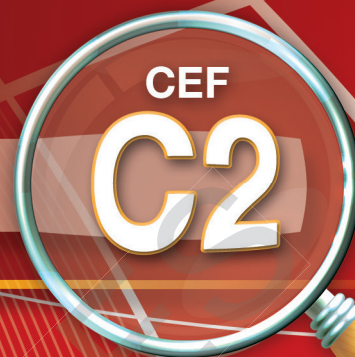


N. C. GRIVAS

LRN



10 Practice Tests

LRN



10 Practice Tests

© GRIVAS PUBLICATIONS 2021
All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of GRIVAS PUBLICATIONS.

Published and distributed by: GRIVAS PUBLICATIONS

HEAD OFFICE

3 Irodotou St. 193 00 - P.O. Box 72 Attiki, Greece

Tel.: +30-210.55.73.470

Fax: +30-210.55.73.076 , +30-210.55.74.086

e-mail: info@grivas.gr

<http://www.grivas.gr>

First Published June 2021

Acknowledgements:

Page 21 Staying Healthy; Page 133 Sedentary Lifestyles; Page 165 Food Allergies – courtesy of: NHS Live Well – www.nhs.uk

Page 37 Cyberbullying - courtesy of: www.stopbullying.gov

Sample Answer Sheet – reproduced with permission of Esolnet Hellas – www.esolnethellas.gr

CONTENTS

Introduction to the LRN CEF C2	4
--------------------------------------	---

PRACTICE TEST 1

Listening [Sections 1-3]	8
Writing [Sections 1-2]	11
Reading and Use [Sections 1-4]	14
Speaking [Sections 1-3]	22

PRACTICE TEST 2

Listening [Sections 1-3]	24
Writing [Sections 1-2]	27
Reading and Use [Sections 1-4]	30
Speaking [Sections 1-3]	38

PRACTICE TEST 3

Listening [Sections 1-3]	40
Writing [Sections 1-2]	43
Reading and Use [Sections 1-4]	46
Speaking [Sections 1-3]	54

PRACTICE TEST 4

Listening [Sections 1-3]	56
Writing [Sections 1-2]	59
Reading and Use [Sections 1-4]	62
Speaking [Sections 1-3]	70

PRACTICE TEST 5

Listening [Sections 1-3]	72
Writing [Sections 1-2]	75
Reading and Use [Sections 1-4]	78
Speaking [Sections 1-3]	86

PRACTICE TEST 6

Listening [Sections 1-3]	88
Writing [Sections 1-2]	91
Reading and Use [Sections 1-4]	94
Speaking [Sections 1-3]	102

PRACTICE TEST 7

Listening [Sections 1-3]	104
Writing [Sections 1-2]	107
Reading and Use [Sections 1-4]	110
Speaking [Sections 1-3]	118

PRACTICE TEST 8

Listening [Sections 1-3]	120
Writing [Sections 1-2]	123
Reading and Use [Sections 1-4]	126
Speaking [Sections 1-3]	134

PRACTICE TEST 9

Listening [Sections 1-3]	136
Writing [Sections 1-2]	139
Reading and Use [Sections 1-4]	142
Speaking [Sections 1-3]	150

PRACTICE TEST 10

Listening [Sections 1-3]	152
Writing [Sections 1-2]	155
Reading and Use [Sections 1-4]	158
Speaking [Sections 1-3]	166

Sample Answer Sheet	168
---------------------------	-----

Help and Guidance for Writing Section 1, Task 1	169
---	-----

Glossary	174
----------------	-----

Introduction to the LRN CEF C2

Listening:

The **Listening** has three sections:

Section 1:	10 short conversations with 10 multiple-choice questions 1 mark for each question
Section 2:	3 slightly longer conversations with 10 multiple-choice questions (each conversation has 2-4 questions) 1 mark for each question
Section 3:	1 text (Radio Talk) with 5 multiple-choice questions 1 mark for each question

Notes: All Listening parts are heard twice.

Listening Section 3 is heard a third time in conjunction with Writing Section 1, Task 1. Candidates take notes while listening to Section 3 for the third time. These notes are used to help them write their Essay in Writing Section 1, Task 1.

Tests candidates ability to:

- understand with ease virtually everything heard
- understand any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided there is time to get familiar with the accent
- follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology
- understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his / her own field, given an opportunity to adjust to a non-standard accent or dialect

Writing:

The **Writing Section** has two tasks:

In **Section 1**, Writing Task 1, candidates write an essay regarding the issues they heard in Listening Section 3. The theme of Listening Section 3 and Writing Section 1, Task 1 are similar.

In Writing **Section 2** there are 3 Tasks:

- Candidates choose one of the 3 Tasks. All tasks are essays accompanied by ideas for their development.

Notes: The 2 Writing tasks offer candidates an opportunity to get a better mark.

Number of words in the Writing exam (C2 Level): Section 1 = 200-250, Section 2 = 250-300

Tests candidates ability to:

- apply appropriate planning strategies
- select how much to write and the level of detail to include
- choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence
- choose formal and informal language appropriate to purpose and audience
- choose different styles of writing for different purposes
- use proof-reading to revise writing for accuracy, meaning, content and expression
- use a range of sentence structures which are fit for purpose
- use sentence grammar consistently and with accuracy
- use pronouns to lessen repetition and improve the clarity of writing
- use a range of punctuation to achieve clarity in simple and complex sentences
- apply knowledge of vocabulary to aid accurate spelling

Reading and Use of English

The Reading & Use are together and share the marks.	
The Reading consists of two Sections:	
Section 1:	1 text with 9 multiple-choice questions ½ mark for each question
Section 2:	2 short texts with a common theme ½ mark for each question (first text: 3-4 multiple-choice questions, second text: 3-4 multiple-choice questions, followed by 2-3 multiple-choice questions referring to both texts)
Total questions 20 – each question gets ½ a mark.	
The Use consists of two Sections:	
Section 3:	20 multiple-choice grammar questions ½ mark for each question
Section 4:	1 text with 10 gaps to fill ½ mark for each question
Total questions 30 – each question gets ½ a mark.	
Total marks Reading and Use: $20 + 30 = 50 \div 2 = 25$ marks	
Note: <i>The way the Reading and Use is marked helps candidates should they not do well in one of the other sections.</i>	
Tests candidates ability to: <ul style="list-style-type: none"> • understand with ease virtually everything read • read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works • understand and interpret critically virtually all forms of the written language including abstract, structurally complex or highly colloquial literary and non-literary writings 	

Speaking:

The **Speaking** consists of 3 Sections and involves 2 candidates and 1 examiner.

Duration: 16-18 minutes.

Section 1: (4 minutes)	Introduction based on familiar topics. The examiner asks candidates questions about themselves.
Section 2: (6-8 minutes)	Topic presentation (2 minutes) based on a prepared topic followed by a comment and brief conversation. (Candidates talk on the topic they have chosen from the five they were given.)
Section 3: (6 minutes)	Candidates answer a question related to the topic they presented in Section 2.

Notes: *The Syllabus for the Speaking for the January and June exams is given at the beginning of the school year.*

Speaking Section 2 of the exam is sent 2 weeks before the oral exam in order for candidates to prepare. Candidates prepare for one of the 5 topics sent.

The 2 candidates taking part in the Speaking Test may have chosen the same topic.

Tests candidates ability to:

- summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation
- express him / herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations
- take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms
- express him / herself fluently and convey finer shades of meaning precisely
- backtrack and restructure around difficulties so smoothly that other people are hardly aware of it
- present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points
- converse comfortably and appropriately, unhampered by any linguistic limitations
- hold his / her own in formal discussions of complex issues
- keep up his / her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker
- give clear, smoothly flowing, elaborate and often memorable descriptions

Marking for C2

- Each Reading question carries 0.5 marks (50 questions)
- Each Listening question carries 1 mark (25 questions)
- Writing is based on 2 questions and carries a maximum of 25 marks
- Speaking is a three-part exam and carries a maximum of 25 marks

For each sub-component candidates will be graded as follows:

- **0-12 = Fail**
- **13-16 = Pass**
- **17-19 = Merit**
- **20+ = Distinction**

Each sub-component skill mark is out of 25 and the total marks for this qualification are 100.

Grading

Results are reported as distinction, merit, pass or fail grades. A candidate's marks for all sub-components will be added together to give an overall grade based on the minimum marks per grade level below:

Minimum Marks Required (overall)	Grade
0-49	Fail
50-64	Pass
65-79	Merit
80+	Distinction
<i>Please note: Candidates who do not achieve a pass may resit the examination free of charge.</i>	

Total time for the Exam: 3 hours and 5 minutes plus 18 minutes for the Speaking.

Practice Test 1

LISTENING

SECTION 1

CEF C2

Listen to **10** short conversations. For questions **1-10**, choose the best answer (**A, B or C**). You will hear each conversation **TWICE**. You now have **2 minutes** to read the questions.

Visiting the library

- 1 From what you hear, you understand that the woman
- A is unable to find any research books.
 - B has recently started studying in the town.
 - C intends to organise guided tours of the town.

Finding the phone

- 2 Anna is certain about
- A her phone being in Luke's room.
 - B where she left her phone.
 - C Luke having taken her phone.

A new restaurant

- 3 What were the speakers surprised about?
- A How the chef's reputation was undeserved.
 - B How inexpensive the food was.
 - C The large size of the portions.

A job opportunity

- 4 How does Angela feel about her new job?
- A Nervous but hopeful.
 - B Excited and insecure.
 - C Positive and determined.

An injury

- 5 What is **TRUE** according to what you hear?
- A Nick broke a bone.
 - B Nick made an old injury worse.
 - C Nick injured his wrist.

A new activity

- 6 Ivy joined the basketball team to
- A start exercising.
 - B make friends.
 - C forget about her problems.

A damaged tablet

- 7 What is **FALSE** about Ben's tablet according to what you hear?
- A The screen was damaged.
 - B Its apps continue to work.
 - C Water has got inside it.

Free time

- 8 Alan and Heather agree that
- A films rely on special effects too much.
 - B books offer a deeper experience than films.
 - C books and films are different but enjoyable.

Discussing pets

- 9 Vicky thinks that Callum
- A might help out with a puppy.
 - B would not look after a new pet.
 - C is unlikely to ask their father's permission.

Buying bread

- 10 Why does Carrie want Roy to go to the baker's?
- A Their bread is just as cheap.
 - B Their bread is freshly made.
 - C It won't take him as long.

LISTENING

SECTION 2

CEF C2

Listen to **3** longer conversations. For questions **11-20**, choose the best answer (**A, B or C**). You will hear each conversation **TWICE**. You now have **2 minutes** to read the questions.

An evening out

- 11** What do Greg and Susan decide to do in the evening?
- A** Go to a bar.
 - B** Go to the cinema.
 - C** Go to the theatre.
- 12** What is **TRUE** about Susan's job?
- A** She works a set number of hours every day.
 - B** She sometimes has to stay late.
 - C** Her secretary is unreliable.
- 13** Greg arranges to meet Susan
- A** when he leaves his office.
 - B** when he collects the tickets.
 - C** an hour before the show starts.
- 14** What does Greg say about paying for the evening?
- A** He will split the cost with Susan.
 - B** It's Susan's turn to pay.
 - C** He did not make a decision.

Planning an exhibition

- 15** What is the problem with the exhibition?
- A** It is being held indoors.
 - B** Bad weather is expected.
 - C** Outdoor space is limited.
- 16** From what you hear, you understand that Mark and Angela
- A** manage a hotel.
 - B** are organising the event.
 - C** dislike indoor exhibitions.

- 17** What do Mark and Angela agree on?

- A** The exhibition should be cancelled completely.
- B** The exhibition should take place at another venue.
- C** The exhibition should be postponed till a later date.

Buying a gift

- 18** What is **TRUE** about the woman?
- A** She is interested in trying racing games.
 - B** She wants to find out about new gaming computers.
 - C** She is searching for a specific type of game.
- 19** What is **FALSE** about her nephew's computer?
- A** It has a special games controller.
 - B** The woman does not know its specifications.
 - C** It might not be possible to play modern games on it.
- 20** What does the woman decide to do?
- A** She will buy a gift voucher.
 - B** She will buy a steering wheel controller.
 - C** She will call her nephew and ask him what games he has got.

LISTENING

SECTION 3

CEF C2

Listen to an extract from a radio talk about *the benefits and drawbacks of computer games*. For questions **21-25**, choose the best answer (**A, B or C**). You will hear the extract **TWICE**. You now have **1 minute** to look at the questions.

- 21** The speaker says that scientific studies show that
- A** the brain is not significantly affected by computer games.
 - B** computer games are never beneficial.
 - C** gaming can have positive effects.
- 22** What is **TRUE** about gaming according to what you hear?
- A** It exercises the mind.
 - B** It encourages a wide range of interests.
 - C** It is physically demanding.
- 23** What is **FALSE** about computer games according to what you hear?
- A** They encourage quick thinking.
 - B** They may include teamwork.
 - C** They develop language skills.
- 24** A major criticism of computer games is that
- A** they make violence seem normal.
 - B** they do not show violence in a realistic way.
 - C** they give players a range of addictions.
- 25** Parents are advised to
- A** encourage games that test their children's mental abilities.
 - B** convince children to give up gaming.
 - C** provide alternative ways of spending leisure time.

WRITING

SECTION 1

CEF C2

TASK 1

Listen to the extract from the radio talk **again**. **USE** the space provided to take notes. **You need to use** the information from the recording and the notes you have taken to write an **Essay** about *the benefits and drawbacks of computer games*.

Your notes will not be marked.

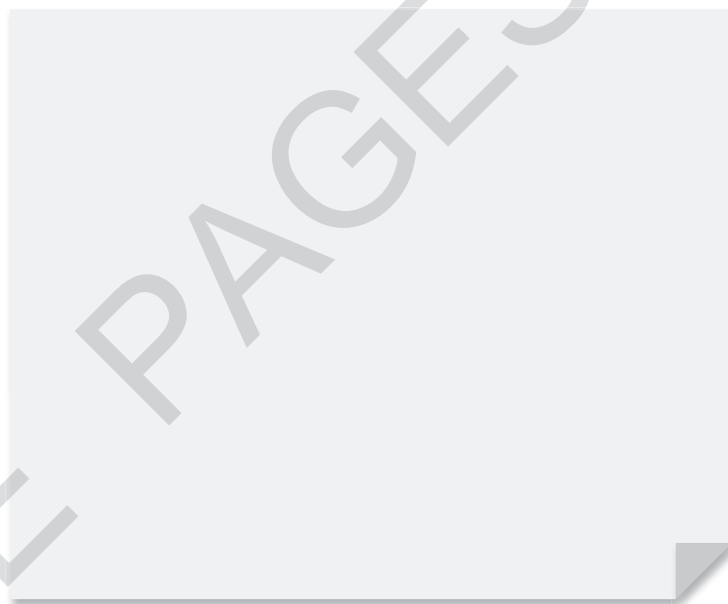
Take notes for the following information or for anything else you wish.

Benefits of computer games

- practise problem solving and logical thinking
- improves coordination
- encourages quick thinking
- work as a team

Problems associated with computer games

- violent nature of many games
- isolates individuals
- physical health problems
- highly addictive



WRITING

SECTION 1

CEF C2

You must do Task 1.

Write your **Essay** on the following topic. You **need to use** the notes you have taken. You may add any other relevant information you wish.

Write your Essay in **200-250** words.

Many young people nowadays enjoy playing computer games. In your opinion, what are the benefits of playing computer games and what problems do they cause? Support your views.

WRITING

SECTION 2

CEF C2

Choose **ONE** of the following **Writing Tasks**. Use the points given below each **TASK**. You may add your own points if you wish.

Write your **Task** in **250-300** words.

Task 2

Many places throughout the world rely on tourism as a source of income. Unfortunately, tourism can also create many problems if it is not controlled properly. In your opinion, what are the advantages and disadvantages of tourism. Support your views.

Advantages of tourism

- creates jobs
- boosts the country's economy
- exposes people to other cultures

Disadvantages of tourism

- animal habitats destroyed to facilitate the building of hotels and other amenities
- creates more rubbish and pollution
- has an effect on the local culture

OR

Task 3

Many students are now having online lessons or lectures instead of attending school or university. In your opinion, what has caused this change in the education system and what are the effects on students? Support your views.

Causes of change in the education system

- Covid-19
- distance learning
- online courses cheaper than attending university

Effects of changes to the education system

- students do not get the whole school / university experience
- students become withdrawn
- not as much support for students

OR

Task 4

More and more people are now reading eBooks which means that they are reading fewer paper books. Some view this as a good thing while others do not. In your opinion, what are the advantages and disadvantages of people reading eBooks? Support your views.

Advantages of eBooks

- better for the environment as no paper is used
- have an entire library always at your fingertips
- can adjust the size of the words on the page

Disadvantages of eBooks

- have to stare at a screen
- digital books can be illegally downloaded
- device you read on may run out of battery

READING AND USE

SECTION 1

CEF C2

Read the text below about *The Real Pirates of the Caribbean* and then answer the questions that follow. For questions 1-9, choose the best answer (A, B or C).

The Real Pirates of the Caribbean

Pirates have always captured the imagination, whether they are in children's stories, novels or modern-day Hollywood films. Names like Long John Silver, Blackbeard and Captain Jack Sparrow conjure up images of the classic pirate characters many people know and love. But what were the real-life pirates of the Caribbean like? Were they likeable rogues or terrifying, murderous criminals?

The years between 1650 and 1730 are generally accepted as being 'the golden age of piracy'. It is a little-known fact that piracy was actually a result of the conflict and shifting alliances between Spain, France and Britain, who often battled for control of the Caribbean. These countries frequently engaged in 'privateering', which involved giving sailors permission to attack an enemy country's towns, ships and trade. However, when peace arrived, these sailors found themselves out of work, so they turned to piracy. Understanding why many ordinary sailors chose to become pirates involves recognising what their lives had been like while on the navy and merchant ships of the time. Life at sea was very hard for the sailors, some of whom had been forced to join the ship's crew, with brutally strict discipline enforced by the ship's officers. Corporal punishment, meagre rations, disease and injury took their toll. In addition, the pay was low. By becoming pirates, these men had an opportunity to escape their old lives and maybe become rich.

The Caribbean provided many attractive targets for pirates. The Spanish transported gold and silver from South America, while trade ships carried other valuable goods through the area. Pirates could also hide in the many bays and inlets scattered throughout the Caribbean. More importantly, the local governors in charge of port towns did not inhibit the buying and selling of the pirates' 'loot'. These governors did not have the power to fight the pirates and they also profited by allowing their trading activities. Pirate ships would generally choose much weaker targets that usually surrendered immediately out of sheer terror. Even the most feared pirates from this period such as Blackbeard used this tactic. However, even this legendary character did not survive to enjoy the treasure he had stolen.

The pirates soon became a problem for the trade and economies of European countries. In order to deal with this, more naval ships were deployed, pirate hunters were used and new governors were put in charge of Caribbean islands. Another step taken was to offer amnesty to pirates for their past crimes if they agreed to change their ways. Although many pirates took this opportunity, some, like Blackbeard, soon returned to piracy, but were caught and executed. The golden age of piracy had come to an end.

READING AND USE

SECTION 1

CEF C2

- 1 From what you read in the 2nd paragraph, it is understood that
- A pirates had little success in the 17th century.
 - B the Caribbean was a region in conflict.
 - C there was rarely work for sailors in the Caribbean.
- 2 What is **TRUE** about some countries in the 17th century?
- A They allowed sailors to attack their enemies.
 - B They used pirate ships in times of peace.
 - C They made films about pirates' adventures.
- 3 Which of the following would **NOT** be typical for sailors of that time?
- A hard punishments
 - B small portions of food
 - C good working conditions
- 4 What is **TRUE** about becoming a pirate according to the 2nd paragraph?
- A It made sailors more disciplined.
 - B It was a chance for sailors to change their lives.
 - C It was not usually the sailors' decision.
- 5 What does the word '**inhibit**' in the 3rd paragraph mean?
- A prevent
 - B suspect
 - C encourage
- 6 In the Caribbean, pirates could
- A easily find hidden gold and silver.
 - B not make peace with the governors.
 - C sell the things they had stolen.
- 7 From what you read in the 3rd paragraph, you understand that pirates
- A enjoyed fighting powerful enemies.
 - B did not scare the people on ships they targeted.
 - C often didn't have to fight to take a ship.
- 8 The effort to stop piracy in the Caribbean
- A was bad for European trade.
 - B was supported by the old governors.
 - C involved forgiving former pirates.
- 9 What is **FALSE** about Blackbeard according to the last paragraph?
- A He did not permanently change his ways.
 - B He gave up piracy for good.
 - C Piracy led to his death.

READING AND USE

SECTION 2

CEF C2

Read the following passages about *Advancements in Technology*.

For questions 10-20, choose the best answer (A, B or C).

Advancements in Technology

Passage A

Self-healing Screens

One of the worst scenarios for any mobile user is dropping their phone and then having to live with a cracked screen until their next upgrade, or facing a costly repair bill. Fortunately, it seems a solution may be on the way.

Tech companies have spent billions trying to come up with ways to protect our screens, such as toughened glass and protective covers, but none have truly eradicated the problem. However, a team of scientists in South Korea feel they have made a **game-changing** breakthrough – self-healing screens.

The team has been experimenting with linseed oil, which is used in the preservation of paintings as it has no colour, mixed with the silicone that screens are made from. When the screen cracks, the linseed oil is discharged, filling all the cracks then hardening and repairing most of the damage within twenty minutes. Basically, when a screen cracks, the linseed oil capsules within the material of the screen also crack, allowing the oil to do its job.

While this ground-breaking research is still a long way from being put to use, the possibilities it opens up are endless. Not only could it be used to repair our cracked mobile screens, but also the screens on any other electronic devices such as tablets, laptops and smartwatches.

- 10 What is **TRUE** about broken mobile phone screens according to the 1st paragraph?
- A Cracks in screens are irreparable.
 - B Fixing a damaged screen is often expensive.
 - C They are not such a nuisance.
- 11 Stronger screens
- A are too expensive to manufacture.
 - B work better than protective covers.
 - C have not fully resolved the problem.
- 12 What causes the linseed oil to be released?
- A Rapid movements of the device.
 - B A scientist putting it into the cracks.
 - C The cracking of the screen.
- 13 What is **FALSE** about self-healing screens according to the last paragraph?
- A They are now used in the newest phones.
 - B They are still at a developmental stage.
 - C They can be used in several different devices.

READING AND USE

SECTION 2

CEF C2

Passage B

3D Printers

3D printers use computer-aided design (CAD) to create 3D objects from a variety of different materials. The printers use what is known as a layering method (building layers one on top of the other) to create the desired object. They can only work from the ground up; they cannot create something in the air or work downwards.

3D printers are extremely flexible, not only in what they can print, but also in the materials they can use. In addition, they are incredibly accurate and fast. For instance, many companies around the world now use 3D printers to create their prototypes in a matter of hours, rather than months, potentially saving themselves millions of dollars. Some companies claim that 3D printers make the whole process ten times faster and five times less expensive than conventional processes.

The versatility of 3D printing was witnessed during the Covid pandemic when hospitals and **healthcare facilities were overrun** with patients, and protective equipment was difficult to come by. 3D printers were utilised to print personal protective equipment (PPE) as well as the parts needed to fix ventilators, _____ aiding in the fight to save lives.

3D printing is an incredibly promising technology which can be used to create almost anything. Its flexibility makes it a **game-changing** piece of equipment for any industry.

- 14 What is **FALSE** about 3D printers according to the 1st paragraph?
- A They can print with various materials.
 - B They produce objects starting from the top layer.
 - C They utilise computer designs to print.
- 15 Companies benefit from 3D printers
- A when making prototypes.
 - B by employing fewer people.
 - C as they no longer have time limits on projects.
- 16 What does the author mean by '**healthcare facilities were overrun**'?
- A Extra support was given to healthcare.
 - B The healthcare system could not cope.
 - C Hospitals were working all day and night.
- 17 Which of the following can best complete the gap in the 3rd paragraph?
- A thus
 - B while
 - C moreover

Questions 18-20 refer to BOTH Passages A and B.

- 18 The main purpose of these **TWO** Passages is to
- A warn the reader.
 - B convince the reader.
 - C inform the reader.
- 19 What is **TRUE** about these technological advancements according to both Passages?
- A They will save money.
 - B They could be used together.
 - C They are leading to further discoveries.
- 20 The use of the word '**game-changing**' in both passages denotes that both writers
- A disapprove of the use of these technologies.
 - B feel these technologies will have a huge effect.
 - C emphasise the drawbacks of these technologies.

READING AND USE

SECTION 3

CEF C2

For questions 21-40, choose the best answer (A, B or C).

- 21 Sue was the last the test.
A finishing
B to finish
C that she was finishing
- 22 The Smiths are said a divorce.
A to have got
B they have got
C that they got
- 23 If it his honesty, we would never have learnt the truth.
A shouldn't be for
B wasn't
C hadn't been for
- 24 Only when she saw her son relieved.
A she felt
B she would feel
C did she feel
- 25 How long this phone?
A have you had
B have you been having
C are you having
- 26 He is not bit interested in what she thinks of him.
A the slightest
B whatsoever
C at all
- 27 She wishes she him with her secret. Now he's told everyone.
A didn't trust
B wouldn't have trusted
C hadn't trusted
- 28 It was heavy luggage that they had to ask for help.
A such a
B such
C so

READING AND USE

SECTION 3

CEF C2

- 29 Bob said that he bumped into Sarah at the mall yesterday, but he as I know she is in hospital.
- A needn't have
 - B can't have
 - C mustn't
- 30 He suggested the local art museum.
- A to visit
 - B them to visit
 - C visiting
- 31 How you ignore me when I'm talking to you?
- A dare
 - B should
 - C would
- 32 If you have any toys you don't need, you can
- A give them away
 - B give them out
 - C take them out
- 33 The hotel we stayed at had a huge swimming pool.
- A where
 - B which
 - C at which
- 34 Once he his mistake, I'm sure he'll apologise.
- A realises
 - B will realise
 - C is about to realise
- 35 They were arrested to sell the stolen painting.
- A while they tried
 - B while trying
 - C while were trying
- 36 The new stadium will be twice the old one.
- A bigger than
 - B as big as
 - C as big

READING AND USE

SECTION 3

CEF C2

- 37 I don't know why you aren't saying anything, but I that you believe me.
- A take it
 - B make it
 - C am thinking
- 38 The children went straight to bed as they were after the day trip to the mountains.
- A exhausted
 - B exhausting
 - C exhaust
- 39 They had no sooner seen the leaking pipe than they
- A had fixed it
 - B had it fixed
 - C would fix it
- 40 Karen not to worry about the money.
- A told me
 - B said me
 - C recommended

READING AND USE

SECTION 4

CEF C2

For questions **41-50**, read the text below and write **ONLY ONE** word which best fits each gap.

Staying Healthy

To stay healthy, adults should try to **(41)** active every day and aim to achieve at least 150 minutes of physical activity over a week through a variety of activities. For **(42)** people, the easiest way to get moving is to make activity part **(43)** everyday life, like walking or cycling instead of using the car to get around. However, the **(44)** you do, the better, and taking part in activities **(45)** as sports and exercise will make you even healthier. For any type of activity to benefit your health, you need to be moving quick enough to **(46)** your heart rate, breathe faster and feel warmer. This level of effort is called moderate intensity activity. If you are working at a moderate intensity, you should still be able to talk but you will not be able to sing the words to a song. An activity where you have to work **(47)** harder is called vigorous intensity activity. There **(48)** substantial evidence that vigorous activity can bring health benefits over and above that of moderate activity. You can tell when it is vigorous activity because you are breathing hard and fast, and your heart rate has gone **(49)** quite a bit. If you are working at this level, you will not be able to say more **(50)** a few words without pausing for a breath.

SPEAKING**SECTION 1****CEF C2****Warm-up Stage** (Duration: 4 minutes)

Answer the teacher's questions.

SPEAKING**SECTION 2****CEF C2****Prepared Topics – Individual Talks and Interaction** (Duration: 6-8 minutes)**List of prepared topics:**

1. Why is it difficult to eat healthy foods nowadays?
2. How important is sport as part of the school curriculum?
3. What effect has social media had on our lifestyle?
4. What are the benefits of having a lot of friends?
5. Why do people have pets?

SPEAKING

SECTION 3

CEF C2

Respond to a Question and Interaction (Duration: 6 minutes)

Answer the teacher's questions.

1. The importance of a healthy diet should be taught at school.
 - education shapes our attitudes for life
 - awareness of the benefits of healthy food
 - emphasise the risks of an unhealthy diet
2. There are more benefits to team sports than individual sports.
 - focus on cooperation
 - shared experience during games
 - develop social skills
3. Social media has been negative for human relationships.
 - lack of face-to-face contact
 - emphasis on appearance
 - Internet addiction
4. The people you work with cannot be real friends.
 - maintain professional relationships
 - rivalry between colleagues
 - lack of quality time
5. There are several drawbacks to getting a new dog.
 - visits to the vet
 - demands of house training
 - restricts your time and freedom

LRN C2 10 PRACTICE TESTS contains material which fully meets the requirements of the examination. The tests have been compiled following close evaluation of past examinations and sample material. The content, level and format of each test accurately reflect those of the examination.

- **Listening tasks** feature native English speakers talking at a normal rate and using a variety of accents.
- **Reading texts** have been taken from a variety of sources, covering a wide range of topics similar to those encountered in the examination.

Candidates are offered ample practice for the examination and have the opportunity both to familiarise themselves with the format and to improve their knowledge of the English language.

Components:

Student's Book • Teacher's Book • Audio CDs

ISBN 978-960-613-199-8

