



الجمهورية العربية السورية

وزارة التعليم العالي

جامعة دمشق

ألمية خاصة باختبار اللغة الأجنبية للقيء في درجة الماجستير (قسم اللغة الإنكليزية)

اختبار اللغة الأجنبية للقيء في درجة الماجستير (قسم اللغة الإنكليزية)

The Higher Language Institute

توصيف الاختبار

The Higher Language Institute

MA English Language and Literature

Exam Description

- **Exam level:** (Upper-Intermediate – Advanced)
- **Full mark:** 100
- **Pass mark:** 60%
- **Exam duration:** 90 minutes
- **Exam type:** multiple choice questions with standard four-choice answers
- **Number of questions:** 65
- **Exam sections:**
 - One:** English in Use
 - Two:** Grammar & Structure
 - Three:** Reading
 - Four:** Controlled Writing

1. English in Use:

This section includes around 12 questions about **English idioms** and some of the following:

- apologizing
- making suggestions
- responding to suggestions
- adding emphasis
- phone conversations (problems, complaints, appointments...)
- colloquial expressions
- idiomatic expressions/ meanings
- Agreeing/ disagreeing politely
- keeping the conversation going
- making offers
- accepting offers
- refusing offers
- expressing surprise
- ways of exaggerating
- giving opinions
- polite interruptions

2. Grammar & Structure:

This section includes around 25 questions about some of the following:

- modal verbs (levels of certainty)
- state and action verbs
- wishes (wish, should have, it's time...)
- passive forms
- getting/having sth done/ doing sth yourself
- collocations
- phrasal verbs
- prepositions
- reported speech (different reporting verbs)
- compound nouns
- compound adjectives
- quantifiers (both of, neither, everyone, some.....)
- as, like, such as, so, such
- present habits
- auxiliary use (emphasis, questions, negative, etc.)
- past simple
- past perfect
- past continuous
- present perfect
- present perfect continuous
- past perfect continuous
- second conditional (alternatives of "if")
- third conditional
- question tag
- echo questions
- relative clauses (reduced, deleted relative pronoun)
- be used to/ get used to
- used to
- comparatives
- future verb forms (will, going to, present continuous, simple present)
- future continuous
- future perfect
- uses of gerund

3. Reading:

This section includes:

- a. two reading texts of about 250-300 words each
- b. 10 questions for each text
- c. different questions that test different reading skills:
 - matching headings to paragraphs
 - finding the main topic of a passage
 - comprehension questions
 - putting a text in order
 - insert a sentence
 - back referencing (pronouns, words to avoid repetition, key words, numbers)
 - definitions elicited from context (full sentences, synonyms, antonyms)
 - recognizing the genre of a passage / who the text is aimed at
 - reading for specific information
 - figuring out a word's part of speech from context

3. Controlled Writing:

This section contains around 20 questions about some of the following:

- main ideas/supporting ideas/topic sentences
- giving examples
- connecting words (condition, addition, cause/effect, contrast, time)
- adverbs of frequency
- correcting common writing mistakes
- punctuation
- position of adjectives
- adverbs of probability
- avoiding repetition
- descriptive language
- parts of a letter
- parts of a biography
- articles
- adjectives + prepositions

شرح النقاط القواعدية المطلوبة في هذا الاختبار

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MA ENGLISH Language and Literature

Grammar Topics

The main advanced grammar topics include, but are *not limited to* the following topics:

- 1. The Tenses**
- 2. The future**
- 3. Modals**
- 4. Conditionals**
- 5. The Passive Voice**
- 6. Word order and Emphasis**
- 7. Phrasal Verbs with Multiple Meanings**
- 8. Conjunctions and Connectors**
- 9. Relative Clauses**
- 10. Adverbs and Adjectives**
- 11. Reporting**

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1. The Tenses

You should already have a strong foundation in the English tenses, with a focus on their *advanced uses*.

1.1 Simple and continuous tenses

Present continuous

I'm working at home while our office block is being renovated. (= temporary state)

I'm phoning from the train. (= action in progress)

Present simple

Public transport has a number of advantages over driving. (= permanent state)

I catch the train at 7.05 at the station near my home every morning. (= habit or regular event)

Past continuous

I was travelling home when the train broke down. (= action in progress at past point)

Past simple

I sold my car last week. (= completed past action)

I drove to work for a couple of years. (= past situation that doesn't exist now)

I caught the train every morning at 7.15. (= repeated past action)

1.2 Perfect tenses

Present perfect

I've lived in Spain, and the trains are so much more reliable there. (past situation relevant to the present)

I've just sold my car and so now I go to work by bus. (recent action with consequences for the present),

I've enjoyed travelling by train ever since I was young. (situation continuing until the present)

Past perfect

This morning I'd read a couple of reports before I got off the train. (past event before another past event)

1.3 Present perfect continuous and past perfect continuous

We use the present perfect continuous (**have been + -ing**) to talk about an action in progress in the past for a period until now, and which is either still in progress or recently finished:

I've been working at home for the last five years. (= action still in progress)

Sorry I'm late. I've been trying to find a parking place. (= action recently finished)

We often prefer the present perfect continuous to say how long an action has been in progress:

I've been trying to phone in to your programme for the last half hour.

We use the present perfect to talk about a completed action or series of actions when we are interested in the result:

I've called the bus company a number of times to complain.

They've bought new trains and have really improved the service.

We use the past perfect continuous (**had been + -ing**) to talk about an action in progress over a period up to a particular past point in time:

I'd been waiting over an hour when they announced that the train had been cancelled.

If we are not interested in how long the action went on, we often use the past continuous rather than the past perfect continuous:

I was waiting on the platform when they announced that the train had been cancelled, rather than

I'd been waiting on the platform when ... (= there is no mention of how long the person was waiting.)

We use the past perfect when we say how many times something happened in a period up to a particular past time

I'd spoken to her only a couple of times before then.

We don't usually use the present perfect continuous or the past perfect continuous to describe states:

I'd owned a car ever since I left college.

2. The future

You should also learn how to talk about the future using some advanced structures and when it's appropriate to use these structures.

2.1 Will, be going to + infinitive and shall

Will

I think I'll fly directly to Los Angeles. (= a decision made without planning)

I'm sure you'll have a fantastic time. (= a prediction based on opinion or experience)

I'll be 21 on 2nd January. (= a fact about the future)

I'll meet you at the airport. (= willingness)

Be going to + infinitive

First I'm going to stay with Daniel and Susanna. (= a decision already made)

The clouds are building up. It's going to rain this afternoon. (= a prediction based on outside evidence)

2.2 Present continuous and present simple for the future

Present continuous

I'm spending a few days sightseeing (=event intended or arranged)

Present simple

Lectures start on 9th July. (=event as part of an official schedule)

2.3 Future continuous, future perfect and future perfect continuous

We use the future continuous (*will + be + present participle*) to talk about something predicted to happen at a particular time or over a particular period in the future:

I'll be studying really hard during the semesters.

We use the future perfect (*will + have + past participle*) to make a prediction about an action we expect to be completed by a particular time in the future:

By the time you come I'm sure I'll have got to know the city really well,

We use the future perfect continuous (*will + have been + present participle*) to emphasise the duration of an activity in progress at a particular point in the future:

When I come to see you, you'll have been living in California for nearly six months.

We can also use the future continuous, future perfect and future perfect continuous to say what we believe or imagine to be true:

Dad won't be using his car, so I'm sure it's okay to borrow it. (= an activity happening now or at a particular point in the future)

They'll have forgotten what I look like. (= an event that took place before now or before a particular point in the future)

My plane's been delayed. Daniel and Susanna will have been waiting for me at the airport for hours. (= an activity continuing to now)

2.4 Be to + infinitive

Be to + infinitive is commonly used:

in news reports:

Extra lifeguards are to be posted at the beach after a shark was seen close to the shore.

to talk about formal plans, and rules or instructions:

Students are to hand in project reports at the end of semester two. (active)

Project reports are to be handed in at the end of semester two. (passive)

We only use *am I is/are to + infinitive* to talk about future events that people can control:
The weather will still be warm even in winter.

We often use *be to + infinitive* in if-clauses when we mean 'In order to':
*If she **is to** get a good grade in her project report, she needs to work on her statistics.* (= in order to get a good grade she needs to work on her statistics)

2.5 Future in the past

A number of forms can be used to talk about a past activity or event that was still in the future from the point of view of the speaker

*I **was going to see** an aunt in Seattle a couple of years ago, but cancelled the trip because she got ill.* (= a plan that didn't happen)

*I knew I **would be feeling** awful by the end of the flight.* (= a prediction made in the past)

3. Modals

At the C1 level, you should be comfortable with using modal verbs and know some advanced structures for speculation and deduction. Here are some of the basic rules for your own revision.

Can/could

*We'll get wealthy people from the mainland who **can** afford second homes.* (= general ability)

*Before the bridge was built we **could** only get to the island by ferry.* (= general ability in the past)

May/could/might

*Up to 700,000 people **may** experience delays.* (= it's possible this will happen)

*Air passengers **could** be hit badly today.* (= it's possible)

*It **might** be a number of months before the sports centre is back in operation.* (= it's possible this is true; less certain than **may** or **could**)

Will/would

*That **will** push up house prices.* (= prediction about the future)

*If schools highlighted the importance of physical exercise, this **would** have a major positive impact on children's attitudes to sport.* (= prediction about an imaginary situation)

Must

*The cabin staff **must** accept the new working conditions.* (= a rule or order)

*This negative attitude to sport **mustn't** be allowed to continue.* (= it's not allowed or not a good idea)

Don't need to / needn't / don't have to

Parents **don't need to / needn't** be very interested in sport themselves. (= it's not necessarily true)

*I'm sure I **don't have to** spell out the chaos being caused in the airline industry.* (= it's not necessary)

Ought to/ should

Parents **ought to / should** give their children whatever encouragement they can. (= obligation and recommendation)

Must, have (got) to: necessity, deduction

➤ We can use either *must* or *have to* to say that it is necessary to do something, although *have to* is less formal and is also preferred in questions:

The cabin staff **must / have to accept** the new working conditions if the airline is to compete.

➤ We use *must* when we decide that, in our opinion, something is necessary or important:

*I **must give** you my email address.*

➤ *Have to* suggests that the necessity comes from outside; for example, from a rule or official order

*The council **has to close** two city centre car parks following a health and safety report.*

➤ We usually use *must*, rather than *have to*, when we conclude that something (has) happened or that something is true.

*The bridge **must have cost** a fortune.*

- When we conclude that something is impossible, we use *can't* or *couldn't*
*That **can't be** right, surely?*

May / might / could + have been + present participle

We can use *may/might/could + have been + present participle* to talk about situations or activities that were possibly happening at a particular past time

*Do you think he **might have been expecting** them?*

Would / will + have + past participle

- We use *would have + past participle* to talk about an imaginary past situation:

*People **would have seen** them from the street below.*

- To show that we think a past situation actually happened, we use *will have + past participle*

*If they smashed a window to get in, people living nearby **will certainly have heard** something.*

Should! ought to + have + past participle

We use *should I ought to + have + past participle* to talk about something that didn't happen in the past, particularly when we want to imply some regret or criticism:

*He must know that he **ought to have called** the poke as soon as he found the door open.*

*We **should have been contacted** earlier. (passive)*

Had better

- We can use **had better** instead of *should I ought to*, especially in spoken English, to say that we think it is a good idea (or not) to do something

*We'd **better find out** all we can about that guard as soon as possible*

*We'd **better not go** in until the forensic team has finished.*

- We use *should* or *ought to* when we talk about the past or make general comments:

*I **should! ought to have phoned** her earlier.*

*People **should! ought to support** the police more.*

Be allowed to

- We can use *could* or *was/were allowed to* to say that in the past someone had general permission to do something:

*Only the security guard **could / was allowed to stay** in the museum after it closed.*

- To talk about permission on a particular occasion, we use **was/were allowed to** (not **could**):

*Although he had no ID, the man **was allowed to enter** the building.*

Be supposed to

We can use *be supposed to* to express a less strong obligation than with *should* or *ought to*. Using *be supposed to* often suggests that events do not happen as expected:

*The entry code **is supposed to be known** only by the security guard. (= suggests that it was in fact known by others)*

4. Conditionals

You should already be familiar with the basic conditionals and even with mixed conditionals. You should learn about a range of words and phrases to replace 'if'.

Conditional sentences may suggest that an event or situation is *real* - it is true, generally happens, has happened or is likely to happen; or *unreal* - it is imaginary or untrue, did not happen or is not likely to happen.

4.1 Real conditionals

We can use a wide variety of other patterns in the if-clause and the main clause:

If we're going to protect animals in Africa, we'll need to invest much more money ... (If + going to, + will + bare infinitive)

If we close zoos, we might deprive people of the opportunity of seeing wild animals. (If + present simple, + might + bare infinitive)

If you think closing down zoos will improve the chances of survival of endangered species, you're making a big mistake. (If + present simple, + present continuous)

We don't usually use *will* in the if-clause

If they're not eaten by the larger animals first, they'll be killed by visitors' cars.

However, we can use *will* in the if-clause:

when we talk about a result of something in the main clause

... we should have captive breeding programmes if it will help save species. or... if it helps

when we want to show that we strongly disapprove of something

A: *That zookeeper was really annoyed with me.*

B: *Well, if you will throw stones at the animals, it's not surprising!*

4.2 Unreal conditionals

We can use modals other than *would* in the main clause:

If we'd introduced captive breeding earlier, animals now extinct might have survived.

We don't usually use *would* in the if-clause

If we had more funding we would be able to do even more...

4.3 Mixed conditionals

We can sometimes vary conditionals by mixing the tenses:

➤ *if + past tense, would have + past participle*

If it wasn't so expensive, we would have opened many more safari parks around the country. (= *it* is very expensive, so we didn't open any more)

➤ *if + past perfect, would + bare infinitive*

If game reserves had been set up earlier, there would now be fewer animals in danger... (= game reserves were not set up earlier, so more animals are in danger)

4.4 If... not and unless

We usually use if... **not** instead of *unless*:

➤ when we say in the main clause that an event or action in the 1-clause is unexpected:

I'll be surprised if we don't get permission to build the zoo.

➤ usually in questions:

How will children learn about wild animals if they don't see them in zoos?

➤ when the meaning is similar to 'because ... not' rather than 'except if':

If developing countries don't have the money to establish nature reserves, more developed countries must offer help.

➤ in unreal conditional sentences:

If we didn't have zoos, most people would never see wild animals.

We use **unless** instead of **if not** when we introduce an afterthought:

*We must have zoos if we want children to learn more about wild animals — **unless** their parents are rich enough to go on holiday to Africa, of course.*

4.5 Even if and even though

We can use *even if* to mean 'whether or not' and *even though* to mean 'despite the fact that':

***Even if** wild animals are born in a zoo, it is still cruel to keep them in a small enclosure, (= whether or not animals are born in a zoo)*

***Even though** they say they are concerned about the welfare of animals, they are still businesses mainly out to make a profit. (= despite the fact that they say they are concerned)*

4.6 If only and wish

➤ We can use *if only I wish + past simple* to say that we want a present situation to be different, and *if only wish + past perfect* to say that we regret a past event:

*I **wish** the situation **was/were different**. or **If only** the situation **was/were different**.*

***If only** we **had acted** sooner. or I **wish** we **had acted** sooner.*

➤ We can use *if only I wish + would* to criticise someone, to say that we want someone to change their behaviour or that we want something to change.

I wish Nadia Muller and the people in Save the Animals would read the scientific research ...

➤ We can't say *I wish I would ...*:

I wish I worked in a zoo. or I wish I could work in a zoo.

4.7 Other conditional expressions

A number of other expressions are used at the beginning of conditional clauses:

*I'm all in favour of safari parks **provided (that)/ providing (that)** the animals are well looked after.*

***So long as / As long as** developed countries put money into these reserves, species will be preserved.*

*I'm willing to support the proposal **on condition that** animals are kept in large enclosures.*

***In the event of** the alarm sounding visitors should leave the zoo by the nearest exit.*

***Supposing** the proposal is rejected, what will you do then?*

*An alarm will sound **in case of** animals escaping from the safari park.*

*We must protect natural habitats, **otherwise** more animals will become extinct.*

***But for** the existence of zoos, many people would never have seen wild animals.*

5. The Passive Voice

5.1 Active and passive verb forms

Active	Passive
<i>They started to keep records ten years ago.</i>	<i>Records started to be kept only ten years ago.</i>
<i>This figure is expected to fall as they start using new technology to trace stolen phones.</i>	<i>This figure is expected to fall rapidly as new technology starts being used to trace stolen mobiles.</i>
<i>They made them repair the damage.</i>	<i>People found guilty of vandalism are made to repair the damage they've caused.</i>
<i>The police caught them selling drugs.</i>	<i>More people were caught selling drugs.</i>
<i>We expect the figure to fall rapidly. We want the crime rate to fall still further.</i>	<i>This figure is expected to fall rapidly.</i>

Perfect passive forms are also possible.

*More people **claim to have been** the victims of crime. More people **have been caught selling** drugs this year than ever before. This figure **is expected to have fallen** by next year.*

Most passives with modal verbs are formed with modal + **be +** past participle or modal + **have been +** past participle:

*The reason for this **can be found** in the huge increase in the number of mobile phones.
Some of the fall **might have been caused** by lower rates of reporting. (past)*

5.2 Passive forms of verbs with two objects

*I was delighted when our crime statistics department **gave me the figures**.(active)*

*I was delighted when I **was given the figures** by our Crime Statistics Department.(passive) or*

*I was delighted when the figures **were given (to) me** by our Crime Statistics Department. (passive)*

Verbs followed by object + complement in the active have one passive form:

*Attitudes **have changed** significantly since Peter Miles **was appointed head of the police service**.*

5.3 Get + past participle; get/have + object + past participle

Get + past participle is most commonly used to talk about unwelcome events (e.g. **get mugged**), but we can also use it with positive events: *When we **got elected** ten years ago ...*

We don't use **get +** past participle with verbs describing states:

*He **was known** to be a highly effective senior police officer (not He-got-known-to-be ...)*

We can use either **have +** object + past participle or (more informally) **get +** object + past participle

➤ to say that someone arranges for someone else to do something for them:

*Virtually every person in my road **has had/got a burglar alarm fitted** recently.*

➤ to say that something unexpected, and usually unpleasant, happens to someone:

***I had** my **TV and stereo taken**, or very informally **got my TV and stereo taken**.*

➤ *We use a reflexive pronoun with **get** to suggest that the subject is responsible for their actions.*

*People will think more carefully if they know they're going to **get themselves arrested**.*

6. Word order and Emphasis

You also need to have a strong understanding of how to use negative inversion to add emphasis and variation to your writing and speaking. Inversion is widely used in literary contexts, so understanding this structure can help you understand and analyse a wide range of texts more effectively, particularly those with complex or literary styles.

6.1 Fronting

We can emphasise a particular part of a sentence by moving it to the front of the sentence, changing the usual word order.

*She sees **making music** as a fundamental part of a child's development.* → **Making music** she sees as a fundamental part of a child's development. (fronting of object)

*She resisted **this**.* → **This** she resisted. (fronting of object)

*Maria had been writing to me **for some weeks**.* → **For some weeks** Maria had been writing to me. (fronting of adverbial)

6.2 Cleft sentences

➤ An it-cleft has the structure *it + is/was + emphasised part + relative clause*. The relative pronoun can be *that, which, who* or no relative pronoun. *When* and *where* are used only in informal English:

***It was in the mid-1990s that** we first met,* or informally ... ***when** we first met.*

➤ A sentence with a wh-cleft usually has the structure *what-clause + is/was + emphasised part*. Sometimes we use *all* instead of *what*

***What she was suggesting was** that members of the YCO would volunteer their services.*

***All she ever wanted to do** as she was growing up was play the violin.* (= the only thing she ever wanted to do)

➤ After the what-clause we usually use a singular form of *be* (is or was). However, informally, a plural form (*are* or *were*) is sometimes used before a plural noun:

***What she hopes to see is/are** children who enjoy a wide range of musical styles.*

➤ We can sometimes put a wh-cleft at the end of a sentence

*The way she calmly and clearly argued her case was **what impressed us most**.*

*The Music in Schools project is **what came out of our meeting**.*

➤ To emphasise an action we can use a wh-cleft with *what + subject + form of do + form of be + (to) + infinitive*:

***What she did was (to)** convince us of the value of a musical education.*

6.3 Inversion

Inversion occurs after words and phrases with a 'negative' meaning:

➤ the negative adverbs *never (before), rarely, seldom; barely/hardly/scarcely when/before; no sooner... than; nowhere; neither, nor*

Rarely have I met anyone with such enthusiasm.

*No sooner **had Maria walked** through the door than she started to talk about her proposal.*

*hadn't met Maria before, and **nor had the other members of the committee**.*

➤ *only + a time expression (e.g. after, later, then) or a prepositional phrase*

*Only **after** Maria threatened to withdraw her support did **the council back down**.*

➤ the prepositional phrases *at no time, on no account, under/in no circumstances; in no way* (or *no way* in informal language):

***At no time has she** ever accepted payment for her educational work.*

*She argued that **under no circumstances** should children from poorer backgrounds be made to pay for music lessons.*

➤ expressions with *not only, not until, not since, not for one moment, not once, not a + noun*:

***Not only has she persuaded** YCO members to give up their time, but she has also encouraged visiting musicians to give free concerts in schools.*

- *little* with a negative meaning
Little did she realise when she set up the project that it would be so influential.

Inversion also occurs after:

- time sequence adverbs such as *first, next, now, then* with **be** or *come*
And **then came an invitation** to be a special adviser to the government on music education.

If there is a comma (,) or an intonation break in speech after the adverb, normal word order is used:

Then, an invitation came from the government. (**not** *Then came an invitation...*)

- *so* + adjective ... *that* emphasising the adjective

So **successful has Music in Schools been that** those involved in music education around the world have visited the city to see the project in action.

- *such* + **be ...that**, emphasising the extent or degree of something

Such was her understanding of music education that the government wanted to draw on her expertise.

(= Her understanding of music education was such that ...)

6.4 Inversion in conditional sentences

In formal or literary English, we can use clauses beginning *were, should* and **had**, with inversion of subject and verb, instead of a hypothetical conditional:

Were she ever to leave the orchestra, ... (= If she left ... or If she were to leave ...)

Were he here tonight, ... (= **If he was/were** here tonight...)

Should you need any more information about Music in Schools, ... (= If you need ...)

Had Maria not been around, ... (= If she had **not been around ...**)

In negative clauses with inversion, we don't use contracted forms:

Had Maria not set up the Music in Schools project ... (not *Hadn't Maria set-up ...*)

7. Phrasal Verbs with Multiple Meanings

Understanding the various meanings of a number of phrasal verbs is very important.

- Some phrasal verbs can be used transitively or intransitively with the same meaning:

*Feel free to **call me back** if there's anything that's not clear about tomorrow.*

***Call back** later.*

- Others have different meanings when they are used transitively and intransitively:

*I've **looked up** the online timetable.* (transitive verb = I've found the information)

*The weather seems to be **looking up** now.* (intransitive verb = improving)

- With most phrasal verbs, the object can go before or after the particle

*I'll **sort out the bill** when I pick you up on Thursday morning. Or I'll **sort the bill out** when I pick you up on Thursday morning.*

- With these verbs we tend to put the object after the particle if the object is long

*You might want to take **down** some of the information I'm going to give to you. Rather than You might want to **take** some of the information I'm going to give to you **down**.*

And we always put the object before the particle if the object is a pronoun:

*I won't be able to **pick you up** at the airport after all.*

- If the object consists of two or more items connected with **and**, it can occur before or after the particle even if one or both of the items is a pronoun:

*When I'm next in London I'll **look up and your wife up**. Or ... I'll **look up you and your wife**. (**look up** = go and see them)*

- With some phrasal verbs, the object must go after the particle(s):

*When you've **checked into the hotel**, I suggest you get a meal there.*

- With a few phrasal verbs the object must go between the verb and the particle

*Although she was the youngest in the class, she used to **order the other children about**.*

- A few three-word phrasal verbs have two objects, one after the verb and the other after the particles:

*I'll **take you up on your offer** to buy me a meal. (verb = **take upon**; objects = **you** and **your offer**)*

8. Conjunctions and Connectors

The use of coordinating, correlative and subordinating conjunctions and connectors enable you to form more complex and varied sentence structures. These tools also help to establish logical connections between ideas, making written and spoken communication more coherent and persuasive.

8.1 Sentence connectors and conjunctions: general

- To link two clauses, we use only one conjunction, not two:
Although it's expensive having driving lessons, I'd really recommend it.
- We usually put a comma between clauses linked by a conjunction:
As long as I didn't do anything stupid, she stayed pretty calm.
However, when *because* or *while* (referring to time) begin the second clause in a sentence, we don't **need** a comma.
- Sentence connectors usually come at the beginning of a sentence and less often at the end or in another position. The only ones that can't come at the beginning are **too** and **as well**:
You can spend a lot more time practising as well.
- We usually put a comma after a sentence connector at the beginning or end of a sentence
My mum thought I was ready to take my driving test. However, I failed first time.
- When a sentence connector comes elsewhere in a sentence, punctuation is more variable.
There are lots of advantages in having your parents teach you. There's the cost, for instance ...
- Sentence connectors can be used to link clauses in a sentence if the clauses are joined with **and**, **but**, **or**, **so**, or a semi-colon (;), colon (:), or dash (—):
My instructor was very experienced and, as a result, he had lots of useful tips to pass on.
Having a professional teach you to drive is best; however, it can be very expensive..

8.2 Conjunctions: before, until

- Sometimes we can use either **before** or **until** with little difference in meaning
She wouldn't let me drive on busy roads before/until I could control the car well.
- We use **until**, not **before**, when an action continues to a particular time and then stops:
I just carried on having lessons until my instructor said I was ready to take the driving test

8.3 Conjunctions: hardly, no sooner, scarcely

After **hardly** and **scarcely** the second clause usually begins with *when* or *before*; after **no sooner** it begins with **than** or **when**:

We'd hardly driven out of our road before we were shouting at each other.
I'd no sooner passed my test than/when my friends started asking me for lifts.

We often use the past perfect in a clause with **hardly**, **no sooner** or **scarcely** and a past simple in the other clause.

8.4 Sentence connectors: first(ly), at first; last(ly), at last

- We use *first* or *firstly* to label the first point in a list and *last* or *lastly* to label the final point. We use *at first* to indicate that there is a contrast between two past situations, and *at last* to show that something happened later than hoped or expected;
Firstly, cars like the one I learnt in have dual controls.
At first I couldn't get the hang of this at all.
I passed my driving test at last, after taking it five times.
- We don't use *at last* to label the last point in a list:
First, I had to practise starting on a hill ... Finally/Lastly, the instructor made me reverse around a corner.

8.5 However

However is often a sentence connector but can also be used:

- as an adverb when it is followed by an adjective, adverb **or** *much/many*

*My instructor never got annoyed, **however** badly I was driving (= despite how badly)*

- as a conjunction when it means 'in whatever way':

***However** I had the mirror positioned, I just couldn't judge where the back of the car was.*

8.6 Even so (sentence connector), even though (conjunction)

- *Even so* has a meaning similar to *however*. We use it to introduce a fact that is surprising given what has just been said:

*He was great and I didn't want to be taught by anyone else. **Even so**, I always found the replacements very patient and helpful.*

- We use *even though* to say that a fact doesn't make the rest of the sentence untrue:

***Even though** she doesn't have a professional qualification, she's got lots of experience to pass on.*

8.7 Sentence connectors: on the other hand, on the contrary

- We use *on the other hand* when we compare or contrast two statements. We sometimes introduce the first statement with *on the one hand*:

*It may be that the quality of the tuition is better with a professional driving instructor. **On the other hand**, it's cheaper if your parents teach you. **Or On the one hand**, it may be that the quality of the tuition is better with a professional driving instructor **On the other (hand)**, it's cheaper if your parents teach you.*

- *On the contrary* emphasises that we reject the first statement and accept the second:

*Some people say that it's more expensive to be taught by a driving instructor than a friend or relative. **On the contrary**, it works out cheaper*

8.8 Prepositions commonly confused with conjunctions and connectors

These are prepositions, and can't be used as conjunctions or sentence connectors:

***As well as** being calm and patient, he was always very encouraging. (not **As well as** he was calm...)*

***Apart from** the cost of insurance, I think it's much better to be taught by your parents. (not **Apart from** the insurance costs were high...)*

*I think there's a lot of other good things about having your parents teach you, **besides** saving money.*

(not ...-besides you can save money.)

*I'd recommend professional driving lessons **despite / in spite of** the expense.*

(not ... despite/ in spite of they are expensive)

*The lesson was cancelled **due to** the heavy rain. (not ... **due to** it was raining heavily)*

*We used to stop driving at some point **during** the lesson, and he would ask me how I felt I'd improved.*

(not...at the same point during we were having the lesson...)

9. Relative Clauses

9.1 Defining and non-defining relative clauses

*The old photograph **that you can see ahead of you** shows Marconi at Signal WI. (defining relative clause)*
*The story of radio probably begins with Heinrich Hertz, **who was the first to produce radio waves in a laboratory.** (non-defining relative clause)*

Relative clauses give more information about someone or something referred to in the main clause.

Defining relative clauses specify which (or which type of) person or thing we mean.

Non-defining relative clauses simply add extra information about a noun.

We put a relative clause as close as possible to the noun it refers to:

*There are just a few of the 'wireless telegraphs' **that the factory produced left in the world**, rather than *There are just a few of the Wireless telegraphs' left in the world that the factory produced.**

Some relative clauses refer back to the whole idea in the previous clause, not just the previous noun. Most of these begin with *which*:

*The owner of the old radio claims that it is in excellent condition — **which is obviously not the case.***

9.2 Other words beginning relative clauses

We often use *when* after a noun referring to a time, or words such as *day, period, time*:

*The first public demonstration of the power of radio came **in 1901**, **when Marconi announced that he had received a transmission from across the Atlantic.***

More formally, we can often use a preposition + *which*:

*It was **a period** **during which they met very infrequently.** or... **a period when ...***

Less formally, we can use *that* or no relative pronoun in defining relative clauses:

*I can still remember **the time (that)!** first watched television, or **the time when***

*We often use *why* after *reason*:*

*You can probably guess **the reason** **why radio began to lose some of its popularity.** or informally ... **the reason (that) radio began to lose ...***

*We often use *where* after a noun referring to a location, and after the words *case, condition, example, experiment, instance, point, process, situation* and *system*:*

*Move now to **room 36**, **where you can find information and displays.***

*Marconi's goal was to find **a system** **where telegraphic messages could be transmitted.***

9.3 Prepositions in relative clauses

➤ A preposition usually comes before the relative pronoun in formal styles:

*In 1907 Marconi made **the announcement** **for which** he will always be remembered.*

➤ After a preposition we usually use *whom* rather than *who* in formal styles:

*Augusto Righi, **with whom** Marconi studied in the 1890s, was a physicist. or*

*Augusto Righi, **whom** Marconi studied with in the 1890s, was a physicist.*

➤ A preposition usually comes at the end of the clause in less formal styles:

*In 1901, Marconi made **the announcement** **which** he will always be remembered **for.***

*Augusto Righi, **who** Marconi studied **with** in the 1890s, was a physicist.*

➤ We can use *of which* and *of whom* (or very informally *of who*) after *all, both, each, many, most, neither, part, several,*

*some; a number (e.g. *one, the first, half*) and superlatives:*

*Radio entertainers, **many of whom** became household names, were highly paid.*

- We can use a preposition, usually *from*, with *where* and *when*:
Marconi set up a transmission station in Cornwall, from where the first transatlantic radio message was sent.

9.4 Participle clauses

- *-ing* clauses correspond to defining relative clauses with an active verb, and *-ed* clauses correspond to defining relative clauses with a passive verb:
*The editor **working** on the cookbook or magazine is often there, too. (= The editor **who is working ...**)*
*A challenge **facing** food photographers is how to keep food looking fresh. (= A challenge **which faces ...**)*
- Reduced relative clauses can also be used instead of non-defining relative clauses, particularly in written English:
*Her photographs, **taken** in her studio in California ... (= ... **which were taken** in her studio in California ...)*
*My parents - **not having much money** - rarely took us to restaurants. (= ... **who didn't have** much money ...)*
These are usually written between commas (,) or dashes (-).

9.5 To-infinitive clauses

We often use a to-infinitive clause instead of a relative clause after:

- a superlative + noun (phrase):
*I was **the youngest person in the competition to win** any of the major categories.*
- *the first/second, etc* + noun (phrase):
*She was really **the first person to encourage** me to take up food photography.*
- *the only / the next / the last / another / I one* + noun (phrase):
*By the time we photograph the food, it's completely cold. **The only thing to do** in that case is to create steam from elsewhere.*

9.6 Adjective phrases

- Adjectives and adjective phrases can be used after nouns with a meaning similar to a relative clause. Often the adjective is followed by a to-infinitive or preposition, or used with an adverb:
*It was easy to find a photographer **willing to take** an assistant for no pay! (= a photographer **who was willing to take** an assistant for no pay!)*
*It's a job **difficult for** even a skilled photographer (= ... a job **which is difficult for** even a skilled photographer.)*
*Glycerine's a liquid, completely **colourless**, that's often used to sweeten food. (= a liquid **which is completely colourless, ...**)*
- A few adjectives (e.g. *affected, available, present*) can be used alone after a noun with a meaning similar to a relative clause
*We use cardboard or any other material **available**. Or ... material **which is available**.*

9.7 Prepositional phrases

We can give additional information about a thing or person using a prepositional phrase. Often these have a meaning similar to a relative clause:

- The vegetables **around** that succulent piece of meat could be made from plastic. (= The vegetables **which are around ...**)*

10. Adverbs and Adjectives

10.1 Position of adverbs

There are three main positions in a clause for adverbs:

- front position (before the subject):

Normally, I write for about six hours a day.

- mid position (between the subject and verb, immediately after **be** as a main verb, or after the first or second auxiliary verb):

I usually start work by about 8.00. I'm generally up at about 7.00. I had never been to Norway before.

If my books hadn't been successful, I would happily have stayed in teaching or! would have happily stayed..

- end position (after the verb; either immediately after it or later in the clause):

He writes simply.

Many adverbs can go in any of these positions, depending on the context or style of writing

Gradually, they grow into real people. or They gradually grow or They grow gradually....

10.2 Position of adjectives

The following adjectives can be used immediately after a noun:

- many participle adjectives (i.e. adjectives that end with *-ing* or *-ed*.):

There'll be a lot of people waiting eagerly to get hold of it (= a lot of people who will be waiting)

Some of the geographical settings used in A Woman Alone are based on places I visited. (= settings which are used in A Woman Alone)

- adjectives used after indefinite pronouns (e.g. *something nothing*):

I really don't think it was anything special.

There was nothing extraordinary about my first novel.

10.3 Gradable adjectives

If an adjective is gradable, we can say that a person or thing can have more or less of the quality referred to (e.g. *ambitious, busy*). Gradable adjectives can be used with adverbs such as *extremely, slightly* or *very*:

somewhat ambitious, extremely busy, slightly different, very rich, pretty strong

If an adjective is non-gradable, we don't usually imagine degrees of the quality referred to (e.g. *huge, impossible*).

To emphasise the extreme or absolute nature of non-gradable adjectives we can use adverbs such as *absolutely, completely* or *totally*:

absolutely huge, completely impossible, practically unknown, almost unique, totally useless

10.4 Adjectives order

Sometimes we have **three** adjectives in front of a noun, but this is **unusual**:

a nice handsome young man

a big black American car

Adjectives usually come in this order:

1. General opinion, 2. Specific opinion, 3. Size, 4. Shape, 5. Age, 6. Colour, 7. Nationality, 8. Material

Examples:

A big black dog (opinion/size/color)

A beautiful old house (opinion/age)

An expensive Italian sports car (opinion/nationality/type)

A small wooden table (size/material)

A delicious homemade apple pie (opinion/type/origin)

A shiny new silver watch (quality/age/color/material)

11. Reporting

11.1 Structures in the reported clause: that-clause

Reporting verbs can be followed by a number of structures in the reported clause. The most important ones with that-clauses are given below:

- verb + *that*

*Sue **reckoned that** the expansion would damage tourism*

- verb + object + *that*

*He **convinced me that** noise wouldn't be a problem for us.*

- verb + (object) + *that*

*She **warned (us) that** the airport authorities were not telling the truth.*

Compare the use of *tell* and *say* in the reported clause

*They **told us that** the expansion would create around 2,000 jobs. (tell + object + that)*

*They **said (to us) that** it might increase tourism in the region. (say + (to + object) + that)*

- verb + *that* + verb or verb + object + to-infinitive

*I **found that** his reassurances **were** quite convincing, or more formally I **found** his reassurances **to be** quite convincing.*

- verb + (*to/with* + object) + *that*

*They **admitted (to us) that** they're not sure exactly how many people it will attract*

*I **agree (with the anti-expansion group) that** the plans will change the area.*

11.2 Structures in the reported clause: to-infinitive and -ing

These are the most important structures with a to-infinitive or *-ing* form in the reported clause:

- verb + to-infinitive

*I've **decided to wait** and see what happens next.*

- verb + object + to-infinitive

*They **encouraged us to go** to the village hall.*

- verb + (object) + to-infinitive

*I **expected them to be** confrontational oil **expected to hear** more objections.*

- verb + to-infinitive or verb + *that*

*They **promised to keep** us informed. or They **promised that** they would keep us informed.*

- verb + object + to-infinitive or verb + object + *that*

*She **advised us to write** to our local politicians with our objections. or She **advised** us that we should write to our local politicians with our objections.*

- verb + *-ing* or verb + *that*

*She **suggested inviting** the Minister for Transport to hear our complaints. or She **suggested that** we should invite the Minister for Transport*

11.3 Verb tenses in reporting

- We don't usually change a past perfect verb:

*"We **had hoped** for more support." → He said they **had hoped** for more support*

- We can use a present tense verb for a situation that still exists when we report it:

*Magnus said he's **worried** about the nuclear power station on the coast. or ... said he **was worried** ...*

- We usually use a past tense in the reporting clause. However, we can use the present simple to report current news or views, what is always said, or what many people say

*I **hear** that Boeing 737s **will be landing** there.*

*Everyone I've spoken to **thinks** it's awful.*

11.4 Modal verbs in reporting

A modal verb in the original sometimes changes in the report.

- *will* changes to **would**, *can* to **could**, and *may* usually changes to *might*

"It **may** increase tourism in the area." → They said it **might** increase tourism in the region.

However, if the situation we are reporting still exists or is in the future, modals don't change if there is a present tense verb in the reporting clause

"We'll be displaying copies of the plans in the village hall." → They say they'll be putting copies of the plans in the village hall.

We can use either form if there is a past tense verb in the reporting clause

"The expansion **will** create 2,000 jobs." → They told us that the expansion **will/would** create around 2,000 jobs.

➤ *shall* changes to *would* to talk about the future, and to *should* to report suggestions, recommendations and requests for advice

"I **shall** decide later." → He said he **would** decide later.

"What **shall** we do next?" → He asked what they **should** do next.

➤ *must* doesn't change or changes to **had to** when it is used to say it is necessary to do something

"You **must** look at the plans before making any decisions." → He said! **must / had to** look at the plans before making any decisions. (**Had to** is more natural in speech.)

➤ **could, should, would, might, ought** and **used to** don't usually change in the report:

"We **ought to** write to our local politicians." → She **suggested** we **ought to** write ...

11.5 Reporting questions

➤ The usual word order in the reported *wh-*, *if-* or *whether-* clause is the one we would use in a statement, and we don't use a question mark or the *do* auxiliary:

"How exactly **will it boost** tourism?" → I asked how exactly **it would boost** tourism.

"Where **did you get** your figures from?" → She asked where **they had got** their figures from.

➤ We can use a negative form of **do** to report a negative question:

"Why **don't** you want the airport to expand?" → He asked why I **didn't** want the airport to expand.

➤ If the original question begins **what, which** or **who**, followed by **be +** complement, we can put the complement before or **after be** in the report:

"Who's Sue Ray?" → He asked who **Sue Ray was**. or He asked who **was Sue Ray**.

➤ To report a question with **should** asking for advice or information, we can use a to-infinitive:

"What **should** we do to protest?" → Someone asked Sue what **to do** to protest. or ... what we **should** do to protest.

➤ We don't use a to-infinitive to report a *why* question:

"Why **should** we believe them?" → She wanted to know why we **should** believe them.

نماذج اختبارات سابقة

The Higher Language Institute

Section One: English in Use (Questions 1-12)
Choose the correct answer (A), (B), (C) or (D) for each of the following.

1. Julie wasn't at band practice today.

- A. Oh, yes. The weather was terrible yesterday.
B. Oh, she's been under the weather lately.
C. I see. It rained cats and dogs, I guess.
D. July has the best weather of the year.

2. I've never had this type of fruit before. I don't even know what to do with it.

- A. So, do I.
B. You just have to peel it and eat it.
C. Neither, do I.
D. You have to see if it fits.

3. Sit down, will you, and relax!

- A. I'm sorry, I can't help it; I always pace when I'm on edge.
B. It's a comfortable sofa. I'll make sure to get one like this for my house.
C. Why wouldn't she? She's fed up with this issue.
D. Well, I had a nice, relaxing vacation. How about you?

4. Eugene missed a lot of classes last week.

- A. How interesting! I will join him.
B. Once bitten twice shy.
C. I miss everything that has to do with math classes.
D. That's because he was sick. I think he had the flu.

5. Are you sure this is how Lois spells her last name?

- A. It doesn't look right, does it? In fact, I'm not even sure it starts with that letter.
B. She spilt it all over the documents on the table.
C. I'm not quite sure what the meaning of "a spell" is.
D. She's been writing this letter since the morning. Hasn't she finished, yet?

6. So, Rita, you left work early yesterday?

- A. Yeah, I worked till midnight.
B. Yeah, and did I ever get in hot water for that?
C. Yeah, I was drowned head to toes.
D. No, actually I left before.

7. I wonder where Mike is.

- A. He'll show up as soon as the work is done, I bet.
B. I'm sure he'll make it. The test isn't that hard, I think.
C. The show must go on with or without her, I believe.
D. They'll go to the 7 p.m. showing tomorrow, I reckon.

8. Are you interested in selling your car?

- A. Why on earth are they?
B. Sure-if someone has a million dollars!
C. "Over my dead body", said she.
D. No, actually she has other plans.

9. Jack had egg on his face after saying he was much better than all the other drivers.

- A. Yeah, he won the race.
B. Yeah, he came last in the race.
C. Yeah, he came second in the race.
D. Yeah, he came first in the race.

10. Were you able to solve that math problem?

- A. That was possible, though.
B. I couldn't agree more.
C. To tell you the truth, I found it simply impossible.
D. It was pretty embarrassing.

11. I thought Cheryl's photographs were the best at the exhibit.

- A. Cheryl's photographs were black and white.
B. Photography is a piece of cake!
C. Really! Why didn't you like them?
D. I didn't really see it that way.

12. This chair must be an expensive antique.

- A. No, definitely not. It actually cost me a fortune.
B. It may look like that, but I got it for next to nothing.
C. Not really. I'm afraid it cost me an arm and a leg.
D. Too good to be true.

Section Two: Structure (Questions 13-38)
Fill in the blank with the correct choice (A), (B), (C) or (D).

13. We _____ dinner when our unexpected guests _____.

- A. ate / were arriving
B. were eating / arrived
C. have eaten / arrive
D. had eaten / would have arrived

14. Because they _____ us about the meeting, we _____.

- A. aren't informing / don't have to go
B. hadn't informed / didn't have
C. won't inform / didn't go
D. don't inform / won't have to go

15. By the time the plane finally _____ after a four-hour delay, everyone waiting to meet the passengers _____ fed up.

- A. has landed / would be
B. is landing / is
C. landed / had been
D. was landing / has been

16. Dr. Seuss, _____ was Theodore Seuss Geisel, wrote and illustrated delightfully humorous books for children.

- A. his real name
B. who had as his real name
C. with his real name
D. whose real name

17. I don't know what happened to my bag, but I suppose it _____.

- A. must have stolen
B. has been stealing
C. could have been stolen
D. will have been stolen

18. If then I asked Sally how she liked her subjects at university, she answered sadly that _____ were too difficult for _____.

- A. them / itself
B. they / her
C. their / she
D. themselves / hers

19. In spite of the fact that the government owns _____ of the forests in our country, _____ has been done either to curb their misuse or to develop a well-managed forest industry.

- A. whole / some
B. a few / none
C. most / plenty
D. all / little

20. _____ in 1849, Manuel A. Alonso recorded the customs, language, and songs of the people of Puerto Rico in his poetry and prose.

- A. Beginning
B. He began
C. Having begun
D. The beginning was

21. _____ today, in some societies the world is thought to be flat.

- A. Since
B. Already
C. Even
D. Unless

22. I _____ to the party last night, but at the last minute I _____ that I had an exam this morning.

- A. went / would have realized
- B. had gone / have realized
- C. was going to go / realized
- D. had to go / must have realized

23. Since they _____ us they were coming, we _____ any food for them.

- A. aren't telling / don't have
- B. hadn't told / didn't have
- C. won't tell / haven't had
- D. don't tell / won't have

24. I don't mind _____ TV at home, but I'd much rather _____ a film in the cinema.

- A. to watch / to see
- B. watch / seeing
- C. having watched / seen
- D. watching / see

25. If you can manage _____ here by nine, then we can finish _____ the meeting before lunchtime.

- A. to get / planning
- B. getting / to plan
- C. to be getting / planned
- D. having got / having planned

26. _____ are a form of carbon, have been known since the late eighteenth century.

- A. Diamonds
- B. Because diamonds
- C. That diamonds
- D. Diamonds, which

27. In 1791 Quebec was divided into two sections, Upper Canada and Lower Canada, _____ were ruled by elected assemblies.

- A. they both
- B. both of them
- C. in which both
- D. both of which

28. Although _____ cold climates, they can thrive in hot, dry climates as well.

- A. sheep adapted well
- B. well-adapted sheep
- C. sheep, well adapted to
- D. sheep are well adapted to

29. Seldom _____ more than twenty minutes a night.

- A. sleep giraffes
- B. do giraffes sleep
- C. giraffes do sleep
- D. giraffes sleep

30. Though I asked around, no one was quite sure _____ it took to get to the next town.

- A. how far
- B. how long
- C. how often
- D. how many

31. On the other hand, I have never understood _____ people have to rely on the leisure industry, instead of using their imaginations.

- A. that
- B. why
- C. who
- D. which

32. The Masters, one of the most important of all golf tournaments, _____ every year in Augusta, Georgia.

- A. has held
- B. being held
- C. is held
- D. holding

33. Platinum is harder than copper and is almost as pliable _____.

- A. gold
- B. than gold
- C. as gold
- D. gold is

34. Most young geese leave their nests at an early age, and young snow geese are _____ exception.

- A. not
- B. no
- C. none
- D. never

35. From what he _____ in his letter, I thought that he _____ in Paris until next year.

- A. had written / would be living
- B. has written / lives
- C. had been writing / will live
- D. would have written / was living

36. Unless you _____ where you are going soon, you _____ to get a ticket.

- A. decided / haven't been
- B. will decide / aren't going to be
- C. decide / won't be able
- D. had decided / won't have been

37. They _____ missed the lecture, _____ sooner.

- A. wouldn't have / had they left
- B. would have / if they leave
- C. X / if they left
- D. had / if they had left

38. You _____ my secret. I trusted you on that.

- A. shouldn't reveal
- B. should be revealing
- C. should've revealed
- D. shouldn't have revealed

Section Three: Controlled writing (Questions 39- 46)
Choose the letter of the underlined word that is incorrect (Questions 39- 43)

39. Despite they are small, ponies are strong and have great stamina.

- A
- B
- C
- D

40. Haywood Broun was a read widely newspaper columnist who wrote during the 1920's and 1930's.

- C
- D

41. Because of their colour and shape, seahorses blend so well with the seaweed in which they live that it is almost impossible to see themselves.

- A
- B

42. Near equator, the slant of the sun's rays is never great enough to cause temperatures to fall below the freezing point.

- D

43. Stephen Hopkins was a cultural and political leadership in colonial Rhode Island.

- A
- B
- C

- D

Choose the sentence that best combines the underlined sentences. (Questions 44- 45)

44. My friends loved the restaurant. I thought it was overpriced.

- A. That my friends loved the restaurant, I thought it was overpriced.
- B. My friends loved the restaurant, whereas I thought it was overpriced.
- C. My friends loved the restaurant, when I thought it was overpriced.
- D. My friends loved the restaurant, or I thought it was overpriced.

45. She never responded to the invitation we sent. We assumed she wasn't coming.

- A. She never responded to the invitation we sent; however, we assumed she wasn't coming.
- B. While we assumed she wasn't coming, she never responded to the invitation we sent.
- C. She never responded to the invitation we sent, whether we assumed she wasn't coming.
- D. Because she never responded to the invitation we sent, we assumed she wasn't coming.

Choose the letter (A), (B), (C) or (D) that best completes the following sentences (46- 50)

46. When Sir Richard Burton set out on his pilgrimage to Mecca in 1854, no one knew _____ he would return alive.

- A. unless
B. whether
C. however
D. until

47. _____ the outer rings of a gyroscope are turned or twisted, the gyroscope itself continues to spin in exactly the same position.

- A. However
B. Whether
C. Otherwise
D. No matter

48. _____ one of Laura Ingalls Wilder's many books about the American frontier are based on her own childhood experiences.

- A. Except
B. All but
C. Without
D. Not any

49. _____ quicksand can be found all over the world, little was known about its composition until recently.

- A. Except
B. Although
C. Even
D. Despite

50. I'm not going to start looking for a job _____ I have finished my studies.

- A. by the time
B. without
C. therefore
D. until

Section Four: Reading Comprehension & Vocabulary

Read the following TWO passages and choose (A), (B), (C) or (D) for each of the following (Questions 51 - 65)

Passage 1:

Another critical factor that plays a part in susceptibility to colds is age. A study done by the University of Michigan School of Public Health revealed **particulars** that seem to hold true for the general population. Infants are the most cold-ridden group, faveraging more than six colds in their first year. Boys have more colds than girls up to age three. After the age of three, girls are more susceptible than boys, and teenage girls average three colds a year to boys' two.

The general incidence of colds continues to decline into maturity. Elderly people who are in good health have as few as one or two colds annually. One exception is found among people in their twenties, especially women, who show a rise in cold infections, because people **in this age group** are most likely to have young children. Adults who delay having children until their thirties and forties experience the same sudden increase in cold infections.

The study also found that economics plays an important role. As income increases, the frequency at which colds are reported in the family decreases. Families with the lowest income suffer about a third more colds than families at the upper end. Lower income generally forces people to live in more **cramped** quarters than those

typically occupied by wealthier people, and crowding increases the opportunities for the cold virus to travel from person to person. Low income may also adversely influence diet. The degree to which poor nutrition affects susceptibility to colds is not yet clearly established, but an inadequate diet is suspected of lowering resistance generally.

51. The paragraph that precedes this passage most probably deals with _____.

- A. minor diseases other than colds
B. the recommended treatment of colds
C. a factor that affects susceptibility to colds
D. methods of preventing colds among elderly people

52. Which of the following is closest in meaning to the word "particulars" in the passage?

- A. Minor errors
B. Specific facts
C. Small distinctions
D. Individual people

53. What does the author claim about the study discussed in the passage?

- A. It contains many inconsistencies.
B. It specializes in children.
C. It contradicts the results of earlier studies in the field.
D. Its results apparently are relevant for the population as a whole.

54. It may be inferred from the passage that which of the following groups of people is most likely to catch colds?

- A. Infant boys
B. Young girls
C. Teenage boys
D. Elderly women

55. There is information in the second paragraph of the passage to support which of the following conclusions?

- A. Men are more susceptible to colds than women.
B. Children infect their parents with colds.
C. People who live in a cold climate have more colds than those who live in a warm one.
D. People who don't have children are more susceptible to colds than those who do.

56. The phrase "people in this age group" in the passage refers to _____.

- A. infants
B. people in their twenties
C. people in their thirties and forties
D. elderly people

57. The author's main purpose in writing the last paragraph of the passage was to _____.

- A. explain how cold viruses are transmitted
B. prove that a poor diet causes colds
C. discuss the relationship between income and frequency of colds
D. discuss the distribution of income among the people in the study

58. The word "cramped" in the passage 21 is closest in meaning to ____.

- A. cheap
- B. crowded
- C. depressing
- D. simple

Passage 2:

Students are responsible for familiarizing themselves with the University Code of Student Conduct, as on enrollment with the University the student has placed themselves under the policies and regulations of the University and all of its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The Committee has procedures in place for hearing allegations of misconduct. Copies of the student conduct code are available at the Student Services Office.

Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course.

Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorized sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.

Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorisation from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

59. The Student Services Office familiarises students with the student code.

- A. True
- B. False
- C. Not given

60. Cheats will automatically be expelled because their behaviour cannot be condoned.

- A. True
- B. False
- C. Not given

61. The text lists all activities that are considered to be cheating.

- A. True
- B. False
- C. Not given

62. According to the text, cheating is a more serious offence than plagiarism.

- A. True
- B. False
- C. Not given

63. It is never acceptable to paraphrase closely.

- A. True
- B. False
- C. Not given

64. Students can submit the same work in different courses as long as they ask their lecturer and it is not their own.

- A. True
- B. False
- C. Not given

65. If students want to use other students' laboratory data, they must ask them and the lecturer first.

- A. True
- B. False
- C. Not given

**End of Exam
Good Luck**

Section One: English in Use (Questions 1-12)

Choose the correct answer (A), (B), (C) or (D) for each of the following.

1. I washed the shirt I recently bought once and it shrunk so much that I can't wear it anymore.
A. Some bargain. You should ask for a refund.
B. That sounds cool!
C. You should wash it.
D. What a great bargain.
2. It seems that you are late again.
A. I'm sorry; I got stuck in the traffic jam.
B. I don't know.
C. I am on my way.
D. I'm late.
3. Costi: That exam was so difficult, wasn't it?
Mark: I don't agree with you, _____
A. it could've been worse.
B. it can't have been worse.
C. it wasn't a piece of cake.
D. it was hard.
4. Costa is a morning person; he usually gets up before _____.
A. 11 a.m. B. 11 p.m.
C. 7 a.m. D. 7 p.m.
5. Would you like to watch this horror movie with me?
A. No, this is not my cup of tea.
B. Yes, this is not my cup of tea.
C. Yes, this is my cup of coffee.
D. No, this is my cup of coffee.
6. Can you do me a favour, please?
A. I am afraid so.
B. Sure, how come?
C. Sure, how can I help you?
D. Why not?
7. Do you expose your son to nursery rhymes at this early age?
A. I definitely like poems that rhyme.
B. He loves to read them.
C. He loves to repeat them.
D. I watch him at the nursery.
8. John said he had a gut feeling that his wife wasn't loyal.
A. So he doesn't have a proof.
B. So he is sure.
C. So he proved it already.
D. So he has evidence.
9. I was on cloud nine when he proposed.
A. I bet you were flying high.
B. I bet you were so angry.
C. I bet you were thrilled.
D. I bet you were shocked.
10. I am fed up with studying; let's take a coffee break.
A. Now, you are talking.
B. Get out of here.
C. I don't know if you like coffee.
D. I don't want to feed.
11. Sam: My son is too young to speak.
Jack: You can say that again.
A. Jack can't hear Sam very well.
B. Sam agrees with Jack.
C. Jack agrees with Sam.
D. Sam and Jack have kids.
12. This new iPad has cost me an arm and a leg.
A. I bet it did because it is a state-of-the-art.
B. I am sure it did because it is very old and out-dated.
C. I don't know why you sold your arm and leg.
D. I don't have one, either.

Section Two: Structure (Questions 13-33)

Fill in the blank with the correct choice (A), (B), (C) or (D)

13. After he _____ college, he _____ a great job.
A. finished/ gets B. is finishing/ got
C. has finished/ will get D. finished/ got
14. This poet _____ three poems already.
A. bewriting B. is writing
C. has written D. has been writing
15. Had I heard about your problem, I _____.
A. will have helped B. would help
C. might help D. would have helped
16. I found a great offer online, and I _____.
A. couldn't resist it B. resist it
C. had been resisting D. have to resist it
17. The office _____ as good as they expected.
A. was not nearly B. nearly was not
C. was nearly not D. not nearly was
18. The first person _____ on the moon was Neil Armstrong.
A. step B. stepping
C. stepped D. tostep
19. As soon as I _____ reading it, I _____ it to my brother. I've just read the second chapter, two to go.
A. 'm finishing/ will give
B. 've had finished / would have given
C. finished / would give
D. 've finished / am going to give
20. Alaska found the first years of its statehood costly because it had to take over the expense of services _____ previously by the federal government.
A. to provide B. be provided
C. providing D. provided
21. The first explorer _____ California by land was Jedediah Strong Smith, a trapper who crossed the southwestern deserts of the United States in 1826.
A. that he reached B. reached
C. to reach D. reaching it
22. Computers that once took up entire rooms are now _____ to put on desktops and into wristwatches.
A. small enough B. smaller than
C. so small D. as small as
23. The dawn redwood appears _____ some 100 million years ago in northern forests around the world.
A. was flourished B. having to flourished
C. to have flourished D. have flourished
24. If I had known how difficult acting was, I _____ it.
A. won't have taken the job B. wouldn't have taken the job
C. won't take the job D. would take the job
25. It is very cold in that region but we _____ after a while.
A. can get use to it B. are getting use to it
C. used to it D. can get used to it.
26. Chemists are not sure _____.
A. how can precisely cold fusion occur
B. cold fusion can occur precisely how
C. precisely how cold fusion can occur
D. can cold fusion occur precisely how
27. Only later _____ how much she loved him.
A. she realised B. she did realised
C. did she realise D. realised she
28. Volcanoes are divided into three main groups, based on their shape and the type of material they _____.
A. are made B. made of
C. are made of D. made for

29. The man _____ he _____ the lady's bag.

- A. admitted that / had stolen B. admitted that / has stolen
C. admit that / stole D. admit / was stealing

30. We are sure that our team will _____ by noon.

- A. have done B. do C. be D. have been done

31. What's the chance _____ 90% of all the answers correct?

- A. of getting B. to getting C. of get D. about to get

32. I _____ to Rome, had I had the money.

- A. would have travelled B. will have been
C. would travel D. will travel

33. Can I have _____ more sugar in my coffee, please?

- A. many B. much C. many of D. much of

Section Three: Controlled writing (Questions 34-49)

Choose the sentence that best combines the underlined sentences. (Questions 34-37)

34. She never responded to the invitation we sent. We assumed she wasn't coming.

- A. She never responded to the invitation we sent; however, we assumed she wasn't coming.
B. While we assumed she wasn't coming, she never responded to the invitation we sent.
C. She never responded to the invitation we sent, whether we assumed she wasn't coming.
D. Because she never responded to the invitation we sent, we assumed she wasn't coming.

35. Insomnia does not usually begin as a physical problem. It can affect one's physical health.

- A. Insomnia is not usually a physical problem; therefore, it can affect one's physical health.
B. Insomnia is not usually a physical problem, yet it can affect one's physical health.
C. Insomnia not usually a physical problem can affect one's physical health.
D. Insomnia is not usually a physical problem, so it can affect one's physical health.

36. True narcolepsy is the sudden and irresistible onset of sleep during waking hours. True narcolepsy is extremely dangerous.

- A. While true narcolepsy is the sudden and irresistible onset of sleep during waking hours and is extremely dangerous.
B. The sudden and irresistible onset of sleep during waking hours, which is true narcolepsy but extremely dangerous.
C. True narcolepsy is the sudden and irresistible onset of sleep during waking hours, yet narcolepsy is extremely dangerous.
D. True narcolepsy is the sudden and irresistible onset of sleep during waking hours, and it is extremely dangerous.

37. Socrates taught that we should question everything, even the law. He was both greatly loved and profoundly hated.

- A. That he was both greatly loved and profoundly hated, Socrates taught that we should question everything, even the law.
B. Socrates taught that we should question everything, even the law, so he was both greatly loved and profoundly hated.
C. Socrates taught that we should question everything, even the law, which he was both greatly loved and profoundly hated.
D. Socrates taught that we should question everything, even the law, for he was both greatly loved and profoundly hated.

Choose the answer that shows the best punctuation for the underlined part of the sentence. (Questions 38-40)

38. Most residents of the building have air conditioners however I've always found that a ceiling fan is sufficient.

- A. air conditioners however: I've B. air conditioners, however, I've
C. air conditioners however, I've D. air conditioners; however, I've

39. Before the student could be hired by the company the students adviser had to provide a letter of recommendation.

- A. company the students B. company, the student's
C. company, the students' D. company the students'

40. The employees asked whether the company would be offering tuition reimbursement within the next three years?

- A. reimbursement within the next three years!
B. reimbursement, within the next three years.
C. reimbursement within the next three years.
D. reimbursement, within the next three years?

For each of the following groups of sentences, choose the best order that would result in the best paragraph. (Questions 41-43)

41. (1) The reason for so many injuries and fatalities is that a vehicle can generate heat of up to 1,500° F. (2) Firefighters know that the dangers of motor-vehicle fires are too often overlooked. (3) In the United States, 1 out of 5 fires involves motor vehicles, resulting each year in 600 deaths, 2,600 civilian injuries, and 1,200 injuries to firefighters.

- A. 1, 2, 3 B. 1, 3, 2 C. 2, 3, 1 D. 3, 2, 1

42. (1) Additionally, once a year, the association hosts a block party with food, music, and games. (2) The association organizes neighbourhood watch teams and liaises with the police department on issues of crime and safety. (3) The main goal of the neighbourhood association is to help make the community a safer place.

- A. 1, 2, 3 B. 3, 2, 1 C. 2, 3, 1 D. 3, 1, 2

43. (1) If these new policies are any indication, employees will have much less freedom than they did before. (2) The handbook also states that employees must give at least three weeks' notice before taking a personal day. (3) The new employee handbook states that anyone who is out sick for more than three days must provide a doctor's note.

- A. 2, 3, 1 B. 3, 1, 2 C. 3, 2, 1 D. 1, 3, 2

Choose the letter of the underlined word that is incorrect. (Questions 44- 49)

44. Last summer around the end of July, my brother, my Aunt Clarissa, and me jumped into the Ford station wagon and headed out of the city.
A B
C D
45. Because their afraid of air travel, my mother and my Aunt Felicia have decided to take the train from Chicago to New Orleans.
A B C
D
46. Although it usually has a soft body and muscular feet, some molluscs also have hard shells.
A B C
D
47. The term "blood type" refers to one of the many groups into which a persons' blood can be categorized, based on the presence or absence of specific antigens.
A B C D
48. Although this was an unusually dry summer, the corn crop wasn't serious damaged.
A B C
D
49. Some insects bear a remarkable resemblance to dead twigs, being long, slenderness, wingless, and brownish in color.
A B C
D

Section Four: Reading Comprehension & Vocabulary
Read the following two passages and choose (A), (B), (C) OR (D) for each of the following. (Questions 50-65)

Text 1: Questions 50-57

Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary **feravour** that was coming to life in the colonies began to be reflected in the literature of the **time**, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

Ben Franklin first attained popular success through his writings in his brother's newspaper, the New England Current. In these articles he used a simple style of language and common-sense argumentation to defend the point of view of the farmer and the Leather Apron man.

He continued with the same common-sense practicality and appeal to the common man with his work on Poor Richard's Almanac from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonist's revolutionary cause against England.

Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet Common Sense, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and **desperate** war years he published a series of Crisis papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.

50. The paragraph preceding this passage most likely discusses _____.
A. how literature influence the population
B. religious and moral literature
C. literature supporting the cause of the American Revolution
D. what made Thomas Paine's literature successful
51. The word "**feravour**" in the first paragraph is closest in meaning to _____.
A. war B. anxiety C. spirit D. action
52. The word "**time**" in line 4 could best be replaced by _____.
A. hour B. period C. appointment D. duration
53. It is implied in the passage that _____.
A. some writers in the American colonies supported England during the Revolution
B. Franklin and Paine were the only writers to influence the Revolution
C. because Thomas Paine was an Englishman, he supported England against the colonies
D. authors who supported England did not remain in the colonies during the Revolution
54. The pronoun "**He**" in the 2nd paragraph refers to _____.
A. Thomas Paine B. Ben Franklin
C. Ben Franklin's brother D. Poor Richard
55. According to the passage, the tone of Poor Richard's Almanac is _____.
A. pragmatic B. erudite C. theoretical D. scholarly
56. The word "**desperate**" in the 3rd paragraph can be replaced by _____.
A. unending B. hopeless C. strategic D. combative
57. The purpose of the passage is to _____.
A. discuss American literature in the first half of the 18th century
B. give biographical data on two American writers
C. explain which authors supported the Revolution
D. describe the literary influence during revolutionary America

Text 2: Questions 58-65

In the eleventh century, people noticed that if a small hole were put in one wall of a darkened room, then light coming through the aperture would make a picture of the scene outside on the opposite wall of the room. A room like this was called a camera obscura. Artists later used a box to create a camera obscura, with a lens in its opening to make the picture clearer. But it was not possible to preserve the image that was produced in the box.

In 1727, Johann Heinrich Schulze mixed chalk, silver, and nitric acid in a bottle. He found that when the mixture was subjected to light, it became darker. In 1826, Joseph Nicéphore Niepce put some paper dipped in a light-sensitive chemical into his camera obscura, which he left exposed in a window. The result was probably the first permanent photographic image. The image Niepce made was a negative, a picture in which all the white parts are black and all the black parts are white. Later, Louis Daguerre found a way to reverse the black and white parts to make positive prints. But when he looked at the pictures in the light, the chemicals continued to react and the pictures went dark. In 1837

he found a way to fix the image. These images are known as daguerreotypes.

Many developments of photographic equipment were made in the nineteenth century. Glass plates coated with light-sensitive chemicals were used to produce clear, sharp, positive prints on paper. In the 1870s, George Eastman proposed using rolls of paper film, coated with chemicals, to replace glass plates. Then, in 1888, Eastman began manufacturing the *Kodak* camera, the first "modern" lightweight camera that people could carry and use.

During the twentieth century, many technological improvements were made. One of the most important was color film. **Color film is made from layers of chemicals that are sensitive to red, green, and blue light, from which all other colors can be made.** Despite the fact that the space age has witnessed the creation of an array of technological marvels, until recently even the ability to take photographs of distant galaxies from above the Earth's atmosphere via orbiting satellites was grounded in the basic principles of photography that Niepce used when he took his first fuzzy negative pictures.

58. The main idea in the passage is ____.

- A. The life of Johann Heinrich Schulze
- B. The invention of the camera
- C. The development of the camera
- D. The invention and development of cameras and photography

59. The first camera obscura can be described as nothing more than ____.

- A. a darkened room in which an image was projected onto a wall
- B. an image of a darkened room projected in a box
- C. a box with a lens in a dark room
- D. a hole in a wall to project an image

60. According to the passage, what problem did Daguerre encounter?

- A. His pictures were all negative images.
- B. He could not find a way to make positive images.
- C. His positive images would darken as chemicals continued to react.
- D. He could not reverse the fixed image.

63. Which of the sentences below best expresses the essential information in the underlined sentence in the passage?

- A. The layers of chemicals that make up color film are sensitive to all colors that can be made.
- B. Color film uses red, green, and blue light colors.
- C. Red, green, blue and white are the essential colors from which all colors can be made.
- D. The layers of chemicals on color film are sensitive to red, green, and blue light that, combined, can make all colors.

64. According to the passage, when was the Kodak camera manufactured?

- A. In the 18th century.
- B. In the 19th century.
- C. In the 20th century.
- D. In the 21st century.

65. According to the passage, Johann Heinrich Schulze

- A. discovered a mixture that became darker when subjected to light
- B. made the 1st fixed photographic image
- C. found a way to fix the image
- D. developed the portable camera

End of Test

For more practise, you can visit the following links:

<https://www.bbc.co.uk/learningenglish/>

<https://www.esl-lounge.com/student/grammar-exercises-advanced.php>

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