

File Test 3

Grammar, Vocabulary, and Pronunciation A

GRAMMAR

1 Complete the sentences with the correct word(s).

Example: We should leave soon – it's getting late.

get got getting

- From recent reports, it seems the conflict is _____.
getting worse gets worse got worse
- Does your cousin _____ himself into trouble a lot?
have got did get get
- Could you get Miss Davison _____ me a call, please?
to give give giving
- Susie _____ trying to take a video camera into the concert.
got caught someone got caught was got caught
- I think I'll need _____ a professional to fill in my tax forms.
get to get got
- I don't think I'll ever _____ to commuting on the Underground.
get use get used to get use

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2 Complete the sentences with the correct word(s).

Example: Please be on time for the bus. Otherwise you'll make everyone late for the show.

Other ~~Otherwise~~ Other words

- _____, the wounded will need food, shelter, and medical support.
Obvious to me Obviously Obvious
- Jack's coming to visit. _____, he's leaving the army, and he wants your advice about careers.
Incident By incident Incidentally
- I think you should take a day off tomorrow. _____, your sister doesn't visit very often.
It's after After After all
- Jason isn't very friendly, but _____ his work is concerned, he's doing a great job in the office.
as regards as a matter of as far as
- It's going to snow later, or _____ that's what the weather forecast said.
leastly at least least
- A** Have you ever tried using a dating app?
B As _____ of fact, I have.
if it mattered a matter matters
- As far as meals _____, all of the actors and film crew will be catered for.
concerned concern are concerned
- I don't understand the directions for getting to the interview. _____, I'm not sure I want the job.
It's beside Besides Beside
- On the one hand, I find war films upsetting. On _____ hand, it's important to understand the history behind them.
other the other another

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3 Replace **get** with another verb so that the sentence has the same meaning.

- 1 Could you **get** me some chocolate when you go to the shop? _____
- 2 When do you think the train will **get to** Glasgow? _____
- 3 I'm not sure if I'll **get** a letter from him or not. _____
- 4 It's **getting** really hot. I think I'll buy an ice cream! _____
- 5 Don't let me forget that I need to make an appointment to **get** my hair cut.

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Grammar total		20
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VOCABULARY

4 Underline the correct word(s).

Example: What's so funny? I don't *get hold of* / *get* the joke!

- 1 The negotiations aren't going well. In fact, I don't think we're getting *anywhere* / *on* to be honest.
- 2 I get the *impression* / *message* that Laura is trying to avoid me.
- 3 How can we get *away* / *out* of going to the meeting on Friday?
- 4 Could you please stop tapping the floor with your foot? It really gets *me down* / *on my nerves*.
- 5 Do you think Laila and Juan will get *together* / *around*? They seem to like each other.
- 6 You've got the wrong end of the *stick* / *message*. Dana's not my girlfriend, she's my cousin!
- 7 Could you get a move *out* / *on*, please? We're going to be late!
- 8 Martine hardly did any studying for her exams but she still passed them all. How does she get *out of* / *away with* it?

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5 Complete the words in the sentences.

Example: A sniper shoots at people from a hidden position.

- 1 A person who has been injured in a war is called a **c**_____.
- 2 **R**_____ are people who are forced to leave their homes, often for political or religious reasons.
- 3 A **s**_____ is when an army surrounds a city or building and attempts to take control of it.
- 4 An **a**_____ is a country that has agreed to support another country during a war.
- 5 A **c**_____ is when two armies agree to temporarily stop fighting.
- 6 A **c**_____ is someone who is not a member of the armed forces or the police.

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6 Complete the sentences with the correct word(s).

Example: The rebels blew up the bridge to stop the soldiers from getting supplies.
broke out defeated blew up

- 1 This is the second time in six years that the army has attempted to _____ the government.
break out overthrow surrender
- 2 The film's portrayal of mediaeval times really _____ my imagination.
released defeated captured
- 3 I just can't get the printer to work. It has completely _____ me!
surrendered executed defeated
- 4 According to a government spokesperson, the prisoners will be _____ tomorrow afternoon.
released broken out captured
- 5 The suspects were released from custody. However, they were forced to _____ their passports.
declare release surrender
- 6 After the attack on the city, shops in the centre were _____ and almost everything was stolen.
overthrown looted declared

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Vocabulary total		20
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PRONUNCIATION

7 Match the words to the same sound.

shell troops captive survivors besieged nerves

Example: execution shell

- 1 revolt _____
- 2 revolutionary _____
- 3 joke _____
- 4 servant _____, _____

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8 Underline the stressed syllable.

Example: re|treat

- 1 re|be||i|on
- 2 sur|vi|vors
- 3 co|mm|an|ding
- 4 his|tor|i|an
- 5 vic|tor|i|ous

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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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File Test 3
Reading and Writing A**READING**

Read the article and tick (✓) A, B, or C.

History repeated

As online video streaming has become mainstream, our obsession with historical drama series has really taken off. Indeed, some of the most popular – Poldark and Outlander among them – attract literally millions of viewers per episode. Obviously, it's the gripping storylines, breath-taking scenery, and good-looking actors in commanding roles that attract most of the attention. But what goes on behind the scenes in order to make these award-winning shows the huge success that they are? Here, TV researcher Joanne Lennox, specialist in 18th-century British history, tells us more.

“Over the past decade, due to the rising popularity of historical drama, I've acted regularly as a historical consultant for film, TV, and theatre productions, but it's definitely the TV series that are the most demanding. The vast audiences far exceed any of the other productions I have previously contributed to. With around 10–12 episodes per series, the volume of research required is far more substantial than what is needed for a film or play. Often the characters are highly fictionalized, and the narratives can bear little resemblance to the actual historical events they are based on. But despite this, it's vital that the historical context behind these dramas is carefully researched and respected during the production process.

I'm often asked what the work of a historical adviser involves. Generally, a new project begins with reading the scripts prior to filming. The script is vitally important because it puts the whole production, its events, the characters, and their relationships with each other into context. I start by reading each episode in detail, checking the historical context from every perspective, carefully considering factors such as character development, locations, scene, costume, and prop details. I draw on my historical knowledge and research skills to ensure every detail is taken into consideration. I visit libraries and museums to view ancient historical documents, plans, manuscripts, and artefacts. I've referred to countless documents including the seating plan for Anne Boleyn's Coronation Banquet, and records related to the 1512 Procession of the House of Lords from the Bodleian Library. These help me envisage how and where people would be seated and what sort of rituals they would have carried out during ceremonies and official exchanges. I've studied weapons from the era of the Battle of Culloden to help me visualize scenes and get a sense of how the characters would have felt and behaved on the day. It's also important to consider how people might have interacted on the most ordinary of days – their motivations, words, greetings, gestures, and emotional responses.

Once I've finished my initial historical analysis, I compose a detailed set of notes, a sort of 'historical commentary', which I send back to the production team. But the busiest part of my job comes after the scripts are finished and the production team is preparing for filming – questions start coming in from the various departments as they design costumes, make sets, and prepare the locations. And once the cameras start rolling, I prepare to be besieged with further questions: How would an educated gentleman sign a letter? How would a lady greet an acquaintance on the street? What games would children be playing in the street?

The smallest details are then required, for the costumes and interior design especially. What type of jewellery might a middle-class woman wear to a dinner party? What literature might the main character have on his bookshelves? I use historic paintings where possible to find

File Test 3
Reading and Writing A

clues regarding the interior style of the period: the pattern on a fabric, the design on a plate, how letters were folded and sealed. Putting together these clues allows the art and costume departments to recreate fine details, which contribute to the overall authenticity of the production.

Of course, as a historical adviser, I do sometimes feel frustrated when I notice a lack of historical accuracy in a production. But then, having worked on historical productions myself, I understand that allowances have to be made for the purposes of plot, character, budget, and schedule. I include absolutely every detail I can think of in my analysis and advice to ensure that everyone is well informed. It's up to the production team whether they choose to act on it or not – I have to trust them to make their own judgements. Besides, the question of whether screen history engages the audience of the present is perhaps the most important consideration after all."

- 1 The purpose of the article is to _____.
A promote historical drama series to a wider audience ☐
B criticize the way TV producers treat history in popular drama series ☐
C give an insight into the work of a historical researcher ☐
- 2 What does the writer suggest has caused the increased popularity of historical drama series recently?
A the stunning cinematography ☐
B the fact that the actors are often attractive ☐
C the widespread availability of internet services ☐
- 3 In her first paragraph, Joanne Lennox says that the most challenging role she has is working on _____.
A productions for television ☐
B full-length films ☐
C touring theatre productions ☐
- 4 Joanne says the characters in the productions she works on _____.
A are often extremely plausible ☐
B are often very different from the historical figures they are based on ☐
C do not physically resemble the historical figures they are supposed to be ☐
- 5 How does Joanne initially determine the context for each new production?
A She studies the script. ☐
B She interviews the director. ☐
C She reads the historical novels that a series is based on. ☐
- 6 For Joanne, what is the benefit of studying real historical documents?
A It allows her to picture the situations in different scenes. ☐
B It ensures the quality of her work. ☐
C It allows her to indulge a passion. ☐

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- 7 According to Joanne, an important part of her role is to establish _____.
 A whether the series is accurately portraying the main characters ☐
 B which locations would work best for filming ☐
 C how characters might have interacted with each other ☐
- 8 Joanne says that she is most in demand _____.
 A when she is writing her historical commentary ☐
 B during the preparation stage ☐
 C while the script is being finalized ☐
- 9 How does Joanne research details related to fashion and interior design?
 A She uses an online photography database. ☐
 B She examines the art of the corresponding historical period. ☐
 C She reads literature from the time the series is set. ☐
- 10 Joanne admits to finding the historical productions she works on frustrating at times _____.
 A because the production team can be difficult to deal with ☐
 B because the production team can take a very long time to prepare ☐
 C but she accepts that the production team has its own challenges ☐

Reading total		10
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WRITING

Write an email to your friend telling him / her about something you have a love-hate relationship with.

Write approximately 250 words. Include the following information:

- say what or who you have the love-hate relationship with
- explain why you think you have this love-hate relationship
- describe how you try to cope with or manage it.

Writing total		10
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Reading and Writing total		20
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File Test 3

Listening and Speaking A

LISTENING

- 1 Listen to five people talking about things that are happening, or have happened recently. Match the speakers (1–5) to the phrase that best describes the situation they mention (A–H).**

Speaker 1 ☐
 Speaker 2 ☐
 Speaker 3 ☐
 Speaker 4 ☐
 Speaker 5 ☐

A get away with something
 B get to know someone
 C get someone to come and fix something
 D get caught doing something
 E get on your nerves
 F get rid of stuff
 G get your hair cut
 H get over someone

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- 2 Listen to a scientist talking about what makes people like each other. Tick (✓) A, B, or C.**

- 1 Marcus says that as a scientist, he _____.
 A wants to prove his own theories ☐
 B doesn't understand why people like each other ☐
 C is curious to understand the details of human relationships ☐
- 2 Marcus suggests that if we want someone to like us, we should _____ them.
 A tell them we like ☐
 B copy ☐
 C compliment ☐
- 3 According to Marcus, 'emotional contagion' happens when people _____.
 A consciously mimic each other ☐
 B misunderstand each other's emotions ☐
 C pick up on each other's emotions without realizing ☐
- 4 To avoid negative 'spontaneous trait transference', Marcus suggests you _____.
 A say nice things about other people ☐
 B display positive emotions ☐
 C explain your personality traits to others ☐

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Listening and Speaking A

5 According to research, the brain's reward and motivation regions are activated

- _____.
- A when you listen to another person ☐
- B when you share information about yourself ☐
- C when you interact with someone you like ☐

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Listening total		10
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SPEAKING

1 Ask your partner these questions.

- 1 What is the best way to resolve a conflict between friends or family members?
- 2 Do you have any aversions? If so, to what? Why?
- 3 What historical event would you make a movie about if you could?
- 4 Do you think dating apps which show what others hate would be effective? Why / Why not?
- 5 Is it ever justified to take revenge on someone?

2 Now answer your partner's questions.

3 Talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'It's important to date someone who is interested in the same things as you.'
- 2 'It does not matter if a historical film, drama series, or novel is factually inaccurate.'
- 3 'There is never a good way of ending a relationship.'

4 Now listen to your partner. Do you agree with him / her?

Speaking total		20
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Listening and Speaking total		30
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