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C2 PROFICIENCY

# Use of English

## Practice Test 7

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## PART 1

QUESTIONS  
1-8

## MULTIPLE-CHOICE CLOZE

## Marketing festivals

## INSTRUCTIONS

For questions 1-8, choose the option which best completes the text.

Hyping, or to put it more politely, promoting festivals can double their budget. And in the end, does it really (1) \_\_\_\_\_ the trick? Those without the major councils' huge spending (2) \_\_\_\_\_ are not convinced. "There will always be an audience that follows the big campaigns," says Andrea Klein, of the National Events Institute, "but there is another which doesn't (3) \_\_\_\_\_ to four-page colour programmes." For this audience, reviews are all-important. Organiser Jonathan Rutter concurs: "Most of our festivals can be killed (4) \_\_\_\_\_ dead by bad reviews," he says.

Although he is not (5) \_\_\_\_\_ to the odd gimmick, he warns against too much hype: "I get put off events which are over-marketed," he says. "People don't like to be spoon-fed, they prefer to make up their own minds." For metropolitan festivals, (6) \_\_\_\_\_ people to make up their own minds is not a viable marketing strategy. Events on this scale are caught up in a (7) \_\_\_\_\_ circle. To (8) \_\_\_\_\_ inflated organisation costs a large audience must be found, and to find that audience takes a giant publicity budget.

| GAP | A          | B        | C          | D         |
|-----|------------|----------|------------|-----------|
| 1   | pull       | work     | play       | do        |
| 2   | force      | strength | weight     | power     |
| 3   | rise       | trigger  | respond    | stir      |
| 4   | stone      | flat     | point      | cold      |
| 5   | reluctant  | counter  | averse     | obstinate |
| 6   | leaving    | availing | consenting | giving    |
| 7   | relentless | vicious  | brutal     | merciless |
| 8   | restore    | refund   | recover    | reimburse |



## PART 2

QUESTIONS  
9-16

## OPEN CLOZE

## The public-lecture culture

## INSTRUCTIONS

For questions 9-16, write one word in each gap.

We live in a culture that values participation over ability: the lecture culture. (9) \_\_\_\_\_ is our apparent obsession with broadcasting our own opinions that, in future, lectures will be replaced by microphones in every room, so that we can hear (10) \_\_\_\_\_ endlessly on podcasts. In the countless talks that fill our evening schedules, (11) \_\_\_\_\_ audience has become the star. The public make speeches, the public participate in debates, the public become lecturers. Anybody (12) \_\_\_\_\_ do it!

But there is a world of difference between enjoying something and joining in. If we all join in, (13) \_\_\_\_\_ is the point of scholars or experts? If everything is accessible, (14) \_\_\_\_\_ can be no mystery, no mystique. I love listening to a scholar and learning from, or even just appreciating, his or her skill. (15) \_\_\_\_\_ assume then that I can "have a go at" their subject (16) \_\_\_\_\_ be monstrous impudence on my part.

## ANSWER GRID

|    |  |    |  |
|----|--|----|--|
| 9  |  | 13 |  |
| 10 |  | 14 |  |
| 11 |  | 15 |  |
| 12 |  | 16 |  |



## PART 3

QUESTIONS  
17-24

## WORD FORMATION

## Science-fair presentations

## INSTRUCTIONS

For questions 17-24, use the word given in capitals to form a word that fits the gap.

Early inventors used pieces of chalk to draw diagrams on workshop boards in order to communicate with, probably, their patrons and trainee craftsmen. Today, their direct (17) \_\_\_\_\_ are required to demonstrate that they can use much more sophisticated tools with (18) \_\_\_\_\_ in order to make effective presentations to today's research audiences. In a research environment in which the presentation of clear, easily understandable information is a (19) \_\_\_\_\_ and in which memorability is key, students should be constantly (20) \_\_\_\_\_ their equipment to keep pace with developments.

Audiences expect high-quality presentations that are (21) \_\_\_\_\_ stimulating and get the message across without wasting time. Carefully prepared presentations clearly (22) \_\_\_\_\_ that the student giving them has thought through the issues and knows what they are talking about. They can put a (23) \_\_\_\_\_ case that wins over an audience and they can put you, or your project, in the most (24) \_\_\_\_\_ light possible.

| QUESTION | BASE WORD   | YOUR ANSWER |
|----------|-------------|-------------|
| 17       | DESCEND     |             |
| 18       | EASY        |             |
| 19       | NECESSARY   |             |
| 20       | GRADE       |             |
| 21       | VISION      |             |
| 22       | SIGNIFICANT |             |
| 23       | PERSUADE    |             |
| 24       | ADVANTAGE   |             |



## PART 4

QUESTIONS  
25-30

# KEY WORD TRANSFORMATION

## Key Word Transformations - Test 7

**INSTRUCTIONS**

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between 3 and 8 words.

**25** Once I had made sure that there was no reason to be afraid, I entered the cave.

**FEAR**

Having satisfied \_\_\_\_\_, I entered the cave.

**26** The manager praised one particular player.

**SINGLED**

One particular player \_\_\_\_\_ praise by the manager.

**27** He denied the accusation unconvincingly, which made me think he was guilty.

**LED**

His \_\_\_\_\_ believe that he was guilty.

**28** There came a time when I completely ran out of patience.

**STAGE**

I \_\_\_\_\_ more patience left.

**29** She will probably become furious and lose her temper when she finds out.

**LIABLE**

She \_\_\_\_\_ fit when she finds out.

**30** Being inexperienced was a disadvantage to her when she applied for promotion.

**COUNTED**

Her \_\_\_\_\_ when she applied for promotion.



# ANSWER KEY

## PRACTICE TEST 7

### INSTRUCTIONS

Accepted answers are shown where more than one form is valid.

#### PART 1 | MULTIPLE-CHOICE CLOZE

|   |   |
|---|---|
| 1 | D |
| 2 | D |
| 3 | C |
| 4 | A |
| 5 | C |
| 6 | A |
| 7 | B |
| 8 | C |

#### PART 2 | OPEN CLOZE

|    |           |
|----|-----------|
| 9  | SUCH      |
| 10 | OURSELVES |
| 11 | THE       |
| 12 | CAN       |
| 13 | WHAT      |
| 14 | THERE     |
| 15 | TO        |
| 16 | WOULD     |

#### PART 3 | WORD FORMATION

|    |              |
|----|--------------|
| 17 | DESCENDANTS  |
| 18 | EASE         |
| 19 | NECESSITY    |
| 20 | UPGRADING    |
| 21 | VISUALLY     |
| 22 | SIGNIFY      |
| 23 | PERSUASIVE   |
| 24 | ADVANTAGEOUS |

#### PART 4 | KEY WORD TRANSFORMATION

|    |                                        |
|----|----------------------------------------|
| 25 | MYSELF THAT THERE WAS NOTHING TO FEAR  |
| 26 | WAS SINGLED OUT FOR                    |
| 27 | UNCONVINCING DENIAL LED ME TO          |
| 28 | REACHED THE STAGE WHERE I HAD NO       |
| 29 | IS LIABLE TO HAVE A                    |
| 30 | LACK OF EXPERIENCE COUNTED AGAINST HER |