

In this part you:

- **read** a text from which five sentences have been removed
- **choose** from a list of eight sentences to replace the missing sentences

GRAMMAR: REFERENCE WORDS

 B1 Preliminary candidates often make mistakes with reference words.

1 Choose the correct words in these sentences.

- Two young children asked me where classroom 32 was, so I walked there with *those* / *them*.
- When I saw Grace at the party, I thanked her for her letter, *it* / *which* had arrived the day before.
- Nobody else saw the car stop outside the house, but Emily *saw* / *did*.
- Somebody phoned the police. *It* / *They* arrived in ten minutes and arrested the man.
- We decided to turn left at the crossroads. *These* / *This*, we soon found out, was a bad decision.
- There were two bikes for sale in the shop. Liam bought the newer *one* / *ones*.
- Going by bus sounds like a good idea. *It* / *They* would be cheaper than the train, too.
- I'm not certain that the match starts at seven tomorrow, but I think so / *it*.

2 Work in pairs. What does the correct word in each of 1–8 above refer back to?

FOCUS: USING REFERENCE WORDS AS CLUES

3 Match sentences 1–3 with sentences a–c to form a complete paragraph. Use reference words to help you.

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| 1 If you've got a creative mind, why not invent something new? | a You also need to know how to make it work in practice. |
| 2 It's best to choose from subjects you already know quite a lot about. | b To do so, begin by deciding what you want to create. |
| 3 It's not enough just to have a brilliant idea. | c These could be things you've enjoyed studying at school or college. |



4 In pairs, underline the words and phrases that link the sentences in Exercise 3.

Questions 16–20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Digging into the past

Last year, Kate Marshall was given a very exciting opportunity – to help her father, who's a history lecturer, at a historical site! He was leading a team to dig up and explore the area.

When they arrived, though, the site wasn't quite what Kate had expected.

16 So the first job was to remove it all and prepare the land for digging. Says Kate, 'Dad hadn't warned me I'd have to work so hard as soon as we got there!'

But when the site was completely cleared, the team found pieces of ancient pots on the ground. However, those weren't as exciting as everyone had thought. Kate's dad told them that the important pots were still under the ground. And because no-one had touched them for centuries, the team would learn far more about their history – but first they would have to dig deeper. Says Kate, **17** But we all knew Dad was right!

The site was divided into small squares, with a leader for each square, who told everyone how to dig. 'That wasn't as easy as it sounded, either,' Kate reports. 'Instead of just digging great big holes, we all had to dig really carefully, and remove small amounts of soil each time. **18** So it made sense.'

'My friends at home were really interested in what I was doing,' Kate explains. 'They kept texting me to ask what I'd found. **19** But actually, we were looking for ordinary, everyday objects that could tell us about the people who'd lived in the area centuries ago.'

In the end, though, Kate wasn't disappointed by what she found. 'One day, when I was digging away, I found a stone with a strange shape. **20** Someone had obviously made it hundreds of years ago, which meant it was really important. So Dad cleaned it up, and said it would go to the nearby museum. So I was pleased that at last, I'd found something interesting!'



- A It turned out to be a small figure of a horse.
- B No-one made that mistake, luckily.
- C That way, everyone made sure they didn't miss anything.
- D In fact, the whole area was actually still covered in grass.
- E It was a bit sad to see it disappear.
- F Some people were a bit disappointed by that news.
- G They probably imagined it was things like gold jewellery.
- H It was a new experience for me, too.

TIP

Quickly read the main text and decide what each paragraph is about.

TIP

Look for words in the main text and A-H that often link ideas, e.g. *this, too*.