

NP FCE - A – MID COURSE TEST 1

A- GRAMMAR AND VOCABULARY



Part 1: For question 1- 12, read the text below and decide which answer (A,B,C or D) best fits each gap. There is an example at the beginning (0).

Teen sails around the world

A nineteen-year-old Australian who spent seven months at sea in her pink yacht ⁽⁰⁾ **crossed** the finishing line of her round-the-world journey on Saturday. She ⁽¹⁾ the youngest sailor to sail round the globe solo, non-stop and unassisted. Thousands of spectators ⁽²⁾ into applause as Emily Watson sailed into Sydney Harbour, the finale to an epic journey from which critics said she'd never ⁽³⁾ alive.

Watson's parents ⁽⁴⁾ for her when she arrived, and the teenager burst into tears; she ⁽⁵⁾ her mum and dad for seven months.

Emily Watson, from Buderim in Queensland, had ⁽⁶⁾ from Sydney on October 18th, ignoring comments by critics who said she was too immature and inexperienced for the journey. Her parents said that they had ⁽⁷⁾ her up to be independent and that she was well-prepared because she ⁽⁸⁾ since she was eight.

How did Emily feel to be back home? 'Well, I haven't had a good meal ⁽⁹⁾ seven months; I've been at sea, alone, ⁽¹⁰⁾ October; I've missed my friends,' she told reporters. Is she planning another voyage? 'First, I think ⁽¹¹⁾ a nice long rest – chill out, you know. And then I'm ⁽¹²⁾ my studies.' Emily is planning to study physical education at Sydney University.

- | | | | |
|--------------------|-------------------|---------------------|---------------------|
| 0 A crossed | B has crossed | C has been crossing | D had crossed |
| 1 A becomes | B is becoming | C became | D was becoming |
| 2 A burst | B were bursting | C had burst | D had been bursting |
| 3 A get on | B get back | C get down | D get up |
| 4 A were waiting | B have waited | C had waited | D had been waiting |
| 5 A didn't see | B wasn't seeing | C hasn't seen | D hadn't seen |
| 6 A put off | B set off | C called off | D gone off |
| 7 A brought | B given | C held | D grown |
| 8 A sailed | B was sailing | C had sailed | D had been sailing |
| 9 A for | B since | C during | D while |
| 10 A until | B over | C since | D in |
| 11 A I have | B I'll have | C I'm having | D I will have had |
| 12 A finishing | B going to finish | C about to finish | D to finish |

PART 2: For questions 13- 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0)

3-D films have been around ⁽⁰⁾ **for** more than sixty years. They have existed ⁽¹³⁾ the 1950s. However, they ⁽¹⁴⁾ not very popular back then as they were too expensive to produce and display.

NP FCE - A – MID COURSE TEST 1

Today, 3-D ⁽¹⁵⁾ becoming more and more popular and common in all kinds of film. 3-D films ⁽¹⁶⁾ also become much more profitable for producers and although they have not ⁽¹⁷⁾ become the 'norm', it looks like they soon ⁽¹⁸⁾ We're definitely ⁽¹⁹⁾ to see more 3-D releases in the coming years.

3-D technology ⁽²⁰⁾ also getting better. There ⁽²¹⁾ now viewing systems which ⁽²²⁾ not require the use of special viewing glasses, while 3-D TV ⁽²³⁾ also increasing in popularity. Soon, we will all ⁽²⁴⁾ getting rid of our old TV sets and replacing them with new, high-end 3-D ones. It looks like 3-D is here to stay!

PART 3: For questions 25 – 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Social networking: risks

Social networking sites have increased enormously in ⁽⁰⁾ **popularity** in recent years. They have millions of ⁽²⁵⁾ from around the globe and they've done a lot to bring people closer together. They are a marvellous ⁽²⁶⁾ and they are a unique way of encouraging ⁽²⁷⁾ between people from many different parts of the world.

POPULAR
VISIT

Sadly, social networking sites are becoming a target for Internet ⁽²⁸⁾ , ruthless people who take advantage of the ⁽²⁹⁾ of these sites and gather personal ⁽³⁰⁾ about the people who use them – personal details that the ⁽³¹⁾ themselves have made publicly available.

INVENT
FRIEND

Luckily, there are things we can do to reduce the risks without spoiling the fun and ⁽³²⁾ Schools are a good place to start. ⁽³³⁾ can inform children of the dos and don'ts of social networking. Internet safety should become a part of technology ⁽³⁴⁾

HACK
WEAK
INFORM
USE

EXCITE
TEACH

EDUCATE

PART 4: For questions 35- 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example: 0. She started working at noon and she hasn't finished yet. **BEEN**

She *has been working since* noon.

35 I last saw Helen before she left for Australia.

SINCE

I she left for Australia.

36 They're going to cancel the meeting.

CALL

They've decided the meeting.

NP FCE - A – MID COURSE TEST 1



- 37 My mobile rang during the nine o'clock news.

WATCHING

My mobile rang the nine o'clock news.

- 38 It was the best film I had ever seen.

NEVER

I such a good film before.

- 39 He learnt to use a computer when he was six years old.

WAS

He's known how to use a computer six years old.

- 40 At the moment, he is a reporter for the local newspaper.

AS

He a reporter for the local newspaper right now.

- 41 I started cooking about two hours ago.

HAVE

I two hours.

- 42 When did you meet Eric?

KNOWN

How long Eric?

B- READING

Part 1: You are going to read an extract from a novel. For question 1-8. Choose the answer A,B,C or D which you think fits best according to the text.

1. What does 'strides' mean in line 3, column 1?
A. brooms B. leaps C. steps D. yells
2. When Phillip is shown around the school, it is
A. mostly empty B. bright and cheerful C. small and cramped D. full of noise and activity.
3. Why were the children afraid of Mr Watson?
A. He was very loud B. He was angry with them. C. He was unkind to them D. He was very big and powerful.
4. Venning's behavior towards Philip could be described as
A. sympathetic. B. extremely hostile. C. teasing. D. uninterested
5. What does his 'tormentor' in line 22 column 2 refer to?
A. Phillip's club foot B. the boy called Venning C. the third boy to arrive D. the pain in Philip's shin
6. Why does Philip become hot and uncomfortable when the boys talked about his foot?
A. It was summertime B. he had been beaten C. He was embarrassed. D. He left out
7. Philip feels nervous with the boys because
A. he was afraid of being beaten B. he wanted to keep his club foot secret. C. they ignored him completely D. He wanted to make a good impression.
8. How do the boys who interact with Philip directly react to his club foot?
A. They pay it little attention. B. They are curious or embarrassed. C. they are polite and sympathetic. D. They are disgusted by it

NP FCE - A – MID COURSE TEST 1



"Come along, young fellow," shouted Mr. Watson. "I'll show you the school room."	"Then she didn't wash."
He swept out of the drawing-room with giant strides, and Philip hurriedly limped behind him. He was taken into a long, bare room with two tables that ran along its whole length; on each side of them were wooden forms.	The little boy crowed with delight at the success of his dialectic. Then he caught sight of Philip's feet.
"Nobody much here yet," said Mr. Watson. "I'll just show you the playground, and then I'll leave you to shift for yourself."	"What's the matter with your foot?"
Mr. Watson led the way. Philip found himself in a large playground with high brick walls on three sides of it. On the fourth was an iron railing through which you saw a vast lawn and beyond this some of the buildings of King's School. One small boy was wandering disconsolately, kicking up the gravel as he walked.	Philip instinctively tried to withdraw it from sight. He hid it behind the one which was whole.
"Hulloa, Venning," shouted Mr. Watson. "When did you turn up?"	"I've got a club-foot," he answered.
The small boy came forward and shook hands.	"How did you get it?"
"Here's a new boy. He's older and bigger than you, so don't you bully him."	"I've always had it."
The headmaster glared amicably at the two children, filling them with fear by the roar of his voice, and then with a guffaw left them.	"Let's have a look."
"What's your name?"	"No."
"Carey."	"Don't then."
"What's your father?"	The little boy accompanied the words with a sharp kick on Philip's shin, which Philip did not expect and thus could not guard against. The pain was so great that it made him gasp, but greater than the pain was the surprise. He did not know why Venning kicked him. He had not the presence of mind to give him a black eye. Besides, the boy was smaller than he, and he had read in The Boy's Own paper that it was a mean thing to hit anyone smaller than yourself. While Philip was nursing his shin a third boy appeared, and his tormentor left him. In a little while he noticed that the pair were talking about him, and he felt they were looking at his feet. He grew hot and uncomfortable.
"He's dead."	But others arrived, a dozen together, and then more, and they began to talk about their doings during the holidays, where they had been, and what wonderful cricket they had played. A few new boys appeared, and with these presently Philip found himself talking. He was shy and nervous. He was anxious to make himself pleasant, but he could not think of anything to say. He was asked a great many questions and answered them all quite willingly. One boy asked him whether he could play cricket.
"Oh! Does your mother wash?"	"No," answered Philip. "I've got a club-foot."
"My mother's dead, too."	The boy looked down quickly and reddened. Philip saw that he felt he had asked an unseemly question. He was too shy to apologise and looked at Philip awkwardly.
Philip thought this answer would cause the boy a certain awkwardness, but Venning was not to be turned from his facetiousness for so little.	
"Well, did she wash?" he went on.	
"Yes," said Philip indignantly.	
"She was a washerwoman then?"	
"No, she wasn't."	

Part 2: You are going to read a magazine article about one person's experiences leaning to skydive. Seven sentences have been removed from the article. From the sentence A- H, choose the one which fits each gap (9-15). There is one extra sentence you do not need to use.

The Skydiving Experience

The thrill of skydiving is beyond any possible description. Falling at 120 mph with the wind screaming past your body is an unbelievable experience of total freedom. The sport is not without an element of danger; indeed, it is this fear that makes it so addictive. Yet there are relatively few serious injuries in this activity because of the tight regulations and safety requirements mandated for skydiving and parachuting organisations.

I still recall my first jump from 2,500 feet using what is called a static line. **9** The static line system is often used for those new to the sport. It is a means of helping them to deal with the sensation of falling, while ensuring that they will not actually hit anything.

10 Still, there seems to be a little slice of missing time from the point where I let go of the aircraft to the parachute canopy actually opening. Pure terror sometimes does that! It was a moment where time ceased to exist, not quite a total blackout but still quite strange. Two days of training on the ground, the ceaseless drill of counting out "one thousand, two thousand, three thousand" and about all I seem to recall when I let go is something like "aaaaahhhhhh". **11**

The first real free fall commenced at about the fifth jump. This simply involved letting go of the aircraft and immediately deploying the canopy. **12** Starting from three seconds (let go and pull the ripcord) to five seconds (let go, count to three then pull the ripcord) increasing to seven seconds and so on. Once I made it to ten seconds and beyond, it became important to use an altimeter.

Free fall became really interesting at the 15-second mark because that is when the real training started. Turning, tumbling and rocketing forward by using different body positions put a completely new challenge before me. I learned it was possible to put my body in a position where forward ground speed was around 80 mph with an increase of downward velocity close to 200 mph - the ears tend to get a little warm! It is also quite important to flare out, slow and adopt a more stable position before deploying the canopy. Doing so at really high velocity really hurts, and I suspect everyone does this at least once. It is quite a lot of stress on your body when pulling up from 120 mph to 10 mph in about two or three seconds. **13**

One of my most fearful experiences occurred when I made a complete mess of trying to do a reverse tumble and became wildly unstable. Nothing I did seemed to correct the spinning and rolling, I was still at 5,000 feet and in desperation I deployed the canopy. **14** The bag wrapped around one of my legs. Luckily, by this time I had enough free fall experience to have the presence of mind to see what was happening and it was not too difficult to reach down and disentangle the risers. I also knew there was plenty of time to correct the problem because I was far higher than the standard 2,500 deployment altitude. It turned out fine in the end.

I would say one of my most memorable free falling experiences was above the Mornington Peninsula in Victoria, Australia. **15** From this altitude, I did some nice slow turns and drank in the scenery of Port Phillip Bay, out to sea, across the length of the peninsula to the city of Melbourne, all in an orange-red glow of the most amazing sunset I can ever remember. It was incredible.

- A. There are few other ways to experience the total and utter freedom of flight.
- B. This is a strong nylon tape that is attached to the aircraft on one end, and to the release pin of the jumper's canopy on the other.
- C. I think my ears are still ringing from that mistake.
- D. Altitudes increased gradually, as did time in free-fall.
- E. After a second and many subsequent jumps, this sensation soon faded to a dim recollection as I became accustomed to falling.
- F. It was a 40 second fall from 14,000 feet, right at sunset.
- G. What happened next was not good at all.
- H. My first experience is still very sharp in my memory.

The end.