



**TED BURSA COLLEGE PREP. BOOKLET
FOR 8TH GRADERS**

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INDEX:

- A) TRANSFORMATION
- B) USE OF ENGLISH
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A) TRANSFORMATION

TRANSFORMATION PART I

1. Grapes cost much more than apples.

Apples are _____

2. There isn't a worse player in the team than Jim.

Jim _____

3. Health is more important than money.

Money isn't _____

4. A van doesn't cost as much as a motorbike.

A motorbike is _____

5. A Mercedes is bigger than an Opel.

An Opel _____

6. Mike isn't as intelligent as intelligent as Jane.

Jane _____

7. Alan doesn't paint as well as Paula.

Paula _____

8. William and Tina's wedding is next Sunday.

William and Tina _____

9. Martin's wife is pregnant again.

Martin's wife _____

10. We've got an appointment at the doctor's so we can't come.

We _____

11. I've arranged a party for next Friday.

I _____

12. Sarah doesn't plan to get married yet.

Sarah _____

13. My son plans to study engineering in France.

He _____

14. Matilda intends to finish painting the bathroom this evening.

She _____

15. What's our arrangement for dinner?

Where _____?

16. Tomorrow's weather forecast is for snow.

It _____

17. She hasn't got enough time to do her homework.

She _____

18. I didn't wear that skirt because it was too old.

It _____

19. I can't afford to buy that car.

I haven't _____

20. I'd like you to turn off the radio.

Could _____

21. You are at the station and you want to go to the post office. Ask the way.

22. Let's go for a walk.

_____ for a walk?

23. Those shoes belong to Samuel.

Those _____

24. Susan didn't have enough money to buy those boots.

Susan _____

25. It's forbidden to park your car here.

You _____

26. It's not necessary for us to come to school tomorrow

We _____

27. Caroline is good at playing the guitar.

Caroline _____

28. I'm afraid your secretary is unable to come to the office today.

Your secretary _____

29. It wasn't necessary for her to help me.

She _____

30. Alex completed the course with success.

Alex _____

TRANSFORMATION PART II

	KEY WORD	TRANSFORMATIONS 1
1		They didn't let me go camping with my friends
1a	allowed	I go camping with my friends.
2		I can't get to finish these exams.
2a	forward	I am.....these exams.
3		Although the service was slow, we enjoyed the meal.
3a	despite	We enjoyed the meal slow.
4		He was ordered to leave the field for arguing with the referee.
4a	sent	The referee for arguing.
5		Do you and your brother have the same looks?
5a	like	Does you?
6		There are more boys than girls in our class.
6a	as	There are as boys in our class.
7		What are your plans for the weekend?
7a	do	What at the weekend?
8		Kate accidentally crashed her father's car.
8a	mean	Kate did her father's car.

	KEY WORD	TRANSFORMATIONS 2
1		It was so cold, I had to put on my coat.
1a	such	It day that I had to put on my coat
2		I last visited London 7 years ago.
2a	not	I have seven years.
3		My sister thinks it's better to buy books than borrow.
3a	to	My sister prefers them.
4		You can keep a secret, can't you?
4a	give	You wouldn't you?
5		You won't pass the exam unless you study harder.
5a	don't	If you won't pass the exam.
6		It's impossible that she forgot to phone us.
6a	can't	She phone us.
7		The police are interviewing the suspects.
7a	interviewed	The suspects by the police.
8		I think we'd prefer to watch rather than take part.
8a	rather	I think we'd part.

	KEY WORD	TRANSFORMATIONS 3
1		I haven't been to Oxford for at least ten years.
1a	went	The last time at least ten years ago.
2		My parents are both the same age.
2a	as	My mother my father.
3		You look the same as you did when we last met ten years ago.
3a	changed	You have our last meeting ten years ago.
4		'Will you see Paul tomorrow?' Betty asked Sue.
4a	see	Betty asked Sue the next day.
5		I eat more if I smoke less.
5a	the	The less I eat.
6		"Have you seen my gloves anywhere, Eric?" asked Mrs Noble.
6a	seen	Mrs Noble asked Eric her gloves anywhere.
7		This is a 'no smoking' office.
7a	allowed	You in this office
8		This box is too heavy for the kid to lift it .
8a	enough	This box for the kid to lift it.

	KEY WORD	TRANSFORMATIONS 4
1		We'll need more eggs if we want to make an omelette.
1a	enough	There make an omelette.
2		Learning French is a waste of time because the language is not widely spoken.
2a	point	There's because the language is not widely spoken
3		He never asks when he borrows my things!
3a	always	He is asking!
4		It's too cold to go to the beach today.
4a	warm	It's to the beach today.
5		Someone has killed the party leader in a car bomb attack.
5a	has	The party leader in a car bomb attack
6		The thief ran past you so I'm sure you saw his face
6a	must	The thief ran right past you so his face
7		I don't object to the council building a new road here
7a	objection	I the council building a new road here
8		The school I studied at last year was better than this one
8a	good	This school my last one

	KEY WORD	TRANSFORMATIONS 5
1		You may not find it easy to understand phrasal verbs.
1a	might	It for you to understand phrasal verbs
2		'Would you like to come for dinner at our house?' asked Ruth.
2a	invited	Ruth come for dinner at their house
3		The witness described the assassin in detail
3a	description	The witness of the assassin
4		She won't be allowed to come to the party.
4a	let	Her parents the party
5		The weather was so bad that we decided to come home
5a	such	It that we decided to come home
6		When the test had finished I remembered the correct answers!
6a	remember	I didn't the test had finished
7		The goalkeeper was injured, so maybe he isn't playing today
7a	might	The goalkeeper was injured, so he today
8		It was wrong of you to copy the homework from your friend
8a	copied	You should the homework from your friend

	KEY WORD	TRANSFORMATIONS 6
1		You can't bring food into this room
1a	supposed	You food into this room
2		'Don't do that again, or you'll be in trouble!' said the teacher
2a	warned	The students do that again
3		Being rude is inexcusable.
3a	excuse	There is rude
4		He was about to say something when the phone rang
4a	point	He was something when the phone rang
5		The test was too difficult for the students to pass
5a	so	The test that the students couldn't pass it
6		My father gave me this watch.
6a	by	I my father.
7		I regret not being able to speak French fluently
7a	could	I fluently
8		We tend not to eat much at lunchtime
8a	usually	We lunchtime

	KEY WORD	TRANSFORMATIONS 7
1		It's too cold for swimming today
1a	if	We could go swimming cold today
2		Could you tell me your date of birth, please?
2a	when	Would you mind born, please?
3		She complains all the time about the teacher
3a	keeps	She about the teacher
4		I'd rather phone him than send an e-mail
4a	rather	I'd prefer send an e-mail
5		What do you think Steve is doing in the garden?
5a	wondered	She in the garden
6		'Does English bore you?' the teacher asked Fredrick
6a	if	The teacher asked Fredrick him
7		Is cleaning the room now really necessary?
7a	have	Does this room now?
8		Suzanne was too excited to sleep
8a	that	Suzanne was not sleep

	KEY WORD	TRANSFORMATIONS 8
1		It's a good thing you reminded me about the programme or I would have missed it.
1a	if	I would have missed the programme me about it.
2		Although the weather was terrible we had a good time
2a	spite	We had a good time the terrible weather
3		Toby said that I had taken his girlfriend
3a	accused	Toby his girlfriend
4		You didn't need to rewrite the composition
4a	was	It to rewrite the composition
5		Why are you interested in taking up a new hobby?
5a	want	Why up a new hobby?
6		They are installing central heating in our flat next week.
6a	having	We in our flat next week.
7		What's their expected time of arrival?
7a	supposed	What time arrive?
8		I don't think you should drink any more coffee.
8a	better	Youany more coffee.

	KEY WORD	TRANSFORMATIONS 9
1		I started living here when I got married.
1a	since	I.....got married.
2		I haven't been to the beach for nine months.
2a	last	It's nine.....to the beach.
3		I don't mind cooking food but eating it is better.
3a	prefer	I.....
4		We'd prefer to go to the cinema rather than the theatre.
4a	rather	We.....cinema than the theatre.
5		Despite our late arrival we managed to catch the plane.
5a	we	Although....., we managed to catch the plane.
6		Don't forget your coat as it'll probably get cold later.
6a	likely	Don't forget your coat as it.....later.
7		I think she's about to end our relationship.
7a	point	I think she's.....up with me.
8		It's possible that she forgot to phone us.
8a	might	She.....phone us.

	KEY WORD	TRANSFORMATIONS 10
1		Someone has vandalized all the phone boxes in our street.
1a	vandalized	All the phone boxes.....in our street.
2		My grandfather gave me this watch.
2a	by	I.....my grandfather.
3		They do not think his condition is serious
3a	thought	His condition.....serious.
4		We can only go if you give us a lift.
4a	unless	We.....give us a lift.
5		It's good that you reminded me about the programme or I would have missed it.
5a	if	I would have missed the programme.....me about it.
6		It's too windy to sit in the garden today.
6a	if	We could sit in the garden today.....windy.
7		'I'm going away next weekend', she said.
7a	following	She said she.....weekend.
8		'Have you been smoking again?' he asked his daughter.
8a	had	He asked his daughter.....again.

	KEY WORD	TRANSFORMATIONS 11
1		I haven't been to the dentist's for over two years.
1a	last	The.....to the dentist's was over two years ago.
2		You could stay at my house for the weekend.
2a	put	I could.....for the weekend.
3		'Did you see Richard yesterday?' Betty asked Sue.
3a	seen	Betty asked Sue.....the previous day.
4		This street is too narrow for cars to park in.
4a	enough	This street.....for cars to park in.
5		We're getting a decorator to paint the windows.
5a	having	We.....by a decorator.
6		He drank less wine than he usually does.
6a	as	He did.....as he usually does.
7		'I'm sorry I was rude to you, Peter' said Jane.
7a	to	Jane apologized.....rude to him.
8		He didn't understand the homework because he hadn't been playing attention.
8a	would	If he had been playing attention, he.....the homework.

	KEY WORD	TRANSFORMATIONS 12
1		My parents never took me anywhere when I was a child.
1a	used	My parents.....me anywhere when I was a child.
2		She asks boring questions all the time.
2a	keeps	She.....boring questions.
3		If you can't do it yourself, ask Helen for help.
3a	get	If you can't do it yourself.....you.
4		How much will she earn in her new job?
4a	get	How much will she.....in her new job?
5		Could you tell me a date of birth, please?
5a	when	Would you mind.....born, please?
6		I can't wait to finish these exams.
6a	forward	I'm.....these exams.
7		I haven't got enough money for a car.
7a	afford	I.....buy a car.
8		He can't sing very well.
8a	good	He.....singing

	KEY WORD	TRANSFORMATIONS 13
1		Shall I look after your cats while you're away on holiday?
1a	care	Would you like.....your cats while you're away on holiday?
2		You didn't have to come on this trip.
2a	made	Nobody.....on this trip.
3		You shouldn't go to bed tonight – tomorrow's going to be a busy day.
3a	better	You.....early tonight – tomorrow's going to be a busy day.
4		I can't work because there's too much noise.
4a	me	It's.....work.
5		There are installing central heating in our flat next week.
5a	installed	We.....in our flat next week.
6		You can't see that film because you're still too young.
6a	enough	You're.....that film yet.
7		I don't know why there weren't very many people at the party.
7a	so	I don't know why.....went to the party.
8		I was so frightened by the film, I had to cover my eyes and ears!
8a	such	It.....that I had to cover my eyes and ears!

	KEY WORD	TRANSFORMATIONS 14
1		She's never baked a cake before.
1a	first	It's.....baked a cake.
2		When did you order the book?
2a	since	How long.....ordered the book?
3		I've never heard such a funny story.
3a	ever	It's the funniest.....heard.
4		I haven't eaten fish for a few months.
4a	time	The last I ate.....was a few months ago.
5		When did he start his training course?
5a	ago	How long.....his training course?
6		She started learning Japanese six months ago.
6a	been	She.....for six months.
7		They haven't finished playing the game yet.
7a	still	They.....the game.
8		We didn't start eating until all the people has arrived.
8a	before	We waited until all the people.....eating.

	KEY WORD	TRANSFORMATIONS 15
1		You aren't allowed to open this envelope.
1a	mustn't	You.....this envelope
2		Perhaps Jane has gone out.
2a	may	Jane.....out
3		Yesterday, we elected the new chairman.
3a	was	The new chairman.....yesterday.
4		Tom wrote the poem which won the competition.
4a	by	The poem which won the competition.....Tom.
5		I advise you to go to bed early tonight.
5a	should	You.....early tonight.
6		They will fire you if you continue to come in late.
6a	be	You.....if you continue to come in late.
7		Eric doesn't like people pointing at him.
7a	being	Eric.....pointed at.
8		It's possible that they left early this morning.
8a	could	They.....this morning.

	KEY WORD	TRANSFORMATIONS 16
1		I lost my keys while I was shopping.
1a	were	My keys.....while I was shopping.
2		It isn't necessary for you to work late tonight.
2a	have	Youlate tonight.
3		She covered the cake with icing.
3a	with	The cake.....icing.
4		'I feel very ill' he said to her.
4a	complained	He.....very ill.
5		The woman sold me the car. She was very helpful.
5a	who	The.....the car was very helpful.
6		'I'll punish you if you misbehave again' she told me.
6a	threatened	She.....if I misbehaved again.
7		London is the city he was brought up in.
7a	where	London is.....brought up.
8		'You took my best dress!' she said to her sister.
8a	of	She.....her best dress.

B) USE OF ENGLISH

MIXED TENSES

PART A

- 1) I usually _____ (go) fishing on Sundays.
- 2) Yesterday I _____ (get) up early, _____ (have) breakfast and _____ (go) to school.
- 3) I _____ (do) my homework while my mother _____ (cook) the dinner.
- 4) This time next week _____ (lie) on a beach or _____ (swim) in the sea.
- 5) I _____ (know) him for ten years.
- 6) When I _____ (go) to school yesterday, I _____ (meet) my friends.
- 7) Ann _____ (not seem) very happy at the moment.
- 8) I _____ (see) you in the park yesterday. You _____ (sit) on the bench and _____ (read) a book.
- 9) He _____ (finish) his work by 3 o'clock tomorrow.
- 10) We _____ (listen) to the report from 5 till 7 p.m. yesterday.
- 11) I _____ (live) in St-Petersburg since my childhood.
- 12) My friend _____ (come) back in a week.
- 13) The electron _____ (have) three basic properties: electric charge, mass and spin.
- 14) We _____ (go) through these struggles before.
- 15) The office _____ (be) closed for Christmas
- 16) Mike can't pick up the phone: he _____ (take) a shower.
- 17) We _____ (let) you know as soon as possible.
- 18) Sarah _____ (study) psychology for two years before she _____ (join) our lab.
- 19) Brain cells _____ (process), _____ (relay) and _____ (store) information.
- 20) Bob _____ (give) a great presentation at the conference.
- 21) She _____ (read) at the moment.
- 22) His hands _____ (be) dirty, he _____ (dig).

- 23) He _____ (smoke) for 30 years when he finally _____ (give) it up.
- 24) When he _____ (come) I _____ (watch) TV.
- 25) She _____ (not want) to come to the cinema because she _____ (already, see) the film twice.
- 26) My sister _____ (sing) well.
- 27) We _____ (learn) English since May.
- 28) No sooner we _____ (finish) breakfast than taxi _____ (arrive).
- 29) I _____ (spend) all my money this morning.
- 30) I _____ (watch) TV now.
- 31) I _____ (do) my homework at 5 o'clock tomorrow.
- 32) I _____ (meet) him two days ago.
- 33) When we _____ (arrive) at the cinema the film _____ (already, begin).
- 34) I _____ (not, be) hungry, I _____ (just, have) lunch.
- 35) He _____ (write) 3 books by the year 2010.
- 36) The police _____ (stop) me on my way home last night.
- 37) Thanks for letting me borrow your camera. I _____ (give) it back to you on Monday.
- 38) Seventy cars _____ (cross) the bridge when the pier _____ (collapse) into the river.
- 39) My sister _____ (apply) for a visa six times before she _____ (get) one.
- 40) The center of the island _____ (not, inhabit) for fifty years.
- 41) The population of the world _____ (increase) very fast.
- 42) British people _____ (drink) a lot of tea, while Americans _____ (drink) more coffee.
- 43) When we _____ (get) home last night we _____ (find) that somebody _____ (break) into the flat.

PART B

1. The Moon _____ (go) round the Earth.
2. By the 20 August I _____ (drive) for three years.
3. What _____ (she – do)? She _____ (read) in the garden.
4. Water _____ (not – boil) at 20 degrees.
5. While Marcus _____ (sleep) last night, someone _____ (steal) his car.
6. He _____ (not – go) to the restaurant with her last night, because he _____ (already – have) dinner.
7. I _____ (leave) for Vienna tomorrow morning.
8. When I arrive home my wife _____ (prepare – probably) dinner.
9. I _____ (love) walking around late at night during the summer.
10. Ouch! _____ (cut) my finger!
11. The train _____ (not – arrive) until 11.40.
12. What would you like to eat? I _____ (have) some fish and chips, please.
13. Sandra _____ (pay) attention while she _____ (write) the e-mail, so she made several mistakes.
14. What do you think our teacher _____ (say)? He _____ (probably - tell) us to study more.
15. Somebody _____ (steal) my watch! Now I'll have to buy a new one.
16. We _____ (have) lunch at 12.30 o'clock.
17. Mary _____ (walk) to work every day for the last six weeks!
18. What you _____ (do) after finishing University?
19. I _____ (listen) to my MP3 player, so I _____ (not – hear) the fire alarm.
20. I _____ (live) with my parents at the moment but soon I _____ (buy) my own house.
21. Before the end of October we _____ (complete) this project.
22. When _____ (you – see) that movie?
23. Have you washed your car? Not yet. I just _____ (wash) it now.
24. Shakespeare _____ (write) many plays.
25. I _____ (see) the movie *Pretty Woman* three times. I'm going to see it again tonight.
26. This time next week I _____ (leave) for France.
27. Yesterday at this time, I _____ (sit) at my desk at work.
28. I _____ (study) English since 1998.
29. When we reach Buenos Aires, we _____ (fly) for 13 hours.
30. When I _____ (get) to Susan's house yesterday, she _____ (go) out.
31. I haven't got any books for that exam. Don't worry, I _____ (lend) them to you.
32. I was really tired last night. I _____ (have) a hard day.
33. Jackie _____ (live) in France for eight years, but he left in 1993.
34. While Ellen _____ (read), Tim _____ (watch) television.
35. Don't worry about the exam. I _____ (help) you.
36. At 7.30 o'clock tomorrow morning I _____ (cycle) to work.
37. He only _____ (understand) the movie because she _____ (read) the book.
38. How long _____ (you - ski) today?

Part 1 (Questions 1–15)

- 1 A made B took C did D had
- 2 A rather B quite C well D just
- 3 A watching out B looking out C looking after D watching over
- 4 A across B out C away D past
- 5 A grew B felt C experienced D found
- 6 A reaching B increasing C expanding D completing
- 7 A held B put C set D kept
- 8 A usual B frequent C regular D familiar
- 9 A when B while C as D even
- 10 A preferred B enjoyed C desired D selected
- 11 A turned B went C became D came
- 12 A quantities B amounts C totals D numbers
- 13 A addition B combination C attachment D connection
- 14 A transformations B adjustments C diversions D changes
- 15 A led B caused C guided D influenced

Part 1

For questions 1–15, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A far B distant C remote D distinct

0	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
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TWO CREATURES OF THE PAST – MAMMOTHS AND MASTODONS

The elephant has some (0) relatives called mammoths, which lived in the Stone Age. More than 15,000 years ago people painted pictures of them on cave walls. Then, astonishingly, in 1799, a man walking along the banks of the River Lena in Siberia (1) a startling discovery. Peering into a wall of ice, he could (2) see the shape of a massive, hairy mammoth, apparently (3) at him. He immediately ran (4) in terror, but several days later he (5) the courage to return and cut the mammoth's tusks – its two enormous teeth – out of the ice to sell them. Mammoth tusks are the biggest teeth of any known creature, some (6) a length of five metres. These tusks were (7) to good use, protecting the mammoths' young from other animals, and brushing away snow.

To most of us, mammoths are probably the most (8) of the elephant's extinct relatives, but thousands of years earlier, in the woodlands of eastern North America, lived another of the elephant's relatives called the mastodon. Like mammoths, mastodons may also have had a hairy coat, but (9) mammoths mainly ate grass on the plains, mastodons (10) to eat twigs and leaves.

We do not know why mastodons (11) extinct. However, computer studies of the decrease in mammoth (12) suggest that it was a particular (13) of over-hunting by humans, and (14) in the climate at that time which (15) to their disappearance.

Part 2

For questions 16-30, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Write your answers on the separate answer sheet.

Example: 0

DEVELOPMENTS IN UNDERWATER DIVING

People have been diving without mechanical aids (0) *since* ancient times. In those days, divers mainly went underwater to search (16) pearls or sponges. Various ways of supplying divers with air, and so permitting them to stay underwater for long periods of time, have been tried for well (17) two thousand years. Alexander the Great (18) said to have gone underwater in an early (19) of diving machine, and Aristotle talked about apparatus (20) permitted divers to breathe underwater.

It was not (21) the beginning of the 18th century that more advanced equipment was developed. In 1717, the first practical diving machine, or 'diving bell' (22) it was called, was invented. This was a small wooden room with an open bottom, glass windows at the top to (23) in light, and a supply of air coming through leather tubes. Something similar, made of steel, is (24) use today for underwater work, (25) as building the foundations of bridges.

However, (26) divers want to move freely underwater, they require a suit. Early suits were made up (27) a leather jacket with a metal helmet over the head into which air was pumped down from the surface through tubes. Divers gained even (28) freedom of movement when they could (29) rid of these tubes and carry (30) own air with them in cylinders.

Part 3

For questions 31-40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 You must do exactly what the manager tells you.
carry

You must instructions exactly.

The space can be filled by the words: carry out the managers', so you write:

0

Write only the missing words on the separate answer sheet.

31 My daughter regrets spending all her savings on that car.
she
My daughter wishes all her savings on that car.

32 They are extending this motorway by 100 kilometres.
being
This motorway 100 kilometres.

33 It was a mistake for the company to install the new computer system.
should
The company the new computer system.

34 We mended the roof to prevent the birds from making nests in it.
so
We mended the roof not make nests in it.

Turn over

Part 4

For questions 41-55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number on the separate answer sheet. If a line has a word which should not be there, write the word on the separate answer sheet. There are two examples at the beginning (0 and 00).

0	✓
00	been

Examples:

WHERE I GREW UP

- 0 When I was young, I lived in a place called Coromandel in
- 00 New Zealand. I was been taken there by my parents when I was a few
- 41 weeks old, and lived there until I was fourteen years. I still think
- 42 of that period as the happiest time of my life. My life was much
- 43 uncomplicated then and Coromandel was a magical place. It
- 44 had been a busy gold-mining town, but that was long before
- 45 my family have arrived. By then it had become a very run-down
- 46 place. My father was a doctor, and people would pay to him
- 47 in sheep, pigs, hens and, occasionally, the pieces of gold. He would
- 48 have preferred paying money, of course, but they simply didn't have
- 49 any. My sister and I had no many cares at all. We went to the village
- 50 school, which together was attended by just twenty children of all ages.
- 51 Out of school hours, we looked after lots animals on the farms
- 52 around the town, although we didn't really have a clue how
- 53 long to do it. Coromandel is a large and busy tourist resort now.
- 54 but it was peaceful town when I was a child, and I would
- 55 like doing nothing better than to go back to relive my memories.

35 I'm afraid I don't have time to go shopping this morning.

too

I'm afraid to go shopping this morning.

36 Matthew can't be sure that Alex will help him if something goes wrong.

rely

Matthew can't him if something goes wrong.

37 By the time we arrived at the theatre, nearly all the seats had been taken.

hardly

There left by the time we arrived at the theatre.

38 Pauline isn't trying to solve her financial problems at all.

effort

Pauline is solve her financial problems.

39 I'd rather you made less noise - I'm trying to get some work done.

mind

Would much noise - I'm trying to get some work done.

40 I shouldn't bother to clean the windows today because it's going to rain.

worth

It the windows today because it's going to rain.

Part 5

For questions 56-65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

BREAD

I'm a great (0) of bread. Whenever I smell freshly baked bread, it reminds me of my early (56) when I used to visit the little bakery that my grandfather owned.

LOVE
CHILD

And, of course, there are (57) good medical reasons why we should not forget the (58) of eating plenty of bread.

VARY
IMPORTANT

Bread contains nearly all the protein needed for children's (59) and for adults to stay fit and well. We can get a (60) of our daily protein (61) from just six slices of bread.

GROW
THREE
REQUIRE

Bread, (62) some popular foods which are not particularly good for you, gives (63) to bones and teeth when they are developing and keeps them healthy as we get older. (64) , bread helps us to feel (65) as it contains iron as well as several essential vitamins.

LIKE
STRONG
ADDITION
ENERGY

C) READING

Part 1

You are going to read an extract from a novel. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

I shifted uncomfortably inside my best suit and caused a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

line 15

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name: I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smokes – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

- 1 As he travelled, the writer regretted his choice of
 - A seat.
 - B clothes.
 - C career.
 - D means of transport.
- 2 What had surprised the writer about the job?
 - A There had been no advertisement.
 - B He had been contacted by letter.
 - C There was an invitation to tea.
 - D He had been selected for interview.
- 3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt
 - A confident of his ability.
 - B ready to consider any offer.
 - C cautious about accepting the invitation.
 - D forced to make a decision unwillingly.
- 4 What impression had the writer previously had of Yorkshire?
 - A It was a beautiful place.
 - B It was a boring place.
 - C It was a charming place.
 - D It was an unhappy place.
- 5 What did the writer find unusual about Darrowby?
 - A the location of the bus stop
 - B the small number of shops
 - C the design of the square
 - D the lack of activity
- 6 What did the writer feel the guidebooks had missed about Darrowby?
 - A the beauty of the houses
 - B the importance of the bridges
 - C the lovely views from the town
 - D the impressive public spaces
- 7 How did the writer recognise Skeldale House?
 - A The name was on the door.
 - B It had red bricks.
 - C There was a certain plant outside.
 - D It stood alone.
- 8 How did the writer's attitude change during the passage?
 - A He began to feel he might like living in Darrowby.
 - B He became less enthusiastic about the job.
 - C He realised his journey was likely to have been a waste of time.
 - D He started to look forward to having the interview.

Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Downhill racer

Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.

At the age of seven I had learnt to ski and when you're riding well, you are right on the edge, as close as you can be to being out of control. [12] However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline. [13] But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn. [14] But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go. [15] A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene. [11] I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack. Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

- A I've fallen off more times than I care to remember.
- B I usually have to stop during practice sessions.
- C The courses were twice as long and the crowds were twice as big.
- D I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year.
- E The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes?
- F I finished last, but it didn't matter as I really enjoyed it.
- G Nothing could be further from the truth.
- H It's not all stardom and glamour, though.

Part 3

You are going to read a magazine article about people who collect things. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person

- had to re-start their collection? 16
- has provided useful advice on their subject? 17
- was misled by an early success? 18
- received an unexpected gift? 19
- admits to making little practical use of their collection? 20
- regrets the rapid disappearance of certain items? 21
- is aware that a fuller collection of items exists elsewhere? 22
- has a history of collecting different items? 23
- performed a favour for someone they knew? 24
- is a national expert on their subject? 25
- is aware that they form part of a growing group? 26
- insists on purchasing top-quality items? 27
- noticed items while looking for something else? 28
- has to protect their collection from damage? 29
- would like to create a hands-on display of their collection? 30

The World of Collecting

A Ron Barton shares his home with about 200 sewing machines. His passion began when he was searching for bits of second-hand furniture and kept seeing 'beautiful old sewing machines that were next to nothing to buy'. He couldn't resist them. Then a friend had a machine that wouldn't work, so she asked Barton to look at it for her. At that stage he was not an authority on the subject, but he worked on it for three days and eventually got it going.

Later he opened up a small stand in a London market. 'Most people seemed uninterested. Then a dealer came and bought everything I'd taken along. I thought, "Great! This is my future life." But after that I never sold another one there and ended up with a stall in another market which was only moderately successful.'

Nowadays, he concentrates on domestic machines in their original box containers with their handbooks. He is often asked if he does any sewing with them. The answer is that, apart from making sure that they work, he rarely touches them.

As a boy, Chris Peters collected hundreds of vintage cameras, mostly from jumble sales and dustbins. Later, when the time came to buy his first house, he had to sell his valuable collection in order to put down a deposit. A few years after, he took up the interest again and now has over a thousand cameras, the earliest dating from 1860.

Now Peters 'just cannot stop collecting' and hopes to open his own photographic museum where members of the public will be able to touch and fiddle around with the cameras. Whilst acknowledging that the Royal Camera Collection in Bath is probably more extensive than his own, he points out that 'so few of the items are on show there at the same time that I think my own personal collection will easily rival it.'

Sylvia King is one of the foremost authorities on plastics in Britain. She has, in every corner of her house, a striking collection of plastic objects of every kind, dating from the middle of the last century and illustrating the complex uses of plastic over the years.

King's interest started when she was commissioned to write her first book. In order to do this, she had to start from scratch: so she attended a course on work machinery, maintaining that if she didn't understand plastics manufacture then nobody else would.

As she gathered information for her book, she also began to collect pieces of plastic from every imaginable source: junk shops, arcades, and the cupboards of friends. She also collects 'because it is vital to keep examples. We live in an age of throw-away items: tape-recorders, cassettes, hair dryers – they are all replaced so quickly.'

King's second book, *Classic Plastics: from Bakelite to High Tech*, is the first published guide to plastics collecting. It describes collections that can be identified and gives simple and safe home tests for identification.

King admits that 'plastic is a mysterious substance and many people are frightened of it. Even so, the band of collectors is constantly expanding.'

Janet Pontin already had twenty years of collecting one thing or another behind her when she started collecting 'art deco' fans in 1966. It happened when she went to an auction sale and saw a shoe-box filled with them. Someone else got them by offering a higher price and she was very cross. Later, to her astonishment, he went round to her flat and presented them to her. 'That was how it all started.' There were about five fans in the shoe-box and since then they've been exhibited in the first really big exhibition of 'art deco' in America. The fans are not normally on show, however, but are kept behind glass. They are extremely fragile and people are tempted to handle them. The idea is to have, one day, a black-lacquered room where they can be more easily seen.

Pontin doesn't restrict herself to fans of a particular period, but she will only buy a fan if it is in excellent condition. The same rule applies to everything in her house.

Part 1

You are going to read a magazine article about a company called Holiday on Ice, which puts on ice-skating shows. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Holiday on Ice

What is the secret of Holiday on Ice's long-lasting success? Hilary Rose reports

At 7pm on a dark, cold November evening, thousands of people are making their way across a vast car park. They're not here to see a film, or the ballet, or even the circus. They are all here for what is, bizarrely, a global phenomenon: they are here to see Holiday on Ice. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen Holiday on Ice since it began in 1943; it is the most popular live entertainment in the world.

But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes.

As a place to work, it must rank pretty low down the scale: the area round the ice-rink is grey and mucky with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the show itself is an unquestionably vast, polished, global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance.

The next day, as the music blares out from the sound system, the cast start to go through their routines under Cousins' direction. Cousins says, 'The aim is to make sure they're

all still getting to exactly the right place on the ice at the right time – largely because the banks of lights in the ceiling are set to those places, and if the skaters are all half a metre out they'll be illuminating empty ice. Our challenge', he continues, 'is to produce something they can sell in a number of countries at the same time. My theory is that you take those things that people want to see and you give it to them, but not in the way they expect to see it. You try to twist it. And you have to find music that is challenging to the skaters, because they have to do it every night.'

It may be a job which he took to pay the rent, but you can't doubt his enthusiasm. 'The only place you'll see certain skating moves is an ice show', he says, 'because you're not allowed to do them in competition. It's not in the rules. So the ice show world has things to offer which the competitive world just doesn't. Cousins knows what he's talking about because he skated for the show himself when he stopped competing – he was financially unable to retire. He learnt the hard way that you can't put on an Olympic performance every night. I'd be thinking, these people have paid their money, now do your stuff, and I suddenly thought, "I really can't cope. I'm not enjoying it". The solution, he realised, was to give 75 per cent every night, rather than striving for the sort of twice-a-year excellence which won him medals.'

line 69

1 What surprises the writer about the popularity of Holiday on Ice?

- A The show has not changed since it started.
B Few people know someone who has seen it.
C Ice-skating is not generally a popular hobby.
D People often say they prefer other types of show.

2 The writer describes the backstage area in order to show

- A the conditions that the skaters put up with.
B the type of skater that the show attracts.
C how much fun the cast have during their work.
D how much preparation is needed for a performance.

3 What does the writer highlight about the show in the third paragraph?

- A the need for a higher level of professional support
B the difficulty of finding suitable equipment
C the range of companies involved in the production
D the variety of places in which the show has been staged

4 For Robin Cousins, the key point when rehearsing skating routines is

- A the movement of the lights.
B keeping in time with the music.
C filling all available space on the ice.
D the skaters' positions on the ice.

5 Cousins believes that he can meet the challenge of producing shows for different audiences

- A by varying the routines each night.
B by adapting movements to suit local tastes.
C by presenting familiar material in an unexpected way.
D by selecting music that local audiences will respond to.

6 What does Cousins suggest in paragraph 5 about skating in shows?

- A It allows skaters to try out a range of ideas.
B It enables skaters to visit a variety of places.
C It can be as competitive as other forms of skating.
D It is particularly well paid.

7 What is meant by 'the hard way' in line 69?

- A through making a lot of errors
B through difficult personal experience
C by over-estimating the ability of others
D by misunderstanding the expectations of others

8 What conclusion does the writer draw about Holiday on Ice?

- A It is more enjoyable to watch than formal ice-skating.
B It requires as much skill as Olympic ice-skating.
C It is hard to know who really enjoys it.
D It is difficult to dislike it.

Part 2

You are going to read a newspaper article about a woman who spent last year as a judge for the British Theatre Awards. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Mrs Hart – amateur theatre critic

Who Judges the British Theatre Awards? James Pickard finds out.

Elisabeth Hart went to the theatre in London 55 times last year. She read 55 programmes, saw 55 curtains rise and ate an undisclosed number of ice creams. On top of that, she had to write page after page of notes on each visit. However, she is not a professional theatre critic. She is an ordinary member of the public on the judging panel of this year's British Theatre Awards.

Mrs Hart was one of four theatre-lovers chosen to judge all new drama productions (excluding musicals) last year. [9] Mrs Hart thinks this was a good system. 'It's important to have amateurs playing a part in the decisions,' she says. 'It stops the awards appearing to have been fixed like some others. And if a play wins an award, the public know that it's been approved by people with no axe to grind.'

Mrs Hart is extremely enthusiastic about the theatre. 'The year before last I went to over 30 plays,' she says, 'and they were a complete mixed bag.' [10] It began with an application form left on a foyer shelf by the Society of London Theatre, which organises the awards. She filled it in, added a short theatre review, and was selected from several hundred applicants.

'They were looking for people with a very wide taste in theatre,' she explains. 'I always enjoyed acting in plays when I was young, and as a

student in London, I regularly bought cheap standing tickets for West End productions.' Being a judge was hard work, though. [11] 'But I never got sick of it. Even the plays I didn't like always had some redeeming qualities.'

She could never sit back and relax, though, because she had to make hefty notes on everything. [12] 'It wasn't just the actors we were judging, but also costume design, direction, lighting and script – twelve categories in all. But I still enjoyed it. It felt like an enormous privilege.'

[13] 'That didn't happen at all. It was all very civilised and friendly,' says Mrs Hart. 'We were listened to and our votes were all equal.'

Theatre critics, of course, are known for their power to make or break a play. [14] 'I wasn't treated differently at all, although one receptionist did optimistically describe me as looking as if I was keen to enjoy my evening.'

[15] 'It is bursting with talent on all fronts, from playwright to direction, and there are plenty of innovative developments in productions. I personally think new writing should be encouraged. But overall, theatre is definitely alive and kicking.'

- | | | | |
|---|--|---|---|
| A | Having to take this approach meant that she couldn't let her concentration slip at any time. | E | Her appointment was therefore something of a dream come true for her. |
| B | In this situation there is surely a danger of the professional critics dominating the discussions. | F | The experience has left Mrs Hart optimistic about the state of British theatre. |
| C | Regular theatre-goers usually disagree with some of their judgements, of course, and Mrs Hart is no exception. | G | In one week alone, her duties involved her reviewing as many as seven plays. |
| D | They were part of a panel that also included five professional theatre critics. | H | So did management show her enormous respect? |

Part 3

You are going to read an article in which four people describe their best teacher. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person had a teacher who

- taught more than one member of the same family? 16
- might have preferred their pupil to choose a different career? 17
- was popular with all the pupils? 18
- had to overcome a disadvantage when teaching? 19
- made contact after their pupil left school? 20
- taught in an unusual physical position? 21
- changed their pupils' behaviour? 22
- became their teacher as a result of a personal contact? 23
- developed their pupils' physical and mental skills? 24
- pointed their pupil in the direction of a successful career? 25
- demonstrated a sense of humour? 26
- decided what to teach by responding to their pupil's interests? 27
- showed what was necessary instead of talking about it? 28
- was also doing another job? 29
- put an emphasis on what pupils expressed, not the way they expressed it? 30

My best teacher

A Veronique Tadjou

Tae Kwon Do is a martial art which has become popular as a sporting activity in recent years. I started learning it in the Ivory Coast in Africa when I was about 13, and later became the country's first black belt. My teacher, Kim Young Tae, had been sent by the Tae Kwon Do federation in Korea to open a club. It was very successful. When he arrived he didn't know a word of French so he used to demonstrate rather than explain. At the time my brother and I started learning Tae Kwon Do, we were fighting like mad. But we quickly understood we had to stop fighting because we realised that fighting was about self-defence, not aggression. Tae Kwon Do teaches you to control your anger and control your body. It is very good for your memory, co-ordination and self-discipline. And you are acquiring a philosophy. Later on, Kim opened a restaurant and then moved back to Korea. We had a very friendly relationship, but somehow I feel like I was a disappointment to him. He thought I had a future in the sport. But when I was 17 I decided it was not what I wanted to do.

B Helen Mirren

Everyone loved Miss Welding. She taught me between the ages of 13 and 17 and was instrumental in my becoming an actress. She knew I was interested in acting, but it just wasn't an option in my world. My father was a driving examiner and I wasn't exposed to acting as a career. It was Miss Welding who told me about the National Youth Theatre, which was an organisation I was unaware of. She suggested I look into it and think about going there. About ten years after I left school, when I was with the Royal Shakespeare Company and playing fairly high-profile parts, I got a letter from Miss Welding saying she was following my career with interest, but as far as I know, she never came to see me perform. She certainly never came to see me backstage.

C

Nisha Ishtiaq

My father was editor of Pakistan's largest newspaper and he knew and liked its librarian, Atif Burkhi. Atif was well-educated and when I was about 12 my father decided I should learn more about the region's history and he chose Atif as my tutor. It turned out to be an inspired move. He would come to our house once a week to teach me, from the end of school until supper. He took me through a lot of history, but after a few lessons I got bored. 'I know you're being paid by my parents to teach me this stuff,' I said, 'but there are other things in the world.' He burst out laughing as he so often did and asked: 'What do you want to talk about then?' And so we would discuss global issues and world literature.

D

Suzanne Terry

Brian Earle, my English teacher was a very intense man with thick glasses, and the fact that he taught a lot of his classes standing on his head was also seen as extremely peculiar. He taught me for just one year and it was probably one of the most creative years of my life. He didn't believe in giving marks for grammar or punctuation; he implied that the mechanics of writing were not important if you had something to say. When I wrote a short story for him called 'Army', he simply wrote across the bottom: 'You've just got to keep on writing.' Those few words of support had a fantastic effect on me in terms of wanting to write and be involved in writing. Brian Earle had a love of teaching and his subject.

D) WRITING

Introduction and tips

- ANSWER THE QUESTION.
 - PLAN your essay.
 - REVISE your essay to correct mistakes.
 - 4 or 5 PARAGRAPHS, with Introduction and Conclusion.
 - The first paragraph should be a general introduction to the subject.
 - Develop your arguments in the middle paragraphs.
 - Give reason to support your argument.
 - Use a variety of discussive words and phrases.
 - Give examples where possible
 - Use formal language.
 - Don't use contractions (we're, I've etc.)
 - Sum up your argument in the final paragraph.
 - The final paragraph is the best place to express your opinion clearly.
 - DO NOT start with a sentence with "BUT", and "AND".
-

Useful phrases/ words

Adding information:

- In addition
- As well as
- Also
- Furthermore
- Moreover
- Apart from
- In addition to
- Besides

Summarizing:

- In short
- In brief
- In summary
- To summarize
- In a nutshell
- To conclude
- In conclusion

Sequencing ideas:

- The former, ... the latter
- Firstly, secondly, finally
- The first point is
- Lastly
- The following

Giving a reason:

- Due to / due to the fact that
- Owing to / owing to the fact that
- Because
- Because of
- Since
- As

Giving a result:

- Therefore
- So
- Consequently
- This means that
- As a result

Contrasting ideas:

- But
- However
- Although / even though
- Despite / despite the fact that
- In spite of / in spite of the fact that
- Nevertheless
- Nonetheless
- While
- Whereas
- Unlike
- In theory... in practice...

Expressing the opinion of someone else:

- Some people say
- Some people say that
- Many people say
- Many people say that
- People often say
- It is said
- According to

Presenting two opposing views:

- On the one hand
 - On the other hand
-

Sample Essay

(Jordan wants to have a nice, long summer at the end of seventh grade; her persuasive essay makes that quite evident with several points that support her opinion through the use of statistics, comparison, and expert testimony.)

Summer: 15 Days or 2 1/2 Months?

The final bell rings. It's the last day of school, and summer has finally come! Students don't have to think about school for at least another 2 1/2 months. That is the way it should always be. Schools should continue using the traditional calendar and not a year-round schedule. There are numerous downsides to year-round schooling. It has no positive effects on education, it adds to costs, and it disrupts the long-awaited summer vacation.

Contrary to the well-accepted belief, year-round schooling has no constructive impact on education. Most year-round schedules use the 45-15 method: 45 days of school followed by 15 days off. Because of this, there are many first and last days of school. All those transitions disrupt the learning process. Also, there is no evidence of higher test scores. Due to that, many schools that change to year-round schedules end up switching back. For example, since 1980, 95 percent of schools that tried the year-round schedule changed back to a traditional calendar. It is obvious that changing to year-round schooling does not help students; therefore, why is the change necessary?

Like any other facility, keeping a school open requires a great deal of money. When a school changes to a year-round schedule, the costs skyrocket. Keeping school open in the middle of summer requires air conditioning, and that adds significantly to the school's expenses. The usual utility bills grow because of the additional open-school time. Finally, teachers must be paid for all the weeks they are working. With all these factors, the cost of keeping schools open becomes immensely high. For example, a high school in Arizona had a cost increase of \$157,000 when they switched to year-round schooling. Some schools may not be able to handle such increases, and other schools that can handle these expenses could be doing better things with the money. Is year-round school really where the money should go?

An important part of a child's life is summertime. With year-round schedules, students would hardly have any time to relax. During the 15-day breaks, they would be thinking about their quick return to school. It would also be difficult to coordinate family vacations with parents' work schedules. Similarly, children would not be able to go to most summer camps. One expert, Dr. Peter Scales, says, "The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don't satisfy all these needs. Kids who have these kinds of [camp] experiences

USEFUL LINKS

<http://www.britishcouncil.org/bangladesh-exams-cambridge-fce.html>

<http://www.britishcouncil.org.tr/exam/cambridge>

<http://www.cambridgeenglish.org/tr/exams-and-qualifications/>

<http://www.examenglish.com/FCE/>

<http://www.cambridgeenglish.org/exams-and-qualifications/preliminary/>