

## PRACTICE B2 LEVEL READING TEST

*TIME: 1 HOUR*

- READ THE INSTRUCTIONS FOR EACH PART CAREFULLY.
- ANSWER ALL THE QUESTIONS.
- MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.
- ***YOU MUST TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET WITHIN THE TIME LIMIT.***
- AT THE END, HAND IN BOTH THE QUESTION PAPER AND THE ANSWER SHEET.
- YOU CANNOT CONSULT ANY DICTIONARIES OR OTHER MATERIALS DURING THE TEST.
- THE USE OF MOBILE PHONES IS PROHIBITED. ANYONE FOUND USING A MOBILE PHONE WILL HAVE THEIR EXAM ANNULLED.

There are 30 questions in this test.  
Questions 1 – 15 carry 2 marks each.  
Questions 16 – 30 carry 1 mark each.  
45 total marks for the Reading Test.

## B2 READING TEST DESCRIPTION

### GENERAL DESCRIPTION

<b>Paper format</b>	The paper contains three parts, with a range of texts and accompanying comprehension tasks. One part may contain two or more shorter related texts.
<b>Timing</b>	1 hour.
<b>No. of parts</b>	3.
<b>No. of questions</b>	30.
<b>Task types</b>	Multiple choice, gapped text, multiple matching.
<b>Text types</b>	From the following: newspaper and magazine articles, reports, fiction, advertisements, correspondence, messages, informational material (e.g. brochures, guides, manuals, etc.).
<b>Length of texts</b>	Approximately 550–700 words per text. Approximately 2,000 words overall.
<b>Answer format</b>	For all parts of this paper, candidates indicate their answers by shading the correct lozenges on the separate answer sheet.
<b>Marks</b>	Parts 1 and 2: each correct answer receives 2 marks. Part 3: each correct answer receives 1 mark.

### STRUCTURE AND TASKS

#### PART 1

<b>Task type and focus</b>	Multiple choice. Detail, opinion, gist, attitude, tone, purpose, main idea, meaning from context, text organisation features (exemplification, comparison, reference).
<b>Format</b>	A text followed by 4-option multiple-choice questions.
<b>No. of Qs</b>	8.

#### PART 2

<b>Task type and focus</b>	Gapped text. Text structure, cohesion and coherence.
<b>Format</b>	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.
<b>No. of Qs</b>	7.

#### PART 3

<b>Task type and focus</b>	Multiple matching. Specific information, detail, opinion and attitude.
<b>Format</b>	A text or several short texts preceded by multiple-matching questions. Candidates must match prompts to elements in the text.
<b>No. of Qs</b>	15.

## READING - PART 1

2 marks for each question

You are going to read an extract from a novel. For questions 1 to 8 choose the answer (A, B, C, or D) which you think fits best according to the text.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

line 15

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

- 1 As he travelled, the writer regretted his choice of
- A seat.
  - B clothes.
  - C career.
  - D means of transport.
- 2 What had surprised the writer about the job?
- A There had been no advertisement.
  - B He had been contacted by letter.
  - C There was an invitation to tea.
  - D He had been selected for interview.
- 3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt
- A confident of his ability.
  - B ready to consider any offer.
  - C cautious about accepting the invitation.
  - D forced to make a decision unwillingly.
- 4 What impression had the writer previously had of Yorkshire?
- A It was a beautiful place.
  - B It was a boring place.
  - C It was a charming place.
  - D It was an unhappy place.
- 5 What did the writer find unusual about Darrowby?
- A the location of the bus stop
  - B the small number of shops
  - C the design of the square
  - D the lack of activity
- 6 What did the writer feel the guidebooks had missed about Darrowby?
- A the beauty of the houses
  - B the importance of the bridges
  - C the lovely views from the town
  - D the impressive public spaces
- 7 How did the writer recognise Skeldale House?
- A The name was on the door.
  - B It had red bricks.
  - C There was a certain plant outside.
  - D It stood alone.
- 8 How did the writer's attitude change during the passage?
- A He began to feel he might like living in Darrowby.
  - B He became less enthusiastic about the job.
  - C He realised his journey was likely to have been a waste of time.
  - D He started to look forward to having the interview.



READING - PART 2  
2 marks for each question

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences **A – H** the one which fits each gap (**9 – 15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

## Downhill racer

*Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.*

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success. **9** After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September. **10** In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene. **11** I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

When you're riding well, you are right on the edge, as close as you can be to being out of control. **12** However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline. **13** But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn. **14** But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go. **15** A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

READING - PART 2  
(8 choices)

- |   |  |
|---|--|
| <b>A</b> I've fallen off more times than I care to remember.  | <b>E</b> The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes? |
| <b>B</b> I usually have to stop during practice sessions.   | <b>F</b> I finished last, but it didn't matter as I really enjoyed it.   |
| <b>C</b> The courses were twice as long and the crowds were twice as big.                             | <b>G</b> Nothing could be further from the truth.  |
| <b>D</b> I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year. | <b>H</b> It's not all stardom and glamour, though.   |

READING - PART 3  
1 mark for each question

**Part 3**

You are going to read a magazine article about people who collect things. For questions **16 – 30**, choose from the people (**A – D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

**Which person**

had to re-start their collection?	<b>16</b>	<input type="text"/>
has provided useful advice on their subject?	<b>17</b>	<input type="text"/>
was misled by an early success?	<b>18</b>	<input type="text"/>
received an unexpected gift?	<b>19</b>	<input type="text"/>
admits to making little practical use of their collection?	<b>20</b>	<input type="text"/>
regrets the rapid disappearance of certain items?	<b>21</b>	<input type="text"/>
is aware that a fuller collection of items exists elsewhere?	<b>22</b>	<input type="text"/>
has a history of collecting different items?	<b>23</b>	<input type="text"/>
performed a favour for someone they knew?	<b>24</b>	<input type="text"/>
is a national expert on their subject?	<b>25</b>	<input type="text"/>
is aware that they form part of a growing group?	<b>26</b>	<input type="text"/>
insists on purchasing top-quality items?	<b>27</b>	<input type="text"/>
noticed items while looking for something else?	<b>28</b>	<input type="text"/>
has to protect their collection from damage?	<b>29</b>	<input type="text"/>
would like to create a hands-on display of their collection?	<b>30</b>	<input type="text"/>



## The World of Collecting

**A** **Ron Barton** shares his home with about 200 sewing machines. His passion began when he was searching for bits of second-hand furniture and kept seeing 'beautiful old sewing machines that were next to nothing to buy'. He couldn't resist them. Then a friend had a machine that wouldn't work, so she asked Barton to look at it for her. At that stage he was not an authority on the subject, but he worked on it for three days and eventually got it going.

Later he opened up a small stand in a London market. 'Most people seemed uninterested. Then a dealer came and bought everything I'd taken along. I thought, "Great! This is my future life." But after that I never sold another one there and ended up with a stall in another market which was only moderately successful.'

Nowadays, he concentrates on domestic machines in their original box containers with their handbooks. He is often asked if he does any sewing with them. The answer is that, apart from making sure that they work, he rarely touches them.

**B** As a boy, **Chris Peters** collected hundreds of vintage cameras, mostly from jumble sales and dustbins. Later, when the time came to buy his first house, he had to sell his valuable collection in order to put down a deposit. A few years after, he took up the interest again and now has over a thousand cameras, the earliest dating from 1860.

Now Peters 'just cannot stop collecting' and hopes to open his own photographic museum where members of the public will be able to touch and fiddle around with the cameras. Whilst acknowledging that the Royal Camera Collection in Bath is probably more extensive than his own, he points out that 'so few of the items are on show there at the same time that I think my own personal collection will easily rival it.'

**C** **Sylvia King** is one of the foremost authorities on plastics in Britain. She has, in every corner of her house, a striking collection of plastic objects of every kind, dating from the middle of the last century and illustrating the complex uses of plastic over the years.

King's interest started when she was commissioned to write her first book. In order to do this, she had to start from scratch; so she attended a course on work machinery, maintaining that if she didn't understand plastics manufacture then nobody else would.

As she gathered information for her book, she also began to collect pieces of plastic from every imaginable source: junk shops, arcades, and the cupboards of friends. She also collects 'because it is vital to keep examples. We live in an age of throw-away items: tape-recorders, cassettes, hair dryers – they are all replaced so quickly.'

King's second book, *Classic Plastics: from Bakelite to High Tech*, is the first published guide to plastics collecting. It describes collections that can be visited and gives simple and safe home tests for identification.

King admits that 'plastic is a mysterious substance and many people are frightened of it. Even so, the band of collectors is constantly expanding.'

**D** **Janet Pontin** already had twenty years of collecting one thing or another behind her when she started collecting 'art deco' fans in 1966. It happened when she went to an auction sale and saw a shoe-box filled with them. Someone else got them by offering a higher price and she was very cross. Later, to her astonishment, he went round to her flat and presented them to her. 'That was how it all started.' There were about five fans in the shoe-box and since then they've been exhibited in the first really big exhibition of 'art deco' in America. The fans are not normally on show, however, but are kept behind glass. They are extremely fragile and people are tempted to handle them. The idea is to have, one day, a black-lacquered room where they can be more easily seen.

Pontin doesn't restrict herself to fans of a particular period, but she will only buy a fan if it is in excellent condition. The same rule applies to everything in her house.



# IDONEITA' B2

COGNOME																
NOME																
MATRICOLA																

Firma del candidato \_\_\_\_\_

## READING

Part 1	A	B	C	D
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2				
3				
4				

	A	B	C	D
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7				
8				

Part 2	A	B	C	D	E	F	G	H	I
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10									
11									
12									
13									
14									
15									

Part 3	A	B	C	D	E
16					
17					
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30					

Esito READING: \_\_\_\_\_

ESITO COMPLESSIVO: \_\_\_\_\_

PRACTICE B2  
USE OF ENGLISH TEST

*TIME: 45 MINUTES*

- READ THE INSTRUCTIONS FOR EACH PART CAREFULLY.
- ANSWER ALL THE QUESTIONS.
- MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.
- ***YOU MUST TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET WITHIN THE TIME LIMIT.***
- AT THE END, HAND IN BOTH THE QUESTION PAPER AND THE ANSWER SHEET.
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There are 42 questions in this test.

Parts 1, 2 and 3: each correct answer receives 1 mark each.

Part 4: each answer receives up to 2 marks each.

50 total marks for the Use of English Test.

## DESCRIPTION

### USE OF ENGLISH TEST

#### GENERAL DESCRIPTION

<b>Paper format</b>	The paper contains four parts.
<b>Timing</b>	45 minutes.
<b>No. of parts</b>	4.
<b>No. of questions</b>	42.
<b>Task types</b>	Multiple-choice cloze, open cloze, word formation, key word transformations.
<b>Answer format</b>	Candidates may write on the question paper, but must transfer their answers to the separate answer sheet within the time limit. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the separate answer sheet.
<b>Marks</b>	Parts 1, 2, and 3: each correct answer receives 1 mark. Part 4: each answer receives up to 2 marks.

#### STRUCTURE AND TASKS

##### PART 1

<b>Task type and focus</b>	Multiple-choice cloze. Lexical/lexico-grammatical.
<b>Format</b>	A modified cloze test containing 12 gaps and followed by 4-option multiple-choice items.
<b>No. of Qs</b>	12.

##### PART 2

<b>Task type and focus</b>	Open cloze. Grammatical/lexico-grammatical.
<b>Format</b>	A modified cloze test containing 12 gaps.
<b>No. of Qs</b>	12.

##### PART 3

<b>Task type and focus</b>	Word formation. Lexical/lexico-grammatical.
<b>Format</b>	A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
<b>No. of Qs</b>	10.

##### PART 4

<b>Task type and focus</b>	Key word transformations. Lexical and grammatical.
<b>Format</b>	Eight separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.
<b>No. of Qs</b>	8.

## USE OF ENGLISH – PART 1

### Part 1

For questions 1 – 12, 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).

Mark your answers on the separate answer sheet.

Example:

0    A    gain                      B    eam                      C    collect                      D    receive

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### A wildlife cameraman

I (0) ..... a living as a freelance wildlife cameraman working all over the world. It is my job to provide the (1) ..... material from which a natural history programme is (2) ..... up. If the lifestyle agrees with you, the travel and the filming can be great. There is fantastic variety: I often do not have the slightest (3) ..... where I am going or what I will see. There is also a certain pleasure in (4) ..... some of the film you take on TV, though as I am often away working, I do not always (5) ..... the programmes when they are shown.

It is unusual to get an 'easy' filming job. One of the most challenging things is (6) ..... your sense of humour under sometimes difficult circumstances. I (7) ..... to work in the region of 300 days a year and I often (8) ..... I had more time to play my guitar or see friends. Sometimes there is no (9) ..... even unpacking, when I get home.

But it is an amazing job, even though there are frustrations. What I hate most is flying – I really cannot (10) ..... with that. All things (11) ..... , if it were not for the flying, this job would be (12) ..... about perfect.



USE OF ENGLISH – PART 1  
*choices*

- |    |            |           |             |              |
|----|------------|-----------|-------------|--------------|
| 1  | A pure     | B plain   | C raw       | D bare       |
| 2  | A made     | B set     | C taken     | D put        |
| 3  | A idea     | B thought | C purpose   | D sense      |
| 4  | A noticing | B viewing | C looking   | D regarding  |
| 5  | A catch    | B glimpse | C glance    | D remark     |
| 6  | A guarding | B holding | C keeping   | D saving     |
| 7  | A expect   | B suppose | C imagine   | D rely       |
| 8  | A hope     | B desire  | C wish      | D want       |
| 9  | A reason   | B point   | C purpose   | D matter     |
| 10 | A suffer   | B stand   | C tolerate  | D cope       |
| 11 | A examined | B weighed | C consulted | D considered |
| 12 | A round    | B near    | C almost    | D just       |

## USE OF ENGLISH – PART 2

### Part 2

For questions 13 – 24, 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	O	N	E														
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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### Fashion

Throughout history people have worn clothing of (0) ... .. description or another. Apart (13) ... .. protection against the weather, clothes were also often used to show the wearer's status and wealth. Over the years, numerous fashions in clothing have come and gone. (14) ... .. some of these have been popular for relatively short periods, others have lasted longer.

Until the first half of the 20th century, the ability to follow fashion was limited to those (15) ... .. had the money to (16) ... .. so. But following fashion did not only demand money, it also required large amounts of leisure time. Wealthy people took fashion very seriously and close attention had to (17) ... .. paid to detail. Wearing the correct clothes for different occasions was very important, despite the (18) ... .. that this often meant changing clothes five or six (19) ... .. a day.

More recently, fashionable clothes have come within the reach of ordinary people. The traditional craft of dressmaking, (20) ... .. usually involved sewing (21) ... .. hand, was both costly and slow. But today, large-scale manufacturing has made it easier for people to keep (22) ... .. with changes in fashion (23) ... .. having to spend a great (24) ... .. of money.

## USE OF ENGLISH – PART 3

### Part 3

For questions 25 – 34, 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 A F R I C A N

### Tourism in Tanzania

Over the past few years, tourism in the East (0) ..... country of Tanzania has been growing fast. Tanzania has a really (25) ..... multi-cultural history and is home to many different tribes. They live peacefully together and have a wide range of (26) ..... , such as farming and making traditional (27) ..... . Visits to tribal villages, notably to those of the Masaai in the north of the country, are often a highlight of travel itineraries. Last year, Tanzania welcomed about 290,000 visitors, which made tourism the (28) ..... most important source of foreign exchanges; only coffee and cotton brought in more revenue.

Tourists are attracted to Tanzania because of its (29) ..... beaches and its unusual (30) ..... features. It has lakes of amazing (31) ..... , and in Mount Kilimanjaro boasts the highest mountain on the African continent. Tanzania also has more land devoted to natural parks and game reserves than any other wildlife destination in the world. Everything, including the coral reefs, is protected by government law.

Tanzania is (32) ..... placed to increase its tourist trade by offering a (33) ..... of activity holidays. At the same time, it aims to avoid the 'mass tourism' that has been a rather (34) ..... development in other areas of similar beauty.

AFRICA  
FASCINATE

OCCUPY  
JEWEL

THREE

GOLD  
GEOGRAPHY  
DEEP

IDEAL  
VARY  
FORTUNATE

## USE OF ENGLISH – PART 4

### Part 4

For questions 35 – 42, 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 two and five words, including the word given. Here is an example (0).

**Example:**

- 0 A very friendly taxi driver drove us into town.

**DRIVEN**

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

**Example:** 0 WERE DRIVEN INTO TOWN BY

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

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- 35 I think Robert is too young to look after his brother.

**CARE**

I think Robert isn't ..... of his brother.

- 36 Tomas put up a fence so that people didn't walk on his garden.

**PREVENT**

Tomas put up a fence ..... on his garden.

- 37 The twins are eager to see their cousins again in the summer.

**LOOKING**

The twins ..... their cousins again in the summer.

- 38 The last time Enrico saw Gloria was the day they left school.

**SEEN**

Enrico has ..... the day they left school.



- 39 Luckily, we had enough glasses at the party.

**RUN**

Luckily, we ..... glasses at the party.

- 40 Nicholas finally managed to get his new video recorder to work.

**SUCCEEDED**

Nicholas finally ..... his new video recorder to work.

- 41 You did not take enough care over your homework last week.

**OUGHT**

You ..... more care over your homework last week.

- 42 Reuben is the only person to have won the championship three times running.

**NOBODY**

Apart ..... ever won the championship three times running.

CANDIDATE No. \_\_\_\_\_

**IDONEITA' B2**

COGNOME																			
NOME																			
MATRICOLA																			

**USE OF ENGLISH**

Part 1	A	B	C	D
1				
2				
3				
4				
5				
6				

	A	B	C	D
7				
8				
9				
10				
11				
12				

Part 2	Part 3
13	25
14	26
15	27
16	28
17	29
18	30
19	31
20	32
21	33
22	34
23	
24	

Part 4
35
36
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41
42

**Esito USE of ENGLISH:** \_\_\_\_\_