

**A) LISTENING**

Name: \_\_\_\_\_

**Part 1**

You will hear a radio interview with a man called Robin Marshall, who has written a book about Argentina. For each question, choose the correct answer A, B or C.

Put a tick (  ) in the correct box.

6/ \_\_\_\_\_

1) What was Robin's job in Argentina?	A translator <input type="checkbox"/>
	B tour guide <input type="checkbox"/>
	C travelling salesman <input checked="" type="checkbox"/>
2) On Robin's last trip to Argentina, the weather was	A colder than he expected. <input type="checkbox"/>
	B suitable for what he planned. <input checked="" type="checkbox"/>
	C different from the forecasts he heard. <input type="checkbox"/>
3) What did Robin buy from the market he visited?	A a picture <input checked="" type="checkbox"/>
	B a chair <input type="checkbox"/>
	C a record <input type="checkbox"/>
4) How did Robin feel during the dance performance he saw?	A He wanted to get up and dance. <input checked="" type="checkbox"/>
	B He wished he had continued his dance classes. <input type="checkbox"/>
	C He was sad he didn't dance well. <input type="checkbox"/>
5) What did Robin do while he stayed in the village?	A He went on a bus tour. <input type="checkbox"/>
	B He went into the forest. <input type="checkbox"/>
	C He went on a river trip. <input checked="" type="checkbox"/>
6) What did Robin like about his favourite place?	A the wildlife <input type="checkbox"/>
	B the views <input type="checkbox"/>
	C the peace <input checked="" type="checkbox"/>

## Part 2

You will hear a radio presenter talking about a museum where you can see a new film.

For each question, fill in the missing information in the numbered space.

6/ \_\_\_\_\_

### **Film at the Science Museum**

#### **The Film**

Country it is about: (1) Greenland

Day it is on: Sunday

Time last performance starts: (2) 5 o'clock / 17.00h

#### **Other things to do at the museum**

- use the (3) computers in the basement
- see a model (4) spaceship on the first floor
- try the café on the (5) top floor

#### **How to get free tickets for the film**

- send an email before 12 o'clock on (6) Friday

**A LISTENING**

**12/ \_\_\_\_\_**

## **B) READING AND VOCABULARY**

Name: \_\_\_\_\_

### **1. Read the following text carefully.**

*Dear Editor*

*I am writing with regards to the article 'Is the TV Dead?' that appeared in your newspaper on the 4th March. The author claimed that with the rise of the Internet, the TV was becoming less and less significant in our lives.*

*I find it very difficult to agree with this view. The TV is still the main way most of us get our entertainment at home. It offers us the chance to see top musical artists, great films and documentaries and occasionally, thanks to important televised events, it has the power to bring the whole nation and all ages together in a way the Internet never could.*

*Your article was particularly critical of the TV for the poor quality of programmes available on the many channels we now have. It is certainly true that many of the channels offer nothing more than repeats or low budget programmes. However, I would argue that the majority of content on the Internet is also of questionable quality. I agree with the writer that it is easy to keep up-to-date with the latest news on the Internet, but I'm sure most of us still enjoy sitting down to the News on TV in the evening just as much.*

*The writer is correct in stating that the Internet has become our major source for research and I think this is its main strength. However, criticising the TV for not being as good is totally unfair. Information programmes like documentaries are made for their potential as entertainment not as research tools and as such will continue to be popular with viewers.*

*So in conclusion, I don't think the writer should be so quick to write the TV off. On the contrary, I think it has many more years left to be part of our lives!*

*Yours sincerely*

*Samantha Johnson*

**2. For each question, circle the correct letter A, B, C or D.**

5/ \_\_\_\_\_

1. Why is the person writing this letter to the newspaper?
  - A to make a complaint
  - B to offer a different point of view
  - C to encourage people to watch more TV
  - D to persuade people to not use the Internet
  
2. What do we learn about the writer's opinion of TV?
  - A It is useful as a reference tool.
  - B It is excellent entertainment.
  - C It is suffering because of the Internet.
  - D The quality of programmes is a problem.
  
3. Which of the following is seen as a problem with TV?
  - A the quality of some of the programmes
  - B the lack of entertainment programmes
  - C its poor use as a reference tool
  - D its unpopularity with younger people
  
4. What does the writer think is the best use of the Internet?
  - A to buy products
  - B to be entertained
  - C to get the latest news
  - D to find things out
  
5. Which of the following words describes how the writer feels about TV?
  - A pleased
  - B excited
  - C confused
  - D worried

**3. Find the words or expressions in the text with a similar meaning.**

3/ \_\_\_\_\_

it was printed \_\_\_\_\_ *appeared* \_\_\_\_\_meaningful \_\_\_\_\_ *significant* \_\_\_\_\_have the same opinion \_\_\_\_\_ *agree* \_\_\_\_\_where people live \_\_\_\_\_ *(at) home* \_\_\_\_\_the most \_\_\_\_\_ *the majority* \_\_\_\_\_saying negative things \_\_\_\_\_ *criticising* \_\_\_\_\_

4. Explain the following words from the context in an English sentence. 2/ \_\_\_\_\_

newspaper \_\_\_\_\_

entertainment \_\_\_\_\_

to enjoy \_\_\_\_\_

content \_\_\_\_\_

5. The following words are in the text. Give their opposites. 2/ \_\_\_\_\_

to rise \_\_\_\_\_ to fall / to sink \_\_\_\_\_ critical \_\_\_\_\_ uncritical/ positive \_\_\_\_\_

great \_\_\_\_\_ bad \_\_\_\_\_ true \_\_\_\_\_ wrong, false \_\_\_\_\_

6. The following words are in the text. Give synonyms. 2/ \_\_\_\_\_ to

offer \_\_\_\_\_ give \_\_\_\_\_ correct \_\_\_\_\_ right / true / check \_\_\_\_\_

nation \_\_\_\_\_ country \_\_\_\_\_ stating \_\_\_\_\_ saying \_\_\_\_\_

7. The following verbs or adjectives are in the text. What are their nouns? 2/ \_\_\_\_\_ to

agree \_\_\_\_\_ agreement \_\_\_\_\_ important \_\_\_\_\_ importance \_\_\_\_\_

to offer \_\_\_\_\_ offer \_\_\_\_\_ to repeat \_\_\_\_\_ repetition \_\_\_\_\_

**B READING AND VOCABULARY 16/ \_\_\_\_\_**

Name: \_\_\_\_\_

**C) WRITING**

**12/**\_\_\_\_\_

Write a story of **about 100 words**. The first sentence is given. Write your story in the **past tenses**.

I looked in the shop window and I saw exactly what I wanted. \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

*Content  
Vocabulary and grammar  
Coherence, logic  
length*

<b>C WRITING</b>	<b>12/</b> _____
------------------	------------------

**D) GRAMMAR AND USE OF ENGLISH**

1. **Underline the two antonyms (Gegenbegriffe) in each sentence. The first one is done for you.** 4/ \_\_\_\_\_

0. A famous author wrote this story at a time when she was still unknown.
- a. Running shoes are too casual to wear at such a formal event.
- b. It's the same thing every four years: Karen and I always have opposite opinions about the election.
- c. Andrew believes that you sold the faulty parts that he purchased on the Web.
- d. How could such a dull man write such an exciting book?
- e. Which is more dangerous for that spacecraft, the ascent or the descent onto the desert runway?
- f. Michelle should never have told her little sister to always wear make-up.
- g. If he's really innocent, why does he look so guilty?
- h. Every weakness can turn into strength.

2. **Look at the adjectives in brackets. For each gap decide whether to make the adjective into an adverb. Write the adverb or the adjective.** 3/ \_\_\_\_\_

- a. Lucy is shy, so she cannot make friends (easy) easily
- b. The dog looked (hungry) hungry, so we gave him some food.
- c. I asked her why she was (sad) sad but she didn't tell me.
- d. My aunt is a (slow) slow driver.
- e. Take an umbrella. It's raining (heavy) heavily.
- f. She is a (bad) bad tennis player but her brother plays (good) well.
- g. Sandra speaks French (perfect) perfectly
- h. This pullover was (expensive) expensive
- i. I must work (hard) hard
- j. I don't like her pictures. She paints (terrible) terribly
- k. She likes the dress. It looks (modern) modern

**4. Fill in *some* or *any*, *something* or *anything*, *somebody* or *anybody*. 2.5/ \_\_\_\_\_**

- a) There is something in this room making noise. What is it?
- b) I don't have anything to eat.
- c) We can bring some crisps to eat in the break.
- d) He never gives his mother any help.
- e) Somebody wanted to speak to Maggie on the phone.
- f) Did you hear? I think somebody knocked. Can you please check the door?
- g) There wasn't anybody at the door.
- h) Would you like some cake?
- i) Is there anything / something I can do for you?
- j) Can I have some of these kiwis, please?

**4. Tenses: Fill in the correct tense: present simple or continuous, past simple or continuous.**



**7.5/ \_\_\_\_\_**

**What a language course can do**

I have been learning English for seven years now.

But last year I (not / work) didn't work hard enough for English, that's why my marks (not / be) weren't really that good then.

As I (want) want to pass my English exam successfully next year, I will study harder this term.

During my last summer holidays, my parents (send) sent me on a language course to London.

It (be) was great and I (think) think / thought I (learn) learnt/learned a lot.

Before I (go) went to London, I (not / enjoy) didn't enjoy learning English.

But while I (do) was doing the language course, I (meet) met lots of young people from all over the world.

There I (notice) noticed how important it (be) is to speak foreign languages nowadays.

Now I (have) am having much more fun learning English than I (have) had before the course.



**In the next part of the story fill in the gaps using the different future tenses. 4/\_\_\_\_\_**

At the moment I am revising English grammar.

And I have already begun to read the texts in my English textbooks again.

I think I (be) will be able to do one unit every week.

My exam (be) is on 15 May, so there isn't any time to be lost.

In September I (start) am going to start my apprenticeship as a clerk in a bank in

Zurich. I (not be) won't be able to live at home anymore, so soon I (look )

am going to look for a cheap flat to rent with two friends. If I can't find

anything suitable I (live) will live / am going to live at my aunt's place for a while.

And after my apprenticeship, I (go) am going to go back to London to work there for a while.

One thing is sure. I (live) will live / am going to live abroad for a certain time.

**5. Ask for the underlined part in the answer. There is an example. 4/\_\_\_\_\_**

0. Where did she go to?

She went to France for two weeks.

1. How is she going to travel to Greece?

She is going to travel to Greece by boat.

2. What does he eat every Monday?

Every Monday he eats a green salad and a pizza.

3. Why did the teacher punish the student?

The teacher punished the student because he didn't do his homework.

4. How much did he win?

He won £ 2000 at a horserace.

**D GRAMMAR**

**25/\_\_\_\_\_**