

Cognome e nome _____

Classe e sezione _____ Data ____/____/____

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. It was stupid of Martin to write on his brother's painting.

(SHOULD)

Martin _____ on his brother's painting.

2. Now that I live in Italy, drinking espresso coffee is becoming normal for me

(USED)

Now that I live in Italy, I _____.

3. In my opinion this book is not interesting.

(THINK)

I _____ interesting.

4. It's a good idea not to drink coffee at bedtime.

(AVOID)

It's a good idea _____ at bedtime.

5. I regret not going to Andy's party yesterday evening.

(WISH)

I _____ to Andy's party yesterday evening.

[____ / 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.

Until the (1) _____ 18th century, the typical British village was an agriculturally based, self-contained community. However, dramatic social and economic changes (2) _____ the last one hundred years have entirely altered the village. Agriculture has become mechanized and requires far (3) _____ workers. A farm worked by twenty people at the turn of the century now only requires two or three men and the number of dependants on a larger farm is down from over one hundred to about ten. Families have (4) _____ too. The local school will probably have closed, the post office may be under threat, and the vicar, (5) _____ at the very heart of the community, may now be working between (6) _____ different villages. Vacant houses are bought by retired people, often from outside the area, or by white-

collar workers, many of them (7)_____ to the cities for work or using the village as a weekend retreat. The (8)_____ for rural housing has pushed up property prices, (9)_____ many remaining agricultural workers to move to new houses on the (10)_____ of the village. In this way the social infrastructure of the community is radically changing.

(Above text adapted from "Village Buildings of Britain", Matthew Rice, 1991, Little Brown, London)

- | | | | | |
|-----|----------------|----------------|------------------|----------------------|
| 1. | (A) end | (B) late | (C) final of the | (D) ultimate part of |
| 2. | (A) along | (B) over | (C) long | (D) since |
| 3. | (A) lesser | (B) scarce | (C) fewer | (D) little |
| 4. | (A) shrunk | (B) increased | (C) grown | (D) underestimated |
| 5. | (A) prior | (B) worked | (C) once | (D) permanent |
| 6. | (A) quantities | (B) too much | (C) numerous | (D) a variety |
| 7. | (A) staying | (B) bringing | (C) sending | (D) commuting |
| 8. | (A) demand | (B) question | (C) command | (D) daydream |
| 9. | (A) asking | (B) preferring | (C) making | (D) forcing |
| 10. | (A) top | (B) edge | (C) centre | (D) bounds |

[____ / 10 points]

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

Before (1)_____ (to have) dinner yesterday, we decided to phone my brother John because we still (2)_____ (not, to hear) from him since his departure. He had caught the train saying, "I'll phone you as soon as I (3)_____ (to arrive)!". We weren't worried, because it's a well-known fact in our family that John is forgetful, but we decided to phone him anyhow.

The phone (4)_____ (to ring) briefly before he answered. He told us all about his first day at Cambridge – all the new history students went to a presentation in the library, and they (5)_____ (to give) a course handbook by their professors. He said that his room in the halls of residence was nice, and it (6)_____ (to tidy) by a cleaner in the morning – that's fortunate, because John is so messy.

He couldn't speak to us for too long, because he (7)_____ (to leave) his room to go to a party when we phoned him. Typical John, he's the opposite of me, he (8)_____ (always, to be) a party lover since we were children. His classes start tomorrow, in fact this time next Sunday he (9)_____ (already, to finish) his first week of lectures – I hope he (10)_____ (to manage) to find time to study!

[____ / 10 points]

4. Choose a suitable phrasal verb for each sentence. The phrasal verbs are given in the box below. You may use each phrasal verb once. (It may be necessary to change the verb form).

get on with	look after	make up	put off	put up with
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1. He always _____ doing his homework until the end of the summer holidays.
2. Josie _____ Mrs Chadwick's garden since Mrs Chadwick broke her arm.
3. Mary _____ that story about being sick yesterday – really she went to the cinema with her friends.
4. I _____ most of the other children when I was at elementary school.
5. I don't think that Mr Markham _____ bad behaviour in his classes next semester.

[____ / 10 points]

5. *Direct / indirect speech – change these sentences from direct to indirect speech, or vice versa.*

1. [Two weeks ago]

John and Sam said, "Our uncle is coming to visit us tomorrow".

2. [Yesterday]

Mindy said to Brian, "Don't touch the wet paint!"

3. [Yesterday]

Janine asked Scott, "When would you like to have dinner?"

4. Joe said that it had never snowed in that town.

5. Lizzie said that they would be late because there was a train strike.

[____ / 10 points]

6. 0 / 1st / 2nd / 3rd/mixed conditionals – consider the meaning of each sentence and complete them, filling in the gaps using the verbs given (in the correct tense).

1. If (1a) _____ (you, can) live in any other country for the rest of your life, which country (1b) _____ (you, to choose) ?
2. (2a) _____ (They, to give) us a hand if
(2b) _____ (they, to finish) work on time this evening.
3. The (3a) _____ (computer, to work) now if
(3b) _____ (you, to fix) it yesterday!
4. Small children (4a) _____ (often, to cry) when
(4b) _____ (they, to be) very tired.
5. If William (5a) _____ (to sell) his house last year, he
(5b) _____ (to go) to live in Quebec with his brothers immediately.

[____ / 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.

Time for a quiet rebellion over library closures

Spending cuts put more than 375 libraries under threat. We should be outraged, says Robin Ince

Rebellion can be messy, noisy and violent. But between 12th and 15th January, there was an act of rebellion that was quiet, ordered and fabulous to behold. It took place on the outskirts of Milton Keynes, not always known for the fabulous and rebellious. The town of Stony Stratford is the site of the first great library revolt of the 21st century. The building is under threat of closure due to council spending cuts. As a joke, a local resident suggested that people should show their support in a befitting way - by getting out their library cards and borrowing every single book on the shelves. Through word of mouth and the internet, this joke became a reality and the shelves have been politely emptied: all the books - some 16,000 in total - are now on loan.

This very British revolt has occurred because upwards of 375 public libraries are under threat of closure as a result of the local authority funding cuts coming in April. The readers are restless and it's no wonder, for, as the science educator Carl Sagan said in *Cosmos*, "The health of our civilisation, the depth of our awareness about the underpinnings of our culture and our concern for the future can all be tested by how well we support our libraries."

My first library was the mobile one that drove to our village in South Hertfordshire every other Friday, where I borrowed books about the adventures of multicoloured bears. Then it was the local library, where I repeatedly took out books on life in ancient Greece. As an impoverished touring musician, I spent my days in the city-centre libraries of Manchester and Sheffield, poring over newspapers in search of fresh inspiration for places to play that night. Now, I regularly sit and wait under posters of cats in hats and sweet princesses as my three-year-old son spends hours debating which books will be read to him this week. Libraries are threaded through my life.

They are places where we can immerse ourselves in ideas or imagine other lives and worlds. (As Groucho Marx once said: "I find television very educational. The minute somebody turns it on, I go to the library and read a book.") Mass library closures are an ugly reflection on any country's culture; especially a country that declares **it** wants the best for its children but then hinders their learning.

I have heard many arguments in favour of the closures from politicians and passers-by in the past weeks, but none stands up to scrutiny. "Who needs libraries when you have the internet?" is the modernists' attitude. This misses the point. Books are an adventure. There is a joy in going across a stacked shelf, flicking through the chapter headings and searching through the index in the hope that you will find the answer you need to whatever baffles you that day, whether it's something to do with the Napoleonic wars or how to make the perfect meringue.

Then there's this argument used by some: "Libraries are only used by middle classes." I have (unscientifically) polled countless people on this subject on Twitter. Many replies came from librarians and library users, aged between 16 and 78. I had a multitude of responses from those in less affluent areas; they, too, found their library a place of solace. Among them was someone who mentored refugees at the local library. Another had been homeless and spent days in the library, planning a solution. Those who had been "outsiders" at school told me about the libraries they used as refuges from aggression. Many said that they always joined the library when they arrived in a new town because it is the perfect place to get a sense of the community.

Some claim that youngsters don't use libraries any more but that's just wrong: **they** are packed with under-tens. For many, the first experience of the wonder of reading is browsing through the boxes of books or being enraptured by readings of the 'Charlie and Lola' stories or Roald Dahl. The trip to the library can be a weekly highlight. They might stop being regular visitors when adolescence begins and they have other distractions, but they'll return.

Another argument often used is: "Aren't there more important things to worry about?" In the struggle for existence, libraries may seem a low priority. Yet they are a sign that a society believes the life of the mind is important. If some libraries are underused, the solution is not to shut them, but to make people return, and remind **them** of why they are there. You might not belong to your library now, but, one day, when you walk by a building site promising luxury apartments, where excited kids would not long ago run around with their new favourite book about dinosaurs, you will be sorry that it is gone. Get out your library card and start borrowing again.

(Adapted from the original text 'Time for a quiet rebellion over library closures', by Robin Ince, Published 27 January 2011, The New Statesman Magazine - <http://www.newstatesman.com/society/2011/01/library-libraries-books>)

- **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. **The library "rebellion" at the start of January happened quite a long way from Milton Keynes.**

- True False Doesn't say

2. **The people who participated in the "rebellion" chose a suitable activity to support their library.**

- True False Doesn't say

3. **The library members will keep the library books until the council promises to save the library.**

- True False Doesn't say

- **Questions 4-10: The following questions refer to the text you have read. For each of the following questions choose the correct answer from the four possible choices.**

4. The library at Stony Stratford...

- A. ...could close in order to create a new library on the outskirts of Milton Keynes.
B. ...will soon be closing.
C. ...runs the risk of closure.
D. ...is threatening to close the local council.

5. Paragraph two says that...

- A. ...local authorities in Britain have recently reduced financing that used to help libraries.
B. ...up to 375 libraries are threatened with closure.
C. ...most British libraries may close before the summer.
D. ...a planned reduction in financing could put hundreds of libraries at risk.

6. When the writer speaks about his experience of libraries, he tells us that...

- A. ...his own child shares the same passion for libraries.
B. ...he used to drive to the local village library each Friday.
C. ...libraries have always been important to him, and he has been visiting the same library since his childhood.
D. ...the first library that he used was in a building in his village.

7. When speaking about the arguments in favour of closing libraries, the writer...

- A. ...believes that some arguments are incorrect, yet others could be correct.
B. ...says that only politicians favour the idea of closing libraries.
C. ...thinks that some people don't understand the importance of libraries.
D. ...says that modernists often buy e-books.

8. Which of the following facts is expressed in the article?

- A. British library users are aged between 16 and 78.
- B. British libraries are used much less by working class people than by middle class people.
- C. Adolescents go to the library as often as adults.
- D. Library users go to their local library for a wide range of reasons.

9. When commenting on the government's plans to close many libraries, the writer...

- A. ...believes that it is a mistake to close less popular libraries.
- B. ...says that the government knows that the life of the mind is important.
- C. ...says that the government has spoken about other priorities that are more urgent.
- D. ...believes that the public won't regret library closures.

10. The article was primarily written...

- A. ...to make the reader complain to the government about library closures and spending cuts.
- B. ...to remind the reader that libraries are an important element in society, and need protecting.
- C. ...to tell the reader how libraries have been important throughout the life of the writer and the lives of many others.
- D. ...to warn the reader that in the future there will be very few libraries.

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

- 11. untidy _____
- 12. rebellion _____
- 13. not surprising _____
- 14. worry _____
- 15. poor _____
- 16. rich _____
- 17. to close _____

[___ / 14]

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

- 18. 'it' (paragraph 4) _____
- 19. 'they' (paragraph 7) _____
- 20. 'them' (paragraph 8) _____

[___ / 6]

ANSWER KEY FOR TEACHERS

1. 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%

A. READING COMPREHENSION - ANSWER KEY

Time for a quiet rebellion over library closures

Spending cuts put more than 375 libraries under threat. We should be outraged, says Robin Ince

Rebellion can be **messy**, noisy and violent. But between 12th and 15th January, there was an act of rebellion that was quiet, ordered and fabulous to behold. It took place on the outskirts of Milton Keynes, not always known for the fabulous and rebellious. The town of Stony Stratford is the site of the first great library revolt of the 21st century. The building is under threat of closure due to council spending cuts. As a joke, a local resident suggested that people should show their support in a befitting way - by getting out their library cards and borrowing every single book on the shelves. Through word of mouth and the internet, this joke became a reality and the shelves have been politely emptied: all the books - some 16,000 in total - are now on loan.

This very British **revolt** has occurred because upwards of 375 public libraries are under threat of closure as a result of the local authority funding cuts coming in April. The readers are restless and it's **no wonder**, for, as the science educator Carl Sagan said in *Cosmos*, "The health of our civilisation, the depth of our awareness about the underpinnings of our culture and our **concern** for the future can all be tested by how well we support our libraries."

My first library was the mobile one that drove to our village in South Hertfordshire every other Friday, where I borrowed books about the adventures of multicoloured bears. Then it was the local library, where I repeatedly took out books on life in ancient Greece. As an **impoverished** touring musician, I spent my days in the city-centre libraries of Manchester and Sheffield, poring over newspapers in search of fresh inspiration for places to play that night. Now, I regularly sit and wait under posters of cats in hats and sweet princesses as my three-year-old son spends hours debating which books will be read to him this week. Libraries are threaded through my life.

They are places where we can immerse ourselves in ideas or imagine other lives and worlds. (As Groucho Marx once said: "I find television very educational. The minute somebody turns it on, I go to the library and read a book.") Mass library closures are an ugly reflection on any country's culture; especially a country that declares **it** wants the best for its children but then hinders their learning.

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Then there's this argument used by some: "Libraries are only used by middle classes." I have (unscientifically) polled countless people on this subject on Twitter. Many replies came from librarians and library users, aged between 16 and 78. I had a multitude of responses from those in less **affluent** areas; they, too, found their library a place of solace. Among them was someone who mentored refugees at the local library. Another had been homeless and spent days in the library, planning a solution. Those who had been "outsiders" at school told me about the libraries they used as refuges from aggression. Many said that they always joined the library when they arrived in a new town because it is the perfect place to get a sense of the community.

Some claim that youngsters don't use libraries any more but that's just wrong: **they** are packed with under-tens. For many, the first experience of the wonder of reading is browsing through the boxes of books or being enraptured by readings of the 'Charlie and Lola' stories or Roald Dahl. The trip to the library can be a weekly highlight. They might stop being regular visitors when adolescence begins and they have other distractions, but they'll return.

Another argument often used is: "Aren't there more important things to worry about?" In the struggle for existence, libraries may seem a low priority. Yet they are a sign that a society believes the life of the mind is important. If some libraries are underused, the solution is not **to shut** them, but to make people return, and remind **them** of why they are there. You might not belong to your library now, but, one day, when you walk by a building site promising luxury apartments, where excited kids would not long ago run around with their new favourite book about dinosaurs, you will be sorry that it is gone. Get out your library card and start borrowing again.

(Adapted from the original text 'Time for a quiet rebellion over library closure's, by Robin Ince, Published 27 January 2011, The New Statesman Magazine - <http://www.newstatesman.com/society/2011/01/library-libraries-books>)

• **Questions 1 – 3**

(Maximum score 6/6)

Two points per correct answer.

No points for an incorrect answer.

1. The library “rebellion” at the start of January happened quite a long way from Milton Keynes.

True **X False** Doesn't say

2. The people who participated in the “rebellion” chose a suitable activity to support their library.

X True False Doesn't say

3. The library members will keep the library books until the council promises to save the library.

True False **X Doesn't say**

[___ / 6]

• **Questions 4 - 10**

(Maximum score 14/14).

Two points per correct answer.

No points for an incorrect answer.

4. The library at Stony Stratford...

- A. ...could close in order to create a new library on the outskirts of Milton Keynes.
 B. ...will soon be closing.
C. ...runs the risk of closure.
 D. ...is threatening to close the local council.

5. Paragraph two says that...

- A. ...local authorities in Britain have recently reduced financing that used to help libraries.
- B. ...up to 375 libraries are threatened with closure.
- C. ...most British libraries may close before the summer.
- D. **...a planned reduction in financing could put hundreds of libraries at risk.**

6. When the writer speaks about his experience of libraries, he tells us that...

- A. **...his own child shares the same passion for libraries.**
- B. ...he used to drive to the local village library each Friday.
- C. ...libraries have always been important to him, and he has been visiting the same library since his childhood.
- D. ...the first library that he used was in a building in his village.

7. When speaking about the arguments in favour of closing libraries, the writer...

- A. ...believes that some arguments are incorrect, yet others could be correct.
- B. ...says that only politicians favour the idea of closing libraries.
- C. **...thinks that some people don't understand the importance of libraries.**
- D. ...says that modernists often buy e-books.

8. Which of the following facts is expressed in the article?

- A. British library users are aged between 16 and 78.
- B. British libraries are used much less by working class people than by middle class people.
- C. Adolescents go to the library as often as adults.
- D. **Library users go to their local library for a wide range of reasons.**

9. When commenting on the government's plans to close many libraries, the writer...

- A. **...believes that it is a mistake to close less popular libraries.**
- B. ...says that the government knows that the life of the mind is important.
- C. ...says that the government has spoken about other priorities that are more urgent.
- D. ...believes that the public won't regret library closures.

10. The article was primarily written...

- A. ...to make the reader complain to the government about library closures and spending cuts.
- B. **...to remind the reader that libraries are an important element in society, and need protecting.**
- C. ...to tell the reader how libraries have been important throughout the life of the writer and the lives of many others.
- D. ...to warn the reader that in the future there will be very few libraries.

[___ / 14]

• Questions 11 – 17

(Maximum score 14/14).

Two points for each fully correct answer.

- 11. untidy **messy** – paragraph 1
- 12. rebellion **revolt** – paragraph 2
- 13. not surprising **no wonder** – paragraph 2

14. worry **concern** – paragraph 2
15. poor **impoverished** – paragraph 3
16. rich **affluent** – paragraph 6
17. to close **to shut** – paragraph 8

[___ / 14]

• **Questions 18-20**

(Maximum score 6/6)

Two points for each correct answer.

18. 'it' (paragraph 4) **a country**
19. 'they' (paragraph 7) **libraries**
20. 'them' (paragraph 8) **people**

[___ / 6]

The maximum total score for the "Reading Comprehension" section is 40/40

READING COMPREHENSION

TEST TOTAL = _____ / 40

• **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.

1. It was stupid of Martin to write on his brother's painting.
(SHOULD)
Martin **should not have written / shouldn't have written** on his brother's painting.
2. Now that I live in Italy, drinking espresso coffee is becoming normal for me
(USED)
Now that I live in Italy, I **'m / am getting used to drinking espresso coffee.**
3. In my opinion this book is not interesting.
(THINK)
I **don't / do not think (that) this book is** interesting.
4. It's a good idea not to drink coffee at bedtime.
(AVOID)
It's a good idea **to avoid drinking coffee** at bedtime.

5. I regret not going to Andy's party yesterday evening.
(WISH)
I **wish I had / I'd gone** to Andy's party yesterday evening.

[___ / 10 points]

2. Maximum 10 points. One point for each correct answer. No half points.

Until the (1) _____ 18th century, the typical British village was an agriculturally based, self-contained community. However, dramatic social and economic changes (2) _____ the last one hundred years have entirely altered the village. Agriculture has become mechanized and requires far (3) _____ workers. A farm worked by twenty people at the turn of the century now only requires two or three men and the number of dependants on a larger farm is down from over one hundred to about ten. Families have (4) _____ too. The local school will probably have closed, the post office may be under threat, and the vicar, (5) _____ at the very heart of the community, may now be working between (6) _____ different villages. Vacant houses are bought by retired people, often from outside the area, or by white-collar workers, many of them (7) _____ to the cities for work or using the village as a weekend retreat. The (8) _____ for rural housing has pushed up property prices, (9) _____ many remaining agricultural workers to move to new houses on the (10) _____ of the village. In this way the social infrastructure of the community is radically changing.

(Above text adapted from "Village Buildings of Britain", Matthew Rice, 1991, Little Brown, London)

- | | | | | |
|-----|-------------------|-----------------|---------------------|----------------------|
| 1. | (A) end | (B) late | (C) final of the | (D) ultimate part of |
| 2. | (A) along | (B) over | (C) long | (D) since |
| 3. | (A) lesser | (B) scarce | (C) fewer | (D) little |
| 4. | (A) shrunk | (B) increased | (C) grown | (D) underestimated |
| 5. | (A) prior | (B) worked | (C) once | (D) permanent |
| 6. | (A) quantities | (B) too much | (C) numerous | (D) a variety |
| 7. | (A) staying | (B) bringing | (C) sending | (D) commuting |
| 8. | (A) demand | (B) question | (C) command | (D) daydream |
| 9. | (A) asking | (B) preferring | (C) making | (D) forcing |
| 10. | (A) top | (B) edge | (C) centre | (D) bounds |

[___ / 10 points]

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.

Before (1) **having (to have)** dinner yesterday, we decided to phone my brother John because we still (2) **hadn't / had not heard (not, to hear)** from him since his departure. He had caught the train saying, "I'll phone you as soon as I (3) **arrive (to arrive)!**". We weren't worried, because it's a well-known fact in our family that John is forgetful, but we decided to phone him anyhow.

The phone (4) **rang (to ring)** briefly before he answered. He told us all about his first day at Cambridge – all the new history students went to a presentation in the library, and they (5) **were given (to give)** a course handbook by their professors. He said that his room in the halls of residence was nice, and it (6) **was tidied / was**

going to be tidied / is going to be tidied (to tidy) by a cleaner in the morning – that’s fortunate, because John is so messy.

He couldn’t speak to us for too long, because he (7) **was leaving / was about to leave** (to leave) his room to go to a party when we phoned him. Typical John, he’s the opposite of me, he (8) **has always been** (always, to be) a party lover since we were children. His classes start tomorrow, in fact this time next Sunday he (9) **will already have finished** (already, to finish) his first week of lectures – I hope he (10) **manages / will manage** (to manage) to find time to study!

[___ / 10 points]

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.

get on with	look after	make up	put off	put up with
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1. He always **puts off** doing his homework until the end of the summer holidays.
2. Josie **has been looking after** Mrs Chadwick’s garden since Mrs Chadwick broke her arm.
3. Mary **is making up / made up / was making up / has made up** that story about being sick yesterday – really she went to the cinema with her friends.
4. I **got on with** most of the other children when I was at elementary school.
5. I don’t think that Mr Markham **will put up with** bad behaviour in his classes next semester.

[___ / 10 points]

5. Maximum 10 points. Two points for a correct sentence. For one error, one point only may be given. No half points.

1. [*Two weeks ago*]

John and Sam said, “Our uncle is coming to visit us tomorrow”.

John and Sam said (that) their uncle was going / coming to visit them the following day / the next day / (the day after).

2. [*Yesterday*]

Mindy said to Brian, “Don’t touch the wet paint!”

Mindy told / (ordered / instructed) Brian not to touch the wet paint.

3. [*Yesterday*]

Janine asked Scott, “When would you like to have dinner?”

Janine asked Scott when he wanted to have dinner.

4. Joe said that it had never snowed in that town.

Joe said, “It has / (had) never snowed in this (that) town”.

5. Lizzie said that they would be late because there was a train strike.

Lizzie said, “We / (they) will be late because there is a train strike”.

[____ / 10 points]

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.

1. If (1a) **you could** (you, can) live in any other country for the rest of your life, which country (1b) **would you choose** (you, to choose) ?
2. (2a) **They will / They'll give** (They, to give) us a hand if (2b) **they finish** (they, to finish) work on time this evening.
3. The (3a) **computer would work / would be working** (computer, to work) now if (3b) **you had / you'd fixed** (you, to fix) it yesterday!
4. Small children (4a) **often cry** (often, to cry) when (4b) **they are / they're** (they, to be) very tired.
5. If William (5a) **had sold** (to sell) his house last year, he (5b) **would have / would've gone** (to go) to live in Quebec with his brothers immediately.

[____ / 10 points]

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

Grammar / Use of English

TOTAL = ____ / 60