

I- Grammar:

1. Circle the correct modal verbs to complete the sentences.

- 1- You **don't have to** / **mustn't** wear hiking boots during the walk. It isn't far and the paths are good. Wear trainers if you prefer.
- 2- Students **ought not to** / **needn't** leave their bags in the corridor because they may cause an accident.
- 3- We're flying to the USA on Sunday. Do you think I **must** / **should** exchange euros for dollars before we go?
- 4- According to safety regulations at the safari park, visitors **mustn't** / **needn't** leave their car windows open at any time.
- 5- We **aren't supposed to** / **needn't** leave the school grounds at break time, but a lot of students go out to buy sweets at the shop across the road.
- 6- You **have to** / **should** use this key to open the door. It's the only one that will work.

2. Circle the modal verb that cannot be used in each sentence.

- 1 With a bit of luck, we **can** / **may** / **might** be able to reach the campsite before nightfall.
- 2 I have no idea where the dog has gone. He **could** / **might** / **must** be hitchhiking to Australia for all I know!
- 3 The bus for Corinth **must** / **might** / **could** be about to leave, but since I don't have the timetable, I can't know for sure.
- 4 Anybody interested **can** / **might** / **may** take part in the survey. Just write your name on the list.
- 5 That **might not** / **can't** / **must not** be Louisa's guidebook. Hers is new, I think, and that looks a bit old. I'd ask her just to check.
- 6 This path **must** / **can** / **should** lead back to the hotel. It's the only route there is.

3. Complete the sentences. Use one of the modal verbs provided and the correct form of the verb in brackets.

- 1- Harry has already left. I think he (might / must / should) _____ (catch) the nine o'clock train, but I'm not sure.
- 2- Sylvia (can / should / may) _____ (tell) us that she was going away. It was really bad of her to let us down in this way.
- 3- You (can / might / must) _____ (give) me a lift! Didn't you see me on the side of the road?
- 4- William (can't / needn't / shouldn't) _____ (know) about the trip. If he had known, he would have definitely come with us.

- 5- You (weren't supposed to / didn't need to / mustn't)
 _____ (tell) Andy about the birthday party when you did.
 His sister wanted it to be a surprise.
- 6- Graham (must / can / may) _____ (win) the match he
 played this afternoon. If he hadn't won, he wouldn't be looking so pleased with himself.
- 7- The concert was free, so we (needn't / shouldn't / didn't need to)
 _____ (pay) to get in.
- 8- Sue (ought to / have to / need to) _____ (send) her aunt a
 card. It was rude of her to forget.

II- Vocabulary:

4. Complete the sentences with the correct form of the verbs below. Use each verb once.

bite	bow	cross	fold	frown	give	grin	shrug	sneeze	wave
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- 1- Josh took out a tissue and _____ loudly into it. Then he wiped his nose.
- 2- Harry should stop _____ his fingernails every time he feels a bit nervous.
- 3- Peter _____ at me because he wasn't happy with my decision.
- 4- We both agreed with Joy's plan so we _____ her a thumbs up.
- 5- I was so happy to hear the news, I _____ .
- 6- When the teacher asked me for the answer, I just _____ my shoulders. I really didn't
 know what she was
 talking about.
- 7- My dad always _____ his arms when he's fed up with waiting for us. He doesn't say
 anything, but he looks impatient.
- 8- The ceiling was low, so, because he was so tall, Graham had to _____ his head when
 he walked into the room.
- 9- We _____ goodbye as our grandparents' train left the station.
- 10- Jack sat down, _____ his legs, and started reading a book. He knew he had a long wait.

5. Rewrite the underlined British English word as an American English word.

- 1- Sally called home on her mobile. _____
- 2- Steve's dad was caught speeding on the motorway. _____
- 3- I've bought a brand new pair of trainers. I need them for running. _____
- 4- Jack used a torch to find his way back to his tent at the festival. _____
- 5- On the first day at school, the head teacher made a speech. _____



6. Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets. Use 2–5 words, including the words in brackets.

1- Do I have to buy a ticket to attend? (supposed)

_____ a ticket to attend?

2- There's another thing I'd like to describe. (else)

There's _____ describe.

3- They're a sort of fruit. (kind)

They're _____.

4- Now, I'm going to discuss cultural differences. (brings)

This _____ topic of cultural differences.

5- British people call them bar snacks, but they're tapas in Spanish. (we / call)

In my language, _____ tapas.

6- Now, we'll look at gestures in different countries. (attention)

Let's _____ to gestures in different countries.

7- Wedding guests needn't wear red. (have)

Wedding guests _____.

8- In relation to carnival, people of all ages get involved. (concerned)

As _____, people of all ages get involved.

9- I'd recommend sitting at the front. (ought)

You _____ at the front.

10- Now let's talk about Eid celebrations. (turn)

Now let's _____ Eid celebrations.

Reading 1:

Should I take a gap year?

For many British students, deciding whether to take a year out to work or travel, or whether to go straight to university from school instead can be a tough decision. On the one hand, a gap year is useful for students who can't decide which course they want to do at university. Not only does it give them more time to consider their options, but the experience can help them to see things in different ways. It's also a chance to make some money and save up for the university years ahead. On the other hand, it seems a waste of time and money to some to delay their studies when they could be learning the skills required to get the career of their dreams.

These days, the decision about whether to take a gap year or not is complicated by the fact that getting, and paying for, a place at university is not as easy as it once was. In Britain, tuition fees are higher than ever before, and the competition for places at university has never been tougher. A lot of students believe that they have to start university sooner rather than later as the costs can only go up. As a direct result of all this, for a majority of students, having a year out does not seem as practical or sensible an option as it once was and, as a result, numbers of gap-year students are falling.

In the UK, there are travel companies which specialise in organising student gap-year trips, many of which, to my mind, have considerably improved the gap-year experience for young people over the years. These companies have started offering 'mini-gap' trips, which last only three or four months, thus taking advantage of that short window between leaving school in June and starting university in October. They are also offering year-long gap trips which are more vocational than in the past, as well as more courses to train young people to learn a skill.

A recent survey tried to discover how supportive of the gap-year experience future employers might be, and found that young people who had spent a year doing voluntary work or learning a new skill had a clear advantage when it came to job seeking after university. This was because they had done something to make their job applications stand out. Although there can be no career advantage in just travelling around the world and hanging out on beaches, choosing to spend time working with disadvantaged kids in the developing world, or on work placements in offices and factories closer to home, will help young people get a job in the future.

7. Read the text. Choose the correct answers.

- 1- Which of the following reasons for taking a gap year is not mentioned in the text?
 - A It is an opportunity for students to try out aspects of the course they have already chosen to study.
 - A It is a way of gaining some of the necessary funding for the time they will spend in higher education in the future.
 - B It is a means of discovering whether they really want to take one course or another.
 - C It is potentially a period of reflection, which will help them make good decisions later.

- 2- Which of the following does the writer express as an opinion held by some people rather than as a fact?
 - A The cost of going to university is at an all-time high.
 - B Never has it been so hard to get into university.
 - C A future rise in tuition fees is inevitable.
 - D Fewer students are choosing to take a gap year.

- 3- Which of the following is expressed as a fact by the writer?
 - A Gap-year trips have improved over the years.
 - B The number of specialist gap-year organisers has increased in recent years.
 - C The range of gap-year trips on offer has changed recently.
 - D Longer gap-year trips of up to a year have been discontinued.

- 4- Which of the following is described as a recent innovation by gap-year travel companies?
 - A Much longer gap-year trips are being organised.
 - B Gap-year trips are more likely to involve doing some work.
 - C Skills training on gap-year trips has been introduced for the first time.
 - D Gap-year students can now earn money, which they couldn't before.

- 5- Which of the following gap-year choices should young people make if they wish to influence employers?
 - A They should go abroad rather than stay in their own countries.
 - B They ought to go on shorter trips rather than take a whole year.
 - C They should help others rather than just gain personal experiences.
 - D They ought to consider learning skills rather than just getting a job.

8. What is the main idea of the text? (20-30 words)

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Reading 2:

Read the text divided into three parts.

Body language

A Some people are good at interpreting body language, while others find the whole thing a mystery. Improving your ability to recognise how others really feel is a useful skill, and one you can quite quickly improve if you learn what signs to watch out for. Take facial expressions. One thing you should remember about facial expressions is that they are rarely to be trusted. That's because we are all aware that other people try to read our true feelings and as a result, we are all pretty expert at hiding them. From childhood, we all learn how to fake a smile, for instance. To become expert at interpreting a smile, we should observe the eyes, not the mouth. If someone is really smiling, their eyes brighten, they raise their eyebrows and even tilt their head. If only the mouth is smiling then it is a sure sign that the person you are looking at is only pretending.

B As faces are dishonest, experts at reading body language look elsewhere for the best clues to how a person truly feels. The torso, comprised of our shoulders, chest and stomach, is a good indicator of how we feel. It is where we have our vital organs, so evolution has taught us to cover them up, especially when we feel threatened. Crossed arms often means 'leave me alone'. The way we move our hands can also be revealing. Even though we are all taught how to restrain our hand movements – we learn not to point to avoid being rude, for example – it is not as easy to fake as the look on our face. As a general rule, the higher our hands, the more positive we feel, which is why fans at a concert feel an irresistible need to lift their hands. Think about it. If we hear good news, we leap up, bad news and our shoulders drop.

C Surprisingly, there is another part of the body more incapable of fibbing than any other. Over millions of years, our hands, arms and faces have learned how to pretend as well as how to communicate, but in contrast, evolution has taught our legs to do one thing, and one thing only, and that's get ready to run at the first sign of danger. Subconsciously, we position our feet in the direction we want to go. Next time you are chatting to a boy or girl you really like, glance down at your feet, and notice how they will be pointing right at your partner. If theirs are pointing at yours, that's good news, but if one of their feet is pointing away, or if they keep moving a foot in an outward direction, then I'm afraid they probably don't like you as much as you might have thought.

9. Match questions 1–5 with paragraphs A–C. In which paragraph does the writer describe:

- the part of the body that finds it most difficult to hide its true feelings? ____
- a way in which a part of the body has learned to deceive people? ____
- how the behaviour of a part of the body reveals how attracted to someone we are? ____
- a particular action that generally suggests feeling excited and unable to control that feeling? ____
- how to notice whether someone is consciously trying to deceive you? ____

10. What is the main idea of the text? (20-30 words)

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III- Writing:

11. Read the task below. Write an opinion paragraph. (120 words)

Many people say that travel broadens the mind. Write a paragraph in which you give your own opinion of this view, providing examples and arguments to support your view.

[illegible]