



Task 4 - **Deadline 4<sup>th</sup> January 2013**

## Reading and Writing – Part 5

### Exam Tips!

*What do I have to do?*

- ✓ Choose the correct words to complete a short text.
- ✓ There are eight spaces in the text and an example at the beginning (0).
- ✓ There are three options to fill each space (A, B or C).
- ✓ This part of the exam tests grammar:
  - Verb tenses and forms (go, goes, went, gone)
  - Modal verbs (might, should, can)
  - Auxiliary verbs (be, have, do)
  - Pronouns (she, her, herself)
  - Comparative and superlatives ( bigger, the biggest, more expensive)
  - Conjunctions (and, or, but)

*How do I do it?*

- ✓ Read the instructions so you know what the text will be about. There might be a picture to help you too.
- ✓ Read the whole article so you can understand the basic meaning.
- ✓ Look at the words that come before and after each space.
- ✓ Try all the options in the space before making your choice.

**For further practice use materials with following logos:**



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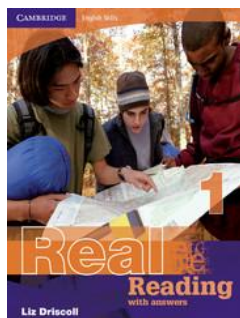
# Cambridge English

## Official Cambridge exam preparation



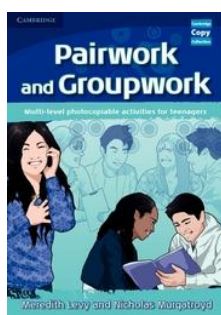


## Practise your language:



The first from a four-level skills series for young adults and adults. Learners can develop the skills they need to read English confidently wherever they are - **at home, at work, travelling, studying or just in social situations with English-speaking friends.** This edition comes with answers.

CEF Level: A2 – A2+



A supplementary photocopiable resource for teachers, including **17 topic areas**, each with three activities at different levels: elementary, intermediate and upper-intermediate. Activity types include board games, role plays, questionnaires, problem solving and projects, all ready to photocopy and go! A ready-to-use selection of pair and group activities provides **an easy way to make lessons more student-centred.**

CEF Level: A2 – B1+

## Try on-line preparation:

Online products **give you flexibility** to practise whenever it is convenient to you and your students and wherever you are. Aim for success with:

[http://www.cambridge.org/cz/elt/catalogue/subject/project/custom/item7089312/KET-for-Schools-Direct-Online-practice/?site\\_locale=cs\\_CZ&currentSubjectID=382390](http://www.cambridge.org/cz/elt/catalogue/subject/project/custom/item7089312/KET-for-Schools-Direct-Online-practice/?site_locale=cs_CZ&currentSubjectID=382390)

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CEF Level: A2



Read the article about the Three Legged Chicken.  
Choose the best words (A, B or C) for each space.

## Three Legged Chicken

A couple was driving a car (0) on a country road. Suddenly a three legged chicken came running after the car, passed (1) \_\_\_\_\_ and run into a side road. "Wow!" said the husband "Did you (2) \_\_\_\_\_ how fast that chicken could run!" Shortly after another chicken (3) \_\_\_\_\_ and passed the car with a tremendous speed. The wife said "And did you see that it had three legs!"

Now they were really curious about these chickens (4) \_\_\_\_\_ they decided to follow the road where the three legged chicken just went. Eventually they came up to a farm and to their surprise there (5) \_\_\_\_\_ a lot of three legged chickens running around. The farmer came (6) \_\_\_\_\_ to greet them. Now they had to ask him about how it was possible to breed three legs chickens. The farmer explained: "You see we are three in (7) \_\_\_\_\_ family, me, my wife and our son. And every time we had chicken to eat, we all wanted the chicken club. So we tried and tried and managed to create a rase of three legged chicken so we all could have a club!"

Fantastic! And (8) \_\_\_\_\_ does this chickens taste?

"Well", said the farmer, "there is a problem - we have still not been able to catch one!"



**Example****0** A after**B on****C at**

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1 A it

B her

C us

2 A look

B see

C watch

3 A come

B came

C coming

4 A so

B but

C because

5 A was

B been

C where

6 A in

B up

C out

7 A this

B these

C that

8 A what

B which

C how