

SUB-TEST: LEXICAL AND GRAMMAR COMPETENCE

PART 1

Read the text below and choose the correct word for each space.

For each question, mark the correct answer **A**, **B**, **C**, or **D** on your answer sheet.

Questions 1-10.

'Greasy spoons' very rarely appear Q1 guidebooks, but they are an essential part of life in the UK, especially for people living in the bigger cities. These small restaurants are so common that they often go unnoticed, Q2 if they were removed, the country would be on its knees. In London, the capital city of the greasy spoon, there are hundreds of them, fuelling the population with bacon, egg and sausage.

Greasy spoon cafes are so called because any cutlery that comes into contact with the food they offer Q3 immediately coated with a sticky, greasy layer of lard. More calories can be found in a cup of tea in a good greasy spoon than in a Q4 meal at a normal restaurant.

Greasy spoons are generally found slightly away from the main streets of most towns, they usually have large glass windows, a plastic sign with the name of the cafe - usually containing the name of the owner, e.g. Mario's, Bob's Place, Rita's Cafe - and a huge menu offering a Q5 variety of delights. Inside they are generally clean and functional. You'll see old Q6 seats, tables covered with cracked linoleum and plain walls. Each table has on it a bottle of brown sauce, tomato ketchup and vinegar, and pots of salt and pepper.

In a typical greasy spoon, you will find people from all Q7 of life. Poets, builders, hurrying businessmen, students lazing around with huge mugs of tea. Some read novels, some stare into space, and Q8 catch up on the day's news. At weekends there will always be large groups of friends, recovering from a night on the town.

The meals here are dangerously unhealthy, and absolutely delicious. All kinds of fried food can be bought Q9 incredibly low prices. The centerpiece is usually the traditional English breakfast. Although Q10 called a breakfast, you have to be really brave to eat it first thing in the morning, because it is huge.

Q1.	A)	upon	B)	in	C)	along	D)	through
Q2.	A)	whether	B)	only	C)	but	D)	or
Q3.	A)	is	B)	have been	C)	are to	D)	will
Q4.	A)	all	B)	whole	C)	every	D)	each
Q5.	A)	number	B)	amount	C)	quantities	D)	wide
Q6.	A)	wood	B)	wooden	C)	woodening	D)	woods
Q7.	A)	strolls	B)	strays	C)	wanders	D)	walks
Q8.	A)	others	B)	the other	C)	another	D)	one
Q9.	A)	for	B)	on	C)	from	D)	towards
Q10.	A)	they	B)	it	C)	it's	D)	its

Welcome to Mr Aslanov's CEFR lessons – LEVEL B1

PART 2

In the following text, each line (Q11-Q20) has three underlined words or phrases marked **A**, **B**, or **C**. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the line, choose **D** (no mistake).

E.g: A	According to <u>me</u> (A), she <u>mustn't</u> (B) leave <u>the</u> (C) company	D – no mistake
Q11.	Research <u>has shown</u> (A) that college students can learn <u>as many</u> (B), or more, from peers as they do <u>from</u> (C) instructors and textbooks.	D – no mistake
Q12.	<u>When</u> (A) students work effectively in a supportive group, the experience can be a very powerful way <u>to improve</u> (B) academic achievement and satisfaction <u>with</u> (C) the learning experience.	D – no mistake
Q13.	<u>Recently</u> (A) interviews with college students at Harvard University revealed that <u>nearly</u> (B) every senior who had been part of a study group considered this experience crucial to his <u>or</u> (C) her academic progress and success.	D – no mistake
Q14.	Team up <u>with</u> (A) other students immediately after class to share and <u>compare</u> (B) notes. One of your <u>teammate</u> (C) may have picked up a something you missed or vice versa.	D – no mistake
Q15.	After completing each <u>week's</u> (A) readings, team up with other students to compare your highlighting and margin notes. See if you all <u>are agree</u> (B) on what the author's major points were and what information in the chapter you <u>should</u> (C) study for exams.	D – no mistake
Q16.	Studies show that many students are unfamiliar <u>with</u> (A) library research and sometimes experience "library anxiety." <u>Forming</u> (B) library research teams is an effective way to develop a social support group for reducing this fear and for locating <u>and</u> (C) sharing information.	D – no mistake
Q17.	Having your team <u>to visit</u> (A) the instructor during office hours to seek <u>additional</u> (B) assistance in preparing for exams is an effective team learning strategy for <u>several</u> (C) reasons.	D – no mistake
Q18.	<u>If</u> (A) you are shy or unassertive, it may be easier <u>to see</u> (B) an instructor in the company <u>of</u> (C) other students.	D – no mistake
Q19.	After receiving test results, the members of a learning team <u>can</u> (A) review their individual tests together to help one <u>others</u> (B) identify the sources of their mistakes and to identify any "model" answers <u>that</u> (C) received maximum credit.	D – no mistake
Q20.	Not <u>each</u> (A) learning teams, however, are equally effective. <u>Sometimes</u> (B) group work is unsuccessful or fails to reach its full potential because insufficient thought was given to <u>how</u> (C) teams should be formed or how they should function.	D – no mistake

PART 3

Read the text below and choose the correct word for each space.

For each question, mark the correct answer **A**, **B**, **C**, or **D** on your answer sheet.

Questions 21-30.

Science is not new to the idea of controversy and fraud such as in the case of the Piltdown Man. The history of the exploration **Q21** the North Pole is another case of this nature. The two main players in this story are Robert Peary, a famous explorer in the early 20th century, and Dr. Frederick Cook, another explorer who frequently accompanied Peary on his **Q22**. Both men began their own quests to reach the North Pole in the early 1900s. However, the question of who reached the North Pole **Q23**, if either, remains hotly debated. **Q24** to Dr. Cook, he reached the North Pole on April 21, 1908. His claim is recorded in his **Q25**, in which he wrote, “With a step, it was possible to go from one part of the globe to the opposite side ... north, east, and west had vanished. It was south in every direction.” Cook then became lost in the Arctic for almost a year. In the meantime, Robert Peary was also trying to reach the North Pole. He claimed to have arrived there on April 6, 1909, **Q26** a year after Cook. However, Peary believed Cook to be dead, making him the first man to reach the Pole. In September 1909, both men managed to make it back to civilization and, within days of each other, telegraphed their rival claims to the newspapers. Controversy ensued when Peary **Q27** Cook of fraud, claiming that he had no compelling evidence to support his claim as the first man to reach the North Pole. In fact, the controversy still lingers to this day. Who was the first man **Q28** the North Pole? For many years, Peary’s supporters, backed by National Geographic magazine, had the upper hand. **Q29**, new scholarship suggests that both explorers faked their claims. In other words, neither of them reached the Pole. The definitive answer to this question has **Q30** to be found.

Q21.	A)	in	B)	too	C)	of	D)	up
Q22.	A)	investigations	B)	expeditions	C)	rescues	D)	job
Q23.	A)	first	B)	at first	C)	firstly	D)	first of all
Q24.	A)	Owing	B)	Due	C)	According	D)	Close
Q25.	A)	daily	B)	dairy	C)	day	D)	diary
Q26.	A)	almost	B)	since	C)	until	D)	during
Q27.	A)	accustomed	B)	accompanied	C)	acknowledged	D)	accused
Q28.	A)	reach	B)	to reach	C)	reaching	D)	reached
Q29.	A)	However	B)	While	C)	Whereas	D)	Within
Q30.	A)	since	B)	already	C)	yet	D)	never

ANSWERS

- Q1. B
- Q2. C
- Q3. A
- Q4. B
- Q5. D
- Q6. B
- Q7. D
- Q8. A
- Q9. A
- Q10. C
- Q11. B
- Q12. D
- Q13. A
- Q14. C
- Q15. B
- Q16. D
- Q17. A
- Q18. D
- Q19. B
- Q20. A
- Q21. C
- Q22. B
- Q23. A
- Q24. C
- Q25. D
- Q26. A
- Q27. D
- Q28. B
- Q29. A
- Q30. C