الجمهورية العربية السورية

وزارة التعليم العالي

جامعة دمشق

أملية خاصة باختبار اللغة الأجنبية للقيد في درجة الماجستير (كافة الاختصاصات عدا قسم اللغة الإنكليزية)

اختبار اللغة الأجنبية للقيد في درجة الماجستير

(كافة الاختصاصات عدا قسم اللغة الإنكليزية)

توصيف الاختبار

MA General

Exam Description

- **Exam level:** (**Intermediate**)
- **Full mark:** 100
- **Pass mark:** 50%
- **Exam duration:** 1.5 hours
- **Exam type:** multiple choice questions with standard four- choice answers
- **Number of questions:** 65
- **Exam sections:**
  Section One: English in Use
  Section Two: Grammar & Structure
  Section Three: Reading
  Section Four: Controlled Writing

1. English in Use:

This section must include 8 questions about some of the following:

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

2. Grammar & Structure:

This section must include 24 questions about some of the following:

- reported speech (different reporting verbs)
- reported questions and requests
- present habits
- wishes
- articles
- verb patterns
- auxiliary use (emphasis, questions, echo negative)
- passive forms
- collocations
- phrasal verbs
- be able to, be supposed to, be going to, be allowed to
- future time clauses (with when, as soon as, before, after, until)
- reflexive pronouns
- past simple
- past perfect
- past continuous
- present perfect
- present perfect continuous
- first conditional
- second conditional
- third conditional
- question tag
- echo questions
- used to
- future verb forms (will, going to, present continuous, simple present)
- modal verbs (to make deduction in the present)
- prepositions
- state and action verbs

3. Reading:

This section must include:

a. two reading texts of about 200-250 words each
b. 8 questions for each text
c. different questions must test different reading skills:
   - finding the main topic of a passage
   - filling in some gaps in a reading passage (missing information)
   - back referencing (pronouns, words to avoid repetition, key words, numbers)
   - definitions elicited from context (full sentences, synonyms, opposites)
   - 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

4. Controlled Writing:

This section must contain 17 questions about some of the following:

- connecting words (condition, addition, cause/effect, contrast)
- correcting mistakes
- punctuation
- position of adverbs
- position of phrasal verbs
- descriptive language
- adjectives + prepositions
- as, like, such as, so, such
- quantifiers (both of, neither, everyone, some……)
- comparative and superlative
- hyphenated adjectives
- adverbs with strong/ gradable adjectives
- relative clauses (who, which, whose, ..)

Damascus University

شرح النقاط القواعدية المطلوبة في هذا الاختبار

Present Continuous and PresentSimple

• We use the Present Continuous for things that:

a are happening at the moment of speaking:

I _____from a busy street food market. I'm sitting in one of Mexico City's busy parks.

A. blog *B. am blogging*

C. blogging *D. was blogging*

b are temporary and happening around now, but maybe not at this exact moment:

Now I'm writing a book about street food. We're working in Mexico for a few days.

c are changing over a period of time:

My blog is becoming more popular every year.

More and more people are visiting Thailand on holiday these days.

• We use the Present Simple for:

a habits and routines with *always, sometimes, never, everyday, every year,* etc.:

I always _____the street food wherever I go. I come here every year.

A. try *B. trying*

C. am trying *D. have tried*

b things that are permanent, or true for a long time:

I live in London. People still eat a lot of street food in Indonesia.

c verbs that describe states *(be, have got, want,* etc.):

The country's capital has got some fantastic street food.

If you want to make the perfect burrito, start with a freshly-made flour tortilla.

ACTIVITY AND STATE VERBS

• Activity verbs talk about activities and actions. We can use activity verbs in the Present Simple and the Present Continuous (and other continuous verb forms):

I watch TV every evening. I'm watching TV now.

Typical activity verbs are: *watch, talk, spend, eat, learn, buy, cook, take, happen.*

• State verbs talk about states, feelings and opinions. We don't usually use state verbs in the Present Continuous (or other continuous verb forms):

I like burritos. not ~~*I'm liking burritos.*~~

• Learn these common state verbs.

'be and have' verbs	'think and know' verbs	'like and hate' verbs	senses	other verbs
be	know	like	see	seem
have (got)	think	love	hear	need
own	believe	hate	smell	hope
belong	understand	want	touch	agree
	remember	prefer	taste	cost
	forget			weigh
	mean			contain

TIPS• We often use *can* with verbs that describe the senses totalk about what is happening now:

I can hear a noise outside.

I can't see anything.

• Some verbs can be **both** activity verbs and state verbs:

***I _____dinner at the moment.* (activity)**

A. have *B. am having*

C. have had *D. was having*

***They have two children.* (state)**

***What are you thinking about?* (activity)**

***I think football is boring.* (state)**

• We often use *still* with the Present Simple and Present Continuous to mean something that started in the past and continues in the present:

People still eat a lot of street food in Indonesia. I'm still waiting for him to call me.

POSITIVE, NEGATIVE AND QUESTION FORMS

Present Continuous

• We make the Present Continuous positive and negative with: [subject + be + (not)+ verb+ing]

I'm (not) working at the moment.

You/We/They are/aren't writing a blog.
He/She/ It's/ isn't becoming more popular.

• We make Present Continuous questions with: [(question word)+ am, are or is + subject + verb+ing]

What am I doing here?
Who are you/we/they talking to?
Is he/she/ it working today?

Present Simple

• For *I/you/we/they,* the Present Simple positive is the same as the infinitive.

• For *he/she/it,* we add **-s** or ***–es*** to the infinitive:

he lives ;she goes; it works.

• We make the Present Simple negative with: [subject + don't or doesn't + infinitive]

I/You/We/They don't live here.
He/She/It doesn't work.

• We make Present Simple questions with: [(question word) + do or does + subject + infinitive]

Where do I/you/we/they live?
Does he/she/it work?

Past Simple and Past Continuous

• We use the Past Simple for:

a a single completed action in the past.

My boyfriend bought tickets to see her play live. Then I moved to London.

b a repeated action or habit in the past.

I listened to her second album all the time. I practised for hours every day.

c a state in the past.

My boyfriend wanted to sell it on eBay.
I loved dance music.

• We use the Past Continuous for:

a an action in progress at a point of time in the past.

Five years ago I _____ in New York.
A. live *B. am living*
C. have lived *D. was living*
Twenty minutes later I was standing in front of 1,000 people.

b the background events of a story.

All the fans were singing along.
All the clubbers were dancing and having a good time.

c an action in progress when another (shorter) action happened.

While I was playing my last track, the manager came over and congratulated **me.**
While she was doing an encore, she threw her shoes into the crowd.

TIPS• We can also use the Past Continuous when the longer action is interrupted:

While we _____ a picnic, it _____ to rain.
A. were having, started *B. are having, started*
C. have, starts *D. had, started*

• We can use *when* or *while* with the Past Continuous:

He phoned **me** ***when/while I was waiting for the train.***

•We don't usually use *while* with the Past Simple:

~~***While he phoned*** **me,** ~~***I was waiting for a train.***~~

Past Simple

• We usually make the Past Simple positive of regular verbs by adding *-ed* or *-d* to the infinitive: ***work-+ worked, live-+ lived,*** **etc.**

There are no rules for irregular verbs. There is an Irregular Verb List.

• We make the Past Simple negative with: [subject + didn't (= did not) + infinitive]

He didn't go to work yesterday.

• We make Past Simple questions with: [(question word)+ did + subject + infinitive]

What time did he call you?

Past Continuous

• We make the Past Continuous positive and negative with:[subject + was, were, wasn't or weren't + verb+ing]

I/He/She/ It was/wasn't working when you called.
We/You/They were/weren't living in Australia in 2010.

• We make Past Continuous questions with:[(question word) + was or were + subject + verb+ing]

Was I/he/she/it waiting for you?
What were you/we/they doing at 2 p.m. yesterday?

***used* to**

• We can use *used to* or the Past Simple to talk about repeated actions, habits or states in the past:
I _____ to a lot of gigs when I was younger, but now I rarely do.
A. didn't use to go *B. am going*
C. used to going *D. used to go*
I listened/used to listen to her second album all the time.
Back then I was/used to be one of Lady* Gaga's *biggest fans.
• We can't use *used to* to talk about one action in the past:
***That night* she *sang for over two hours.* not ~~*That night sheused to sing for over two hours.*~~**
TIP• **We can only use *used to* to talk about the past. To talk about habits or repeated actions in the present, we use *usually* + Present Simple.** Compare these sentences:
***I used to work at the weekend.* (I don't work at the weekend now.)**
***I usually work at the weekend.* (I work at the weekend now.)**

POSITIVE AND NEGATIVE

• We make positive sentences with *used to* with: [subject + used to + infinitive]
He used to live in Dublin when he was a teenager.
• We make negative sentences with *used to* with: [subject + didn't + use to + infinitive]
We didn't use to go clubbing very often.

QUESTIONS

• We make questions with *used to* with: [(question word) + did + subject + use to + infinitive]
_____ ***go out a lot when you lived in New York?***
A. Do you use to *B. Did you used to*
C. Did you use to *D. Did you use*
Where did you use to live when you were young?
TIPS• *Used to* is the same for all subjects: ***I/You/He/She/We/They used to live in Ireland.***
• Notice how we spell the negative and question forms:
***didn't* use *to* not ~~*didn't used to*~~; *did you* use *to* not ~~*did you used to*~~.**
• In the negative we can say *didn't* use *to* or *never used to*:
I never used to go to gigs when I* was *young.
• The short answers to *yes/no* questions with *used to* are:
Yes, *I did./No, I didn't.;* Yes, *he did./No, he didn't.* , etc.

Past Perfect

• When there is more than one action in the past, we often usethe Past Perfect for the action that happened first.

second action (Past Simple)	first action (Past Perfect)
Cho joined the expedition after	Luke had gone back to the UK.
He also read messages that	people had sent him.
Ed calculated that	he'd walked about 6,000 miles.

• Compare these sentences:
1 ***When I turned on the TV, the programme started.***
(First I turned on the TV, then the programme started almost immediately.)
2 ***When I turned on the TV, the programme had started.***
(First the programme started, then I turned on the TV.)
TIPS • If the order of past events is clear from the context, we don't usually use the Past Perfect:
We had dinner, watched TV and then went to bed.
• We don't always use the Past Perfect with *before* and *after* because the order of events is clear:
We (had) finished eating before they arrived.
I went home after the meeting (had) finished.

POSITIVE AND NEGATIVE

• We make the Past Perfect positive with: [subject + had or 'd + past participle]

They had planned to do the whole walk together.

• We make the Past Perfect negative with: [subject + hadn't + past participle]

He hadn't been to the Amazon jungle before.

TIP• The Past Perfect is the same for all subjects:

I/You/He/ She/It/We/They had already arrived when John got home.

QUESTIONS

• We make Past Perfect questions with: [(question word) + had + subject + past participle]

What had he done before he became an explorer?

TIPS• The short answers to Past Perfect *yes/no* questions are:

Yes, I had.!No, I hadn't., etc.

• We often use the Past Perfect **after** *realised, thought, forgot* and *remembered:*

I realised I ____ my wallet at home.

A. had left *B. have left*

C. was leaving *D. was leaving*

• We often use *by the time, when,* as *soon* as, *because* and *so* to make sentences with the Past Perfect and Past Simple:

The party ____ by the time he arrived.

A. had finished *B. has finished*

C. finished *D. finishes*

• We use the same adverbs and time phrases with the Past Perfect as we do with the Present Perfect Simple:

Tracy had just/already finished it.

Present Perfect Simple

• We use the Present Perfect Simple for experiences that happened some time before now, but we don't know or don't say when they happened:

I've worked in the USA and in Europe.

We've been away together* a *few times.

To give more information about an experience we use the Past Simple:

I really enjoyed my time there too. Each time there was* a *problem back at the hotel.

• We use the Past Simple to say when something happened:

My wife and I started working in the hotel industry 19 years ago.

Three days ago* a *guy set off on his own into the mountains.

• We use the Present Perfect Simple for something that started in the past and continues in the present:

I've lived in this country for about three years. We've had this place since 2008.

• We use the Present Perfect Simple for something that happened a short time ago, but we don't say exactly when:

I've just been to Banff to pick him up from the hospital.

My wife's gone to see* some *friends off at Manchester airport.

POSITIVE AND NEGATIVE

• We make the Present Perfect Simple positive and negative with:

[I/you/we/they + 've, have or haven't + past participle]

[he/she/it + 's, has or hasn't + past participle]

I/You/We/They've/ haven't worked in Canada.

He/She/It's/hasn't been to South America.

QUESTIONS

• We make Present Perfect Simple questions with:[(question word) + have or has + subject + past participle]

How long have I/you/we/they lived here?

Has he/she/ it been there before?

FOR AND *SINCE*

• We use *for* with a period of time (how long):

I've lived in this country for about three years.

• We use *since* with a point in time (when something started):

We ____ this place ____2008.

A. have, since *B. 've had, from*
C. 've had, for *D. 've had, since*

TIPS• We can also use *for* with the Past Simple:

I lived in Colombia for six years. **(I don't live there now.)**

• We don't usually use *during* with the Present Perfect Simple:

I've been here for **a** ***week.*** **not** ~~***I've been here during a week.***~~

BEEN **AND** ***GONE***

• Go has two past participles, *been* and *gone.*

• We use *been* to mean 'go and come back':

I've just been to Banff to pick him up from the hospital.(I'm back at the place I started from now.)

• We use *gone* to mean 'go, but not come back yet':

My wife's gone to **see some** ***friends off at Manchester airport.*** (She's not back yet.)

My sister _____ to the supermarket. She'll be back in 10 minutes.

A. goes *B. is gone* *C. has been* *D. has gone*

ADVERBS AND TIME PHRASES

• We can use these words/phrases with the Present Perfect Simple: *never, ever, recently, lately, before, this week, just, yet, already:*

I've never been to Russia, **etc.**

• We must use the Past Simple with phrases that say a definite time *(two years ago, in 1997, last week, at 10 o'clock,* etc.):

I went there two years ago. **not** ~~***I've been there two years ago.***~~

• We use *just* to say something happened a short time ago. We don't use *just* in negative sentences:

Jo's ***just phoned. Has Jo just phoned?*** **not** ~~***Jo hasn't just phoned.***~~

We put *just* **before** the past participle.

Kat _____ a new car.

A. has just bought *B. just has bought*
C. has bought just *D. has bought yet*

• We use *yet* to say something hasn't happened, but we think it will happen in the future. We don't use *yet* in positive sentences:

He hasn't finished it yet. Have you finished it yet? **but not** ~~***I've finished it yet.***~~

We put *yet* at the **end** of the sentence or clause.

• We use *already* to say something happened some time in the past, maybe sooner than we expected. We don't use *already* in negative sentences:

We've already **seen** ***it. Have you already*** **seen** ***it?*** **but not** ~~***I haven't already seen it.***~~

We put *already* **before** the past participle.

• *Recently* and *lately* mean 'not long ago':

I haven't been to London recently/lately.

• After *this is the first time, this is the second time,* etc. we use the Present Perfect Simple:

This is the first time we _____ here. **not** ~~***This is the first time weare here.***~~

A. are *B. are going*
C. used to go *D. have been*

TIP• We also use the Present Perfect Simple with *this week/month/year,* etc. and with *this morning, this afternoon,* etc. if it is still that time of day. Compare these sentences:

A ***Have you seen Bob this morning?*** **(It is still morning.)**

B ***Did you*** **see** ***Bob this morning?*** **(It is now afternoon or evening.)**

Present Perfect Continuous and Present Perfect Simple

• We usually use the Present Perfect Continuous to talk about an activity that started in the past and continues in the present:

The company _____guidebooks _____ 40 years.

A. has published, since *B. is publishing, for*
C. has been publishing, for *D. has been published, for*

• We usually use the Present Perfect Simple to talk about a state that started in the past and continues in the present:

The book _____a best-seller _____ it was published in 1973.

A. has been being, since *B. has been, from*

C. is, since *D. has been, since*

TIPS• We often use the Present Perfect Continuous with verbs that talk about longer activities: *learn, rain, try, play, work, read, wait,* etc.:

I've been learning English for five years.

• We don't usually use the Present Perfect Continuous with verbs that talk about short actions: *start, find,* lose, *break, buy, stop,* etc.:

I've started a course.* not *~~I've been starting a course.~~

• With some verbs, both verb forms are possible:

I've lived/been living here for five years.

He's worked/been working in Australia since 2011.

Present Perfect Continuous

• We make the Present Perfect Continuous positive with: [I/you/we/they + 've or have + been + verb+ing]
[he/ she/ it + 's or has + been + verb+ing]

They've been travelling since 1972.

The company has been publishing guide books for 40 years.

• We make the Present Perfect Continuous negative with: [I/you/we/they + haven't + been + verb+ing]
[he/she/it+ hasn't + been + verb+ing]

I haven't been sleeping very well lately.

He hasn't been working here for very long.

TIPS• We often use the Present Perfect Continuous to talk about the activity we have been doing:

I've been doing myhomework.(We don't know if the homework is finished or not.)

• We often use the Present Perfect Simple to say an activity is finished:

I've done my homework.(The homework is finished now.)

HOW LONG ... AND HOW MANY ...

• We usually use the Present Perfect Continuous to say how long an activity has been happening:

Their television company, Lonely Planet TV,* has *been making programmes since 2004.

• We usually use the Present Perfect Simple to say how many things are finished :

Lonely Planet* has *published over650 guidebooks since the company began.

Questions with *How long ... ?* and *How many ... ?*

• We make Present Perfect Continuous questions with*How long . . . ?* with:
[How long + have + I/you/we/they + been + verb+ing]
[How long + has + he/she/ it + been + verb+ing]

How long have you been waiting here?

How long has Lonely Planet been publishing guide books?

• We make Present Perfect Simple questions with *How many .. . ?* with:
[How many + have + I/you/we/they + past participle]
[How many + has + he/she/ it + past participle]

How many countries have you visited?

How many books has Lonely Planet published?

TIP• We can also make questions with the Present Perfect Simple and *How much* (+ noun) .. . *?:*

How much money have you spent so far?

First Conditional

We use the first conditional to talk about the result of a possible event or situation in the future.

The ***if clause*** talks about things that are possible, but not certain.

If I'm late again, I'll lose my job (maybe I'll be late again). The main clause says that we think the result will be in this situation. (I'm sure I'll lose my job).

if clause	main clause

(if + present simple)	(will/won't + infinitive)
If I am late again, **If we don't get there by five,**	**I will lose my job.** **We'll miss the plane.**

Tips:

The if clause can be first or second in the sentence, when we start with the if clause we use a comma (,) after this clause. When we start with the main clause, we don't use a comma: You'll be OK if you get a taxi.

We don't usually use will/won't in the if clause: ~~If I'll be late again, I'll lose my job.~~

Future time clauses with when, as soon as, before, after, until

We can use sentences with when, as soon as, before, after and until to talk about the future:
I'll pack before I go to bed.

After these words we use the Present Simple:
I'll call Frank when I get home NOT I'll call Frank when I'll get home.

In the main clause we use will/won't + infinitive:
As soon as I finish this report, I'll go to the bank.

We use when to say we are certain something will happen.

We use if to say something is possible, but it isn't certain.

We use as soon as to say something will happen immediately after something else.

We use until to say something stops happening at this time.

As in first conditional sentences, the future time clause with when, as soon as, etc. can come first or second in the sentence:

- After I talk to him, I'll phone the hotel = I'll phone the hotel after I talk to him.

Second Conditional

We use the second conditional to talk about **imaginary** situations:
If I lost my laptop, I'd probably lose my job! (I don't think this will ever happen to me.)
The second conditional talks about **the present or future.**
We often use the second conditional to talk about the opposite of what is true or real: If we didn't have Wi-Fi, this place would be empty. (But we have Wi-Fi, so this is an imaginary situation.)

POSITIVE AND NEGATIVE

If I **lost** my laptop, I'd probably **lose** my job!
A. lost **B.** lose **C.** loses **D.** is losing
If the internet **didn't exist,** I **wouldn't have** a business.
A. have **B.** wouldn't have **C.** would **D.** had

Compare these sentences:
A. If I have enough money, I'll buy a new laptop.
This is a real possibility (the person might buy a new laptop).
B. If I had enough money, I'd buy a new laptop.
This is an imaginary situation (the person can't buy a new laptop).

Tips:

The ***if clause*** can be first or second in the sentence:
We'd lose a lot of customers if our website crashed.
If our website crashed, we'd lose a lot of customers.

We can say If I/he/she/it **was** ... or If I/he/she/it **were** ... inthe second conditional:

If I **was**/**were** rich, I'd buy a big house.

We can use might + infinitive in the main clause of the second conditional to mean 'would perhaps': If they turned off their computers, they might make some new friends. We can use could + infinitive in the main clause of the second conditional to mean 'would be able to': If we didn't have online meetings, I could travel a bit more.

QUESTIONS

We often make questions in the second conditional with **What would you do if** ...?:

What **would you do** if you lost your laptop?

A. you would do **B.** you do **C.** will you **D.** would you do

We can also make yes/no questions in the second conditional:

If someone asked you to lend them your computer, would you do it?

The short answers to these yes/no questions are: Yes, I would./No, I wouldn't. We can also say (Yes,) I might.

Third Conditional

We use the third conditional to talk about imaginary situations in the past.

We often use third conditionals to talk about the opposite of what really happened:

If I'd stayed at home, I wouldn't have met my husband. (She didn't stay at home and so she went to a party and met her husband.)

If I hadn't lost my job, I wouldn't have started my own business. (He lost his job so he decided to start his own business.)

POSITIVE AND NEGATIVE

If **I'd stayed** at home, I **wouldn't have met** my husband.

A. I'd stay **B.** stay **C.** I'd stayed **D.**I am staying

If I **hadn't started** doing this, I'**d have got** into a lot more trouble.

A. would get **B.** have got **C.** will get **D.** 'd have got

Tips:

As with other conditionals, in the third conditional the if clause can be first or second in the sentence. We use a comma (,) when the if clause is first:

If I hadn't won that race, I'd never have become a serious athlete.

I'd never have become a serious athlete if I hadn't won that race.

We can use could have in the main clause of the third conditional to talk about ability:

If I'd been there, I could have helped you.

We can also use might have in the main clause of the third conditional to mean 'would have perhaps':

If you hadn't got lost, we might have got there on time.

We don't usually use would in the if clause: If I'd known, I'd have told you. **Not** ~~if I would have known, I'd have told you.~~

Be able to, Be supposed to, Be allowed to, Modal verbs

- *can, must, have to, should* and *ought to* are modal verbs.
- We use *can* and *be able to* to talk about ability or possibility:

We _____ working when we're travelling.

A. able to continue *B. are able to continue*

C. were able to continue *D. are able to continuing*

- We use *be supposed to* to say a person is expected to do something:

In the UK people _____ a break every four hours.

A. are supposed to have *B. supposed to have*

C. are supposedly to have *D. is supposed to have*

- We use *be allowed to* and *can* to say we have permission to do something:

Some French employees _____ begin their weekend at 3 p.m. on Thursday.

A. be allowed to *B. allowed to*
C. are allowed *D. are allowed to*

• We use *must* and *have to* to say something is necessary:

Rob says he must take more time off work. Lots of people have to take work home.

• We use *should* and *ought to* to give advice:

TIPS• We can use *have to* or *have got to* to say that something is necessary:

I have to work tonight. = I've got to work tonight.

• *Must* and *have to* have very similar meanings in their positive form:

• We can't use *must* in the past. To say something was necessary in the past, we use *had to:*

I _____ to three meetings yesterday.

A. have to go *B. had to go* *C. must go* *D. had got to go*

POSITIVE, NEGATIVE AND QUESTION FORMS

• We use the **infinitive** after *can, must, have to, should, ought to, be able to, be allowed to* and *be supposed to.*

• *Can, must, should* and *ought to* are **the same for all subjects**.

Positive	negative	question
I can go.	I can't go.	Can I go?
You must go.	You mustn't go.	(Must you go?)
He should go.	He shouldn't go.	Should he go?
We ought to go.	We ought not to go.	(Ought we to go?)

• We make **negatives and questions** of ***have to*** by using the auxiliaries ***do* and *does***:

She _____ go today. She can go tomorrow instead.

A. hasn't to *B. doesn't have to*
C. not have to *D. not has to*

• We make **negatives and questions** of *be able to, be allowed to, be supposed to* by changing the form of the verb *be:*

He isn't able to come. You aren't allowed to go. What are we supposed to do?

MUSTN'T OR *DON'T HAVE TO*

• We use *don't have to* to say something isn't necessary:

You _____ wear a suit to work, but you can if you want to.

A. don't have to *B. mustn't* *C. haven't to* *D. not allowed*

• We use *mustn't* to say something is not allowed:

You mustn't send personal emails from the office. You can only send work emails.

TIP • To say something wasn't necessary in the past, we use *didn't have* to:

***I _____ work yesterday.* Not ~~*I hadn't to work yesterday.*~~**

A. hadn't to *B. didn't have to* *C. don't have to* *D. haven't to*

Was/Were going to, Was/Were supposed to

• We use *was/were going to* to talk about plans we made in the past which didn't happen, or won't happen in the future. Look at these sentences.

We _____ the Bradleys later that year, but we didn't go for* some *reason.

A. were going to visit *B. are going to visit*
C. were visiting *D. going to visit*

(They planned to visit the Bradleys, but they didn't.)

We were going to spend our anniversary in the cottage in Wales where we had our honeymoon, but it was already booked.

(They planned to spend their anniversary in the cottage in Wales, but now they aren't going to go there.)

• We use *was/were supposed to* to talk about things we agreed to do, or other people expected us to do, but we didn't do. Look at these sentences.

Tom _____the cottage months ago, but he forgot.

A. was supposed to book *B. is supposed to book*
C. was supposed to booking *D. supposed to book*

(Tom agreed to book the cottage, but he didn't book it.)

I was supposed to call you back, wasn't I? Sorry, Leo, I was out all day.

(Leo expected his mother to call him back, but she didn't.)

• After *was/were going to* and *was/were supposed to* we use **the infinitive**:

It was going to be* a *surprise party.
I was supposed to call you back.

TIP • We often use *was/were going to* or *was/were supposed to* to **apologize** for not doing something. We usually give a reason:

Sorry, I was going to call you back last night, but I didn't get home until late.

The future: *will, be going to,* Present Continuous

• We use *will* when we decide to do something at the time of speaking:

OK, I_____ those away.

A. will throw *B. am throwing*
C. am going to throw *D. will be throwing*

• We use *be going to* when we already have a plan or an intention to do something:

I_____ out the rest of them at the weekend.

A. going to sort *B. am going to sort*
C. am going sort *D. will have sorted*

• We use the *Present Continuous* when we have an arrangement with another person:

He's picking them up tomorrow evening after work.

• We use *be going to* for a prediction that is based on present evidence (something we can see now):

It's going to break the first time she uses it!

• We use *will* for a prediction that is a personal opinion and is not based on present evidence:

But you'll never listen to them again.

TIPS• When we use the Present Continuous for future arrangements, we usually know exactly when the arrangements are happening. They are the kind of arrangements we can write in a diary:

I'm having dinner with Richard on Saturday.

• We can also use *be going to* to talk about future arrangements:

What are you going to do tomorrow?

will

POSITIVE AND NEGATIVE

• We make the positive and negative forms of *will* with: [subject + 'll, will or won't (= will not) + infinitive]

I'll give you a ring next week.
He won't talk to anyone about it.

TIP • *Will/won't* is the same for all subjects: ***I/you/he/she/it/we/they will/won't do it.***

QUESTIONS

• We make questions with *will* with: [(question word) + will + subject + infinitive]

Will you use that old printer again?
What will he decide to throw away?

TIPS • We often use *Do you think ... ?* to make questions with *will:*

Do you think your sister will like this dress?

• We often use *probably* or *definitely* with *will:*

He'll probably/ definitely call you back tomorrow.

• We often use *might* to mean 'will possibly':

I might finish it this weekend.

• We also use *will* to talk about future facts and for offers:

I'll be 45 next birthday.
I'll help you clear out the study.

be going to

POSITIVE AND NEGATIVE

• We make the positive and negative of *be going to* with: [subject + am, are or is + (not) + going to + infinitive]

I'm/ 'm not going to keep this jumper.
You/We/They're/aren't going to use it again.
He/She/It's/isn't going to work anymore.

QUESTIONS

• We make questions with *be going to* with: [(question word) + am, are or is + subject + going to + infinitive]

When am I going to see you again?
Are you/we/they going to move house?
What's he/she/it going to do tomorrow?
TIP• With the verb *go,* we usually say *I'm going to the cinema.* not *I'm going to go to the cinema.* But both are correct.

The Passive

• In active sentences the focus is on the person or thing doing the action (earthquakes under the ocean). In passive sentences the focus is on the result of the action (tsunamis).
• In passive sentences we can use *'by* + the agent ' to say what or who does the action.
• We often use the passive when we are more interested in what happens to someone or something than in who or what did the action:
Droughts often happen because all the trees have been cut down.

• We make the passive with: [subject + be + past participle]

verb form	***be***	**past participle**
Present Simple	am/are/is	caused
Present Continuous	am/are/is being	caused
Present Perfect Simple	have/has been	cut down
Past Simple	was/were	killed
be going to	am/are/is going to be	hit
will	will be	flooded
can	can be	caused

• We make negative passive sentences by using the negative form of *be:*
it isn't caused, they haven't been cut down, **etc.**
TIP • We can use other modal verbs *(could, must, should,* etc.)in passive verb forms:
Many people could be made homeless.

A school _____ in our neighborhood right now.
A. is being built *B. is building*
C. is built *D. builds*

COMPARATIVES AND SUPERLATIVES

• We use comparatives *(bigger, more expensive,* etc.) to compare two things.
• We use superlatives *(biggest,* most *expensive,* etc.) to compare three or more things.

1-syllable adjectives; 2-syllable adjectives ending in *–y*

adjective	**comparative**	**superlative**
old	older	oldest
small	smaller	smallest
nice	nicer	nicest
big	bigger	biggest
noisy	noisier	noisiest

TIPS

- When the adjective ends in -e, we only add *–r* or -st:
  safe, safer, safest.
- When the adjective ends in consonant + vowel +consonant, we double the final consonant:
Thin, thinner, thinnest.
- When a two-syllable adjective ends in *-y,* we change the *-y* to *-i* and add *-er* or *-est:*
  funny, funnier, funniest.

Other 2-syllable adjectives; long adjectives

adjective	comparative	superlative
spacious	more spacious	most spacious
amazing	more amazing	most amazing
patient	more patient	most patient
expensive	more expensive	most expensive

- *Good, bad* and *far* are irregular:
  good, better, best;
  bad,* worse, *worst;
  far, further/farther, furthest/farthest.
- The opposites of *more* and *most* are *less* and *least*:
  It's* a *bit less expensive than the Redland house.
  It's the least expensive place we've seen.
- We use *much, far* or a *lot* before a comparative to say there's a big difference:
  That place* was *much/far/a lot noisier than the other two.
  Salad is _____ than a burger.
  A. healthyer *B. much healthy*
  C. lot healthier *D. far healthier*
- We use *slightly,* a *little* or a *bit* before a comparative to say there's a small difference:
  It seemed slightly/a little/a bit bigger than where* we *live now.

TIPS • We use *the, possessive's* or *a possessive adjective* before a superlative:
It had the most amazing view.
He's _____best friend.
A. Peter's *B. the Peter's*
C. Peter's the *D. Peter's his*
That's their oldest daughter.

The most common form is *'the+* superlative'.

- When we compare two things we use *than* after the comparative:

The back garden* was *far smaller than I'd expected.

- We can also use *more* and *most* with nouns:
  ***It's got more* space.**

***It's got the* most rooms.**

OTHER WAYS TO MAKE COMPARISONS

- We can use ***the same + (noun) + as*** to say two people or things are the same:
  It's _____ our house.
  A. the same size than *B. the same size as*
  C. same size as *D. as same size as*
- We can also use ***as + adjective + as*** to say two people or things are the same:
  It was _____ the one we've got now.
  A. as small as *B. as small than*
  C. as smaller as *D. small as*
- We can use ***similar to + noun*** to say two people or things are nearly the same:
  It's very similar to where we live now.
- We can use ***not as + adjective + as*** to say two people or things are not the same:

It's not as big as the other two places.

• We can also use ***different from + noun*** to say two people or things are not the same:

It was different from anything else we've seen.

TIP• We can say *different from* or *different to*:

***It was different from/to anything else we've* seen.**

Quantifiers

quantity	**plural countable nouns** ***(bottles, tins,* etc.)**	**uncountable nouns** ***(rubbish, stuff,* etc.)**
nothing	not any no	not any no
not many hardly any several a few	not much a bit of hardly any a little	a small quantity
a lot of/lots of loads of plenty of	a lot of/lots of loads of plenty of	a large quantity
more than we want	too many	too much
less than we want	not enough	not enough
the correct quantity	enough	enough

• *Not many, hardly any* and *not much* have a negative meaning. *Several,* a *few,* a *bit of* and *a little* have a positive meaning. *Several* is usually more than *a few.*

SOME, ANY, MUCH, MANY

• We usually use *some* in positive sentences:

I've found _____ coffee.

A. some *B. any* *C. too many* *D. a few*

• We usually use *any* in negative sentences and questions:

There isn't any sugar. Is there any milk?

• We don't usually use *much* or *many* in positive sentences:

There's a lot of stuff here.* not *~~There's much stuff here.~~

There's _____ traffic here.

A. a lot *B. a lot of* *C. much* *D. many*

I've got lots of old books.* not *~~I've got many old books.~~

TIPS • We use some and *any* with plural countable nouns*(biscuits, beans,* etc.) and uncountable nouns *(pasta, milk,* etc.).

• We often use *some* in questions with *Would you like ... ?:*

Would you like some coffee?

Modal verbs: making deductions

• We often use the modal verbs *must, might, could, may* and *can't* to make deductions in the present.

• We use *must* to talk about something that we believe is true:

He _____ now. He gets up very early and all the lights are off.

A. can't be sleeping *B. might sleep*

C. must sleep *D. must be sleeping*

He must know that speech by now.

• We use *could, may* or *might* to talk about something that we think is possibly true:

He might be in the bathroom.
He may want to be on his own for a bit.
He could be picking people up from the station.
• We use *can't* to talk about something that we believe isn't true:
He_____ be at university. He's only 14.
A. can *B. can't* *C. must* *D. may*
He can't be having a cigarette.

• When we know something is definitely true, or is definitely not true, we don't use a modal verb:
He's practising his speech in front of the mirror. No, that isn't Derek Bradley.
• To make deductions about states we use: [modal verb + infinitive]
He _____be 70. He retired 10 years ago.
A. can't *B. might* *C. must* *D. could*

• To make deductions about something happening now we use: [modal verb + *be* + verb+ing]
He must be talking to some guests in the other room.
TIP • We don't use *can* or *mustn't* to make deductions:
It could be him. **not** ~~***It can be him.***~~
He can't be a millionaire. **not** ~~***He mustn't be a millionaire.***
He _____ be a millionaire. He takes the bus to work.
A. can't *B. mustn't* *C. must* *D. could*

Reported speech: Sentences

• We use reported speech to tell someone what another person said.
• We usually change the verb form in reported speech. Look at the table.

verb form in direct speech	verb form in reported speech
Present Simple I still want to be in the programme.	**Past Simple** She said she still wanted to be in the programme.
Present Continuous I'm having another operation on Friday.	**Past Continuous** She said that she was having another operation on Friday.
Present Perfect Simple I've already had one operation.	**Past Perfect** She told me she'd already had one operation.
Past Simple I was in a car accident.	**Past Perfect** She said that she'd been in a car accident.
am/are/is going to They're going to start filming soon.	***was/were going to*** I told her they were going to start filming soon.
will I won't be able to walk on it for a month.	***would*** She said she wouldn't be able to walk on it for a month.
can I can't come to the meeting on Monday.	***could*** She told me she couldn't come to the meeting on Monday.
must You must talk to Max.	***had to*** I told her that she had to talk to you.

SAY **AND** ***TELL***

• To introduce reported speech we usually use *say* or *tell.*
• We never use an object (me, *her,* etc.) with *say*: *He said (that) ...*
• We always use an object (me, *her,* etc.) with *tell: He told me (that)* ...

• We don't have to use *that* after *say* and *tell* in reported speech.
• Subject pronouns(/, *he,* etc.) and possessive adjectives *(my, his,* etc.) usually change in reported speech:

"We can't* come *to your party."
She told me that ____come to my party.
A. they couldn't B. we couldn't
C. they can't D. we can't

TIPS • The modal verbs *could, should, would, might* and *ought to* don't change in reported speech.
• The Past Simple doesn't have to change to the Past Perfect. It can stay the same:

"I met him in 2011."
She said she (had) met him in 2011.

• We don't have to change the verb form if the reported sentence is about something general, or something that is still in the future:

"I love classical music."
I told him I love classical music.

• We often change time expressions in reported speech:

tomorrow to the next day;
next week* to *the following week;
***last week* to *the week before,* etc.**

Reported speech: questions

• We use reported questions when we want to tell someone what another person asked us.
• We don't use the auxiliaries *do,* does or *did* in reported questions:

***He asked if I had any acting work.* not ~~*He asked if I did have any acting work.*~~**
He asked ____ any acting work.
A. if I did have B. did I have
C. if I have D. if I had

• We use *if* or *whether* when we report *yes/no* questions:

"Are you working at the moment?"
He asked me if/whether I was working at the moment.

• We sometimes use an object (me, *him,* etc.) with ask:

He asked (me) whether I* was *available to start next week.

• The changes in the verb forms in reported questions are the same as reported sentences:

*"**What other parts have you had recently?"***
He asked me what other parts I'd had recently.

REPORTED QUESTIONS

He/She asked (me) *He/She wanted to know*	*question word* *if/ whether*	*Subject + verb*

He wanted to know where ____ acting.
A. I've studied B. have I studied
C. I'd studied D. had I studied

He asked me if/whether I was working at the moment.

TIP • The word order in reported questions is the same as in positive sentences:

***I asked her where her brother* was. not ~~*I asked her where was her brother.*~~**

Reported speech: requests and imperatives

• To report requests, we use: [asked + object + (not) + infinitive with to]

He asked me to come to a meeting on Monday.

• To report imperatives, we use: [told + object + (not) + infinitive with to]

He told me to be at their offices at ten.

He told me _____ any more work.

A. to don't accept *B. not to accept*
C. not accept *D. don't accept*

Wishes

• We often use *I wish* ... to talk about imaginary situations in the present or the future.

• We often use sentences with *I wish* ... to talk about the opposite of what is true or real:

I wish we had a car. (The woman hasn't got a car, but she would like to have one.)

• To make wishes about states we use *wish+* Past Simple:

I wish we _____a car.

A. have *B. had* *C. are having* *D. will have*

I wish I was on a beach somewhere.

• To make wishes about activities happening now we use *wish+* Past Continuous:

***I wish you _____to the theatre with* me.**

A. come *B. are coming* *C. came* *D. were coming*

• To make wishes about abilities or possibilities we use *wish+ could+* infinitive:

I wish I could* come *with you.

• To make wishes about obligations we use *wish+ didn't have to+* infinitive:

I wish we _____ to this party.

A. didn't have to go *B. have to go* *C. will go* *D. are going*

TIPS • We can say *I wish I/he/she/it was* ... or *I wish I/he/she/it were* ... :

I wish I was taller. = I wish I were taller.

• We often use the second conditional to give reasons for wishes:

I wish we had a car. If we had one, I wouldn't spend half my life waiting for buses.

• Notice the difference between *I wish* .. . and *I hope*... :

A *I wish you were coming to the party.*

(I know that you aren't coming =imaginary situation)

B *I hope you're coming to the party.*

(I think that you might come = real possibility)

• We can also make sentences with *wish* with *you/he/she/we/they:*

He wishes he lived somewhere hotter.

We wish we could afford a holiday.

Relative clauses with *who, that, which, whose, where* and *when*

• We often use relative clauses to say which person, thing, place, etc. we are talking about.

• In relative clauses we use:

a *who* or *that* for people:

The woman _____ I was sharing a room with used to work in a hospital.

A. who *B. which* *C. whose* *D. when*

I'm the type of person that eats three meals a day.

b *that* or *which* for things:

The food that we usually eat contains toxins which stay in our bodies.

c *where* for places:

I was taken to the guest house where everyone was staying.

d *whose* for possessives:

The woman _____ fasting programme we were following was French.

A. whose *B. who* *C. which* *D. that*

e *when* for times:

This was also when I started getting really hungry.

TIPS• We usually use *who* for people *(that* is also correct).

• We usually use *that* for things *(which* is also correct).
• We don't use *what* in relative clauses:
~~The food what we usually eat is homemade.~~
We can use *what* to mean 'the thing/things that':
Now I'm much more careful about what I eat.(=the things that I eat).

LEAVING OUT *WHO, THAT, WHICH*

• **We can leave out *who, that* or *which* when it isn't the subject of the relative clause**.
• Compare the relative clauses in these sentences:
A *I'm the type of person that eats three meals a day.*
In this sentence we must use *that* because it is the subject of the relative clause.
B *The food (that) we usually eat contains toxins.*
In this sentence we can leave out *that* because it is the object of the relative clause (we is the subject).
TIPS• We never leave out *whose* in relative clauses.
• We can usually leave out *where* if we add a preposition at the end of the relative clause:
That's the cafe where I met my wife. = That's the cafe I met my wife in.
• We can only leave out *when* if the time reference is clear:
Monday's the day (when) I play tennis.

Verb patterns (1)

• When we use two verbs together, the form of the second verb usually depends on the first verb:
***start singing; decided to make; can't celebrate; tell their children to make; make it shine,* etc.**
This is called a verb pattern.

start/ like/ begin/ love/ keep/ enjoy/ finish/ mind/ prefer/ hate/ continue	+ verb+ing *(doing)*
decide/ remember/ forge/ try/ start/ like/ begin/ love/ need/ would like/ want/ plan/ prefer/ hate/ continue/ learn/ seem	+ infinitive with *to* *(to* do)
can/ might/ could/ should/ would/ will/ must/ would rather	+ infinitive (do)
tell/ ask/ help/ allow/ teach/ would like/ want/ pay	+object+ infinitive with *to* *(sb/sth to* do)
make/ help/ let	+ object + infinitive *(sb/sth* do)

TIPS• The verbs in blue in the table have more than one verbpattern. Both verb patterns have the same meaning:
I started to write an email. =I started writing an email.
• In British English, *like/love/hate+* verb+ing is more common:
I like/love/hate watching golf.
In American English, *like/love/hate* + infinitive with *to* is more common:
I like to watch golf.
I'm planning _____ a new house next year.
A. buy *B. to buy* *C. buying* *D. to buying*

Verb patterns (2): reporting verbs

• We often use verbs like *offer, invite,* etc. to report what people say. These verbs are followed by different verb patterns.

Invite/ remind/ warn	**+ object + *(not)* + infinitive with *to***

	***(sb/sth (not) to* do)**
Offer/ refuse/ promise/ agree/ threaten	**+ *(not)* + infinitive with *to* *((not) to* do)**
admit/ suggest	**+ *verb+ing* *(doing)***

Rupert invited her to have dinner with his family.
Dom offered to give Kat a lift home.
Dom admitted _____madly in love with Kat.

A. be *B. to be* *C. being* *D. to being*

Question tags

- We usually use question tags *(don't you?,* etc.)to check information that we think is correct.
- We usually use the auxiliary in question tags:

***You live next door to* Lisa,_____?**

A. do you *B. don't you* *C. do you live* *D. are you*

- We only use pronouns in question tags:

Barbara went to Liverpool University, _____?

A. does she *B. didn't Barbara* *C. did she* *D. didn't she*

- If the main verb is positive, the question tag is usually negative:

It* was *a great match yesterday, wasn't it?

- If the main verb is negative, the question tag is usually positive:

You haven't ordered any food yet, have you?

- We often use short answers (Yes, *I do. No, I don't.,* etc.) to say that the information is correct.
- When the information isn't correct, we often use *actually* after the short answer to sound more polite, then give more information:

A *You've been diving, haven't you?*
B *No, I haven't, actually. It sounds a bit too dangerous to me.*

TIPS• We can also use *Yes, that's right.* to say that the information is correct:

A *You're from London originally, aren't you?*
B *Yes, that's right./Yes, I* am.

- If the main verb is in the positive form of the Present Simple or Past Simple, we use *don't, doesn't* or *didn't* in the question tag:

Jim lives in the USA, _____?

A. does he *B. does Jim*
C. doesn't he *D. doesn't Jim*

- We say *aren't/?* not ~~*amn't I?:*~~

I'm late,_____?

A. am I *B. amn't I* *C. aren't I* *D. don't I*

Gradable and strong adjectives; adverbs

- Strong adjectives already include the idea of *very,* for example, *brilliant* means 'very good'.

Gradable adjectives	Strong adjectives
Good	Brilliant, fantastic
Bad	Terrible, awful, horrible
Tired	Exhausted
Big	Huge, enormous
Difficult	Impossible
Frightened	Terrified
Surprised	Amazed
Tasty	Delicious
Small	Tiny
Cold	Freezing
Hot	Boiling
Beautiful	Gorgeous
Interested	Fascinated
Angry	Furious
Happy	Delighted

dirty	Filthy

• We can use the adverbs *fairly, very, extremely* and *incredibly* with gradable adjectives, but not with strong adjectives:

***very good* not ~~*very fantastic;*~~**

***incredibly hot* not ~~*incredibly boiling*~~**, etc.

• *Fairly* is less strong than *very. Incredibly* and *extremely* are stronger than *very.*

• We can use *absolutely* with strong adjectives, but not gradable adjectives:

***absolutely terrified* not ~~*absolutely frightened*~~**, etc.

Tom was _____ exhausted after a 5-day hiking trip.

A. very *B. absolutely* *C. fairly* *D. incredibly*

• We can use *really* with both gradable and strong adjectives:

***really tired, really exhausted,* etc.**

TIP• These strong adjectives also mean *very good:*

amazing, excellent, fabulous, incredible, marvellous, superb, terrific, wonderful.

Reflexive pronouns

• We use reflexive pronouns *(myself, yourself,* etc.) when the subject and object are the same people:

It's important that they are allowed to enjoy themselves.

Sandra cuts her children's hair _____.

A. itself *B. themselves* *C. herself* *D. her self*

• We use *by myself, by yourself,* etc. to mean *alone:*

This means children spend most of their free time studying by themselves.

• We also use reflexive pronouns to emphasise that we do something instead of someone else doing it for us:

We should also encourage children to work things out themselves.

subject pronouns	reflexive pronouns
I	myself
you (singular)	yourself
he	himself
she	herself
it	itself
we	ourselves
you (plural)	yourselves
they	themselves

TIPS• Some verbs that are reflexive in other languages aren't reflexive in English, for example *meet, relax* and *feel.*

• We can say *on my own, on your own,* etc. instead of *by myself, by yourself,* etc. :

***I enjoy living by myself/on my own.* We don't say ~~*by my own.*~~**

She designed her wedding dress _____.

A. on herself *B. by herself* *C. by her own* *D. by itself*

Use of articles: *a, an, the,* no article

• **We use *a* or *an*:**

a when we don't know, or it isn't important, which one:

Many of them can't go a day without checking for status updates.

b with jobs:

If you're a designer working in Dublin ...

c to talk about a person or a thing for the first time: ...

You have _____ new person to add to your collection of friends.

A. a *B. an* *C. the* *D. X*

● **We use *the*:**

d to talk about the same person or thing for the second/third/fourth, etc. time:

But do you really want to be friends with the person?

e when there is only one (or only one in a particular place):

Social networking sites are one of the most amazing success stories of _____ internet.

A. a *B. an* *C. the* *D. X*

f with countries that are groups of islands or states:

According to* a *children's charity in _____ UK ...

A. a *B. an* *C. the* *D. X*

g with superlatives:

_____ largest number of active social relationships is 150.

A. a *B. an* *C. the* *D. X*

● **We don't use an article:**

h for most towns, cities, countries and continents: ...

My friend is traveling to _____ Egypt by _____ plane.

A. a/ X *B. X/ X* *C. X/ the* *D. the/ X*

i to talk about people or things in general:

But what effect is this having on society?

j for some public places (school, hospital, university, college, prison, etc.) when we talk about what they are used for in general:

You don't have to be at _____ school or university to use _____ social networking sites.

A. a/ X *B. a/ the* *C. X/ the* *D. X/ X*

TIP• We use ***the*** with public places when we talk about the building:

She works in the school opposite the park.

He's gone to the hospital to visit his father.

نماذج اختبارات سابقة

الجمهورية العربية السورية اختبار اللغة الأجنبية للقيد في درجة الماجستير مدة الاختبار: ٩٠ دقيقة عدد الأسئلة: ٦٥

وزارة التعليم العالي كافة الاختصاصات عدا قسم اللغة الإنكليزية الاسم: ----------

Section One: English in Use Questions 1-8

Choose the correct answer (A), (B), (C), or (D) for each question, statement or phrase.

1. I'm broke.
A. What did you break? **B.** Fantastic.
C. You'd better start saving. **D.** Have you seen a doctor?

2. My husband and I have had a big argument.
A. This one is the best. **B.** Maybe you did.
C. Oh dear. I'm sorry to hear that. **D.** That sounds great.

3. Have you got any other tips?
A. I'm not sure that's a good idea. **B.** I usually give 2 dollars.
C. I wouldn't take the train at night. **D.** That's a good idea.

4. What about having a charitable party next month?
A. I'm not sure about that. **B.** It's about school.
C. You're bad at football. **D.** No, I didn't.

5. OK. Have you got any other symptoms?
A. No thanks. I'm just looking. **B.** Yes, I can't stop sneezing.
C. Right, let me have a look at you. **D.** Here's a prescription.

6. Would you mind if I used your dictionary for a while?
A. Yes, of course. **B.** Oh, dear. What a shame.
C. Ok, but I don't like French. **D.** No, not at all.

7. Can I speak to Mr. Jones, please?
A. No, I don't think so. **B.** I am frightened he's out.
C. My name is Jones. **D.** Speaking.

8. What should we do if we get lost while camping?
A. I'd take a map, just in case. **B.** I lost my key.
C. I don't like sport. **D.** It's too cold.

Section Two: Structure Questions 9-32

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

9. If I _____ you, I'd take up a new hobby.
A. were **B.** would be **C.** had been **D.** am

10. Matt is going to _____ university in _____ USA.
A. an / the **B.** an / X **C.** X / the **D.** X / X

11. I'm angry _____ my sister.
A. from **B.** with **C.** of **D.** A and B

12. I _____ do the dishes, but I didn't have time.
A. supposed to **B.** was supposed to
C. am allowed to **D.** allowed to

13. To my _____ I didn't pass the driving test.
A. disappoint **B.** disappointment
C.disappointed **D.** disappointing

14. I'm in this class, _____?
A. aren't I **B.** amn't I **C.** don't I **D.** aren't I

15. My class starts at 6:00 a.m. every day. I wish I _____ to get up very early.
A. have to **B.** don't have to **C.** had to **D.** didn't have to

16. The festival _____ every August.
A. holds **B.** is holding **C.** is held **D.** is being held

17. I _____ football when I was younger. Now I love it.
A. used to like **B.** didn't used to like
C. didn't use to like **D.** used to liking

18. Everyone in my family _____ in jazz.
A. is interested **B.** are interested
C. is fond **D.** are fond

19. The client arrived while I _____ lunch.
A. had **B.** was having **C.** have had **D.** were having

20. Ali _____ Sally since 2010.
A. have known **B.** has been knowing
C. knows **D.** has known

21. I make my students _____ in class.
A. writing **B.** to write **C.** write **D.** to writing

22. He paints his flat _____.
A. himself **B.** by his own **C.** on himself **D.** by him

23. His grades at school were _____ than his sister's.
A. far good **B.** more better
C. much better **D.** little better

24. When I got to work, I realized I ____ the report at home.
A. forgot **B.** have forgotten
C. was forgetting **D.** had forgotten

25. "Why are your eyes red?" "I _____ all night."
A. have read **B.** had been reading
C. was reading **D.** have been reading

26. I find it difficult _____ friends in a few days.
A. do **B.** to do **C.** to make **D.** make

27. I told my little daughter_____ to strangers.
A. she doesn't talk **B.** to don't talk
C. to not talk **D.** not to talk

28. She said she _____ make an appointment soon.
A. must **B.** has to **C.** had to **D.** will

29. Why don't you _____ your old clothes to poor people?
A. give away **B.** give up **C.** put up **D.** put on

30. "It's Sam's birthday today." "Really! I ___ to him now."
A. am going to talk **B.** am talking **C.** will talk **D.** talk

31. She asked him _____.
A. where did he go **B.** where he did go
C. where he had gone **D.** where he goes

32. He _____ be Spanish, but I'm not sure.
A. can **B.** can't **C.** must **D.** might

Section Three: Reading Comprehension and Vocabulary (Questions 33-48)

Read the following passages and choose (A), (B), (C), or (D) for each of the questions following.

(Questions33-40)

Marie Curie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a **blithe** personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of **whom** was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her **distress**.

33. Which statement is NOT true about Marie Curie?
A. She was born in the 19th century. **B.** She studied in Oxford.
C. She had a Master's in physics. **D.** Her father was a physician.
34. Marie went to France _____.
A. on business **B.** to accomplish her dream
C. on holiday **D.** on honeymoon
35. Pierre Curie ____.
A. died of radiation
B. discovered radium on his own
C. was a great scientist
D. loved horse racing
36. Which statement is NOT true about Pierre and Marie Curie?
A. They worked in a hospital.
B. They discovered radium.
C. They met in at the Sorbonne.
D. They had 2 kids.
37. After 11 years of marriage, Marie got ____.
A. divorced **B.** cancer **C.** killed **D.** widowed
38. The word _____from the passage means 'to deal with something that is painful'.
A. earn **B.** recall **C.** endure **D.** promote
39. The word 'whom' in the passage refers to ____.
A. Pierre Curie **B.** Marie
C. great scientists **D.** her father
40. The word 'blithe' in the text is _____.
A. an adjective **B.** a noun **C.** a verb **D.** an adverb

(Questions 41-48)

When another old cave is discovered in the south of France, it is not usually news. Rather, itis an ordinary event. Such discoveries are so frequent these days that hardly anybody **pays heed to** them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds o scenes showing how people lived thousands of years ago. The scene show people hunting animals, such as bison or wild cats. Other images **depict** birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals. Early artists drawing these animals accomplished a monumental and difficult task. **They** did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascau complex.
Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, **where** natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

41. Which title best summarizes the main idea of the passage?
A. Wild Animals in Art.
B. Exploring Caves Respectfully.
C. Determining the Age of French Caves.
D. Hidden Prehistoric Paintings.
42. The phrase 'pays heed to' is closest in meaning to ____.
A. discovers **B.** watches **C.** notices **D.** buys
43. Based on the passage, what is probably TRUE about the south of France?
A. It has a large number of caves.
B. It is home to rare animals.
C. It is known for horse-racing events.
D. It has attracted many famous artists.
44. According to the passage, which animals appear most often on the cave walls?
A. Horses **B.** Birds **C.** Bison **D.** Wild cats
45. Why was painting inside the Lascaux complex a difficult task?
A. Many painting spaces were difficult to reach.
B. It was completely dark inside.
C. The caves were full of wild animals
D. Painting materials were hard to find.
46. According to the passage, all of the following have caused damage to the paintings EXCEPT _____.
A. water **B.** light **C.** air movement **D.** temperature changes
47. What happened at the Lascaux caves in 1963?
A.A new lighting system was installed.
B. Another part was discovered
C. Visitors were prohibited from entering.
D.A new entrance was created
48. In line 11, the word 'They' refers to _____.
A. walls **B.** animals **C.** artists **D.** materials

Section Four: Controlled Writing (Questions 49-65)
Choose (A), (B), (C), or (D) to COMPLETE each of the following sentences.

(Questions 49-54)

49. The man _____ car was stolen is our neighbour.
A. who **B.** who's **C.** which **D.** whose
50. I have _____ holiday in the summer.
A. 2-week **B.** a 2-week
C.2 week **D.** a 2-weeks
51. The little girl _____ is my cousin.
A. with blue dress and red hair
B. in the red hair with the blue dress
C. in the blue dress with red hair
D. red-haired
52. Sam _____ his father.
A. looks like **B.** looks as if
C. is such as **D.** looks same
53. I didn't have a clue _____ when I got married.
A. how to cook **B. to** cook
C. at cooking **D.** how is cooking
54. The house they saw was _____ they thought.
A. a little farther that **B.** slightly far from
C. a bit further than **D.** much furthest than

(Questions 55-60)

Complete each of the following sentences. Choose (A), (B), (C), or (D) that has the correct linking words.

55. This is a cheap and simple process. _____ there are some dangers
A. And. **B.** However, **C.** Moreover, **D.** So
56. I enjoyed German _____ I wasn't good at it.
A. although **B.** because
C. otherwise **D.** therefore
57. We didn't enjoy the day _____the weather was awful.
A. because **B.** in order to
C. however, **D.** despite
58. They rushed to the hospital. ____,they were too late.
A. Therefore **B.** In addition
C. Moreover **D.** Nevertheless
59. _____she heard the news, she called and offered her help.
A. As soon as **B.** Nevertheless
C. So **D.** In spite of
60. If I were you, I'd take a pizza_____ you get hungry.
A. in case **B.** so **C.** because **D.** due to

(Questions 61-65)

Identify the one underlined word or phrase that is NOT CORRECT. Choose (A), (B), (C), or (D).

61. Did you pick up any Spain when you were in Argentina.
A B C D

62. I stopped help a girl who fell off her bike.
A B C D

63. My grandmother usually gives me a lot of advices when I ask her.
A B C D

64. Try to plan your time more reasonable. You can't do everything in one day.
A B C D

65. My friend is a honest person. He never tells a lie.
A B C D

End of Test

الجمهورية العربية السورية وزارة التعليم العالي اختبار اللغة الأجنبية للقيد في درجة الماجستير مدة الاختبار: ٩٠ دقيقة
عدد الأسئلة: خمس وستون كافة الاختصاصات عدا قسم اللغة الإنكليزية (FORM A) الاسم: ----------
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Section One: English in Use Questions 1-8
Choose the correct answer (A), (B), (C), or (D) for each question, statement or phrase.

1. What's up?
A. Not many. **B.** Pass me your dictionary.
C. Not much. **D.** Yes, of course.
2. Do you want hand with that?
A. My hands are empty. **B.** Yes, thank you.
C. What a pity! **D.** That's so mean.
3. Can I just stop there for a moment?
A. Ok, no problem. **B.** Let's go for a walk.
C. No, you don't. **D.** I don't mind team work.
4. I am sorry for missing the party.
A. Congratulations! **B.** I wish you were there.
C. Actually, I'm not into music. **D.** Neither am I.
5. I am afraid I've got some news; Jack has made a car accident.
A. How dare you? **B.** Good Luck!
C. Fantastic! **D.** That's awful, I am sorry to hear that.
6. When are you due Jane?
A. I'm positive. **B.** Absolutely outstanding!
C. Next month. **D.** No joke!
7. Shake a leg, we will miss the train.
A. I feel homesick. **B.** This will cost me an arm and a leg.
C. Ok. **D.** Break a leg.
8. It is very stuffy in here.
A. I will open the window. **B.** I'll turn on the heating.
C. Here's your mobile. **D.** It didn't.

Section Two: Structure Questions 9-32
Choose the correct answer (A), (B), (C), or (D) for each of the following.

9. My sister is thinking _____ changing her car to a bigger one.
A. from **B.** in **C.** off **D.** of
10. I think she should put____ the wedding. She keeps arguing with her fiancé.
A. off **B.** on **C.** up **D.** out
11. "Why is Emily absent today?"
"I'm not sure. She _____ sick."
A. must be **B.** could be
C. has to be **D.** should have been
12. When I was shopping for curtains at the mall, I noticed that I _____ my wallet at home.
A. have left **B.** had left
C. leave **D.** was leaving
13. "It's Randy's birthday today." "Really! I _____ him now."
A. call **B.** am going to call
C. will call **D.** will have called
14. I like my French teacher. She doesn't mind _____in class.
A. eat **B.** to eat **C.** eating **D.** to eating
15. We _____ tennis when he sprained his wrist yesterday.
A. play **B.** have played
C. were playing **D.** will be playing
16. More and more women nowadays _____ international dishes at home.
A. used to cook **B.** are cooking
C. were cooking **D.** had cooked
17. "Why is your hair wet?" "I _____ for hours."
A. swim **B.** had swum
C. have been swimming **D.** couldn't swim
18. I _____ a video game when I was a child, but now all children do.
A. used to play **B.** didn't used to play
C. used to not play **D.** never used to play
19. My kids prefer to play with _____.
A. each other **B.** their selves **C.** their own **D.** ourselves
20. If Sam had been smarter, he _____ sociolinguistics.
A. will study **B.** had been studying
C. might study **D.** would have studied
21. She said she _____ her assignment the day before.
A. had finished **B.** has finished
C. was going to finish **D.** finishes
22. There's _____ milk in the fridge. I should buy some more.
A. a few **B.** a little **C.** a bit **D.** much
23. My cousin is _____ actor. He lives in _____ USA.
A. an – X **B.** the – X **C.** an – the **D.** a - the
24. This book is really _____. I don't think I can read another word.
A. horrible **B.** amusing **C.** fantastic **D.** outstanding
25. "I'm not interested in music." "_____. I prefer movies."
A. So am I **B.** So I am
C. Neither I am. **D.** Neither am I
26. Disease is still a problem in some countries. More vaccines _____ so that everyone can live a healthy life.
A. should be produced **B.** must produce
C. should produce **D.** were producing
27. I'm in this class, _____?
A. am I **B.** amn't I **C.** are I **D.** aren't I
28. I wish I _____ a dishwasher. I spend half of my day in the kitchen.
A. have **B.** had **C.** can have **D.** am having
29. If I _____ a bird, I'd fly the world.
A. am **B.** were **C.** have been **D.** had been
30. I _____ this laptop since I _____.
A. have – have graduated **B.** had - graduated
C. have had – graduated **D.** have had – had graduated
31. If you want to park in the school parking lot, you _____ a parking permit.
A. are supposed to get **B.**are supposed to getting
C. allowed togetD. supposed to get
32. I'm happy with the _____ taking place in my town.
A. improve **B.** improved
C. improving **D.** improvements

Section Three: Reading (Questions 33-48)

Read the following texts and choose (A), (B), (C), or (D) for each of the questions following.

(Questions 33-40)

Mexican painter Frida Kahlo (1907-1954) was both a talented artist and a woman of great courage. Her paintings tell an amazing story of tragedy and hope.

At the age of six, Kahlo developed **polio**, and she spent nine months in bed. The illness damaged her right leg forever. Most girls didn't use to play sports back then, but Kahlo played soccer and took up boxing. Exercising helped Kahlo get stronger. Kahlo even dreamed of becoming a doctor one day.

At 18, Kahlo was in a terrible bus crash, and her destiny changed. She wore a full body cast for months because her injuries were so bad. But again, Kahlo refused to give up. She entertained herself by painting self-portraits. She said, "I paint myself because I'm often alone, and because I am the subject I know best."

Kahlo suffered from very bad health the rest of her life, but she continued to paint. Other artists began to recognize her talent – an unusual **achievement** for a woman at the time. In 1929, she married famous Mexican painter Diego Rivera, but their marriage was troubled. Kahlo once said, "There have been two great accidents in my life … Diego was by far the worst."

Kahlo became pregnant three times. Unfortunately, because of her injuries from the bus accident and her generally poor health, none of her babies survived childbirth. This sadness almost destroyed Kahlo. Her paintings often show a broken woman, both in heart and body.

33. Which of the following is TRUE about Frida Kahlo's childhood illness?
A. She had to stay in bed for weeks.
B. She loved her doctor.
C. It affected her right arm badly.
D. She had it in 1913.

34. Kahlo got healthier after her childhood illness by _____.
A. painting **B.** playing soccer **C.** drawing **D.** sleeping

35. Kahlo often did self-portraits _____.
A. because she knew herself very well
B. as she wanted to get rich
C. in order to attract her husband
D. to become famous

36. Which of the following is NOT TRUE about Kahlo's marriage?
A. Kahlo's husband was a well-known artist.
B. She got married at 22.
C. She had a happy marriage.
D. Kahlo compared her marriage to the bus accident.

37. Kahlo didn't have children because of _____.
A. her bad health **B.** the bus crash
C. her husband **D.** both A and B

38. 'Polio' in paragraph 2 is a _____.
A. disease **B.** machine **C.** painting **D.** hobby

39. The word _____ in paragraph 3 means 'a special hard case that protects a broken bone'.
A. destiny **B.** crash **C.** cast **D.** portrait

40. In paragraph 4, the word 'achievement' is a/ an_____.
A. verb **B.** noun **C.** adverb **D.** adjective

(Questions 41-48)

Nowadays, more industries entrust their operations to new gadgets, software and programs that can transform the workplace. One such technology that has the potential to revolutionise workplaces in the coming years is RPA (Robotic Process Automation). With more industries starting to embrace RPA software, RPA robots would be able to handle mundane, repetitive tasks like some of the clerical work normally dealt with by administrative staff, **thereby** lowering running costs and increasing productivity.

There is a common concern that companies employing technology like RPA are only interested in increasing their profit margins through cost reduction, and that this trend would eventually leave most of the workforce jobless. However, while it is true that the menial tasks of administrative and **clerical** jobs are likely to be taken over by automation, the demands on the average office worker will evolve to include more creative work, managerial duties and communication with clients and suppliers.

The skills required of future workers are also bound to change. Moving away from basic data entry skills, the worker of the future will be expected to have transferable problem-solving and **critical** thinking skills that will enable them to tackle any difficult situation and work independently to find solutions.

The ability to adapt and be agile would also be essential in a world that is likely to become increasingly volatile, uncertain and complex. This flexibility, coupled with the desire to keep learning and the initiative to step forward, the successful worker of the future is one who will be able to use their skills to find opportunities, make improvements and accept new challenges wherever they'll be working.

By equipping our future workers with such business skills, we can ensure that when automation fully takes over, our workers will have the survival skills to become better employees and leaders of the future.

41. This article mainly discusses _____.
A. the changing workplace **B.** advancements in RPA technology
C. causes and treatments for headaches
D. the survival skills required for workers

42. Some people fear that _____.
A. they might not be able to adapt with technology
B.RPA will lead to unemployment
C. job opportunities will be restricted to office workers only
D. technology will kill creativity

43. People with critical thinking skills _____.
A. are less likely to survive the challenges of future changes
B. will meet the requirements of future jobs.
C. will survive easily in the future work environment
D. Both B & C

44. According to the text, adaptability and agility _____.
A. are additional qualities that future workers might want to have
B. are core qualities that future workers should possess
C. are too hard to be attained by future workers.
D. are not always needed in the future work environment.

45. Changes in the nature of future jobs _____.
A. are mainly affected by RPA **B.** are merely a prediction
C. will depend on the current skills of workers
D. will bring benefits to everyone.

46. In paragraph 1, the word 'thereby' means _____.
A. in doing so **B.** far away **C.** next to **D.** for this reason

47. In paragraph 2, the word 'clericalmeans _____.
A. manual **B.** traditional **C.** office **D.** unusual

48. In paragraph 2, the word 'critical' is a/ an _____.
A. verb **B.** noun **C.** adverb **D.** adjective

Section Four: Controlled Writing (Questions 49-65)
Choose (A), (B), (C), or (D) to COMPLETE each of the following sentences.

(Questions 49-54)

49. I liked the seaside resort _____ we spent our vacation last summer.
A. who **B.** whose
C. where **D.** that

50. A:"Would you like to play the drums or the piano?"
B:"I think _____ either. I want to be a singer".
A. I'd rather not learn
B. I'd rather not learning
C. I don't rather learn
D. I'd not rather learn

51. My city has a serious problem. There _____ public transportation.
A. are too many
B. is a few
C. aren't enough
D. isn't enough

52. I'm looking forward to my _____ next month.
A. seven days holiday
B. seven-day holiday
C. holiday of seven day
D. seven-days holiday

53. Working as a bank teller is _____ being a party planner.
A. as much as
B. less interesting than
C. as interesting that
D. as better paid as

54. Can you tell me _____
A. when duty-free shops open.
B. when do duty-free shops open.
C. when duty-free shops open?
D. when do duty-free shops open?

(Questions 55-60)

Complete each of the following sentences. Choose (A), (B), (C), or (D) that has the correct linking words.

55. _____ you get off a plane in a foreign country, you should go through Customs.
A. Where **B.** When **C.** While **D.** Then

56. She was in the sun for a long time. _____, she was sunburned.
A. Therefore **B.** But **C.** Because **D.** As

57. She'd better start working harder. _____, she will lose her job.
A. Consequently **B.** However
C. Otherwise **D.** Furthermore

58. _____ the bad weather, they went out for a walk.
A. Due to **B.** Because
C. Hence **D.** In spite of

59. We will postpone the meeting _____ some technical issues.
A. since **B.** although
C. due to **D.** because

60. People started to leave _____ it was getting dark.
A. as **B.** however
C. so that **D.** in addition

(Questions 61-65)

Identify the one underlined word or phrase that is NOT CORRECT. Choose (A), (B), (C), or (D).

61. **Nutrition** (A) experts always warn us **to don't** (B) eat **a lot of** (C) processed **food** (D).

62. I can't **find** (A) my wallet; I **should have left** (B) it in **the** (C) shop where I **bought** (D) coffee.

63. She **had to** (A) give **off** (B) her job **when** (C) her son **was born** (D).

64. By the next **century** (A), people will **using** (B) all the energy resources **on** (C) our **planet** (D).

65. I **am taking** (A) the train **who** (B) is **leaving** (C) **at** (D) 10 am.

End of Test

الجمهورية العربية السورية وزارة التعليم العالي اختبار اللغة الأجنبية للقيد في درجة الماجستير مدة الاختبار: ٩٠ دقيقة
عدد الأسئلة: خمس وستون كافة الاختصاصات عدا قسم اللغة الإنكليزية (FORM A) الاسم: ----------

Section One: English in Use Questions 1-8
Choose the correct answer (A), (B), (C), or (D) for each question, statement or phrase.

1. Do you mind opening the door?
A. Yes, of course, go ahead. **B.** No, not at all.
C. Yes, it is quite stuffy. **D.** Let me think about it.

2. Could you put everything in the dishwasher, please?
A. Why should I always do it? **B.** Really?
C. How come? **D.** How long for?

3. Could you explain your idea in more detail, please?
A. Sure. **B.** Who? **C.** How long? **D.** not sure.

4. Is Suzan the right person for this job?
A. That's true **B.** I see
C. I think so too. **D.** Absolutely, she's ideal.

5. Do you think we can meet on Tuesday at 9.15 a.m.?
A. I'm afraid I can. **B.** Sorry, no problem.
C. You might. **D.** Sorry, I can't make it then.

6. Can I speak to Mr. Smith, please?
A. Hold on a second, please.**B.** That is fine.
C. Might be. **D.** It's Ok for me.

7. How's everything going?
A. pretty. **B.** That's good to know.
C. Surly. **D.** Not bad, thanks.

8. You look concerned, what's up?
A. I have an exam tomorrow. **B.** Finally, I passed my exam.
C. Do you agree? **D.** I wish you luck.

Section Two: Structure Questions 9-32
Choose the correct answer (A), (B), (C), or (D) for each of the following.

9. I tried to learn German, but I gave _____. I was terrible at it.
A. with **B.** up **C.** on **D.** off
10. Language students are usually worried _____ feeling stupid in class.
A. about **B.** at **C.** for **D.** from
11. She _____ be single. Look at the wedding ring on her finger.
A. perhaps **B.** mustn't **C.** must **D.** can't
12. When she got to work yesterday, she _____ that she_____ her laptop at home.
A. realizes/ has left **B.** realized/ has left
C. realized/ had left **D.** has realized/ had left
13. "It's Alan's birthday today." "Really! I _____ him now."
A. 'm going to call **B.** 'm calling
C. 'll call **D.** 'll be calling
14. "My parents bought a house in the mountain." "_____?"
A. didn't they **B.** Did they **C.** Have they **D.** Did your parents
15. He _____ back from work when he _____ a tree.
A. was driving/ was hitting **B.** drives/ hits
C. drove/ hitted **D.** was driving/ hit
16. How long _____ your best friend?
A. have you known **B.** have you been knowing
C. do you know **D.** you have known
17. Your eyes are red! _____?
A. Are you crying **B.** Do you cry
C. Have you been crying **D.** Are you cried
18. He ___ 50 hours a week, but now he only works 34 hours.
A. used to work **B.** didn't use to work
C. used to working **D.** used to worked
19. My sister made the cake _____.
A. myself **B.** itself
C. her self **D.** herself
20. If I'd stayed at home, I _____ my husband.
A. won't meet **B.** wouldn't meet
C. wouldn't have met **D.** 'm not going to meet
21. You _____ go to the meeting. It isn't obligatory
A. hadn't to **B.** don't have to
C. mustn't **D.** aren't allowed
22. Don't run. We have _____ time.
A. a lot**B.** lots**C.** a few**D.** plenty of
23. Lee's ____ doctor and he works in ____ biggest hospital in ____ London.
A. the/ a/ X **B.** a/ the – the **C.** a/ the/ X **D.** a/ X/X
24. I think footballers are _____.
A. overpaid **B.** underpaid **C.** unpaid **D.** paidless
25. "I never eat fish." "_____. I can't stand it.wsa"
A. Neither do I**B.** Neither I eat
C. So do I**D.** Nor have I
26. My car _____ at the moment.
A. is repaired **B.** is being repaired
C. was repaired **D.** has been repaired
27. Sandra's been to France, _____?
A. is she **B.** has she **C.** hasn't Sandra **D.** hasn't she
28. We wish we _____ a holiday.
A. could afford **B.** can afford
C. afford **D.** will afford
29. If I _____ more money, I'd buy a bigger house.
A. have **B.** had **C.** 've had **D.** 'd had
30. We _____ for the train _____ two hours.
A. have waited/ already **B.** have been waiting/ since
C. have been waiting/ for **D.** am waiting/for
31. Nurses _____ shifts.
A. are supposed to working **B.** are supposed to work
C.supposed to working**D.**have supposed to work
32. "I've passed all my exams."
Jack said _____ all his exams.
A. I've passed **B.** I'd passed
C. he's passed **D.** he'd passed

Section Three: Reading (Questions 33-48)

Read the following texts and choose (A), (B), (C), or (D) for each of the questions following.

(Questions 33-40)

1 Most advertising in ancient times was word-of-mouth, that is, people liked something and told others about it. Also, in Rome and Greece, in ancient times, it was, common for people to use papyrus, a kind of paper, to advertise things they had lost or found. Papyrus was also used for posters to advertise political campaigns. Many traces of these advertisements have been found in the ruins of Pompeii. The tradition of wall or rock painting as a way of advertising goods is even more ancient and examples can still be found in parts of Asia, Africa and South America.

2Printing developed in the 15th and 16th centuries, and this increased the forms of advertising. Handbills became common. Then, by the 17th century, advertisements started appearing in weekly newspapers in England. In the 19th century mail order catalogues appeared, promoting all kinds of goods.

3 Finally, the 1960s were a key period in the development of advertising. Advertisements became more creative and more interesting. Also, they began to draw attention to the 'unique selling points' of products that make a product different from competitors' products.

4 These days, advertisers have come up with new ways of promoting their products. For example, product placement is now common. This is advertising in TV programmes or films by having a character, preferably played by a famous actor, use a particular product. For example, Tom Cruise's character in the movie, Minority Report, had a computer with the Nokia logo on it.

5 TV commercials are a very effective medium for advertisers, though **these** are very expensive. If an organization wants to have a 30-second TV advert during the annual Superbowl game in the United States, they have to pay about $2.5 million.

6 Perhaps the most interesting development is the use of famous personalities to endorse a product. The basketball player, Michael Jordan, endorsed Nike products and wore them while playing. Getting well-known personalities to endorse a product can be very expensive, but endorsements certainly increase a product's sales, especially if the personality has a positive image in the eyes of the public.

33. The text is mainly about _____.
A. the history of advertising **B.** modern advertising
C. advertising- now and then **D.** famous advertisements

34. Papyrus was _____.
A. more ancient than rock painting **B.** a type of paper
C. common in South America **D.** an ancient city

35. All of the following are true about the 1960's EXCEPT _____.
A. advertisements gave much more information
B. people used more imagination when making advertisements
C. advertisements focused more on the special features of products
D. advertisers made advertisements more entertaining

36. Which of the following statements is TRUE about printing?
A. It's an ancient way of advertising.
B. Buying products by mail delivery started in the 17th century.
C. It contributed to increasing different types of advertisements.
D. Newspaper advertisements started in the USA.

37. _____ is an old way of advertising.
A. Endorsement **B.**TV commercials
C. Product placement **D.** Wall painting

38. Endorsements are a good way of advertising because they __.
A. cost up to $2.5 million **B.** increase sales
C. only appear on TV adverts **D.** only use footballers

39. In paragraph 1, the phrase _____ means "passing messages from one person to another orally".
A. papyrus **B.** posters **C.** word of mouth **D.** rock painting

40. In paragraph 5, the word 'these' refers to _____.
A.TV commercials **B.** medium **C.** advertisers **D.** game

(Questions 41-48)

1In the 1990s, mobile phones were status symbols for wealthy businesspeople. Phones were big and heavy, and the signal was **poor**, so people shouted when using them. Over the next ten years, technology improved and prices fell considerably. In many rich countries the mobile phone became the teenager's favourite toy. In just 20 years, mobiles have changed the way people do business and socialise in rich countries. But mobile technology is having a dramatic impact on life in the developing world.

2 In Africa, inexpensive mobile phones in areas where there are no landline telephones has already helped many people to start small businesses. Before that, starting a business meant renting a shop or an office, which was expensive. If customers called when the owner was out, business was lost. Now business owners can write their mobile number on an advertisement, put it on a notice board and wait for customers to call them. Thus, thousands of people can find a market for their goods or services.

3 In India, fishermen now use their mobiles to find the best market for their fish before they return to shore. A few quick calls on their mobile phones can tell **them** which ports to visit to find the best price for the fish and avoid unnecessary **waste**.

41. The main idea of the text is that _____.
A. mobile phone companies are now making big profits from poor people in Africa and Asia.
B. the mobile phone is helping poor people to earn money and improve their living conditions.
C. schools are facing serious problems because teenagers are wasting too much time on their mobile phones.
D. the spread of the mobile phone is a threatening alarm in many countries.

42. The underlined word '' poor '' in paragraph 1 means ___.
A. not wealthy **B.** unfortunate **C.** weak **D.** deprived

43. It took mobile phones _____ to change economic and social life in rich countries.
A. a decade **B.** two decades**C.** three decades **D.** several years

44. Mobile phones have made Africans' lives _____.
A. more complicated **B.** healthier **C.** faster **D.** more efficient

45. At the moment mobile phones are used to _____.
A. sell products **B.** rent shops
C. rent offices **D.** to perform businesses

46. It can be inferred from the passage that mobile phones __.
A. indicated success and fortune at some time.
B. have affected social life negatively.
C. have improved teenagers' lives.
D. have harmed the economic conditions in developing countries.

47. According to the passage, mobile phones in India have helped fishermen in each of the following aspects EXCEPT __.
A. locating fish easily **B.** making best profits
C. making effective use of their resources **D.** finding buyers

48. The pronoun ''*them*'' in paragraph 3 refers to:
A. mobiles **B** quick calls **C.** ports **D.** fishermen

Section Four: Controlled Writing (Questions 49-65)
Choose (A), (B), (C), or (D) to COMPLETE each of the following sentences.

(Questions 49-54)

49. My neighbor, _____ son goes to my son's school, has just bought a new car.
A. where **B.** which
C. when **D.** whose
50. Mary's house is _____ I expected.
A. very much more spacious than
B. far more spacious than
C.lot more spacious than
D. a bit more spacious as
51. Could you tell me _____ to Victoria?
A. does this train go
B. this train goes
C. if this train goes
D. where this train goes
52. A taxi ____ and took me to the airport.
A. picked me up
B. picked up with me
C. picked up me
D. bumped into me
53. Be careful___ a noise when you come home tonight.
A. to don't make
B. not to make
C. to not make
D. to make
54. My cousin _____.
A. is red shoulder-length hair
B. has a red shoulder length hair
C. has shoulder-length red hairs
D. has fair shoulder-length hair

(Questions 55-60)

Complete each of the following sentences. Choose (A), (B), (C), or (D) that has the correct linking words.

55. In Wales, the Welsh language is a subject in schools. _____, in Ireland, the curriculum includes the Irish language.
A. In the same way **B.** Whereas
C. In contrast **D.** On the contrary
56. Some people think that 18 is too young to start driving. _____, others believe that careful drivers can manage.
A. However **B.** In addition
C. Furthermore **D.** Next
57.He plays the guitar professionally _____his father did.
A. as if. **B.** until **C.** what **D.** just as
58. Aeroplanes cause a lot of air pollution. _____, they make a lot of noise when they land and take off.
A. In addition **B.** However,
C. Although **D.** Nevertheless
59. Emma has no money; _____ she visits the shops almost every day.
A. nevertheless **B.** even though
C. for example **D.** moreover
60. He is very rude and inconsiderate. _____, he does not pay any efforts to improve his performance.
A. Moreover **B.** But **C.** So **D.** Yet

(Questions 61-65)

Identify the one underlined word or phrase that is NOT CORRECT. Choose (A), (B), (C), or (D).

61.I'm visiting the place where I grew up in.
A B C D

62. We live in a house buying by my father in 1992.
A B C D

63. If I were you, I will ask for some help.
A B C D

64. I am afraid I forgot locking the door before I left.
A B C D

65. The weather forecast is good so we could not need our umbrella tomorrow.
A B C D

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