STRUCTURE AND WRITTEN EXPRESSION I

Choose the answer which best answers the question or fits the space. Only one answer is correct.

1 - What would you like, Sue?
- I’d like the same __________ Michael please.
   A that     B as     C for     D had

2 __________ people know the answer to that question.
   A Few      B Little   C Least   D A little

3 It’s not __________ to walk home by yourself in the dark.
   A sure     B certain  C safe    D problem

4 __________ sure all the windows are locked.
   A Take     B Have    C Wait    D Make

5 I’ll go and __________ if I can find him.
   A see      B look    C try     D tell

6 What’s the difference __________ football and rugby?
   A from     B with    C for     D between

7 My car needs __________ .
   A repairing   B to repair     C to be repair  D repair

8 Tim was too __________ to ask Monika for a dance.
   A worried    B shy       C selfish    D polite

9 I haven’t had so much fun __________ I was a young boy!
10 Sorry, I don’t know _________ you’re talking about.
   A that    B what    C which    D why

11 I’m afraid you _________ smoke in here.
   A could not    B don’t have to    C are not allowed to    D can’t be

12 Everyone wanted to go out _________ John.
   A apart    B unless    C however    D except

13 Honestly! I saw a ghost! I’m not _________ it up!
   A having    B laughing    C making    D joking

14 Eat everything up! I don’t want to see anything _________ on your plate!
   A left    B missing    C put    D staying

15 Take the A20 _________ the roundabout, then turn left.
   A right    B as far as    C along    D heading north

16 I really hope you can find a _________ to this problem.
   A result    B way    C conclusion    D solution

17 Could you watch my bag while I go and get a cup of tea?
   A Of course    B Never mind    C If you don’t mind    D it doesn’t matter.

18 In my country, it is _________ the law to watch an X-rated film if you are under eighteen.
   A under    B against    C over    D beyond

19 Rebecca had to _________ the invitation, as she was busy studying for her exams.
A  take off  B  put back  C  turn down  D  get away

20 Police _________ that a terrorist group might be behind the kidnapping.
   A  suppose  B  fancy  C  suspect  D  accuse

21 When Christopher smiles, he _________ me of his grandfather.
   A  remembers  B  recalls  C  rethinks  D  reminds

22 The wonderful smell of freshly _________ coffee hit us as we entered the store.
   A  crushed  B  smashed  C  ground  D  pressed

23 Mike’s dad wouldn’t _________ him go to school with a red streak in his hair.
   A  allow  B  permit  C  accept  D  let

24 If only I _________ made that phone call!
   A  wasn’t  B  didn’t  C  hadn’t  D  haven’t

25 I like Mary for her friendly smile and her _________ of humour.
   A  sense  B  manner  C  way  D  impression

26 These shoes are very _________ for walking in the mountains.
   A  practical  B  functional  C  realistic  D  active

27 _________ of the credit for our success has to go to the Chairman, Peter Lewis.
   A  Several  B  Much  C  Enough  D  Sufficient

28 We were surprised that over 500 people _________ for the job.
   A  wrote  B  applied  C  enquired  D  requested

29 The children watched in excitement as she _________ a match and lit the candles.
   A  scratched  B  struck  C  rubbed  D  scraped
30 Sorry about Kate’s strange behaviour, but she’s just not used
to __________ lots of people around her.
A had  B have  C having  D has

31 Ivan kept running very hard __________ none of the other runners
could possibly catch him.
A even though  B however  C despite  D as

32 ‘I did this painting all __________ my own, Dad,’ said Milly.
A by  B with  C for  D on

33 You __________ better check all the details are correct before we send it off.
A would  B had  C should  D did

34 This game is __________ to be for five year-olds, but I think a two year-old
could do it!
A expected  B required  C obliged  D supposed

35 Just put this powder down, and it should __________ any more ants from getting in.
A prevent  B avoid  C refuse  D forbid

36 When Jonie __________ to do something, you can be sure she’ll do it, and do it well.
A gets on  B takes up  C sets out  D brings about

37 __________ we get to the top of this hill, the path gets much easier.
A At the time  B Eventually  C Once  D Finally

38 Fifty-seven? No, that __________ be the right answer!
A can’t  B mustn’t  C wouldn’t  D needn’t

39 __________ happens, I’ll always be there for you!
A However  B What  C Whatever  D No matter

40 Can you __________ to it that no one uses this entrance?
A see  B deal  C ensure  D get

41 A __________ debate ensued, with neither side prepared to give way to the other.
A warm  B heated  C hot  D boiling

42 I’ve drunk milk every __________ day of my life, and it’s never done me any harm!
   A particular   B individual   C single   D one

43 The version of the film I saw had been __________ censored.
   A strongly   B deeply   C great   D heavily

44 He promised to phone me at nine o’clock exactly, and he was
   as __________ as his word.
   A true   B good   C right   D honest

45 There has been so much media __________ of the wedding
   that I’m completely fed up with it.
   A circulation   B attention   C broadcasting   D coverage

46 If I were you I would __________ clear of the area around the station late at night.
   A stick   B steer   C stop   D stand

47 Turning back now is out of the __________ .
   A agenda   B matter   C question   D possibility

48 Joe’s fear of enclosed spaces __________ from a bad experience
   he had when he was a child.
   A stems   B leads   C starts   D flows

Answers:

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STRUCTURE AND WRITTEN EXPRESSION II

Read the text and then select the correct answer, A, B, C or D. There is an example at the beginning:

EXAMPLE:  (0)   A with    B for    C at    D in

No More Classes

The use of computers has meant students can study language programmes (0) ... their own speed when and for how long they want. What's more, in the virtual classrooms of the future the student will (1) ... on their headset, and be transported into an imaginary school, choose their class, take the books they need off the shelf and (2) ... conversations with other computerised students.

They might (3) ... choose to pay a visit to the supermarket or the train station, the bank or the restaurant. At the (4) ... of a button they would be transported to (5) ... realistic settings where they could practice their English, maybe getting a hand from a virtual English companion. All this perhaps, at the computer, from the comfort of their home: no (6) ... to catch the bus to college, or a plane to England.

Exciting? Certainly, and an interesting alternative to traditional classroom lessons. But would it ever (7) ... the classroom? Hopefully not. Surely the need to relate to real people talking about real issues and generally learning a little more about others will always lead language learners to (8) ... at least a little of their time with real people.

1.  A. place    B. put    C. set    D. get
2.  A. take    B. do    C. catch    D. hold
3.  A. although    B. preferably    C. instead    D. contrary
4.  A. force    B. hit    C. depress    D. push
5.  A. so    B. such    C. like    D. alike
6.  A. role    B. duty    C. obligation    D. need
7.  A. replace    B. restore    C. succeed    D. recover
8.  A. spend    B. make    C. have    D. do

Answers:

2.  D                     5.  B                     8.   A
3.  C                     6.  D
LISTENING I

Questions 1-4
Complete the information about the archives.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Welcome to City Archives

The following people may use the archives:

• University students with a valid 1 __________________
• City residents with payment of 2 __________________
• All others: Special permission from the director is required.

Hours:
Days: 3 ___________ through ___________
Hours: 4 9:30 A.M. until ___________ P.M.

Questions 5-10
What can be found on each floor of the archives building?
Write the correct letter, A—G next to questions 5—10.

CITY ARCHIVES

A nineteenth-century documents
B maps
C personal papers
D photographs
E books about the city
F newspapers
G information about the woolen mill

Floor of the building

5  basement ________________
6  ground floor ______________
7  second floor ______________
8  third floor ________________
9  fourth floor ________________
10 fifth floor ________________
## Questions 1-7

Complete the table below.

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<th>Notes</th>
<th>Tips</th>
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<tr>
<td>Short stories</td>
<td>3 basic styles</td>
<td>start with a 1. ________________________</td>
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<tr>
<td>Non-fiction</td>
<td>biographies often popular</td>
<td>tell publishers about your 2. ____________</td>
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<tr>
<td>Articles</td>
<td>advice articles work well</td>
<td>Write for a 3. _________________________</td>
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<tr>
<td>Poetry</td>
<td>meaning shouldn’t be too</td>
<td>read your poems aloud 4. ______________</td>
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<td>movements usually decided by</td>
<td>learn about acting 5. ________________</td>
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<td>Radio</td>
<td>BBC publishes Handbook</td>
<td>try 6. _________________________________</td>
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<td>Children’s</td>
<td>Illustrations important</td>
<td>decide on an 7. _______________________</td>
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## Questions 8-10

Choose the correct letter, A, B or C.

8. What is a disadvantage of first person narration in novels?
   A  It makes it harder for the main character to be interesting.
   B  It is difficult for beginners to do well.
   C  It limits what can be described

9. What is a mistake when writing novels?
   A  Failing to conclude enough detail
   B  Trying to explain ironic effects
   C  Including too many characters

10. In order to make dialogue seem natural, writers should
    A  make recordings of real conversations.
    B  include unfinished sentences.
    C  break up long speeches.
SCRIPT I
You will hear a conversation between a university student and a librarian about using the City Archives.
First, you have some time to look at Questions 1 to 4.
As you listen to the first part of the conversation, answer Questions 1 to 4.

Questions 1 to 4
Student: Hello. I was wondering if you could give me some information about using the archives.
Librarian: I’d be happy to. Are you a resident of the city?
Student: Actually, I live just outside the city, but I study at the university downtown.
Librarian: That’s fine. All you need to do is show your university identification card and you can use the archives at no charge, as long as your ID card is current, of course.
Student: Yes, it’s valid. So I don’t have to pay anything?
Librarian: No. City residents pay an annual fee, but students can use the archives for free. Everyone else needs to get special permission from the director, but that doesn’t apply to you, of course.
Student: Oh, good. I was also wondering about the schedule. I have classes every day, Monday through Friday, and I also have a part-time job, so I could really only use the archives on weekends.
Librarian: That’s not a problem at all. We’re open all weekend; actually the only day we’re closed is Monday. So you can come any day, Tuesday through Sunday.
Student: Are you open in the evenings?
Librarian: Yes, we’re open from 9:30 in the morning until 8:30 in the evening.
Student: That will fit my schedule well.

Questions 5 to 10
Librarian: Is there something else I can help you with?
Student: Yes. One thing I’ll be needing to see for one of my class projects is old photographs. Do you have photographs of the city in the nineteenth century that I could look at?
Librarian: Yes, we store all the photographs in the basement. Those stairs over there will take you down to the photography collection. Just tell the librarian there what you’re interested in, and he’ll help you.
Student: Those would be nineteenth-century photographs?
Librarian: Yes, the entire collection is there. Now, if you’re interested in seeing documents from the nineteenth century, those are right here on the ground floor.
Student: I would like to see some of those documents. Does that collection include newspapers, too?
Librarian: No, all the newspapers from the earliest ones, in the eighteenth century, up to the current time, are on the second floor. Here, let me just give you this map of the archives, and you’ll be able to find whatever it is you need.
Student: Thank you. Oh, I see you have a whole room devoted to maps.
Librarian: Yes, on the third floor.
Student: That’s great because one thing I need to do is look at how the city has developed over time.
Librarian: I’m sure you’ll find a lot of helpful information there. Of course, some of the maps are several centuries old, so generally visitors are only allowed to see photographic reproductions of them.
Student: That shouldn’t be a problem. What’s this on the fourth floor - Ogden’s Woolen Mill?
Librarian: As I’m sure you know, Ogden’s Woolen Mill was the major entity responsible for the growth of this city in the nineteenth century. The Ogden heirs gave money for the archives to devote an entire floor to information about the history of the mill.

Student: Will I be able to find information about the Ogden family there - photographs, personal papers, things like that?

Librarian: Probably the family photographs are stored downstairs in the photography collection. The personal papers would be on the fifth floor, where we keep all the personal papers of famous residents of our city.

Student: Thank you so much for your help. I’ll be able to do a lot of my research here.

SCRIPT 2

Lecturer: So, I’m now going to say a few words about the various different kinds of writing you may want to consider. Each has its own challenges and reward, and it’s really a question of seeing what suits you best. There are no rights and wrongs here. Let’s start by considering the short story. Remember that a short story isn’t just a very concise novel. There are three basic styles, the story itself, the slice of life section and the surprise type, and all of them are equally valid as treatments of the genre.

When producing a short story, you don’t have time for a slow build up of interest, do you need to get in there straight away and begin a crisis. Then there’s no fiction, which can sell very well, with biographies in particular frequently hitting the best-seller lists. It’s important, however, to be sure your chosen topic is genuinely interesting to people and you know enough about it to do it justice, so when you’re submitting your idea to a publisher, it’s worthwhile to give them details of specialist knowledge you have.

What about articles? Now this is a very wide area, of course, going from the very learned and obscure to the populist gossip type. Articles based on giving advice are a proven area, and to give them a sufficient focus, you should produce your article for a definite market – that will help to define your purpose. Turning to something different, there’s the question of poetry. It’s often hard to define what poetry is exactly – maybe it’s easier to say what isn’t! But it should be subtle, so the message of a poem oughtn’t be overly obvious. True poems let the ideas sit there for the reader to ponder. What they must do is sound good, like singing, so I recommend reading what you write aloud to yourself, to check the melody.

Well, then there’s plays, which are basically novels but told only through conversations. A playwright includes minimal instructions for actions – but not for every small action the actors will perform – things such as “moves towards sofa” and so on are for the director to come up with. If you are thinking of trying your hand at a play, a good starting point would be to educate yourself a little in the art of acting, so that you know what the people who deliver your work can and can’t do with it.

What’s next? There’s radio, of course. Radio uses an enormous range of material, and the BBC Writing for Radio Handbook contains information about all of this. To begin with, I suggest regional stations for sending your stuff to – the competition for national radio is extremely high. OK, another interesting area children’s literature. Now, very few, if any, children’s books are published without pictures, but this doesn’t mean that you, as writer, have to draw them – that’s for the illustrator. What you do need to do is to be clear who you want to write for, so fix on one age group and then aim your stories at that.

Right, I’ve saved what I consider to be the best – and the hardest – till last. The novel. Very long and very difficult to do well. But certainly not impossible, as any bookshop’s shelves will confirm. One of the first things to decide is from what point of view you will tell your story. A popular choice is the first person, and this technique certainly gives a sense of immediacy for the reader while many new writers find it easier to project themselves into their main character if they can write in his or her name. But that assumes, of course, that the main character is somehow like the writer, which may or may not be the case. Meanwhile, if your book is all narrated by ‘I’, you can only put into your story things which are experienced by that character, which may prove to be rather restricting.
Now, there are all sorts of pitfalls for the novelist, and many of them relate to the issue of providing a balanced narrative. Every time you introduce a character into the story, you have decisions to make. Of course you want to populate your landscape with a variety if people to maintain interest, but don’t feel that you have to decorate every one of them in elaborate detail. The same goes for irony. All too often, an experienced writer will create a strong ironic situation, and then spoil it by spelling out what they mean by it, as if readers were too stupid to understand. A few contrasting details should serve to make the point clear. A big challenge for new novelists is dialogue. What is the relationship between conversation as people really speak and as it is in novels? Well, it depends. If you recorded actual conversations and copied them straight into your narrative, readers would get confused and bored – all those unfinished sentences going nowhere. On the other hand, you don’t want to write out page-long utterances by characters, as these will seem unrealistic to an extreme – but you can insert minor descriptions and actions to vary the pace and add interest. Well, I hope what I’m saying is encouraging and not too off-putting about the various difficulties. Are there any questions at this point?
READING COMPREHENSION

In this section you will read one passage which is followed by a number of questions about it. You are to choose the one best answer, A, B, C, or D, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Questions 1-10

Line 1 According to the controversial sunspot theory, great storms on the surface of the sun hurl streams of solar particles into the atmosphere, causing a shift in the weather on earth. A typical sunspot consists of a dark central umbra surrounded by a lighter penumbra of light and dark threads extending out from the center like the spokes of a wheel. Actually, the sunspots are cooler than the rest of the photosphere, which may account for their color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

8 Sunspots range in size from tiny granules to complex structures with areas stretching for billions of square miles. About 5 percent of the spots are large enough so that they can be seen without instruments; consequently, observations of sunspots have been recorded for several thousand years.

11 Sunspots have been observed in arrangements of one to more than one hundred spots, but they tend to occur in pairs. There is also a marked tendency for the two spots of a pair to have opposite magnetic polarities. Furthermore, the strength of the magnetic field associated with any given sunspot is closely related to the spot’s size.

15 Although there is no theory that completely explains the nature and function of sunspots, several models attempt to relate the phenomenon to magnetic fields along the lines of longitude from the north and south poles of the sun.

1. The purpose of the passage is to
   (A) propose a theory to explain sunspots
   (B) describe the nature of sunspots
   (C) compare the umbra and the penumbra in sunspots
   (D) argue for the existence of magnetic fields in sunspots

2. The word “controversial” in line 1 is closest in meaning to
   (A) widely accepted
   (B) open to debate
   (C) just introduced
   (D) very complicated

3. Solar particles are hurled into space by
   (A) undetermined causes
   (B) disturbances of wind
   (C) small rivers on the surface of the sun
   (D) changes in the earth’s atmosphere

4. The word “particles” in line 2 refers to
   (A) gas explosions in the atmosphere
   (B) light rays from the sun
   (C) liquid streams on the sun
(D) small pieces of matter from the sun

5. How can we describe matter from the sun that enters the earth’s atmosphere?
   (A) Very small
   (B) Very hot
   (C) Very bright
   (D) Very hard

6. The sunspot theory is
   (A) not considered very important
   (B) widely accepted
   (C) subject to disagreement
   (D) relatively new

7. The word “they” in line 9 refers to
   (A) structures
   (B) spots
   (C) miles
   (D) granules

8. The word “consequently” in line 10 could be best replaced by
   (A) as a result
   (B) nevertheless
   (C) without doubt
   (D) in this way

9. In which configuration do sunspots usually occur?
   (A) In one spot of varying size
   (B) In a configuration of two spots
   (C) In arrangements of one hundred or more spots
   (D) In groups of several thousand spots

10. How are sunspots explained?
    (A) Sunspots appear to be related to magnetic fields on the earth.
    (B) Sunspots may be related to magnetic fields that follow longitudinal lines on the sun.
    (C) Sunspots are explained by storms that occur on the earth.
    (D) Sunspots have no theory or model to explain them.

Keys. Reading Comprehension

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