

Cognome e nome _____

Classe e sezione _____ Data ____/____/____

LINGUA INGLESE

Part 1 - Grammar and Use of English

All answers must be written on this test paper.

1. Complete the following sentences using the word suggested and your own words, so that the second sentence has the same meaning as the first.

1. What a shame! They have eaten all the food.

(WISH)

I _____ all the food.

2. Many people believe Steve stole all the money.

(BELIEVED)

Steve _____ the money .

3. I graduated from college a year ago today.

(TIME)

I graduated from college _____ year!

4. It's possible that he hasn't been informed about his uncle's death.

(MIGHT)

He _____ about his uncle's death.

5. Susan and Tom don't like each other.

(WELL)

Susan and Tom don't _____ with each other.

[____ / 10 points]

2. Read the text and fill in the numbered gaps with A, B, C or D – to reflect the one most appropriate of the four words given below for each space.

English Renaissance drama, or English Renaissance theatre, means the stage plays written and acted in the later 16th century and the first half of the 17th century, (1) _____ the Renaissance period in

England. William Shakespeare, (2) _____ thought of as the greatest writer in English literature, is the most famous of many important playwrights, poets, and writers who worked in this (3) _____.

The year 1576 was a (4) _____ date in this subject, (5) _____ that is when the first permanent theatre building was built in London. It was called simply *The Theatre*, because it was the only place of its kind in England at the time. Before 1576, plays were acted in public halls and large houses, and in inns and public squares and courtyards and other open spaces, by (6) _____ of actors that mostly travelled around the countryside between cities and towns.

Playwrights worked in both the classic types of drama, tragedy and comedy. They also began their own type of history play, mainly about (7) _____ English kings and the events of their reigns. Shakespeare's *Richard III* and Marlowe's *Edward II* are two examples of this type of English history play. English Renaissance drama (8) _____ and developed until 1642, when it suddenly stopped. In the early years of the English Civil War, the Puritans who were fighting King Charles gained control of London and the region around it. The Puritans were against play-acting; they thought it was sinful and immoral. On September 2, 1642, the Puritans (9) _____ the London theatres to close, and to stay closed for most of the time until 1660. Then the English Restoration brought a new king, Charles II, who (10) _____ the theatres re-open. (*Adapted from the BBC History Magazine.*)

- | | | | |
|------------------|----------------|-----------------|---------------|
| 1. (A) between | (B) while | (C) during | (D) since |
| 2. (A) mainly | (B) although | (C) principally | (D) widely |
| 3. (A) interval | (B) era | (C) century | (D) decade |
| 4. (A) key | (B) important | (C) primary | (D) main |
| 5. (A) why | (B) considered | (C) seeing | (D) since |
| 6. (A) bands | (B) troupes | (C) crews | (D) gangs |
| 7. (A) elderly | (B) older | (C) earlier | (D) precedent |
| 8. (A) increased | (B) rose | (C) grew | (D) augmented |
| 9. (A) made | (B) imposed | (C) obliged | (D) forced |
| 10. (A) allowed | (B) encouraged | (C) let | (D) permitted |

[____ / 10 points]

3. **Put the verbs in parentheses into an appropriate form. You may have to use active or passive, infinitives, participles, etc.**

John (1) _____ (**always/ travel**) a lot. In fact, he was only two years old when he first flew to the US. His mother is Italian and his father is American. John was born in France, but his parents had met in Cologne, Germany after they (2) _____ (**live**) there for five years. He lives in New York now, but (3) _____ (**visit**) his parents for the past few weeks. This year he has flown over 50,000 miles for his job. He (4) _____ (**work**) for Jackson & Co. for

almost two years now. He (5) _____ (**require**) to travel a lot by his bosses. In fact, by the end of this year, he (6) _____ (**travel**) over 120,000 miles! John (7) _____ (**talk**) with his parents earlier this evening when his girlfriend from New York telephoned to let him know that Jackson & Co. (8) _____ (**decide**) to merge with a company in Australia. Of course, this means that John (9) _____ (**have to**) catch the next plane back to New York. He (10) _____ (**meet**) with his boss at this time tomorrow.

[____ / 10 points]

4. **Complete the following using a phrasal verb in a suitable form for each sentence. The phrasal verbs are given in the box below. You must use each phrasal verb once.**

drop out show off bring up take up keep up

1. She thinks she knows everything and is always _____ in class. I can't stand her!
2. When he _____ the topic of global warming at dinner last night, I tried to change the subject. It's just so boring.
3. Jill has signed up for a course at the local gym. She _____ kickboxing.
4. _____ of school is never a good choice. Everyone should get an education.
5. Slow down! I can't _____ with you.

[____ / 10 points]

5. **Direct / indirect speech – change these sentences from direct to indirect speech, or vice versa. Use the reporting verb in parentheses.**

1. [Yesterday]
"Don't forget to call me when the TV programme starts, Mum," said Michael. (**remind**)

2. [Yesterday]

George warned Harry, “Don’t get too close to the lions’ cage!” (**caution**)

3. [Last week]

“Why don’t you come to the cinema with me, Shelly?” asked Ron. (**suggest**)

4. The customer told the waitress that her soup was cold and that her spoon was dirty. (**complain**)

5. Mark says that he enjoys being in Paris now, but he wouldn’t want to live there. (**admit**)

6. [____ / 10 points]

6. **0 / 1st / 2nd / 3rd/mixed conditionals – consider the meaning of each sentence and complete it in a logical way. You must include a form of the verb in parentheses.**

1. Are you really going to eat that piece of meatloaf that was left out of the fridge last night? If I _____ (be) you, I _____ (eat) it. It might make you sick.

2. John won a million dollars in the lottery last year and spent it all on cars and women. If I _____ (win) that much money, I _____ (donate) it to a charity.

3. If I _____ (know) how to do the tango, I _____ (enter) the dance competition next week. Unfortunately, I’ve never learned to dance.

4. Scientists tell us that if you _____ (expose) your skin to the sun too long, you greatly _____ (increase) your chances of getting skin cancer.

5. Thanks for helping me. I _____ (be) in a terrible situation today if you _____ (give) me a hand.

[____ / 10 points]

End of Grammar / Use of English

TOTAL = _____ / 60

Part 2 - Reading Comprehension

Read the following text and then answer the 20 questions below.

Each question is worth two points.

All answers must be written on this test paper.

A year out: Bridging the work experience gap:

Taking a year out can bring skills, independence and better job prospects.



For many people, gap years have a lingering reputation as something enjoyed by a privileged minority. "There is this myth surrounding them that they are for Hooray Henrys charging around the world wasting their parents' money and getting a suntan," says Tom Griffiths, founder of gapyear.com. Gap Yah, the YouTube hit starring an upper-class type droning on about his adventures in Tanzania, probably doesn't help. But the reality is different. Only a tiny percentage of current gap years consist of parent-funded luxury holidays for the well-to-do. The vast majority are much less lavish. While you might expect numbers to have taken a nose-dive during the recession, **they** have continued to grow. This year, as many as 100,000 of Britain's current crop of 18 and 19 year-olds will be roaming the world in search of life-enhancing experiences.

Ask what makes gap years so valuable and teenagers talk of finding themselves, or the relief of having a break from exams that, for some, have dominated their lives since the age of seven. "If possible I think everyone should take one," says Hayley Gardiner, 18. "It helps you gain a better perspective of the real world." What is changing is the importance employers now attach to gap years. Huge competition for graduate jobs combined with ever-improving A-level results mean that would-be employees have to work harder than ever to convince future bosses they'd be an asset to the firm. So gap years are increasingly about improving longer-term job prospects with CV-enhancing skills that say more about candidates than

a series of top-grade exam results on their own ever can, confirms Richard Wainer, head of education and skills at the Confederation of British Industry. "You should be planning what you're doing on your year out [so that] when you've finished you are more employable than you were before you started it." Being able to order a beer in 14 different languages when you're travelling won't, on its own, make you stand out. But showing initiative in raising the money to get there, or gaining work experience that relates to a degree subject or possible future career can certainly help.

So is the message getting through? Yes – up to a point. Some school-leavers still regard gap years first and foremost as a 365-day lie-in. "He was going to nightclubs till three in the morning, staying in bed until lunchtime and then telling us that he was looking for jobs online," says one exasperated mother.

But others are increasingly planning gap years with an eye to the future. Before she left for South America in January, Hayley Gardiner raised the money for her journey by giving piano lessons and doing bar work. She also spent time with an advertising agency and a market research firm, both areas related to the social anthropology degree she starts at Edinburgh University this autumn. It was a way, she says, of confirming where her future interests might lie. She is not alone. Later this year, Richard Jee, who leaves school in the summer, will travel via Singapore and Hong Kong to Australia where he will work as a teaching assistant at a school in Melbourne for nine months, returning via Hawaii. This will be his first big parent-free adventure and he has clear views about what he wants to get out of it. "It's about experience," he says. "It's not just a holiday. I plan to get skills and mature a bit."

If you don't take a gap year it needn't count against you. Alex Groves, 18, is now in his first year at Bristol University studying music. He sailed at world championship level while still at school. Travelling to international events without his parents helped make the transition to university far easier. "You mature quite quickly in that setting, whereas a lot of my friends didn't have the experience of leaving the family home and being responsible for themselves," he says.

For the undecided, gap years can provide a vital breathing space as they work out whether or not to commit themselves to further study. Get it wrong and you can be in for a miserable time as Alis, a final-year undergraduate, can confirm. She embarked on a four-year chemistry course straight from school only to discover, too late, that she disliked the subject and wasn't that keen on university life, either. "Take a gap year and use it," she says. "I wish I had. **It** might have altered my career choice."

That's a view that Andrew Robinson would agree with, though for different reasons. He left school convinced he didn't want to go to university. Staying with a student friend during his gap year changed his mind. "After **that** he was ready," says his mother, Cheranne. "He grew up that year. It's the best thing that could have happened."

(Adapted from the original text "A year out: bridging the work experience gap" by Charlotte Phillips, published in the Telegraph on April 28, 2010, and downloaded from <http://www.telegraph.co.uk/women/mother-tongue/7639258/A-year-out-Bridging-the-work-experience-gap.html>)

Questions 1-3: The following three statements refer to paragraph one of the text you have read. For each of the statements, select either: 'True', 'False' or 'Doesn't say' ('doesn't say' if the necessary information is not given in the text).

1. "Gap years" are experiences abroad for young people from wealthy families.
 True False Doesn't say
2. For young people in the UK, most "gap year" experiences today are basically vacations paid for by their parents.
 True False Doesn't say
3. As a result of the economic recession, the number of British students taking gap year experiences before going on to university "has taken a nose dive."
 True False Doesn't say

Questions 4-5 refer to paragraph two of the text you have read. For each of the following questions, choose the correct answer from the possible choices.

4. Paragraph 2 says that
 - A. ...gap years are important because students sometimes feel they need a break to study for their university entrance exams.
 - B. ...what a student decides to do during their 'gap year', and how they pay for it, is useful information for potential employers.
 - C. ... the skills young people can learn and the experiences they gain during gap years are important, but not as important as their exam results at school.
 - D. ...employers are more impressed by young people who work to earn the money they need to finance a gap year experience than they are by young people who plan gap year experiences related to their future career.
5. Richard Wainer believes that...
 - A. ... a gap year always makes you more employable than you were before you started it.
 - B. ... you should plan to go out a lot during your gap year, to gain social skills that will make you more employable.
 - C. ... it's a good idea to plan gap year experiences that make you a more interesting candidate for future jobs.
 - D. ... having excellent language skills is important if you plan a gap year abroad.

Questions 6-10 refer to the rest of the text you have read. For each of the following questions choose the correct answer from the possible choices.

6. Richard Jee...
 - A. ... will be having a gap year for free, because his parents are paying for it.
 - B. ... realizes he needs to mature a bit and thinks his gap year will help him do that, while gaining new skills.
 - C. ... will be attending school in Melbourne during his gap year before returning home to Hawaii.
 - D. ... sees his gap year as a great opportunity to travel a lot on a fun holiday without his parents.

7. In paragraph 5, the author explains that ...
 - A. ... NOT taking a gap year isn't necessarily a bad thing.
 - B. ... experiences like studying music at Bristol University can be just as good as a gap year..
 - C. ... Alex Groves took a gap year to compete at the world sailing championships.
 - D. ... experiences like learning to sail a boat can be just as valuable as a gap year.

8. Which of the following ideas is expressed in paragraph 6?
 - A. ... It is hard for young people to commit to studying at university.
 - B. ... Further study can help young people to choose a career that truly matches their interests.
 - C. ... Well-used gap years can help you to understand what you want to do with your future.
 - D. ... If you choose the wrong gap year experiences, you will be miserable.

9. Andrew Robinson...
 - A. ... went to university and then dropped out after one year.
 - B. ... decided he didn't want to go to university and took a year off before going to work.
 - C. ... was too immature as a person to be ready to go to university immediately after secondary school.
 - D. ... is an example of a person who, according to his mother Cheranne, learned important skills during his gap year .

10. The article was primarily written...
 - A. ... to convince young people that gap year experiences can be a fun break before starting university.
 - B. ... to convince readers that all gap experiences are worthwhile.
 - C. ... to explain how and why gap year experiences can be important.
 - D. ... to convince young people to travel abroad on a gap year and improve their foreign language skills.

Questions 11-17: The following words and expressions are synonyms of words found in the text. Find the original word(s) in the text.

11. a mistaken belief _____
12. spoiled, irresponsible young people _____
13. wealthy _____
14. to decrease dramatically _____
15. advantage _____
16. sleep in _____
17. university student _____

[___ / 14]

Questions 18-20: Three further words have been underlined in the text – who/what do they refer to?:

18. 'they' (paragraph 1) _____
19. 'it' (paragraph 6) _____
20. 'that' (paragraph 7) _____

[___ / 6]

END OF READING COMPREHENSION

TEST TOTAL = _____ / 40

ANSWER KEY FOR TEACHERS

HOW TO CALCULATE THE OVERALL SCORE FOR THE ENGLISH TEST

The 'Reading Comprehension' test has a maximum score of 40 points.

The 'Grammar / Use of English' test has a maximum score of 60 points.

In order to calculate the overall score, add together both scores to create the final score.

Eg. Reading = 30/40
 Grammar / Use of English = 48/60

Total = 30 + 48 = 78/100 = 78%

Part 1 - GRAMMAR AND USE OF ENGLISH – ANSWER KEY

1. Maximum 10 points. Each of the five questions carries two points. The answer must be entirely correct in order to earn 2 points. For one small error, one point may be given. No half points. Contracted and full forms are acceptable.
 1. wish they hadn't eaten
 2. is believed to have stolen all
 3. this time last year/precisely/exactly this time last
 4. might not have been informed/be informed
 5. get on well/ get along well
2. Maximum 10 points. One point for each correct answer. No half points.
 1. C
 2. D
 3. B
 4. A
 5. D
 6. B
 7. C
 8. C
 9. D
 10. C
3. One point for each correct answer. The answer must be entirely correct – in choice of tense, spelling and structure. In some cases various tenses are possible – the various possibilities are listed below. Half marks are not allowed. Contracted and full forms are acceptable.
 1. has always travelled/traveled
 2. had been living/had lived
 3. has been visiting
 4. has been working/has worked
 5. is required /has been required
 6. will have travelled/traveled
 7. was talking/had been talking
 8. had decided

9. will have to/is going to have to
10. will be meeting/is going to/is meeting/will meet
4. Maximum 10 points. Two points for each correct answer. One point for a correct choice but with a small error. It is necessary to select the correct phrasal verb and the correct verb tense to obtain both points. Half points are not allowed. Contracted and full forms are acceptable.
 1. showing off
 2. brought up
 3. has taken up/is taking up/is going to take up
 4. Dropping out
 5. keep up
5. Maximum 10 points. Two points for a correct sentence. For one error, one point only may be given. No half points. Contracted and full forms are acceptable.
 1. Michael/He reminded his mother/mum to call him when the TV programme started.
Michael/He reminded his mother/mum not to forget to call him when the TV programme started.
 2. George/He cautioned Harry/him not to get too close to the lions' cage.
 3. Ron/He suggested (that) Shelly/she come/go/ should come/should go/went to the cinema with him.
Ron/ He suggested (that) they/he and Shelly go/should go/went to the cinema together.
 4. "Waitress/Miss! My soup is/was cold and my spoon is/was dirty!" complained /complains the customer.
The customer complained/complains, "Waitress/Miss! My soup is/was cold and my spoon is/was dirty!"
 5. Mark admitted/admits, "I enjoy being in Paris now, but I wouldn't want to live here."
6. Maximum 10 points. The candidate must complete each space correctly using the appropriate tenses. Two points per question (one point for each of the two gaps). Each gap must be completed correctly in order to gain one point. Half points are not allowed. All possible answers are listed below.
Contracted and full forms are acceptable.
 1. were; wouldn't eat
 2. -
 - had won; would have donated/ might have donated
 - were to win; would donate
 - won; would/might
 3. knew; would/could/might enter
 4. expose; increase
 5. would have been/might have been/could have been/may have been/ would be; hadn't given

The maximum total score for the "Grammar and Use of English" section is 60/60 (parts 1, 2, 3, 4, 5 and 6)

Part 2 - READING COMPREHENSION - ANSWER KEY

1. False
2. False
3. False
4. B
5. C
6. D
7. A
8. C
9. C
10. C
11. myth
12. Hooray Henrys
13. well-to-do
14. to take a nose-dive
15. asset
16. lie- in
17. undergraduate
18. the numbers of students taking gap years
19. a gap year / the gap year she didn't take
20. staying with a friend during his gap year