

FCE Reading and Use of English Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Tips for making your own short film

These days it's easy to make a film. You don't need to **0** purchase expensive equipment, you can simply use your mobile phone. Start by **1** _____ up with a good idea. You can **2** _____ out lists of ideas online to give you inspiration. A good script can make all the difference so before filming, your script should become the **3** _____ of your time. Keep it simple and **4** _____ on developing one character well in the short time you have.

Select appropriate venues for filming. Avoid places where you'll be **5** _____ by people who turn and stare at the camera.

Make sure there's nothing unusual in the **6** _____ to distract from what the main actor's doing. And make sure the light is right. You want to give the **7** _____ of depth, not have strange shadows covering the actor's face. Finally, when you've finished filming and edited your work, show it to friends and get some feedback. No film-maker can **8** _____ in the film industry without that.

0	A <u>purchase</u>	B achieve	C invest	D earn
1	A starting	B thinking	C going	D coming
2	A check	B figure	C look	D make
3	A attention	B focus	C target	D attraction
4	A work	B take	C bring	D try
5	A contained	B grouped	C closed	D surrounded
6	A window	B conditions	C background	D context
7	A image	B attitude	C impression	D theory
8	A accomplish	B win	C overcome	D succeed

FCE Reading and Use of English Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: (0) FOR

A festival of colour

It's early March and people in India are preparing **0** _____ Holi, a spring festival which signals the end of winter. It's an event which has been **9** _____ place for centuries, and one which **10** _____ attracting more and more tourists from around the world.

On day one of the festival, towns and cities become awash with colour. People light bonfires and play music, sing and dance. They place coloured powder **11** _____ each other's faces and throw some of that same powder in the air. Coloured water adds **12** _____ the fun too. Very quickly, people are covered in a variety of colours. The point of this is to **13** _____ the impression that they **14** _____ all equal. Day two is a much quieter affair. People **15** _____ a tendency to spend it with family, after they've cleaned up of course.

If you have **16** _____ attended Holi, you'll know that it's not a place to wear your best clothes. It's also a good idea to place oil on your skin so that it doesn't absorb the powder – otherwise it can be impossible to remove.

FCE Reading and Use of English Part 3

For questions **17-24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning **(0)**.

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: **(0) BEAUTIFUL**

An inspirational city

The **0 BEAUTIFUL** city of Jaipur in India is known by two names; 'The Paris of India' and 'The Pink City'. The first relates to its superb architecture and **17** _____ atmosphere and the second to the fact that the majority of buildings are painted pink! One of Jaipur's prominent **18** _____, the Hawa Mahal, is a good example of both names. The stunning structure, built in the shape of a crown, is **19** _____, and its intense colour is typical of the city. Just why is Jaipur mainly pink? One **20** _____ is that when Prince Albert visited in 1876, the ruler had the whole city painted in the symbolic Indian colour of **21** _____. Another theory is that most of the buildings had been built of pink sandstone and the ruler was **22** _____ making the city look more uniform. Whatever the reason, Jaipur's beauty is known **23** _____. Tourists and artists are drawn from all over the world by the **24** _____ of its colourful appearance.

- 0 BEAUTY**
- 17 ROMANCE**
- 18 ATTRACT**
- 19 IMPRESS**
- 20 EXPLAIN**
- 21 HOSPITABLE**
- 22 SIMPLE**
- 23 NATIONAL**
- 24 ORIGINAL**

FCE Reading and Use of English Part 4

For questions **25-30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example **(0)**.

0 'Where did you see dolphins in the wild?' Willem enquired.

ASKED

Willem **ASKED ME WHERE I HAD** seen dolphins in the wild.

25 'Do you know when the next cloudless night is?' my brother asked.

IF

My brother asked me _____ the next cloudless night was.

26 ‘What time did Sofia leave this morning?’ asked Mack.

SET

Mack wondered what time Sofia _____ that morning.

27 ‘Don’t bother looking for the Northern Lights tonight’ Marta said.

TOLD

Marta _____ looking for the Northern Lights tonight.

28 ‘Please don’t make a mistake when you book our flights’ said Ben.

MESS

Andy asked Ben _____ when he booked their flights.

29 ‘I’ve been doing some fascinating activities this year’ said Natalia.

PARTICIPATING

Natalia told me that _____ some interesting activities that year.

30 ‘Did you see any memorable sunsets on your trip?’ Philip asked.

ACROSS

Philip asked me _____ any memorable sunsets on my trip.

FCE Reading and Use of English Part 5

You are going to read a story that took place in a park. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

The pencil feels good in my hand again; an old friend. The recent weeks in hospital disappear as I move it across the blank page. I’m feeling content and in my element; one of those rare moments when you just feel pure joy at being where you are. I can hear the twins squabbling behind the bench, on the grass. ‘I won!’ Melia. Triumphant. ‘No, you didn’t! I did.’ Katie. Cross. ‘You can’t do that!’ ‘I just did!’ Then the inevitable, ‘That’s so not fair! Mummee...’ I can see without looking – the cards thrown down in anger on the grass, and I can feel the air tremble with Katie’s growing bad temper.

But my mind is distracted for a moment as a shadow falls over my sketchbook. A tall, slim woman in a white dress seats herself beside me on the bench and I give an apology, quickly sweeping some empty sticky chocolate bar wrappers from the twins’ picnic into my bag. She says nothing, but sits, erect, staring straight in front of her at the tree I’m sketching. It’s difficult to assess her age behind the dark glasses. About 55? I carry on sketching, trying to ignore the battle going on between my children. The lady in white will soon discover that she’s chosen the wrong park bench to sit on this sunny, Sunday afternoon.

And it kicks off. A screech from Katie. I don’t need to turn. ‘Melia – give Katie back her cards! Play nicely. Or NO ICE CREAM.’ Silence and I turn to the woman, to offer an apology for my children doing what children do, but she’s still staring at my tree. Then I notice something that gives me a little shock. Her fifty-or-so year-old fingers are curling tightly around a white leather bag on her lap and the ring on her third finger flashes briefly in the sunshine. It’s large, multi-coloured. I remember that ring. It flashed in front of me every time she ripped a page from my sketchbook in Year 10 art class. I used to focus on it as she humiliated my artistic attempts in front of the group, hoping that my burning cheeks would cool before I had to turn to face my classmates again.

We all have our trials as a teenager, and mine was that I blushed far more easily than anyone else. Anything could set me off, not understanding a joke, a comment about my hair, everyone looking at me when I was asked a question. I just got hot and went deep pink. And of course, my classmates played on it – they thought I was hilarious. Teachers, for the most part, were sympathetic. The woman in white wasn't one of them.

'Miss Davenport?' I say in a small voice. The head turns and I see my reflection in the glasses, still pale from my illness. The ring flashes again as she removes them, and I'm looking directly into the cold, blue eyes I remember so well. They drop very briefly to my sketchbook and then look back at me. 'Susan Grant,' she states and her lips twist as though my name tastes nasty. 'I should have known. No talent then and no talent now. It looks like a pineapple.' And I can't help it. I'm back in art class and my cheeks are on fire. I automatically cover my sketchbook so that she can't rip the page out. But, of course, she doesn't. She stands and turns to find another bench, one without squabbling toddlers or untalented ex-students. As she turns, I notice, with a naughty pleasure, that I'd missed a chocolate wrapper and her perfectly white skirt has a dark brown mark on the back. My cheeks cool immediately.

'That's a pretty tree mummy,' Katie clammers onto the bench. Then she sees Miss Davenport's retreating back. Then she states in that loud voice that four-year-olds have, 'That lady's got a dirty skirt!' Miss Davenport turns, surprised. So do the people on the opposite bench. I see two pink spots appear on her cheeks and I think, 'Yes!'

31 In the first paragraph the writer is

- A unaware of her children's disagreement.
- B frustrated by a medical problem.
- C engaged in a familiar activity.
- D angry that she cannot concentrate.

32 What does the writer suggest about the woman on the bench?

- A She shouldn't wear white in a park.
- B She may regret choosing to rest there.
- C She is angry about the twins' behaviour.
- D She looks young for her age.

33 What is the significance of the ring on the woman's hand?

- A The writer admires its beauty.
- B It brings back bad memories for the writer.
- C The writer drew it when she was in art class.
- D It looks too small for the woman's finger.

34 What does underlined 'it' refer to in paragraph 4?

- A telling jokes about the writer
- B the way the writer styles her hair
- C laughing at the writer's discomfort
- D seeing the writer blush

35 What do we learn about Miss Davenport in paragraph 5?

- A she regrets how she treated the writer at school
- B she doesn't appreciate the writer's effort at drawing
- C she has no interest in the past
- D she has no time for art these days

36 How does the writer feel at the end of the extract?

A pleased that Miss Davenport is embarrassed

B proud of her sketch of the tree

C glad that she's conquered her habit of blushing

D relieved that Miss Davenport is leaving the park

FCE Reading and Use of English Part 6

You are going to read an article about fashion. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (37-42). There is one extra sentence which you do not need to use.

Back to black

'Why do you always wear black?' I've remembered this opening line from Chekhov's *The Seagull* since I first read it at college. This is because the question could have been directed at me. My obsession with black clothes at that time annoyed my parents enormously. However, I must say that, in spite of being rebellious and often a little melodramatic, I never replied as Masha did in *The Seagull*: 'I am in mourning for my life', although at times I may have thought it!

These days I still often wear black, but for many different reasons. 37 ___. Black can do all these things. But what intrigues me is how this colour moved from representing grief or rebellion to becoming the must-have fashion colour in today's world. At a time when trends and colours come and go, black is a constant, it is always 'in'. But why? I think the answer lies in the unique power of the colour itself and its many associations. Black always tells others something important about who wears it, far more than any other colour.

Many people, like Masha in *The Seagull*, associate black with mourning. Looking back in history we can see quite clearly that since Greek and Roman times black clothing has been a symbol of grief and sorrow. 38 ___. In Victorian England, widows were forced to dress in black for years. And the Romantic poets in the 19th century, including Byron, Shelley and Keats, adopted the colour as a symbol of isolation, sadness and mystery.

But, through the centuries black has also had other associations. One of these is with protest, standing against what people thought was wrong. Johnny Cash, the legendary country singer, famously wore black to remind people of the injustices he saw in society. Linked to this is the association of black with rebellion. Groups who want to show their distance from the rules and opinions of normal society often choose black as their go-to colour. My grandmother remembers the beatniks in the 1950s who wore black jumpers, berets and thick black-rimmed glasses. 39 ___. And who could imagine a biker riding a Harley Davidson wearing a yellow leather jacket?

But it's when we look at fashion trends that we can see black's biggest moment. In Victorian times, black was the uniform for servants and shop assistants, but in 1926 the influential fashion magazine, *Vogue*, had a dress by designer Coco Chanel on its cover. Referred to as the 'Little Black Dress', it immediately changed the face of fashion. It was simple, practical and elegant. 40 ___. In an instant the LBD (a term which gained a place in the Oxford English Dictionary in 2010) moved black from the shadows to centre stage, where it has remained ever since. And it continues to dominate. 41 ___. Retailers clearly want to use the flexibility and timelessness of black to reach a wide market. In terms of fashion, black suits all age groups, all skin types and can be worn for nearly any occasion. No surprise that clothing retailers are profiting from this.

So, whether black is worn to look attractive or efficient, to show sadness or sophistication, to be rebellious or appear important, it is a uniquely powerful colour. 42 ___. It is there for those occasions when we either want to fit in or stand out from the crowd. Black will always be ‘the new black’.

- A. In addition to this it was both flattering and affordable.
- B. In many countries people wore, and still wear it to funerals.
- C. This was because a new high-quality black dye became available.
- D. For instance, at formal parties I might want to look elegant and sophisticated, or when meeting clients and in work meetings to give an efficient, serious and business-like impression.
- E. We may not all be ‘in mourning for our lives,’ like Masha in *The Seagull*, but there is a strong probability that there is something black and timeless in all our wardrobes.
- F. Recent reports of on line clothes sales show that the purchasing of black items has gone up considerably in the last decade.
- G. Another example would be, of course, the Goths, whose obsession with black goes beyond clothes to eye make-up, hair and lipstick.

FCE Reading and Use of English Part 7

You are going to read an article about memorable days.. For questions 43-52, choose from the sections of the article (A-D). The sections may be chosen more than once.

Which writer ...

- 43. shared a memorable moment with a family member? ___
- 44. points out the life-changing nature of a red letter day? ___
- 45. had a red letter day that marked a long-awaited achievement? ___
- 46. gives examples of common memorable days? ___
- 47. clarifies their attitude to a particularly difficult time? ___
- 48. has sensory memories from a red letter day? ___
- 49. recalls potential red letter days that were spoiled by anxiety? ___
- 50. refused to think about the future on a red letter day? ___
- 51. mentions a red letter day that was not overshadowed by the problems that followed? ___
- 52. has kept a souvenir of a red letter day? ___

Red letter days

A Amber

It was a really empowering moment. I’d imagined how it might feel, but the reality was much, much more exciting. When you look forward to something so much that you can hardly sleep, there’s the danger that it’s going to be a bit of an anticlimax. This wasn’t. My best friend drove me to the garage to pick it up and I’ll never forget being given the keys. It wasn’t anything special and it certainly didn’t cost a fortune, but it was mine. I think people sometimes underestimate the importance of having a car and the freedom and independence it gives you. It lets you make choices and do things you’ve always wanted to do. That little sports car was rusty and broke down more often than I like to remember, but the day I sat in it for the first time was one of the best days of my life.

B Kush

It had been a challenging month. OK, to be totally honest, I'd hated every minute of it. An endless stream of revision, broken sleep, attacks of nerves and those horrible freeze moments. You know, when you turn over an exam paper and for a moment the words blur and your heart sinks because you can't remember a thing. I've got an old-fashioned wall calendar and I took great pleasure in crossing off each exam as it finished. The final day was circled in red, with LAST ONE! in capitals. It was a literal red letter day! And wow, did I prepare for it. I went into that final exam dressed for celebrating and straight afterwards we all went into town to celebrate our freedom. What an evening. It marked the end of an era. We all put the thought of failure or resits to the very back of our minds and enjoyed the moment. I've still got the calendar by the way.

C Katie

It started out as a pretty normal day for me, trying to get my head round a new story plot. I'd been passionate about creative writing since I read my first story book at the age of six. And, it wasn't as though it was unexpected. I'd been through the whole process from getting my proposal accepted (after a stack of rejections) through to final draft with everything that involved; the writer's block; the irritation with editorial comments (What did they know?); the self-doubt and so on. But, ripping open the package when it landed on my door mat and holding the book in my hands literally brought tears to my eyes. I can still feel the weight of it and smell those fresh pages and see, in bold and shiny letters, my name under the title. The first of many I'm happy to say, but never ever another moment that could beat that one.

D Alfie

I guess most people would say that their red letter days include things like getting exam results or maybe something like their wedding or the birth of a child. I have to admit that I don't remember much about my wedding – I was so nervous that things might go wrong! And what I mostly remember about the day my daughter was born was all the worry, because she arrived early and had to go in an incubator. No, for me the red letter day was when my wife and I were allowed to walk out into the hospital grounds with our tiny new baby in my arms for the very first time! We were exhausted but that couldn't wipe the big smiles off our faces.

Answer Keys

Part 1

1 D – coming. ‘To come up with something’ means to think of something new, to invent something, to have a new idea. Another phrase from the list and a similar meaning is ‘to think of something’.

2 A – check. If you check something out, you have a look at it to see if you like it or if it is any good. ‘To figure out’ means to solve some problem or to understand something. ‘To make out’ usually means to manage to see something that is not clear, e.g. to make out something in the distance.

3 B – focus. Something that is the focus of your time is what you dedicate all of your attention to because it is the most important thing.

4 A – work. To work on something is to put your effort into it. You can work on many things, such as a book, a diploma paper, a car, renovating your flat, and so on.

5 D – surrounded. Probably the easiest choice in this exercise, if you are surrounded by somebody or something, then there is too much of it next to you.

6 C – background. Background here refers to what is happening behind the main focus of the camera. If there is something happening there, it might take over the viewers’ attention.

7 C – impression. ‘The impression of depth’ is a visual effect that makes the image look more three-dimensional, more ‘real’. The author is talking about how light and shadows should work together to achieve such an effect.

8 D – succeed. To achieve success. Note that ‘accomplish’ cannot be used here as it requires a direct object without preposition: ‘to accomplish something’, but ‘to succeed IN something’.

Part 2

9 taking. To take place means to happen, to occur. Note the continuous form of the verb – as dictated by the context: “It’s an event which has been...”.

10 is. Another case of Present Continuous, this time we need to use the auxiliary ‘to be’ in the right form.

11 on. When we talk about using a surface, whether it is a table, the floor, or somebody’s face – we normally use ‘on’. Do not use ‘onto’ as it indicates movement towards something, e.g. “The players stepped onto the court for the final match”.

12 to. “To add to something” means to make something more complete, to complement it. If something adds to the fun, it means that it makes it more enjoyable.

13 give. ‘Create’ is not good enough here, as we usually say “to create AN impression”. The difference is minor in meaning, but the usage of article plays a crucial role here.

14 are. We need a verb in this sentence, so the auxiliary ‘to be’ in the plural form is required in the gap.

15 have. If you have a tendency to do something, it means that you are likely to do it. The meaning is similar to the verb ‘tend to’, from which the noun is derived.

16 ever. The test-taker might be tempted to answer ‘already’, but the second part of the sentence expresses the

idea of experience better. It is more common to see a structure with ‘ever’ to talk about something you have experienced in the past.

Part 3

17 romantic. As we are looking for an adjective to modify the word ‘atmosphere’ that comes right after the gap, we find ourselves stuck choosing between ‘romantic’ and ‘romantical’. The fact is, ‘romantical’ is used way less often and is pretty much deprecated nowadays.

18 attractions. It is easy to understand that we need a noun here. However, the more tricky part is to realise that we are looking for a plural form – the hint is the structure ‘one of...’, which introduces plurality.

19 impressive. The only confusion here can be caused by the commas surrounding the clause. Be careful to get the spelling of the word right.

20 explanation. The word ‘one’ is a clear giveaway that we need to be picking a singular form this time.

21 hospitality. Hospitality is the quality of being open and welcoming to guests.

22 simply. An adverb that suggests a more likely explanation of the curious colour chosen for local architecture.

23 internationally. It is only by reading the next sentence that we get the idea for the word in the gap. Since people from other countries are drawn to the city, it means that its fame is international.

24 originality. Originality means that the thing in question is unique, rather than a copy or an imitation of something else.

Part 4

25 if I knew when. ‘If’ is used to report so-called yes/no questions, otherwise known as closed questions. Keep in mind that when reporting somebody’s speech, we normally take the verb one step back in tense, e.g. Present Simple becomes Past Simple in its reported form.

26 had set off/out. We are forced to rephrase ‘leave’ through a phrasal verb with some choice – both ‘set off’ and ‘set out’ work fine here.

27 told me not to bother. If you are told not to bother doing something, they mean that there is no use trying to do it for one reason or another.

28 not to mess (it) up. Yet another case of substituting with a phrasal verb, to mess something up means to do something badly or to fail to do it altogether.

29 she had been participating in. We are changing Present Perfect in the direct speech to Past Perfect in the reported sentence. Another change is using the dictated ‘to participate in something’ structure.

30 if I had come across. ‘To come across something’ means to find or see something, especially if you didn’t mean to or it was not your original intention.

Part 5

31 C. In the first sentence, the author hints at the fact that it feels good to get back to drawing again. Answer A is incorrect – she can hear the children ‘squabbling’ (arguing, see vocabulary notes). Answer B is not mentioned as she just mentions having been to the hospital. The opposite of ‘D’ is said – the author is ‘in her element’.

32 B. The lady will have realised soon that this place is too noisy because of the kids playing behind her. This point is reinforced in the first sentence of paragraph three: “And then it kicks off” (in other word, it begins – it being the noise and the arguing of the author’s children). Nothing about answer A is mentioned other than the fact that the lady is wearing white. Nothing is said about the lady being angry at the kids and their noises. It is not said whether she looks old or young for her age – merely the fact that it’s hard to tell how old she is because of the dark glasses she is wearing.

33 B. The glitter of the ring brings back memories of the author’s troubled times at school. Nothing is said about the author’s opinion of the ring itself – whether she finds it beautiful or fitting the lady’s fingers.

34 D. ‘It’ refers to how easily the author would blush in the past at the slightest fact of discomfort or embarrassment. We shall discover further down in the text that even today she still tends to get blushy rather easily. You might consider choosing C as the answer, but logically it doesn’t work – they can’t play at laughing at the writer’s discomfort.

35 B. It is mentioned that the old lady’s eyes ‘drop very briefly to the sketchbook’ – this is part, and the subsequent negative comment, that allow us to choose answer B. She does not regret being mean to the author back at school – this is clear from her angry reaction to the picture. Nothing is said about whether she has time for art nowadays.

36 A. She feels content with the fact that one of the chocolate wrappers stained the old lady’s white dress, and the subsequent reaction of others in the park that follows her child remarking how ‘the lady’s got a dirty skirt’. The opposite of answer C is said – her cheeks are ‘on fire’ again after severe criticism from her former art teacher. She isn’t proud of her drawing – it is just one of her children commenting positively on it.

Part 6

37 D. The sentence before the gap talks about ‘many different reasons’, and sentence D goes on to give examples of such reasons. Similarly, the ‘things’ mentioned in the sentence after the gap are all the different effects and impressions that wearing black clothing can achieve.

38 B. ‘Wore, and still wear’ is the hint that makes us choose this as the immediate context highlights the significance of black clothing in different periods of time (as well as different parts of the world). Sentence E does not fit stylistically – we do not want to mention Masha from the Seagull so soon again, it would sound redundant. Other sentences seem to clash with the immediate context.

39 G. This sentence naturally fits the main focus of the paragraph – people of all walks of life who chose black clothing for their own reasons, to send their own message to society. Whereas sentence E fits the general mood of the paragraph, it doesn’t work great with the last sentence, because it comes back to giving

examples of people choosing to wear black. Be careful not to put sentence B here – people wear it to many different occasions, not just funerals.

40 A. The sentence here adds to the list of advantages the Little Black Dress has. Note the word *flattering* here – it means that it made the woman look slimmer than she was, as black colour tends to have that visual effect. In comparison, white clothing makes people seem slightly bigger.

41 F. The sentence before the gap mentions it (the LBD) continuing its domination of the market and fashion trends. The gap takes sentence F then to expand on the idea – black items, not just dresses, are witnessing increased demand.

42 E. Finally, we get to use the sentence to go back to the previously mentioned Masha from Chekhov’s play. A good finalizing sentence that sums up the idea of black clothes – how they can serve many different purposes and fit well in anybody’s selection of clothing.

Part 7

43 D. The family member here is the speaker’s wife. The memorable moment is when they were finally able to leave the hospital with their newborn.

44 A. The change here is the “freedom and independence” that the speaker got with the car, and how with a car they can go anywhere they want.

45 C. In the second sentence, the author mentions having been passionate about writing since they were six. The long-awaited achievement here is having their very first book published.

46 D. Sentence one has the speaker stating that most typical examples of red letter days are one’s wedding or when one’s child is born.

47 B. The speaker confesses to having ‘hated every minute of it’. In other words, they make it obvious that they did not enjoy the experience at all.

48 C. ‘Sensory’ refers to senses, in other words, it is about seeing or touching or tasting something. The sensory experience here is holding the long-awaited books that the author had published. They also mention the weight and the smell of the freshly-printed books – more proof of the sensory experience part.

49 D. The speaker admits not remembering much about their wedding because of how nervous they felt back then.

50 B. This one is a bit tricky. The speaker dressed for the exam as to celebrate it afterwards, and they didn’t consider the idea of ‘resitting’ the exam. To resit an exam means to take it again because you have failed it. In other words, they refused to consider the possibility that they might not pass the exam and will have to take it again in the future.

51 A. The problems mentioned in the question are the car breaking down all the time. Author’s joy for their car was not spoiled by the fact that they had to go through a lot of trouble with the car, which was prone to malfunctioning.

52 B. The speaker mentions still having the calendar with the marked exam day.

Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it at this level or it is too specific to be worth learning for the exam. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

And remember — you are not given a vocabulary list (or a dictionary) at your real exam.

Part 1

Script (n) – a text that contains detailed instructions and descriptions of what should take place in a film, a play, a musical and so on. The director distributed copies of the script among all the filming staff.

Venue (n) – a location where an event (in this case, filming) takes place. *It took us a while to find a suitable event for the wedding ceremony.*

Stare (v) – to look intently at something in shock, disbelief, or utter surprise. *I couldn't help but stare at the scene that was unfolding in front of me.*

Feedback (n) – (here) comments and constructive criticism on something. In other words, it is the opinion of other people about something you have made. *I could really use some feedback on the last chapter of my diploma, but unfortunately, the professor is nowhere to be found.*

Part 2

Signal (v) – used as a verb here, it means to mark, to signify, or to suggest that something is about to happen. *This symptom signals that the illness is progressing.*

Awash (adj) – if something is awash with something, it means it is covered in it or full of it. *The local flea market is awash with all kinds of souvenirs and used goods, but it takes effort to find something of real value.*

Bonfire (n) – an improvised fire that is made to keep warm, cook food or for recreation. *We saw a bonfire in the middle of the field and headed straight to it.*

Affair (n) – (here) a situation or an event. *Managerial meetings are usually a rather boring affair where nothing gets done and people just talk for hours.*

Part 3, 4

Superb (adj) – extremely good, much better than the rest, of very high quality. *The sound quality is superb, which unfortunately is not true about the vocals.*

Prominent (adj) – standing out, worthy of attention. *A prominent scientist of his era, Edison is credited with having invented many things we use to this day.*

Stunning (adj) – (here) shockingly impressive. *If you look down the cliff, the stunning view will stay in your*

memory for a long while.

Sandstone (n) – a type of natural material, a sand-coloured stone, hence the name.

Uniform (adj) – looking similar or the same, stylistically even. *Used positively. A uniform approach to city planning ensures there is no architectural clash between buildings of various types.*

To be drawn by something – to be attracted by it.

Enquire (v) – to ask a question. Pretty much a more formal variant of ‘ask’.

Part 5

Blank (adj) – empty, without any contents. *My mind suddenly went blank when the official asked about my date of birth.*

Content (adj) – happy and satisfied.

In my element – if you are in your element, it means you feel comfortable and in your place, like you belong there. *Working alone in an empty, spacious room is when I really feel in my element.*

Squabble (v) – to fight or argue about unimportant things. *The office squabbles can get on your nerves after a while.*

Tremble (v) – to shake very slightly. *I could feel the ground tremble – it was Mike approaching in his car, blasting music at full volume.*

Distracted (adj) – having one’s attention taken away, not focused on something important. *It is easy to get distracted when you are trying to study, especially if you are studying for an exam or any other important event.*

Erect (adj) – (here) straight, with perfect posture.

Assess (v) – to judge something based on its qualities. *When I assess my students, I try my best to note even the slightest nuances of their answers.*

Sketch (v) – to draw general shapes of something, without paying much attention to detail. *It was a rough but tasteful sketch of a man in raincoat, sitting on a park bench.*

Kick off (phr v) – to begin. Used especially for something that starts suddenly and with great energy.

Curl (v) – (here) to close on something – in this case, the lady closes her fingers on the handbag she has lying in her lap.

Humiliate (v) – to disrespect somebody, to make somebody lose their self-respect by saying or doing something. *The coach humiliated me by forcing me to play for the opponent’s team.*

Trial (n) – (here) a challenge, something that tests your character. *One of the many trials of college for me was having to constantly meet new people.*

Blush (v) – to have one cheeks turn red out of embarrassment.

Set off (phr v) – to start or initiate something. *This chemical is supposed to set the reaction off.*

Play on something (phr v) – to take advantage of something, to abuse it.

Pale (adj) – (here, about skin) light in colour as a result of an illness or spending too much time indoors.

Nasty (adj) – unpleasant or unkind. *She said some nasty things that were not true, just to hurt me.*

Can’t help it – if you can’t help something, you do something even though you know you shouldn’t, because you have no control over it. *I can’t help crying at the end of Titanic every time.*

Rip out (phr v) – if you rip something out, such as a page, you tear it from where it was. *I was so nervous, I was literally ripping my hairs out one by one.*

Wrapper (n) – the piece of paper that is used to wrap candies, chocolates and other sweets.

Part 6

Obsession (n) – unhealthy, extreme interest or fascination with something. *Her obsession with Ringo Star was really puzzling to me.*

Rebellious (adj) – having a tendency to openly go against the rules, to uprising and show your disregard for the accepted order. *Lara's rebellious nature made her popular with her classmates, but many teachers found her hard to deal with.*

Mourn (v) – to feel down, to abstain from any entertainment to honour somebody's death. *We mourn your loss and are ready to help if you need anything.*

Grief (n) – the meaning very similar to the verb 'to mourn', but in the form of a noun.

Sorrow (n) – the reason or cause for one's sadness.

Widow (n) – a woman whose husband has died and who has chosen not to remarry another man.

Injustice (n) – an act or practice of treating somebody unfairly or against the law. *The injustices experienced by the minorities of this country.*

Go-to (adj) – something that is the usual choice in a particular situation. *My go-to method of studying is to put headphones on so that nobody bothers me.*

Timelessness (n) – the quality of being timeless – relevant and fashionable in any time period.

Sophistication (n) – having good taste and manners. *Sophistication is what separates old money from the nouveau riche.*

Flattering (adj) – making something appear better than it really is. *The flattering comments made her feel very special.*

Dye (n) – a substance used to give colour to things.

Part 7

Clarify (v) – to make something less confusing, easier to understand. *The shopkeeper clarified that this purchase cannot be refunded because the packaging has been opened.*

Sensory (adj) – relating to senses, such as the sense of smell, taste, touch, hearing and others.

Recall (v) – to remember something. *I don't recall seeing you yesterday.*

Overshadow (v) – to make something seem less important in comparison. *My good performance at university was overshadowed by my older brother's achievements in running our family business.*

Empowering (adj) – giving you a sense of power and confidence. *They say that having a pepper spray in your pocket feels really empowering.*

Anticlimax (n) – a situation when you expect something to be much more than it turns out to be. For example, you really look forward to a celebration, and when it comes, it is actually nothing special, so you

feel underwhelmed and disappointed.

Cost a fortune – to cost a lot of money.

Underestimate (v) – not to give enough importance to something. *I underestimated the cost of running your own business and went bankrupt within the first year.*

Blur (v) – if something blurs, it looks out of focus. *The letters blurred in front of my eyes as I didn't have my reading glasses on.*

Rejection (n) – (here) when you get turned down by a publisher – in other words, when they refuse to publish your book because they don't believe it will make any money.

Final draft – the final version of some written work, such as a book or an essay, with all the corrections and alterations.

Bold (adj) – (about letters and symbols) written in thicker lines, **like this**.