

Test 14

1 Complete each sentence with the most appropriate expression from the box. One of the expressions is not used.

amazingly apparently fortunately
generally speaking ~~kindly~~ obviously
personally to be honest

- 0 Visitors are^{kindly}..... requested to sign in at reception when they arrive. Thank you.
- 1 The first candidate is the best choice. I don't think there can be any doubts.
- 2 I can't lie. I wasn't impressed with dinner. I expected more from a restaurant like that.
- 3 , they're selling the company because of money problems. That's what I heard, anyway.
- 4 This is a very friendly town, , but there are always one or two exceptions.
- 5 I thought I'd lost my car keys this morning, but , I keep a spare pair at home.
- 6 , I don't think it's the right colour for the kitchen, but that's just my opinion.

2 Complete each sentence with an appropriate intensifying adverb.

- 0 Martin was ab.....^{solutely}..... amazed to be chosen for the position.
- 1 Artic explorer, Nils Lundgren has been found safe being co..... out of touch for two weeks. He is in..... lucky to be alive say experts.
- 2 I was to..... shocked by the bad news.
- 3 Your behaviour is ut..... outrageous. We expect an immediate apology.
- 4 This was an ex..... important result for the team and keeps them at the top of the league for another week.
- 5 Solving most computer problems is per..... simple: just turn it off and turn it on again.

3 Complete each sentence using *learn*, *find out*, *know*, *provide*, *offer* or *give* in the correct form.

- 0 I was short of cash, but Hector^{gave}..... me a few Euros towards the cost.
- 1 You should go online to the best way of getting there.
- 2 Mimi only \$200 compensation by the airline when they lost her bags.
- 3 I the piano for twenty five years now and I still make mistakes.
- 4 Our kitchens up to 1000 meals per day to guests as well as staff.
- 5 Thanks to our training, we exactly what to do when the fire started.
- 6 When I started work, I quickly that student life was no preparation for it.
- 7 We want all staff the opportunity to provide managers with feedback.
- 8 Albert? Yes, until we lost touch I..... him almost since I was born.
- 9 In the army, you soon not to ask questions.
- 10 Spending cuts mean we can no longer the same level of service to local residents.

4 Complete each sentence using the words given in brackets.

- 0 I like most sports, but^{what}..... I really^{love is}..... Rugby. (love)
- 1 you fill in an application form on our website. (have to)
- 2 Sandro more than anything to live by the sea and surf every day. (want)
- 3 After considering all the options, they advertise on TV. (decide)
- 4 my book a title and it's finished. (need)
- 5 Nobody could make up their minds. In the end, Mike the decision. (make)
- 6 I'm afraid I can't help you. the Accountant (speak)
- 7 in 2012 London the first city to host the Olympics three times. (become)
- 8 I like chocolate itself – chocolate ice cream (not stand)

5 For questions 1–6, 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 three and six words, including the word given.

- 1 I am not willing to move house.
LAST
Moving house do.
- 2 I'm not sure, but I think Thom studied French at university.
MAY
I'm not sure but Thom studied at university.
- 3 It's his inner strength that makes him different to other athletes.
SETS
What other athletes is his inner strength.
- 4 Nobody could persuade Raf to change his decision.
MIND
Having not be persuaded to change his decision.
- 5 I didn't have enough time to complete my research.
FINISH
What I needed off my research.
- 6 I find the vocabulary more difficult than the grammar.
PROBLEMS
It's not the grammar..... the vocabulary.

- 6 You are going to read four reviews of a book on punctuation. For questions 1 – 4 choose from the reviews A–D. The reviews may be chosen more than once.

A

To dash – or not to dash? That is the question. In fact it is one of the many questions raised in this new and no doubt provocative work on the minefield that is punctuation. The author himself is clearly concerned about the dash – perfectly understandably – and has written a very prescriptive guide to punctuation that is intended to explain why it really is important. This is more than an elegant and passionate book – although it displays both of those qualities throughout. It is a work that should be in every writer's library. Punctuation asks you pay careful attention to the meaning of what you are writing and people who opt not to are, in general, not the real deal as writers. This book should be seen as championing the cause of clear thinking, as much as defending outdated conventions of written language.

B

This book is far from as unique as many would have you believe. Plenty of other guides exist that will take you through the uses of the semi-colon, but few bother with their history, or fill their pages with dozens of amusing stories to enliven what could be a pretty dry topic. The author makes no pretence at being an academic grammarian (something a number of critics are taking far too much to heart), and is content to be known for what he is: a serious journalist who just happened to listen to his teachers at school. The punctuation in this book has, perhaps predictably, come under fire from several leading writers for its lack of consistency. At least one of these was duty bound to attack following references to the tendency for over-punctuation in the magazine she edits. American readers may be baffled in places, but mostly everything will make sense and great care is taken with UK/US differences.

C

The first punctuation error may be found in the introduction and it goes downhill from there. The book sells itself as raising the flag of higher standards in a world slipping rapidly into illiteracy and ignorance, but it's not easy to shake off the thought that this might all be a big joke. This review could go on and on about the errors – the author's inability to use a semi-colon accurately, the many misplaced apostrophes, the fact that having identical UK and US versions makes the book near-useless for American readers – but life is too short. The most irritating thing about this book, though, is its inconsistencies. The author appears to be so uninterested in, or ignorant of, genuine punctuation rules that he even names those he himself doesn't follow. It is hard to see the point of such a person bothering with a punctuation guide in the first place.

D

In his introduction, the author tells how he met an American teacher who complained about the lack of a good punctuation guide for her students, before leaving without buying a copy of his book. Perhaps the woman was trying to send a message: this isn't a good punctuation guide. Yes, it's very funny, and I did laugh, but the fact is that the author knows little about the subject. The problem is that he has forgotten one key fact: grammar is not just making marks on a page in the correct places; grammar matters. Without it, our writing lacks clarity and our thoughts and instructions will potentially be misunderstood. Most punctuation issues can be resolved with this emphasis on clarity in mind. If I write, or edit, a sentence that I cannot punctuate, I don't look in a grammar and punctuation guide, I rewrite it so it is clear.

Which extract

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| expresses a different view to extract C, over the book's accessibility? | 1 |
| shares extract D's view concerning the author's qualification for writing the book? | 2 |
| takes a different view from the others regarding the value of the book to readers? | 3 |
| expresses a less personal view than extract D of one of the main criticisms of the book? | 4 |