

Grammar

1 Read the dialogue and find five examples of unnecessary repetition. Cross out all the unnecessary words.

Tom: Hi, Dan, how is your day going?
Dan: Hi, Tom, it's good thanks. I had to write a report for school. I thought I would be too tired to write the report but I managed to finish it. Now I've got time to play basketball. Do you want to play basketball with us?
Tom: I would love to play basketball with you but you've just reminded me about the report!
Dan: Sorry, I didn't mean to remind you about the report!
Tom: No problems. I should have started writing the report yesterday. Have a good game!

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2 Complete the text with one word ending in **-ever** in each gap.

(1) said that being a teenager is easy was obviously not a typical teenager! My life is so difficult! At school my friends are everything to me, but (2) much I try to spend time with them, my teachers and parents seem to want to keep us apart. (3) I go out to the park with my friends my mum is always phoning me, telling me I have to come home for dinner. Just leave me in peace, please! (4) I say, she ignores. Sometimes I will bring a friend home but (5) it is, my parents don't like them. It's a disaster!

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3 Complete the dialogue with the correct form of the verbs given.

Ruby: Hey, Julie, you're a member of the new English Club, aren't you?
Molly: Yes, I think it's a great idea. My teacher suggested (1) (try) it and I think my English is improving.
Ruby: What do you do exactly? Because I can't stand only (2) (do) grammar exercises. I'm the first (3) (admit) it.
Molly: I know. I felt the same, but we do a lot of speaking on topics that interest us. The teacher listens and only gets involved when we start making important mistakes.
Ruby: Okay. And definitely no grammar exercises?
Molly: Well, only if we really don't understand something.

Ruby: Well, if it's not only grammar, then I'll consider

(4) (join) it. It would be nice (5) (improve) my speaking.

Molly: Great. It's on Friday after school.

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Total / 15**Vocabulary**

4 Complete the conversation with the correct form of these words. There are three extra words.

gaffe • imply • misinterpret • nuance • offend
puzzle • remark • stick

Isaac: Hi, Harry. What's up?

Harry: I've just had an embarrassing moment.

Isaac: Really, what happened? You haven't

(1) anyone with one of your bad jokes, have you?

Harry: Well, maybe. I was chatting with Bella about how boring that history programme was on TV last night when Mr. Adams, the history teacher walked past. He heard me saying 'I nearly fell asleep' but he got the wrong end of the (2) and thought I was talking about his class. I tried to explain that my (3) were not about him and that he had (4) what I was saying. So I said 'No, history isn't always boring, but the words came out wrong. What a terrible (5) ! He was not amused.

Isaac: That's a classic!

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5 Choose the correct alternatives to complete the text.

Meetings are useful ways of generating ideas, solving problems and setting goals but they can also be a waste of time if not managed correctly. The first thing to point (1) out/on/in is that people have to give up their time to come to a meeting, so you should always make it worth their while by letting them know in advance the purpose of the meeting and how they can contribute. During the meeting, make sure everyone has a chance to speak (2) in/out/down and don't let certain individuals cut (3) in/up/across all the time when others are speaking. Even ruder would be to talk (4) down on/down to/down with someone and not show respect. Make sure even the quieter members have an opportunity to speak and if you can't make (5) off/out/up what someone is saying, ask them to speak up.

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6 Choose the best answer (A, B, C or D) to complete the text.

The students joined the debating table and the debate began. The topic was 'the rise in university fees in the UK'. First, the chairman (1) the rules of the debate and then it began. There were two teams: one in favour of the increase and one against. Those for the rise, (2) the importance of the rise in fees for the country's economy, and added that the increase would not affect the quantity of students attending universities. At this point, the opposing team (3) and started shouting their counterarguments. The others claimed they couldn't (4) anything that was being said and continued restating their own arguments, until the chairman (5) and demanded order at the table.

1 A picked out	B picked up on
C spelled on	D spelled out
2 A spoke in	B spoke out
C pointed out	D pointed over
3 A talked down on	B talked down to
C cut in	D cut up
4 A make up	B make out
C pick on	D pick out
5 A spoke in	B spoke out
C pointed out	D pointed over

/ 5

Total

/ 15

7 Read the article on bilingualism. Are the statements True (T), False (F) or is the information Not Mentioned (NM)?

The advantages of bilingualism

As a linguist, I often get asked at what stage an individual is given 'bilingual' status, and, to be frank, bilingualism is a difficult concept to judge, as it is commonly the listener's perception of the person's proficiency that provides the status. However, it is frequently agreed that an individual is bilingual when they have a native-like control of both their first and second language.

There are advantages to being brought up in a bilingual household. Research amongst linguists proves that raising a child bilingually gives them academic advantages. An experiment carried out on a group of monolingual and bilingual children aged 10–12, concluded that the bilingual children had improved levels of literacy over their monolingual counterparts. Given that literacy can shape a child's future, raising a child in a bilingual environment can potentially give the bilingual child a greater chance of success in education. An additional investigation found that bilingual children displayed superior communicative competence, in that they were more confident, polite, and told the truth more frequently than their monolingual equivalents.

Having the knowledge of two languages in adulthood also has its advantages. Firstly, doors open the instant you reach bilingual status. You hear, 'Oh, Paul speaks Greek, ask him if he can translate the document,' or 'I think Maria speaks Spanish, why don't you ask her to join you at the meeting and she can interpret for you.' You have a skill which is quite uncommon and sought after. Therefore, being bilingual can impact careers and provide opportunities. Secondly, with the ability to hold conversations and comprehend two languages, people also have the capability to interact socially with a greater number of people from different cultures. Being bilingual, you have the option to make more friends from different cultural backgrounds which in turn, increases social awareness.

Understanding the benefits of being bilingual and wanting to provide his children with a bilingual upbringing, a bilingual (English-German) German language teacher from Australia decided, as soon as his children were born, to communicate with them in German, despite the fact that German was not his mother tongue. The teacher carried out his daily life speaking English to his wife, family, friends and colleagues, and communicating solely in German to his two children. His wife, on the other hand, only spoke to the children in the language which surrounded them, English.

To ensure the children gained sufficient coverage of the German language, the father encouraged them to watch TV in German and also to read books in this language. Whenever feasible, he took them to Germany, so they could interact with 'people that spoke their language'.

During the early stages, the children often confused English and German words, which made it difficult for the mother to understand what they were saying, as she had absolutely no knowledge of the language. But this phase did not last long and the confusion soon lifted. However, even to date, they occasionally input German words into English sentences and vice-versa, but when questioned, they immediately correct themselves.

Now the children have grown up and begun their careers. So has being bilingual affected them? If so, how? Well, one of the sons has started to work for a German company where he uses German on a daily basis. Unsurprisingly, he found getting a job directly after university relatively easy, while his monolingual friends struggled for months. His brother has just finished university and is planning to move to Munich for one year before starting a career in teaching. Like his father, he wants to be a German teacher.

As we have seen, the knowledge of two languages provides countless advantages. Why then, don't you choose to develop a language that you perhaps studied at school, or consider raising your own children in a bilingual environment? For more information on this topic, I refer you to my latest book, *Bilingual Environments*, which will be out on Monday.

1 The concept of what it means to be bilingual can be subjective.	T/F/NM
2 The experiment conducted on a group of bilingual and monolingual children gave inconclusive results.	T/F/NM
3 According to research, bilinguals are more socially and culturally aware.	T/F/NM
4 It appears that bilingual adults receive higher salaries due to their range of linguistic skills.	T/F/NM
5 There were occasions when the children failed to recognise they were mixing both languages in speech.	T/F/NM
6 The father made them read in German to broaden their vocabulary.	T/F/NM
7 One of the sons gained employment before his friends because of his language abilities.	T/F/NM

8 Read the article again and choose the best answers, A, B or C.

- 1 At what stage is an individual given bilingual status?
 A It is difficult to say because it is very subjective.
 B When their first and second languages are at the same level.
 C When they are brought up in a bilingual household.
- 2 Research on monolingual and bilingual children showed ...
 A all bilinguals do better at school.
 B monolinguals were less honest.
 C bilinguals read more books.
- 3 Why did the Australian father not speak his native language to his two sons?
 A so his children would become bilingual
 B so he could improve his German
 C so he could talk to his wife in English

- 4 What were the consequences for the children of the father's approach?
 A They both got excellent jobs.
 B They sometimes missed real communication with real people.
 C Initially the sons had problems communicating with their mother.
- 5 What is the conclusion of the writer?
 A that schools should focus on offering second languages
 B that there are numerous benefits to bilingualism
 C that parents should be bilingual

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Total / 12

Use of English

9 Choose the best answer (A, B, C or D) to complete the text.

John was running late for the parents' evening. He grabbed his notes, considered (1) a coffee and then abandoned the idea. The first parent was due (2) in one minute and he was feeling nervous. He told himself there was nothing to worry about, but this was his first teaching job and, just like his pupils, he was afraid of making mistakes.

'This is the mother of Laura Gonzalez,' the monitor said as the first parent took a seat opposite him. This would be easy because Laura was one of his best students. He started (3) why he was so pleased with Laura's progress, saying how she always tried her best and had a great attitude in class. As he (4) out Laura's good points, however, he noticed something strange. The woman in front of him seemed (5) by his words, as if this really wasn't what she'd been expecting to hear. When he'd finished talking, Mrs Gonzales thanked him repeatedly and rushed towards the exit, still looking as if she couldn't

believe her ears.

At that moment, the door opened. It was his colleague, Brian, bringing him a cup of coffee and he greeted Mrs Gonzalez as she made her exit. 'Wow, what did you say to her?' he laughed. 'I've never seen her looking so happy!' John was surprised. Had he made a huge (6) and confused Laura Gonzales with someone else? 'Er, I just told her the truth,' he explained hesitantly, 'That her daughter's doing really well.' Now it was Brian's turn to be surprised. 'Well, you must be doing something right,' he said. 'Last year when I was her teacher, she never listened. I just couldn't (7) through to her at all.' At first, John thought Brian was joking, but then realised he wasn't. Alone again in the classroom, he took a sip of coffee and smiled to himself. Maybe Brian was right and he had done something (8) proud of. This parents' evening was turning out to be better than he had expected.

- 1 A have
C having
- 2 A arrive
C arriving
- 3 A explain
C having explained
- 4 A made out
C spelled out
- B to have
D having had
- B to arrive
D having arrived
- B explaining
D to have explained
- B spoke up
D pointed out

- 5 A tricked
C puzzled
- 6 A gaffe
C remark
- 7 A bring
C get
- 8 A to be
C having been
- B alerted
D quizzed
- B nuance
D offence
- B cut
D turn
- B being
D of being

/ 8

Listening

10  Listen to a radio discussion about a teaching technique called 'drilling'. Complete the summary with one or two words in each gap.

Drilling is a listen and repeat technique used by language teachers. Andy is in favour of it and Liz is

(1)

Andy's Asian students often mispronounce words due to the fact that the pronunciation of their language is vastly different. He can improve their pronunciation using drilling.

Liz met an Italian man with (2) pronunciation and intonation. When she asked him her own questions he used other (3)

..... that he had learned and which were unrelated to her questions.

The reason he wanted to learn English was because he had seen a (4) online that he wanted. The English course the man joined taught him how to answer every single interview question possible. Andy concludes that when drilling is used (5) it can be a positive technique to use.

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11  Listen again and choose the best answers, A, B or C.

- 1 What does Andy say about drilling?
A The teacher listens to and repeats certain words.
B The students get help with the way they are speaking.
C The teacher explains where to put the stress on a word.
- 2 What does Andy say about his Asian students?
A Drilling has consequences for them outside the classroom.
B Their pronunciation causes misunderstandings.
C Their reading is as bad as their pronunciation.
- 3 What does Liz say about the Italian man?
A His English gave her a misleading first impression.
B He could speak well on any topic.
C He couldn't understand her accent.
- 4 What did Liz learn about the man?
A He achieved fluency in two weeks.
B He wanted to obtain a job that needed fluent English.
C He asked if he could do the job interview in English.
- 5 What happened to the man in the end?
A He didn't pass the interview.
B He got the job and now he is running meetings.
C He got the job and will probably find it difficult.

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Total / 10

Writing

12 Your school has organised an exchange with some students from England. Your school principal has sent you the email below. Write your proposal.

From: The Principal
To: Student representatives

We have a group of five students coming over from England. They will have a free day on one of their Saturdays. We would like you to suggest some things they could do in the town/city where you live. We need to keep them occupied and entertained from 10 am until 10 pm. We would like you to consider:

- suitable options for lunch and dinner
- morning and afternoon activities which would have some cultural or educational value
- how the students will travel

You should:

- give your proposal a title
- divide your proposal into sections and give each section a heading
- make suggestions (*We recommend/propose/suggest; you could ...*)
- give examples (*such as/for example*)
- give reasons for your suggestions
- use formal grammar, such as passives and impersonal structures (*It could be interesting to ...*)
- use formal vocabulary and linking words

Write 250–275 words.

Speaking

13 Work with a partner. Both of you read the task below and spend one minute making notes. Then think of two questions to ask your partner about their story. Student A tell your story and Student B ask your partner two questions about their experience. Then Student B tell your story and Student A ask two questions.

You will have to talk about this topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you.

Describe a time you felt proud of something you did, either in or out of school.

You should say:

- where and when it was
- what you did
- why you felt proud
- what you learned from the experience

You should:

- use past tenses
- connect your speech with linking words, such as: *then, after that, because, in addition*
- try to keep talking, it is better to use a hesitation device than to stop talking
- use some of these expressions: *I seem to remember that ..., I recall ..., What sticks in my mind is that ..., The most vivid memory I have is ...*