Listening

You will listen to some information about Freia Challis, a young BMX champion. Your task will be to decide whether the following statements are <u>true</u> (T), <u>false</u> (F) or we <u>do not know</u> (DK) because the text does not say. Write T, F or DK next to the sentences. _____/8

a) Freia is very special because she is going to start secondary school at the age of

| | 11. | |
|----|---|--|
| b) | It was at Zolder in Belgium that Freia first got into the final. | |
| c) | Freia never rides her bike on Sundays. | |
| d) | Freia is sure that biking and doing homework won't be a problem. | |
| e) | Freia used to go biking with her older brother. | |
| f) | Freia only has one brother and no sisters. | |
| g) | Freia was born when BMX became part of the Olympics. | |
| h) | Freia's BMX coach is sure that Freia will take part in the 2024 Olympics. | |
| | | |

Reading

In this article about parents going to school some parts of sentences have been left out. Your task is to reconstruct the story by filling in the gaps from the list. Write the letters (A-K) next to the numbers (1-7) as in the example (0). There are two extra letters that you will not need.

SINGAPORE: PARENTS TAKE PRIMARY SCHOOL MATHS CLASSES

Parents in Singapore dust off their calculators: they are going back to school (0)____C____ their children's homework. They are taking primary school maths classes (1)______ what their children go through. Adults are signing up for courses (2)______ when their children have questions, the *My Paper* website reports. Parents at a "mastery workshop" pay \$700 (£463) (3) ______ learning how to solve maths problems, the website says. It's part of a growing trend in Singapore.

Parents (4) ______ are divided into groups depending on their existing knowledge and ability. "Some parents come to the workshop with zero maths knowledge, (5) ______," says Nur Hidayah Ismail, the principal of the *Genius Young Minds* centre.

Some parents say it has helped them to understand their children's struggles. But for others (6) ______ many years ago, things are more tricky. Mohd Yusof Maruwi, (7) ______ , found most of the questions surprisingly difficult. "Luckily, she could understand what was going on," he says.

A) so we have to go very slowly
B) in order to understand
C) so they can understand
D) to spend eight hours
E) just in time to take the exam
F) who attended a class with his wife
G) so that they can be helpful
H) who decide to take part in the course
I) who left the subject behind
K) why they are challenged

Use of English

| | <u>word</u> – an auxiliary, a modal verb, a questi | ion wordetc. /16 | |
|---|--|---|--|
| Dear Peter, | | | |
| I'm sorry I <u>haven't written</u> to you for ages, I | | (work) such long hours recently. I' | |
| hoping (take) a week off in July. My sister | | (go) to the beach then, and I | |
| (join) | her if I(afford) it. | | |
| t was great heaing tl | hat Dan (ac | ccept) on the drama course. I'm sure he | |
| | (have) a brilliant time in Madrid next year. | And what (happe | |
| o Mary since we last | t (speak)? Has she managed | d to keep her job? It was the second time s | |
| | (warn) by her boss. I think she | (fire) next time. | |
| Are you still thinking | of moving to the countryside? What kind o | f house do you have in mind? If I were you, | |
| <u>.</u> | (buy) a lovely cottage by the lake. You've | e always keen on the area, | |
| aven't you? Sam wo | ould be absolutely delighted | (have) you as neighbours. | |
| [.] hat (s | eem) to be all my news now. I hope all goes | s with you. | |
| ooking forward to h | earing from you. | | |
| ove, | | | |
| Kawa | | | |
| Kerry | | | |
| | ancos tuno 2.8. tuno 2. uso vour oum ideos t | to complete the contenses $\sqrt{2}$ | |
| . Conditional sente | ences type 2 & type 3: use your own ideas | • | |
| Conditional sente | ences type 2 & type 3: use your own ideas t | • | |
| Conditional sente I would have been | | · · · · · · · · · · · · · · · · · · · | |
| Conditional sente I would have been Big cities would b | n given a pay rise if | · · · · · · · · · · · · · · · · · · · | |
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| Conditional senter I would have been Big cities would b If I were more tak | n given a pay rise if e nicer places if ented at music, | · · · · · · · · · · · · · · · · · · · | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remi | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou | lld(n't) / should(n't) /needn't / | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remi Modals: make senter | n given a pay rise if e nicer places if ented at music, inded me, | lld(n't) / should(n't) /needn't / | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remi Modals: make sen must(n't) / can't | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou | uld(n't) / should(n't) /needn't / resent). /8 | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remined Modals: make set must(n't) / can't You have really here | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou + a given verb in the correct tense (past/pr | Ild(n't) / should(n't) /needn't / resent). /8 (talk) to her like this. | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remined Modals: make set must(n't) / can't You have really he 'Where's your must | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou + a given verb in the correct tense (past/pr urt her feelings. You | Ild(n't) / should(n't) /needn't / resent). /8 (talk) to her like this. (go) to the shops.' | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remined Modals: make set must(n't) / can't You have really he 'Where's your must I | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou + a given verb in the correct tense (past/pr urt her feelings. You um?' 'I'm not sure. She | Ild(n't) / should(n't) /needn't / resent). /8 (talk) to her like this. (go) to the shops.' o many things to do. | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remined Modals: make set must(n't) / can't You have really he 'Where's your must He | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou + a given verb in the correct tense (past/pr urt her feelings. You um?' 'I'm not sure. She (go) out last night, because I had so | Idd(n't) / should(n't) / needn't / resent). /8 | |
| Conditional senter I would have been Big cities would b If I were more tale If you hadn't remined Modals: make set must(n't) / can't You have really he 'Where's your must He | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou + a given verb in the correct tense (past/pr urt her feelings. You urt her feelings. You um?' 'I'm not sure. She (go) out last night, because I had so (be) the new boss. He definitely loc | Idd(n't) / should(n't) / needn't / resent). /8 | |
| Conditional senter I would have been Big cities would b If I were more take If you hadn't remined Modals: make set must(n't) / can't You have really he with the set of the set of | n given a pay rise if e nicer places if ented at music, inded me, ntences using may (not) / might (not) /cou + a given verb in the correct tense (past/pr urt her feelings. You um?' 'I'm not sure. She (go) out last night, because I had so (be) the new boss. He definitely loc (worry) about the guests, | Idd(n't) / should(n't) / needn't / resent). /8 | |

4. Put the direct speech into reported speech: statements, questions, orders and requests. /16

| a) | 'Our car has been stolen.' They said | • |
|----|--|-----|
| b) | 'Can you give me a hand?' She asked | • |
| c) | 'Don't forget to turn off the lights.' He reminded | • |
| d) | 'You'll pass the exam tomorrow.' She thought | • |
| e) | 'Why are you still here?' He wanted to know | • |
| f) | 'Don't drink and drive.' They warned | • |
| g) | 'Did you check in yesterday?' She enquired | . • |
| h) | 'I didn't feel well two days ago.' He told | |

5. Prepositions: fill in the gaps with the correct preposition(s) or particle(s) (on/off/up/from/into etc). Sometimes you need two to complete a sentence.

/7

- a) We've run ______ sugar, so we'd better buy some.
- b) Let's put ______ our wedding until next summer.
- c) What do you usually eat _____ Christmas Eve?
- d) Some burglars broke _____ my friend's house.
- e) _____ the moment I'm busy working.
- f) Slow _____. There's no need to hurry.
- g) She always tries to keep ______ the latest fashion.