

**Beat the examiner with *Laser***

**Steve Taylore-Knowles**



- The best exam preparation is to learn English,  
not to rely on tips, tricks and techniques!

**Раздел 3. Грамматика и лексика**

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, начатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так, чтобы они grammatically соотвествовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

**A lesson on efficiency**

**B4** I remember my last year at school very well. There were three boys ..... William in my class.

**B5** Miss Fisher, one of the teachers, called them all William, and we ..... which one she was talking to.

**B6** One day, during a lesson on efficiency, she thundered, "William, put that gum you ..... in the wastepaper bin at once!" All three of them started to rise, paused, then walked to the front of the class to dispose of their gum. The teacher beamed. "Three for one! Now that's efficiency."

**What country has no rivers?**

**B7** Hard to believe it, but there is such a country! Libya ..... in North Africa and borders on the Mediterranean Sea.

**B8** It's the ..... largest country on Earth. But more than 90 percent of Libya is desert, and there's not a single permanent river in Libya!

**B9** This huge country, more than four times the size of California, has a ..... population than a number of cities in California.

**B10** Libya ..... an independent nation in 1951.

NAME

NOT KNOW

CHEW

LOCATE

FIFTEEN

SMALL

BECOME

**Reading and Use of English • Part 4**

6

For questions 25 – 30, 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 Prizes are given out when the school year finishes.  
PLACE

Prize giving ..... end of each school year.  
The gap can be filled by the words 'takes place at the', so you write:

Example: 0 **TAKES PLACE AT THE**

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 It's been over six months since I last saw Dan.  
SEEN

I ..... over six months.

26 The match went ahead despite the wet weather.  
EVEN

The match went ahead ..... raining.

27 'You took the last piece of chocolate!' Hannah said to Paul.  
ACCUSED

Hannah ..... the last piece of chocolate.

7  
**TURN**  
Marian ..... at the party until 9 o'clock, so her friends were a bit annoyed.

28 Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

29 I only went to see that film because you told me how good it was.  
**HAVE**  
I ..... to see that film if you hadn't told me how good it was.

30 Advance payment isn't necessary for attendance at school clubs.  
**IN**  
You don't need ..... to attend school clubs.

Turn over ►

- The best exam preparation is to learn English, not to rely on tips, tricks and techniques!
- However, there are tips, tricks and techniques that help!

What are they  
trying to test?

How can I give  
myself the  
best chance?



What are they trying to test? —————→ exam skills

How can I give myself the best chance? —————→ exam strategies

## exam skills

scanning, skimming, making deductions,  
expressing preferences, giving reasons, ...

the key language skills and functions  
that are commonly tested in exams

## exam strategies

underline key words, cross off incorrect answers,  
think carefully about pronouns, ...

the optimal techniques that are  
specific to an exam task

# exam skills

| Unit   | Topic                         | Reading                           | Grammar 1  | Vocabulary   | Listening   | Speaking                              | Use of English  | Writing   |
|--|-------------------------------|-----------------------------------|--|--|---|---------------------------------------|---|---|
| <b>1</b><br><b>Family Ties</b><br>PAGE 6         | people and relationships      | scanning for specific information | tense review: present (simple and continuous)                          | key topic vocabulary, word formation (prefixes), phrasal verbs with <i>up</i> , metaphors (people) | predicting, Soundbite: /ɪ/ and /i:/   | talking about family                  | stative verbs, word patterns                              | selecting correct register, informal letter/email |
| <b>2</b><br><b>The Open Road</b><br>PAGE 14      | transport                     | scanning for specific information | tense review: past (simple and continuous)                             | key topic vocabulary, confusable words, collocations (transport)                                   | identifying location, Soundbite: /æ/ and /e/                                      | comparing                             | would, used to, be used to, word patterns                 | presenting an argument, essay                     |
| <b>Revision Units 1 – 2 • PAGE 22</b>            |                               |                                   |  |  |   |                                       |   |   |
| <b>3</b><br><b>Killing Time</b><br>PAGE 24       | free time activities, hobbies | recognising discourse markers     | tense review: present perfect (simple and continuous)                  | key topic vocabulary, idioms (time), phrasal verbs with <i>down</i> , metaphors (time)             | understanding attitude, Soundbite: /ʌ/  | making suggestions                    | articles, synonyms  | awareness of target reader, informal letter/email |
| <b>4</b><br><b>Work Wonders</b><br>PAGE 32       | occupations                   | scanning for specific information | tense review: past perfect (simple and continuous)                     | key topic vocabulary, word formation (suffixes), confusable words                                  | listening for specific information, Soundbite: silent letters (1)                 | expressing uncertainty                | comparatives and superlatives                             | layout and text structure, report                 |
| <b>Revision Units 3 – 4 • PAGE 40</b>            |                               |                                   |  |  |   |                                       |   |   |
| <b>5</b><br><b>The Global Village</b><br>PAGE 42 | the media, communications     | scanning for specific information | the passive  | key topic vocabulary, phrasal verbs with <i>on</i> , idioms (the media)                            | listening for gist, Soundbite: /ʒ/  | talking about experiences             | countable and uncountable nouns, homonyms                 | using descriptive language, story                 |
| <b>6</b><br><b>Come Rain or Shine</b><br>PAGE 50 | the weather                   | understanding main concepts       | the future (1): <i>will, going to, present</i> (simple and continuous) | key topic vocabulary, collocations (weather), confusable words                                     | listening for specific information, Soundbite: weak forms (1)                     | speculating                           | question tags, connectors                                 | selecting appropriate style, article              |
| <b>Revision Units 5 – 6 • PAGE 58</b>            |                               |                                   |  |  |   |                                       |   |   |
| <b>7</b><br><b>A Matter of Taste</b><br>PAGE 60  | food and drink                | grammatical referencing           | reported speech  | key topic vocabulary, phrasal verbs with <i>out</i> , collocations (cooking)                       | identifying roles, Soundbite: /k/, /g/ and /ŋ/                                    | agreeing and disagreeing              | indirect questions, prepositions                          | using prompts, formal letter/email                |
| <b>8</b><br><b>Out and About</b><br>PAGE 68      | travel and tourism            | text type and function            | infinitives and -ing forms   | key topic vocabulary, word formation (irregular forms), metaphors (life)                           | listening for specific information (FCE Listening Part 2), Soundbite: /s/ and /z/ | giving examples (FCE Speaking Part 4) | <i>prefer, would rather, had better</i> , parts of speech | expressing opinion, review                        |
| <b>Revision Units 7 – 8 • PAGE 76</b>            |                               |                                   |  |  |   |                                       |   |   |



## Use of English

**1** Read the text in exercise 2 quickly, and decide whether these statements are true (T) or false (F).

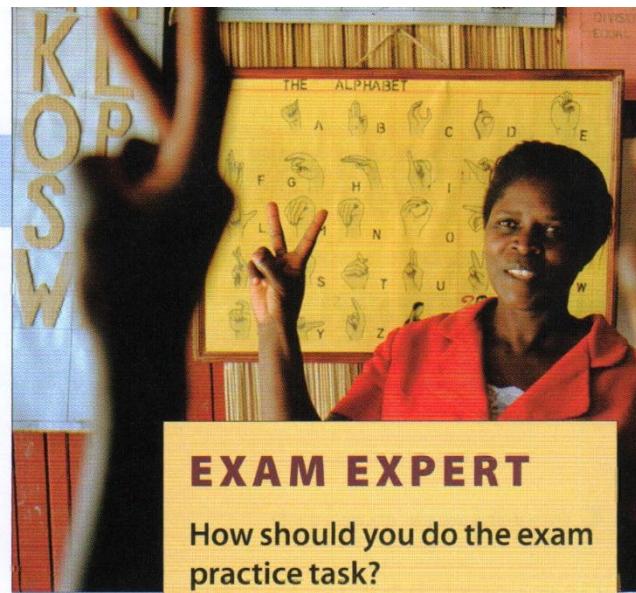
- |  |     |
|--|-----|
| 1 Sign language was invented recently.                     | T/F |
| 2 The same sign language is used all round the world.      | T/F |
| 3 Sign languages are real languages.                       | T/F |
| 4 It's impossible to express emotions with sign language.  | T/F |
| 5 It's easier to learn sign language than other languages. | T/F |

## 2 exam practice

Read the text below and think of the word which best fits each gap.  
Use only one word in each gap. Write your answers IN CAPITAL LETTERS.

### Sign Language

Despite the fact (1) \_\_\_\_\_ sign language has been used for thousands of years in one form or another, not much is known about its history. Today, thousands (2) \_\_\_\_\_ deaf people around the world use sign language (3) \_\_\_\_\_ communicate. However, (4) \_\_\_\_\_ are many different sign languages, and a signer (5) \_\_\_\_\_ uses British sign language may well not be able to understand a signer from another country. Even (6) \_\_\_\_\_ some people believe that sign languages are not real languages, linguists who have studied (7) \_\_\_\_\_ say that they are. The only difference is that instead (8) \_\_\_\_\_ using speech or writing to express meaning, signers use (9) \_\_\_\_\_ hands. (10) \_\_\_\_\_ fact, anything that can be expressed through spoken language can also be expressed through sign language. Learning sign language is like learning any (11) \_\_\_\_\_ language – it (12) \_\_\_\_\_ time and practice.



### EXAM EXPERT

How should you do the exam practice task?

- a Don't waste time reading the text first; go straight to the first gap.
- b Quickly read the whole text through to get a general idea of what it's about before filling the gaps.

## 4 exam practice

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. Write your answers IN CAPITAL LETTERS.

### Should we believe what we read?

When we read a newspaper story about something that's happened, we usually presume that it's (1) \_\_\_\_ accurate. We tend to believe that the (2) \_\_\_\_ has done his or her research, and that we can rely on the words written. However, some sections of the media see things rather differently. There is a (3) \_\_\_\_ used in the tabloid newspaper industry in Britain: 'The (4) \_\_\_\_ doesn't sell newspapers'. For tabloids, the aim is to create stories that shock the reader, even if they're not true.

(5) \_\_\_\_ who work for these papers often feel that their (6) \_\_\_\_ is not so much to present the facts as to produce the most interesting story possible.

Can any form of spoken or written (7) \_\_\_\_ accurately present reality? Perhaps not. Producing a text always involves a (8) \_\_\_\_ . Which words we use and how we express them reflect our (9) \_\_\_\_ opinion. Indeed, we shouldn't even completely believe what we see on TV as the selection of images shown or not shown will affect our (10) \_\_\_\_ .

### EXAM EXPERT

How should you do the exam practice task?

Remember that adverbs

- a are only used to give information about verbs.
- b are used to give information about both verbs and adjectives.

FACT

REPORT

SAY

TRUE

JOURNAL  
RESPONSIBLE

COMMUNICATE  
CHOOSE  
PERSON

RESPOND

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

### Mobile phones

On New Year's Day, 1985, Michael Harrison phoned his father, Sir Ernest, to wish him a happy new year. Sir Ernest was chairman of Racal Electronics, the owner of Vodafone, A \_\_\_\_\_.

At the time, mobile phones weighed almost a kilogram, cost several thousand pounds and provided only 20 minutes talktime. The networks themselves were small; Vodafone had just a dozen masts covering London. Nobody had any idea of the huge potential of wireless communication and the dramatic impact B \_\_\_\_\_.

Hardly anyone believed there would come a day when mobile phones were so popular C \_\_\_\_\_. But in 1999 one mobile phone was sold in the UK every four seconds, and by 2004 there were more mobile phones in the UK than people. The boom was a result of increased competition which pushed prices lower and created innovations in the way that mobiles were sold.

When the government introduced more competition, companies started cutting prices to attract more customers. Cellnet, for example, changed its prices, D \_\_\_\_\_. It also introduced local call tariffs.

The way that handsets themselves were marketed was also changing and it was Finland's Nokia who made E \_\_\_\_\_. In the late 1990s Nokia realized that the mobile phone was a fashion item: so it offered interchangeable covers which allowed you to customize and personalize your handset.

The mobile phone industry has spent the later part of the past decade reducing its monthly charge F \_\_\_\_\_, which has culminated in the fight between the iPhone and a succession of touch screen rivals.

1. trying to persuade people to do more with their phones than just call and text
2. that there would be more phones in the UK than there are people
3. and relying instead on actual call charges
4. that mobile phones would have over the next quarter century
5. the leap from phones as technology to phones as fashion items
6. and his son was making the first-ever mobile phone call in the UK
7. the move to digital technology, connecting machines to wireless networks

| A | B | C | D | E | F |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

What does this task test?  
(exam skills)

understanding of gist

understanding of coherence

understanding of cohesion

## cohesion

the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. For example:

*A: Is Jenny coming to the party?*

*B: Yes, she is.*

*If you are going to London, I can give you the address of a good hotel there.*

*Longman Dictionary of Language Teaching and Applied Linguistics*

## **coherence**

the relationships which link the meanings of utterances in a discourse or of the sentences in a text. These links may be based on the speakers' shared knowledge. For example:

- A: Could you give me a lift home?  
B: Sorry, I'm visiting my sister.*

There is no grammatical or lexical link between A's question and B's reply but the exchange has coherence because A and B know that B's sister lives in the opposite direction to A's home.

Generally a paragraph has coherence if it is a series of sentences that develop a main idea (i.e. with a topic sentence and supporting sentences which relate to it).

*Longman Dictionary of Language Teaching and Applied Linguistics*

Is that your dog? The dog evolved from the wolf. The wolf put on grandma's clothes and got into bed. Bed and board were included in the price.

Louie rushed and got ready for work, but, when he went out the door, he saw the snowstorm was very heavy. Therefore, he decided not to go to work. Then, he sat down to enjoy his newspaper. However, he realized his boss might get angry because he did not go to the office. Finally, he made another decision, that he must go to work. So, he went out the door and walked to the bus stop.

Ann Raimes, *Anguish as a second language? Remedies for composition teachers.*

## **coherence**

the way in which texts make sense in terms of content, context, opinions, ideas, etc

## **cohesion**

the way in which texts make sense in terms of connecting phrases, pronouns, lexical references, etc

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

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| A | B | C | D | E | F |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

## What does this task test? (exam skills)

understanding of gist

understanding of coherence

understanding of cohesion

grammatical accuracy

## What should I do? (exam strategies)

read quickly for gist

identify topic at each gap

underline key cohesive devices

read for grammatical fit

## Wordpower!

essential • keep up to date • texting  
social networking • stay in touch

## Starting point

Calculate your 'screen time' (ie hours per day in front of a screen, eg TV, mobile device, computer, etc) and tick (✓) one of the boxes below. Compare with a partner and discuss these questions:

- Look at the pictures. Why do young people enjoy using these things?
- Which of them do you use?
- Do they do any harm?
- Is your 'screen time' healthy?



My screen time

|        |
|--------|
| 0-1    |
| 1-2    |
| 3-4    |
| 4-5    |
| over 5 |



## Reading 1 0 2.01

## Turn off the Wii™, kids, and we'll go on a bear hunt

As family life suffers, what can parents do to fight the lure of the screen, asks Margarette Driscoll

When Mark Wright told his son Joe, 15, he was taking him on a trip last May, he was horrified. [1] Like many parents, Wright, who runs an adventure travel company, Families Worldwide, had become exasperated by his son's 'addiction' to computer games and decided it was time to do some father-son bonding, away from Xbox®, Wii® and DS®. The trip last May achieved its goal, at least for as long as it lasted. Wright admits that he forgot about the internet after a couple of days. 'I can't really compare it with seeing bears up close,' he says. But when they got home, Joe was back on the laptop. [2] 'It drives me berserk,' says Melanie, his mother. As a parent of teenagers, I can understand how she feels. My two girls (aged 16 and 19) and their friends are kept glued to Facebook by what they 'fomo' – fear of missing out. Friends with teenage sons report, like Wrights, an endless war against games sneakily being played instead of homework done.

Barnaby Lenon, former headmaster of Harrow school, shone a spotlight on the problem. He said that many teenagers – especially boys – had become 'addicted' to computers and that this was affecting their development: 'Children spend far too long on computers and as a result they are not doing the two things that we want them to do, which are reading and talking.' Lenon, now chairman of the Independent Schools Council, says it is not only educational attainment but family relationships that are being damaged. [3]

It seems that Lenon is not the only one who believes this. 'The amount of time families spend together is dropping rapidly and we ought to be worried about that, as children need conversation to learn to interpret facial expressions as part of their development,' says Dr Aric Sigman, a psychologist who has written a report for the European parliament on the impact of computer use on children.

Lenon suggests that parents limit computer use to an hour or two a day. He also says they should not buy smartphones or other handheld devices for children. [4]

He would like to see schools setting guidelines for computer use above and beyond that needed for homework. 'It may still be a question of persuasion and negotiation, but having guidelines from school gives authority to what parents are saying,' he says. Sigman goes further and suggests the government should issue advice on time spent using computers or watching television. 'Screen time needs to be regarded as just another form of consumption that we measure in units per day,' he says. 'It seems odd to me that the government gives guidance on our eating patterns yet there is nothing on our children's main leisure activity.'

The French government has already outlawed broadcasting to children under three years old. [6] Sigman agrees with a total ban on screen time before the age of three. Then he recommends time limits of half an hour a day for 3 to 7 year olds, one hour for 7–12s, one and a half hours for 12–15s and two hours (over and above work) for adults. The bear-hunting trip inspired Wright to devise other trips to take parent and child out of their normal environment and encourage communication. [7] But for those who can't afford or can't face a trip to the wilderness as an antidote to Facebook, Xbox® and the rest, there seems to be no alternative to that old parental standby – nagging.

## EXAM EXPERT

How should you do the exam practice task?

- If a sentence ending fits grammatically, it must be the correct answer.
- A sentence ending must fit grammatically and must make logical sense for it to be the correct answer.



## WORK IT OUT!

Find these words and phrases in the text and the missing sentences and underline them. Can you work out what they mean from the context?

antidote • berserk • bonding • exasperated  
hamper • negotiation • outlawed

## 3 exam practice

You are going to read a newspaper article about how young people spend their free time. Seven sentence endings have been removed from the text. Choose from sentence endings A–H the one which fits each gap (1–7). There is one extra sentence ending which you do not need to use.

- until they are at least 15 years old.
- even if only for a short time.
- and the family arguments over computer use continued.
- even though the week involved trekking and bear-hunting in the Tatra mountains of Slovakia.
- because of fears that watching television might hamper language development and attention.
- even though it may be harmful.
- unless they are carefully monitored by caregivers.
- by allowing children too much time on computers.

## 4 Write a word or phrase from the article in each gap to complete the sentences.

- Jimmy plays games all day and all night – it's like an \_\_\_\_\_ with him. (paragraph 1)
- Sue always thinks she's \_\_\_\_\_ on something so she phones her friends every night. (paragraph 2)
- I told him he couldn't use my laptop but he \_\_\_\_\_ came into my room and took it when I was out. (paragraph 2)
- You \_\_\_\_\_ too much time playing games and not enough on your schoolwork. (paragraph 3)
- Our teacher gave us some useful \_\_\_\_\_ for how to use the internet safely. (paragraph 4)
- My parents think mobiles are \_\_\_\_\_ to our health so I haven't got one. (paragraph 5)
- James has got an \_\_\_\_\_ problem – he never really listens to his teacher. (paragraph 6)
- Joni's mum thinks \_\_\_\_\_ her is the only way to get her to do her homework. (paragraph 7)

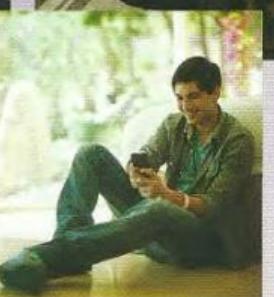
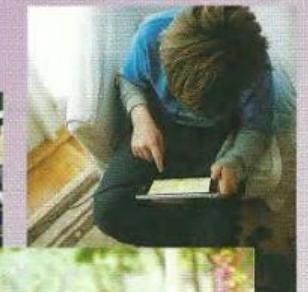
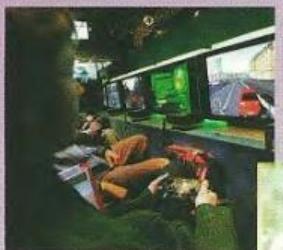


## Have your say!

- Do you agree with Dr Sigman's screen time limits?
- How do your parents feel about your daily screen time?
- Who in the article do you relate to or agree with most?

Calculate your 'screen time' (ie hours per day in front of a screen, eg *TV, mobile device, computer, etc*) and tick (✓) one of the boxes below. Compare with a partner and discuss these questions:

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| My screen time |  |
|----------------|--|
| 0–1            |  |
| 1–2            |  |
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| over 5         |  |

homework done.

Barnaby Lenon, former headmaster of Harrow school, shone a spotlight on the problem. He said that many teenagers – especially boys – had become 'addicted' to computers and that this was affecting their development: 'Children spend far too long on computers and as a result they are not doing the two things that we want them to do, which are reading and talking.' Lenon, now chairman of the Independent Schools

**1** Read the text quickly, ignoring the gaps for now, and decide which of the statements below best sums up the passage.

- 1 Too much time in front of a TV screen or computer damages our eyes and makes us unhealthy because we don't get enough fresh air and exercise.
- 2 Using computers and other electronic devices can cause relationship problems and stop us from developing important skills.

**2** Read the text again, ignoring the gaps, and match the people to the things they believe.

- 1 Mark Wright \_\_\_\_\_
  - 2 Melanie Wright \_\_\_\_\_
  - 3 The writer of the article \_\_\_\_\_
  - 4 Barnaby Lenon, and probably Dr Sigman \_\_\_\_\_
  - 5 Dr Sigman, but probably not Mr Lenon \_\_\_\_\_
  - 6 The French government and Dr Sigman \_\_\_\_\_
- a We must not make TV programmes for children under three.
  - b The government should suggest how many hours of screen time is safe.
  - c My son needed time away from the computer.
  - d My daughters are scared they might miss something important.
  - e Children are not learning to read and talk properly.
  - f I get very annoyed.

computer use to an hour or two a day. He also says they should not buy smartphones or other handheld devices for children

4

5

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- F even though it may be harmful.
- G unless they are carefully monitored by caregivers.
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# What are they trying to test?



**1** Read the text in exercise 2 quickly, and decide whether these statements are true (T) or false (F).

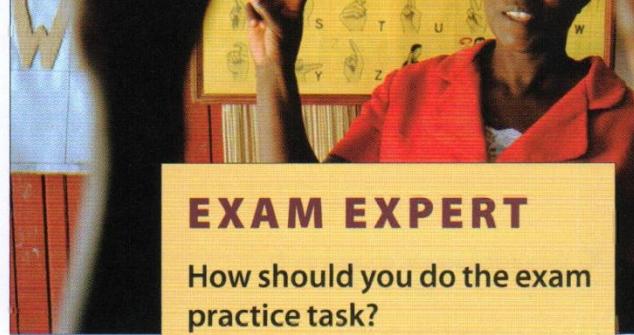
- 1 Sign language was invented recently. T/F
- 2 The same sign language is used all round the world. T/F
- 3 Sign languages are real languages. T/F
- 4 It's impossible to express emotions with sign language. T/F
- 5 It's easier to learn sign language than other languages. T/F

## 2 exam practice

Read the text below and think of the word which best fits each gap. Use only one word in each gap. Write your answers IN CAPITAL LETTERS.

### Sign Language

Despite the fact (1) \_\_\_\_\_ sign language has been used for thousands of years in one form or another, not much is known about its history. Today, thousands (2) \_\_\_\_\_ deaf people around the world use sign language (3) \_\_\_\_\_ communicate. However, (4) \_\_\_\_\_ are many different sign languages, and a signer (5) \_\_\_\_\_ uses British sign language may well not be able to understand a signer from another country. Even (6) \_\_\_\_\_ some people believe that sign languages are not real languages, linguists who have studied (7) \_\_\_\_\_ say that they are. The only difference is that instead (8) \_\_\_\_\_ using speech or writing to express meaning, signers use (9) \_\_\_\_\_ hands. (10) \_\_\_\_\_ fact, anything that can be expressed through spoken language can also be expressed through sign language. Learning sign language is like learning any (11) \_\_\_\_\_ language – it (12) \_\_\_\_\_ time and practice.



### EXAM EXPERT

How should you do the exam practice task?

- a Don't waste time reading the text first; go straight to the first gap.
- b Quickly read the whole text through to get a general idea of what it's about before filling the gaps.



## What are they trying to test?



"awareness and control of grammar with some focus on vocabulary"

### 1 Read the text.

1 Signs  
2 The  
3 Signs  
4 It's  
5 It's

"Candidates are required to draw on their knowledge of the structure of the language and understanding of the text in order to fill the gaps. In this part, as there are no sets of words from which to choose the answers, candidates have to think of a word which will fill the gap

### 2 ex

Read the text.  
Use or Sign  
Despite not m

correctly. The focus of the gapped words is either grammatical, such as articles, auxiliaries, prepositions, pronouns, verb tenses and forms, or lexicogrammatical, such as phrasal verbs, linkers and words within fixed phrases."

language (1) \_\_\_\_\_ communicate. However, (2) \_\_\_\_\_ are many different sign languages, and a signer (3) \_\_\_\_\_ uses British sign language may well not be able to understand a signer from another country. Even (4) \_\_\_\_\_ some people believe that sign languages are not real languages, linguists who have studied (5) \_\_\_\_\_ say that they are. The only difference is that instead (6) \_\_\_\_\_ using speech or writing to express meaning, signers use (7) \_\_\_\_\_ hands. (8) \_\_\_\_\_ fact, anything that can be expressed through spoken language can also be expressed through sign language. Learning sign language is like learning any (9) \_\_\_\_\_ language – it (10) \_\_\_\_\_ time and practice.



## Use of English

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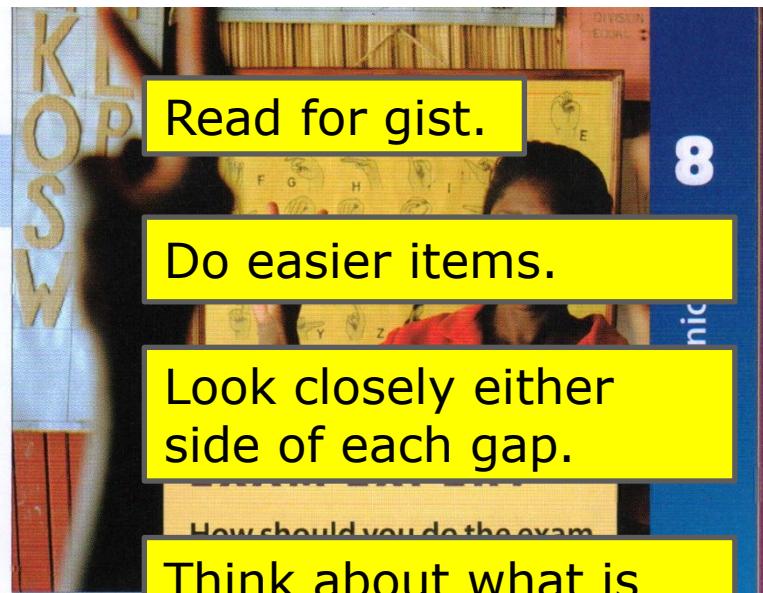
T/F  
T/F  
T/F  
T/F  
T/F

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8

Read for gist.

Do easier items.

Look closely either side of each gap.

Think about what is usually tested.

the first gap.

Read for sense.

Idea of what it's about before filling the gaps.



## Use of English

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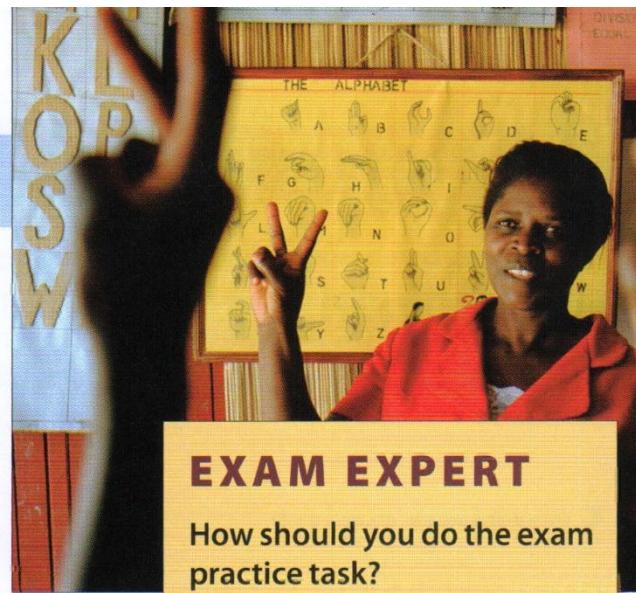
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### EXAM EXPERT

How should you do the exam practice task?

- a Don't waste time reading the text first; go straight to the first gap.
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25 It's been over six months since I last saw Dan.

26 The match went ahead despite the wet weather.

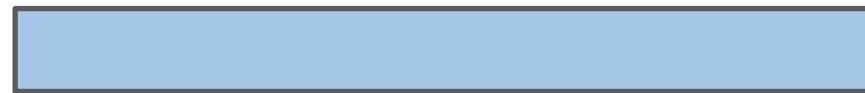
27 'You took the last piece of chocolate!' Hannah said to Paul.

28 Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

29 I only went to see that film because you told me how good it was.

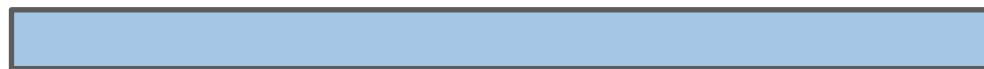
**25** It's been over six months since I last saw Dan.

**SEEN**



**26** The match went ahead despite the wet weather.

**EVEN**



**27** 'You took the last piece of chocolate!' Hannah said to Paul.

**ACCUSED**



**28** Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

**TURN**



**29** I only went to see that film because you told me how good it was.

**HAVE**



**25** It's been over six months since I last saw Dan.

**SEEN**

I ..... over six months.

**26** The match went ahead despite the wet weather.

**EVEN**

The match went ahead ..... raining.

**27** 'You took the last piece of chocolate!' Hannah said to Paul.

**ACCUSED**

Hannah ..... the last piece of chocolate.

**28** Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

**TURN**

Marian ..... at the party until 9 o'clock, so her friends were a bit annoyed.

**29** I only went to see that film because you told me how good it was.

**HAVE**

I ..... to see that film if you hadn't told me how good it was.

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного Вами варианта ответа.

### Amos

It wasn't unusual for Amos to go to Deravenels on Saturday, even though the offices were closed over the weekend. He A22 \_\_\_\_\_ to go to tidy up his paperwork and do other small jobs he couldn't attend to during the week.

But on this Saturday morning he had a specific purpose when he arrived at the grand old building on the Strand. The uniformed doorman A23 \_\_\_\_\_ Amos close his umbrella and take off his raincoat. Then he touched his cap and said, "Good morning, Mr. Finnister".

Amos had come to the office to A24 \_\_\_\_\_ a few telephone calls. His first call was to the Royal London Hospital, Whitechapel, where he quickly discovered the records office was not open on weekends. He then dialed Ravenscar and was put through to Edward Deravenel.

"Good morning, Amos," Edward said. "I'm assuming you have some news for me." Amos then relayed all the information he had gathered the night before.

"Well done, Amos!" Edward exclaimed. "Thank you for going into all this A25 \_\_\_\_\_. I knew I could depend A26 \_\_\_\_\_ you. My wife will be happy as I am to know everything; it's been such a mystery all these years. To A27 \_\_\_\_\_ the truth, I think that Grace Rose should also know what happened to her mother. It will finally put her mind at rest."

"I agree, sir. I will telephone you on Monday". Amos walked home, A28 \_\_\_\_\_ no attention to the heavy rain. He felt happy.

A22

- 1) held      2) took      3) used      4) kept

A23

- 1) looked      2) gazed      3) stared      4) watched

A24

- 1) take      2) do      3) make      4) give

A25

- 1) worry      2) trouble      3) bother      4) mess

A26

- 1) at      2) on      3) in      4) of

A27

- 1) tell      2) speak      3) say      4) talk

A28

- 1) turning      2) paying      3) drawing      4) bringing

What does this task test?  
(exam skills)

idioms

collocations

set phrases

confusable words

phrasal verbs

word patterns (lexicogrammar)

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## What should I do? (exam strategies)

Read for gist.

Do the easy ones.

Identify the target structure.

Try options in turn.

Read for sense.

- The best exam preparation is to learn English, not to rely on tips, tricks and techniques!
- However, there are tips, tricks and techniques that help!
- Candidates should ask themselves “What are they trying to test?” (exam skills)
- We need to know what skills and functions are tested by different exam tasks.
- Candidates should ask themselves “What can I do to give myself the best chance?” (exam strategies)
- We need to know the best way of approaching a given exam task.

# Beat the examiner with *Laser*

## Steve Taylore-Knowles



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