

## LANGUAGE REVIEW

### past tenses review • *used to* and *would*

#### 1 Complete the text with the correct form of the verbs in brackets.

Ellie got an unexpected surprise while she  
<sup>1</sup> \_\_\_\_\_ (read) her local newspaper last night.  
 She <sup>2</sup> \_\_\_\_\_ (find) a photo of a girl she  
<sup>3</sup> \_\_\_\_\_ (go) to primary school with. In the  
 photo, the girl <sup>4</sup> \_\_\_\_\_ (wear) a pilot's uniform.  
 What Ellie <sup>5</sup> \_\_\_\_\_ (discover) in the article  
 astonished her. Lisa, the girl from her school,  
<sup>6</sup> \_\_\_\_\_ (fly) racing planes for years and she  
<sup>7</sup> \_\_\_\_\_ (already win) several trophies. The Lisa  
 that she <sup>8</sup> \_\_\_\_\_ (know) was so shy she  
<sup>9</sup> \_\_\_\_\_ (sit) in the back of the classroom, hardly  
 saying a word to anyone. How things <sup>10</sup> \_\_\_\_\_  
 (change)!

Grammar reference pages 116–117

### Grammatical multiple-choice cloze

#### EXAM STRATEGY

If the word fits in the gap grammatically, you still need to check if it completes the whole sentence in a logical way.

#### 2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

### Perfectionism: an obstacle to *happiness*?

According to a recent study, perfectionism <sup>1</sup> \_\_\_\_\_ be an obstacle to happiness. Canadian researchers in psychology <sup>2</sup> \_\_\_\_\_ the claim that perfectionists are ticking emotional time bombs <sup>3</sup> \_\_\_\_\_ unrealistic desire to be perfect is a cry for help. The most common type of this disorder is when the person wants to become the best in something, although he or she <sup>4</sup> \_\_\_\_\_ the skills to do this. Another type of perfectionism <sup>5</sup> \_\_\_\_\_ by people who think that everyone should be perfect – including their family!

- |                      |                    |
|----------------------|--------------------|
| 1 A need             | B should           |
| C may                | D ought            |
| 2 A be made          | B would make       |
| C making             | D have made        |
| 3 A whose            | B which            |
| C who                | D that             |
| 4 A isn't possessing | B hasn't possessed |
| C doesn't possess    | D didn't possess   |
| 5 A displays         | B is displayed     |
| C been displayed     | D displaying       |

### Lexical multiple-choice cloze

#### 3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



### A very angry man

A 56-year-old man entered a polling station on Monday, <sup>1</sup> \_\_\_\_\_ a ballot box and ran out. Then he put the box on the street, <sup>2</sup> \_\_\_\_\_ over it in his van and drove away. Police arrested him a few minutes later, but did not confirm whether he was the <sup>3</sup> \_\_\_\_\_ man who threw a ballot box in the river on election day in 2000. On that <sup>4</sup> \_\_\_\_\_, the man was released without being charged. Monday's incident occurred as people in the Nova Scotia town of New Glasgow were <sup>5</sup> \_\_\_\_\_ up to vote in Monday's national election. 'The box was as <sup>6</sup> \_\_\_\_\_ as a pancake,' said Dana Doiron, a spokesperson for Elections Canada. Despite the <sup>7</sup> \_\_\_\_\_, local election officials managed to reconstruct the box and no ballots were lost. New Glasgow police chief Lorne Smith said the man would be <sup>8</sup> \_\_\_\_\_ with theft and damage to property. When asked by a police officer why he had done it, the man said he was trying to <sup>9</sup> \_\_\_\_\_ justice for his community. Lorne Smith told Reuters, 'We believe it was ongoing <sup>10</sup> \_\_\_\_\_ with the federal government that brought about such a reaction,' declining to give further details.

- |                |                |              |               |
|----------------|----------------|--------------|---------------|
| 1 A caught     | B held         | C grabbed    | D gained      |
| 2 A ran        | B broke        | C jumped     | D fell        |
| 3 A exact      | B similar      | C same       | D different   |
| 4 A occasion   | B circumstance | C situation  | D case        |
| 5 A staying    | B lining       | C stepping   | D moving      |
| 6 A round      | B hot          | C good       | D flat        |
| 7 A damage     | B hurt         | C injury     | D harm        |
| 8 A threatened | B accused      | C charged    | D responsible |
| 9 A look       | B find         | C hunt       | D seek        |
| 10 A conflicts | B contests     | C challenges | D wars        |



# LISTENING

## True/false


### EXAM STRATEGY

Remember that the order of the sentences in the exam task follows the order of the information in the recording. On the first listening, answer the statements you are sure of. On the second listening, focus on the statements that you missed during the first listening. Then check all your answers.

- 1 Look at the sentences in exercise 2. In what order (1-3) are you going to hear the following information (a-c)?

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_

- a who took part in the blind dates  
b who Sandra works for  
c what happened at the blind date

- 2 **EXAM TASK**  1.05 Listen to the text. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Sandra doesn't work for a charity any more.	___	___
2 Employees weren't asked to submit their personal information.	___	___
3 Less than 50% of the participants were male.	___	___
4 Sandra is a tall woman.	___	___
5 After their blind date, Sandra went out with her partner a few more times.	___	___



# USE OF ENGLISH

## Lexical multiple-choice cloze

- 3 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

## How safe is social networking?

Social networking has changed the way we communicate with each other. We can now connect with people <sup>1</sup> \_\_\_\_ over the world in an instant. But is it as good as so many people seem to think it is? Personally speaking, I've got nothing <sup>2</sup> \_\_\_\_ social networking sites if people use them responsibly. However, when people share too much information about themselves, you may end up with serious privacy <sup>3</sup> \_\_\_\_ . This is especially true for younger users, <sup>4</sup> \_\_\_\_ pre-teens, who may reveal more than they should. They may often do this <sup>5</sup> \_\_\_\_ realizing that everyone can see what they've posted online – not just their friends. Then, there's the whole question of cyber bullying – where people use the sites to spread damaging <sup>6</sup> \_\_\_\_ about someone. That <sup>7</sup> \_\_\_\_ of behaviour is completely unacceptable. Something should really be <sup>8</sup> \_\_\_\_ about this. I know that sites <sup>9</sup> \_\_\_\_ you to block someone who behaves inappropriately, but is this enough? If I was a parent, I would do whatever it took to ensure my child's online <sup>10</sup> \_\_\_\_ .



- |              |           |             |             |
|--------------|-----------|-------------|-------------|
| 1 A most     | B right   | C far       | D all       |
| 2 A against  | B towards | C behind    | D between   |
| 3 A cases    | B topics  | C themes    | D issues    |
| 4 A as       | B such as | C similar   | D same      |
| 5 A besides  | B without | C otherwise | D except    |
| 6 A rumour   | B story   | C gossip    | D tale      |
| 7 A kind     | B method  | C line      | D system    |
| 8 A done     | B made    | C proved    | D completed |
| 9 A admit    | B approve | C allow     | D agree     |
| 10 A defence | B shelter | C cover     | D safety    |



## READING

### Gapped text

#### EXAM STRATEGY

Pay attention to pronouns and subject-verb agreement when choosing a phrase for the missing section. For example, if the sentence before a gap has the pronoun *they* in it, then you know that the next paragraph should not refer to an *I* or a *she*.

**4** Read the first paragraph of the article about Tomoko Sawada. Who does the missing phrase refer to: Robert De Niro or Tomoko Sawada? Why do you think so?

**5** **EXAM TASK** Read the text. Choose from (A–H) the one which best fits each space (1–6). There are two choices you do not need to use.

- A not wishing to lose her identity
- B might be thinking under the surface
- C symbolized by their uniforms
- D based solely on how you look
- E dressed up as 400 different people
- F accepting people for who they are
- G lasted twenty weeks or so
- H he gained weight to prepare for

## WRITING

### Informal letter/email

**6** **EXAM TASK** You have received a surprise birthday gift from an English friend who lives in another town. Write an email to your friend in which you:

- ▶ thank him/her for the gift,
- ▶ say what you like about it and what you will use it for,
- ▶ describe how you celebrated your birthday.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.



Tomoko Sawada is the Robert De Niro of Japanese photography. Just as <sup>1</sup>\_\_\_\_ his role in *Raging Bull*, Sawada put on five kilograms before starting her 2001 self-portrait series based on formal photos used in traditional Japanese match-making. Then each week she visited a photo booth dressed as a different woman.

Adopting a low-calorie diet, Sawada gradually dropped her weight over the course of the project, which <sup>2</sup>\_\_\_\_\_.

'The easiest way to change other people's impression of you is to change your body type,' she says. The result is a delightfully startling series in which Sawada, 26, appears as thirty different people, from a pig-tailed, docile girl in a green kimono to a stylish modern woman in a black trouser suit.

'Even though you are the same person, other people's opinion of you changes, <sup>3</sup>\_\_\_\_, and I wanted to ask why,' she says. A chubby girl, Sawada had long felt unattractive and inferior to her thinner friends. She hit a turning point when she started masquerading as different women for an art-school assignment to make self-portraits.

Over three months in 1998 and 1999, she went back a few hundred times to a photo booth outside a subway station in Kobe, where she lives. In this way, she assembled passport photos of herself <sup>4</sup>\_\_\_\_. 'I may have been trying to prove that what's on the surface doesn't matter and what's inside counts,' says Sawada.

She also did a series in which she imitated girls known as *kogyaru*, who dress up in short skirts and platform shoes, with dark make-up and blonde hair. 'Everybody criticized them as a group for looking strange, but ignored what each of them <sup>5</sup>\_\_\_\_,' she says. 'In this society, young women are treated as if their only reason for being is their youthful looks, and that fades very quickly.'

In her current series, 'Costume', Sawada looks at what people's jobs, <sup>6</sup>\_\_\_\_, say about their place in society. So far she's disguised herself as ten different women, including a nun in a habit, a receptionist in a pink uniform and a policewoman.