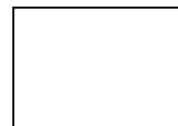


NAME: .....

FINAL MARK



DATE: .....

**WRITE YOUR ANSWERS ON THE ANSWER SHEET PROVIDED**

**Question 1 (15 marks)** *Complete the following article by writing the missing words in the spaces. Copy your answers in the correct box on your answer sheet. Use only one word for each space. The exercise begins with an example.*

**ALLERGIES**

Put simply, an allergy is a disorder in which the body over-reacts to harmless substances which in normal circumstances should not produce any reaction at all. An allergy can occur in almost (0).....**any**..... part of your body, and can (1)..... caused by just about anything. Mainly (2)..... allergies become evident on parts of the body directly exposed (3)..... the outside world. Certain allergies occur only at certain times of the year, while (4)..... are there all the time. Those (5)..... occur all the year round are probably caused by something you can come into contact (6)..... every day of your life, some seemingly harmless object (7)..... as your deodorant (8)..... the pillow you lie on each night. Allergies can occur at any time during your life, (9)..... usually do so before your fortieth birthday. Sometimes the symptoms are (10)..... slight you do not even know you have an allergy, and it may take years (11)..... an allergy to become noticeable. It all depends (12)..... the amount of substance to (13)..... you are exposed and for how (14)..... . Sometimes an allergy can disappear as (15)..... as it arrived, without any treatment. Sometimes it comes and goes for no apparent reason, and with no regularity.

**Question 2 (15 marks)** Read the article below and then decide which word given in the list below best fits each space. Put the letter you choose - A, B, C or D - in the correct box on your answer sheet. The exercise begins with an example.

### FRIDAY THE THIRTEENTH

Police are hunting for a hit-and-run driver who knocked a teenage cyclist off her bike in East Street. Sarah Tucker, 17, had a lucky **(0)**.....**B**..... on Friday, 13<sup>th</sup> May, when she was sent reeling by a black Volvo on her way home from work. She bruised her thigh and shoulder and her bicycle was **(1)**..... . The driver drove off without **(2)**..... a name or address and before Sarah could get his number. "I tried to **(3)**..... out of his way, but I couldn't," she said. "everyone at work kept **(4)**..... on about it being Friday 13<sup>th</sup>. I'm not a bit **(5)**..... and wouldn't change any of my plans just because Friday 13<sup>th</sup> is supposed to be unlucky. I don't usually take any **(6)**..... of that sort of thing but I will now. I think I'll stay in bed!" The accident **(7)**..... at the **(8)**..... with Westwood Road at about 6.30pm as Sarah was making her **(9)**..... home to the Harley Estate. The Volvo **(10)**..... out of Westwood Road onto Henley Road in front of the teenager's bicycle. "He could at **(11)**..... have helped her up. I don't see why he should get away with it," said her father, Derek. "Sarah was lucky. The driver can't have been **(12)**..... attention. It is **(13)**..... that nobody took down the number." Though still too **(14)**..... to ride a bike, Sarah was able to go back to **(15)**..... on Monday.

- |           |                |                 |                |                 |
|-----------|----------------|-----------------|----------------|-----------------|
| <b>0</b>  | A break        | <b>B</b> escape | C escapade     | D incident      |
| <b>1</b>  | A crashed      | B harmed        | C devastated   | D damaged       |
| <b>2</b>  | A leaving      | B presenting    | C noting       | D suggesting    |
| <b>3</b>  | A go           | B get           | C be           | D stay          |
| <b>4</b>  | A chatting     | B running       | C going        | D rambling      |
| <b>5</b>  | A irrational   | B prejudiced    | C unreasonable | D superstitious |
| <b>6</b>  | A notice       | B consideration | C note         | D care          |
| <b>7</b>  | A took place   | B came about    | C finished up  | D turned up     |
| <b>8</b>  | A junction     | B joining       | C roundabout   | D crossing      |
| <b>9</b>  | A route        | B course        | C way          | D path          |
| <b>10</b> | A pulled       | B thrust        | C ran          | D crashed       |
| <b>11</b> | A once         | B least         | C most         | D best          |
| <b>12</b> | A paying       | B giving        | C attracting   | D providing     |
| <b>13</b> | A unfavourable | B inopportune   | C undesirable  | D unfortunate   |
| <b>14</b> | A discouraged  | B shaken        | C overcome     | D confused      |
| <b>15</b> | A work         | B post          | C job          | D employment    |

**Question 3 (15 marks)** Read the following texts. Use the words in the boxes below each text to form a word that fits in the same numbered space in the text. Write the new word in the space given in the text. The exercise begins with an example.

**Text 1 Extract from a magazine: FIVE WAYS TO IMPROVE YOUR MEMORY**

*immediately*

- Pay better attention at the time. Rehearse the information (0)..... afterwards, allowing (1)..... longer gaps between each (2)..... . Thus, when you hear a name, say it to yourself, then say it again a minute later, and so on.
- Tax your brain in a (3)..... of ways. One researcher found that rats given interesting things to do had better memories than ‘bored’ rats.
- Attach meaning to memory. The more (4)..... an event is, the better it will be remembered.
- Attach what you want to remember to something already familiar to you. Let’s say you need to Remember ten words: start by (5)..... things that are well known to you (6)....., such as the objects in your house, then associate one of the words with each.
- Have confidence in your ability to remember things. Don’t (7)..... your brain.

(0) IMMEDIATE	(1) INCREASE	(2) REPEAT	(3) VARY
(4) SIGNIFY	(5) MEMORY	(6) PERSON	(7) ESTIMATE

**Text 2 Museum leaflet: SUPPORTING THE MUSEUM’S WORK**

Behind the scenes at the museum, over three hundred (8)..... are engaged in vital research into areas of (9)..... significance, addressing issues such as water pollution, tropical disease, and the management of (10)..... systems. Research at the museum is partly funded by your (11)..... fee, but if you would like to make an (12)..... donation, please do so. You can also support our work with a Museum Credit Card. Please complete an application form at the Information Desk. A further way to support our work is to become a member of the Museum by paying a small annual (13)..... fee. The advantages of (14)..... include free entry, a free magazine, considerable (15)..... on prices in the Museum Shop and an exclusive programme of special events.

(8) SCIENCE	(9) GLOBE	(10) ECOLOGY	(11) ADMIT
(12) ADD	(13) SUBSCRIBE	(14) MEMBER	(15) REDUCE

**Question 4** Read the following text and choose from the list below the best phrase (A-J) to fill each of the spaces. Write one letter in the space provided in the text. The exercise begins with an example.

### ENGLISH SPELLING

English was first written down in the 6<sup>th</sup> century. At that time, writers had to use the twenty-three letters of the Latin alphabet **(0)**..... *J* . Because English has sounds that do not exist in Latin, they added

letters **(1)**..... . This resulted in some irregular spelling. After the Norman invasion of England in 1066, French became the language spoken by the king and other people in positions of power and influence. Many French words were introduced and the spelling of many English words changed

**(2)**..... . The result was a rich and irregular mix of spellings.

The printing press was invented in the 15<sup>th</sup> century. Many early printers of English texts spoke other first languages, especially Dutch. They often paid little attention to how English words were spelled. Sometimes technical decisions were made **(3)**..... . To do this, letters were taken off the ends of words and sometimes added to words. With time, people became used **(4)**..... . Fixed spellings were not

therefore created by the printers' decisions. Spoken English, however, was not fixed. It continued

**(5)**..... . It is no wonder that English spelling seems irregular. Words such as 'although', 'through' and 'cough', for example, all have the same spelling at the end, but are pronounced differently.

Words such as 'feet', 'meat' and 'seize', on the other hand, are spelled differently but have the same sound in the middle.

**A** to have a great influence

**B** to seeing words spelled in the same way

**C** to follow French patterns

**D** to change, as it still does

**E** to show the spellings

**F** to influence French

**G** to how English words were spelled

**H** to represent the forty-four sounds of English

**I** to give columns of print straight edges

**J** to write down what they heard (example sentence)

**QUESTION 1**

Question number	Your answer
Example	<i>any</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

**QUESTION 2**

Question number	Your answer
Example	<b>B</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

**QUESTION 3**

Question number	Your answer
Example	<i>immediately</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

**QUESTION 4**

Question number	Example	1.	2.	3.	4.	5.
Your answer	<b>J</b>					

**FINAL MARK:**

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