mind whether we go to the seaside or not this year.

**DIFFERENCE**

It doesn't \_\_\_\_\_ whether we go to the seaside or not  
this year.

74. Damian did not buy a ticket because the machine was not working properly.

**IF**

Damian would have bought a ticket \_\_\_\_\_ working properly.

**VII. You are going to read an article on multilingualism. For questions 75-80, choose the answer (A, B, C or D) which you think best fits according to the text. Mark your answers on your answer sheet.**

### **Two Languages Good, Three Languages Even Better**

Naomi is the nine-year-old daughter of Jane and Dug Gray, a translator and stone-mason who live in Finistère, the heart of Celtic Brittany in north-west France. They have decided not to bring up their three children bilingually in French and English, but trilingually, by enrolling them in Brittany's educational system, Diwan, whereby all lessons, except English and French, are taught in Breton. Around 3000 children in Brittany are educated via this immersion method that has played an important role in the revival of the Breton language.

Jane admits that the decision was controversial:

'Other British parents said: "How dare you do that? Don't your children have enough to take on?"' But she had seen how quickly the girls absorbed French:

'I felt sure they could take in another language.'

It was once thought that forcing a child to learn more than one language could slow academic development but according to Professor Colin Baker, a world expert on bilingualism, the effect is the opposite. The evidence is that bi- and trilingualism actually increases mental capacity and that multilingual children tend to do better at school. 'The latest research shows that in intelligence tests, children with two or more well developed languages have higher scores,' he says.

'Bilingual children have two or more words for objects and ideas, so the links between words and concepts are looser, allowing more fluent, flexible and creative thinking.' He adds that children learning languages young also tend to have more confidence and better general communication skills.

Professor Tony Cline is an educational psychologist specializing in language development in children.

He says, 'We used to think [the brain] had a limited capacity, like a milk bottle, and that it was impossible to pour two pints of milk into a pint bottle. Now we understand that our brains are capable of making an infinite number of connections; there is no limit to what we can take in.'

It seems that by giving your child the option of becoming multilingual, you are offering them far more than just a foreign language. That certainly seems to be the case for the Gray girls. All three are getting top grades at school and are literate in three languages. Naomi has also successfully taken on German, where she is proof that bilingualism increases language-learning aptitude. Says Prof Cline: 'Multilingual children pick up other languages quickly because they have a more flexible approach and are used to different forms of syntax, grammar and vocabulary.'

Jane thinks her daughters have gained more than just language; they have also gained culturally. Naomi does extra-curricular Breton step dancing and loves

singing in Breton and attending dance evenings while Nina takes part in the Breton sport of Gouren, a form of Celtic wrestling.

Prof Baker stresses, if parents have the opportunity to give their child the gift of another language, they should jump at *it*. Because in today's global marketplace, on top of all the above, multilinguals are far more employable than monolinguals. 'I find it a great shame that languages don't have a higher place in the classroom in the UK because English is a mainstream language of business but, in the future, that is going to change.'

75. What does the writer say about the school that Naomi attends?
- A All of the lessons are taught in Breton.
  - B English and French are not taught.
  - C It is helping Breton to regain its popularity.
  - D The pupils are all fluent in three languages.
76. Some people criticized the Grays for
- A not encouraging their children to learn French.
  - B helping to promote a minority language.
  - C not sending their children to a British school.
  - D expecting too much of their children.
77. Professor Baker says that, compared to other children, multilingual children
- A work harder at school.
  - B tend to do better in examinations.
  - C have a less rigid way of thinking.
  - D are generally more talkative.
78. Professor Cline uses the example of the milk bottle to illustrate
- A our knowledge that the brain has limitations.
  - B how much language can be stored in the brain.
  - C the link between brain size and intelligence.
  - D a previous way of thinking about the brain.
79. Naomi's experience is presented as evidence that multilingual children
- A enjoy taking part in group activities.
  - B are better equipped to learn foreign languages.
  - C take advantage of opportunities they are offered.
  - D integrate easily into any new cultural environment.
80. What does '*it*' refer to in the last paragraph of the text?
- A the opportunity
  - B their child
  - C the gift
  - D another language