

# **ЗНО: робота над помилками або як успішно скласти іспит**



**Результати,  
проблеми та  
шляхи їх  
вирішення**

**ZNO-  
2015**

Total number of tasks – **43**.  
Total time - **120 minutes**.

Reading

Use of  
English

Writing

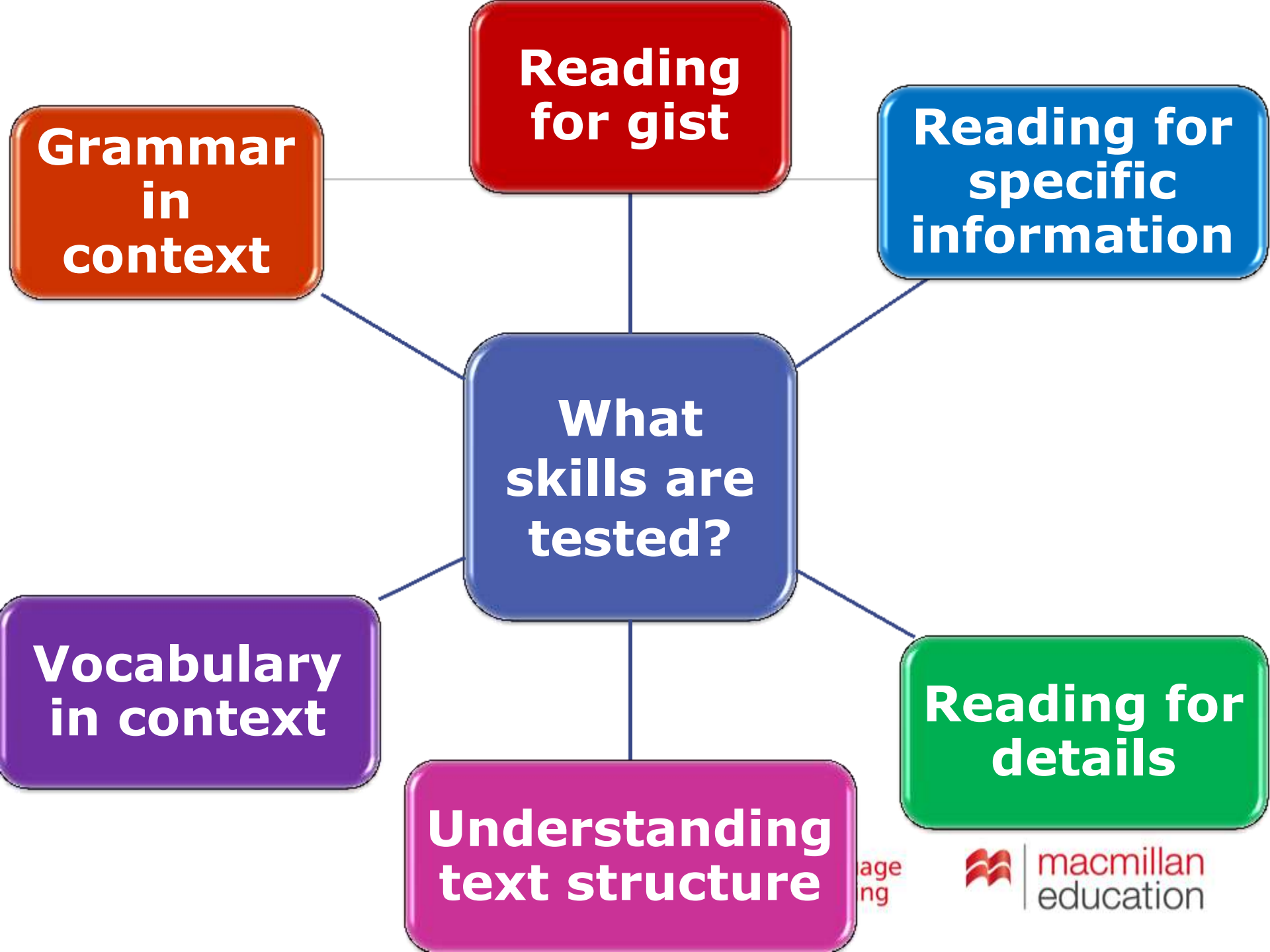


multiple  
matching

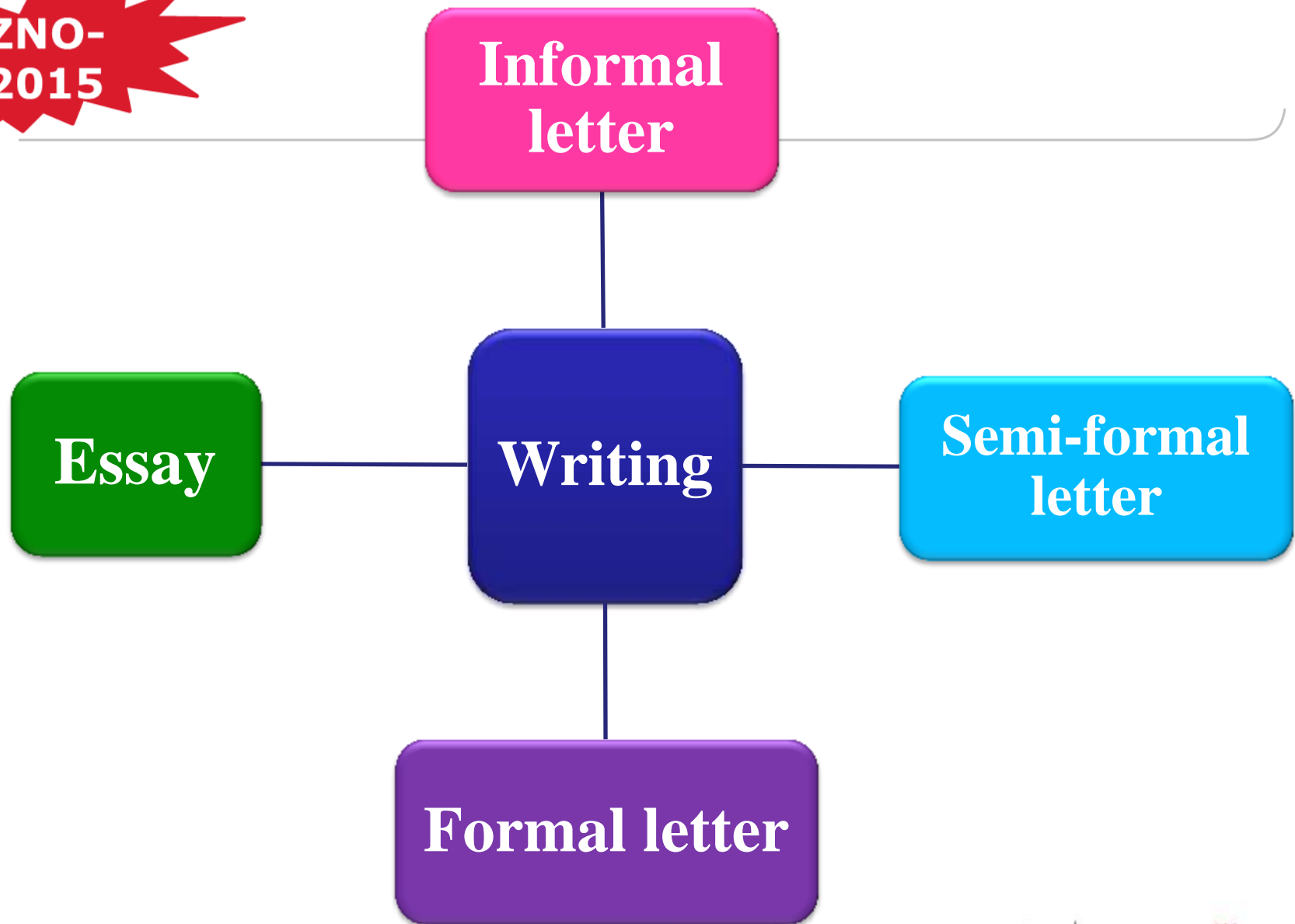
gap  
filling

multiple  
choice

A piece  
of writing



**ZNO-  
2015**



# Writing



Content

Structure

Vocabulary

Grammar

# ZNO – 2015

## Main results

- ✓ **72 000 – total**
  - ✓ **Only 56 students got 200**
  - ✓ **Only 13 students made no mistakes**
  - ✓ **Every 5<sup>th</sup> ( $\approx 22\%$ ) – 0 points for **Part III****
- ### **WRITING**

## ZNO – 2016

- ✓ **English is a compulsory test**
  - ✓ **Independent assessment = School-leaving exam**
- (наказ МОН України від 16 вересня 2015 року № 940)

# MAIN CHANGES TO FACE IN 2016

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**ZNO-  
2016**

**TWO SECTIONS: READING AND WRITING**

**READING: 5 TASKS – 35 POINTS**

**WRITING: 3 TASKS (ALL OPEN)**



**ZNO-  
2016**

# SECTION I. READING

## **PART 1**

- FIVE SHORT TEXTS
- MULTIPLE CHOICE (**select one correct answer from three**) to each of the texts.

## PART 2

- FIVE SHORT TEXTS
- MULTIPLE MATCHING

## **PART 3**

- ONE TEXT
- TRUE/FALSE

## PART 4

- ONE TEXT
- MULTIPLE CHOICE

## **PART 5**

- ONE GAPPED TEXT
- USE OF ENGLISH (GRAMMAR+VOCABULARY)
- MULTIPLE CHOICE

## SECTION II. WRITING

**ZNO-  
2016**

### **PART 1. PARAPHRASING**

- **FIVE TASKS UNITED BY ONE THEME**
- **USE NO MORE THAN THREE WORDS**

### **PART 2. SHORT MESSAGE**

- **POSTCARD / NOTE / E-MAIL**
- **AT LEAST THREE POINTS TO COVER**
- **35-45 WORDS**

### **PART 3. INFORMAL LETTER OR A STORY**

- **STUDENTS CHOOSE**
- **UP TO 100 WORDS**

# MAIN DIFFICULTIES

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- ✓ **Writing**
- ✓ **Use of English**
- ✓ **Lack of test performance skills  
(strategic competence)**

# What are the main problems students face while doing the writing task?

- ✓include all the points
- ✓timing
- ✓size

# Writing - 2015

43 You have received a letter from your pen-friend in which he/she writes that he/she has been playing basketball for years. Now he/she has decided to start judo. Write him/her a letter in which you explain

- whether you support his/her decision to take up one more kind of sport and why
- what kinds of sport are popular with your friends
- whether you do any sports or watch sports competitions on TV

# What is important in preparing students for this part?

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- ✓ a huge amount of **PRACTICE**
- ✓ teaching writing sub-skills

# Writing sub-skills

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- awareness of purpose (understanding the task)
- producing the correct register (tone, style, level of formality, etc)
- producing appropriate layout and text structure (paragraphing)
- presenting an argument / suggesting / recommending
- using set phrases

# What do the students need to pass the test successfully?

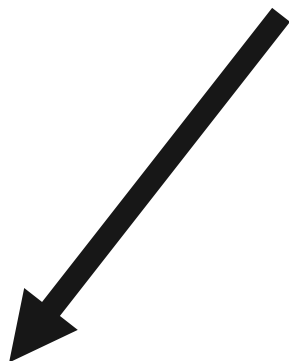


## TO EXAM SUCCESS

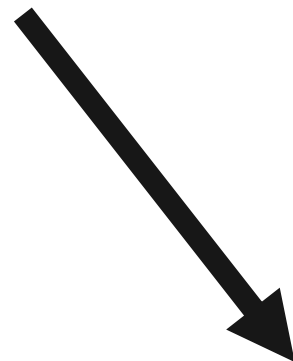


# skills

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## Language skills



## Exam skills

**TASK TYPE**

**TASK RULES**

**EXAM  
SKILLS**

**TIMING**

**HOW TO FILL IN  
ANSWER  
SHEETS**

# Teaching towards exam success: key principles

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- Exams are designed to test language skills
- Language skills are not fully acquired by doing exam practice tasks

# Exam preparation course

Language Instruction

+

exam training

*Clearly the students need to be very familiar with the form the exam takes, but doing practice tests alone will not in itself help the students to learn very much and can easily lead to 'burn-out'*

*Scrivener, J. 2009:327*

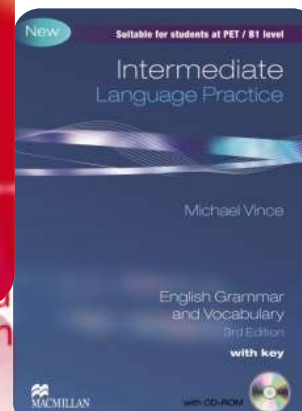
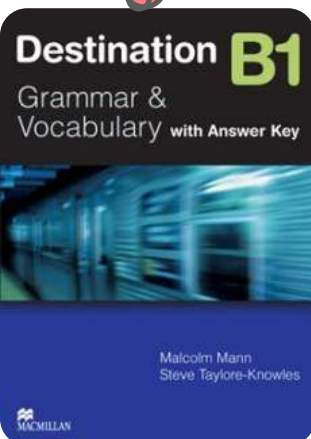
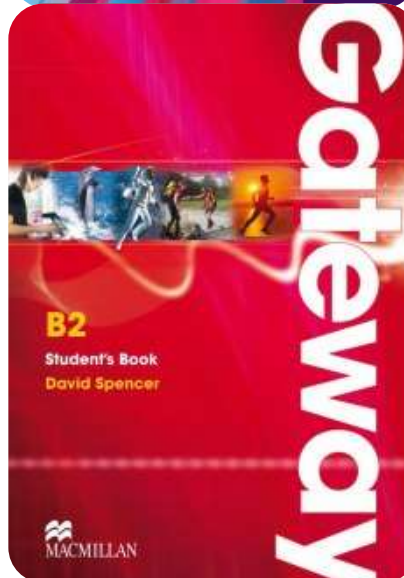
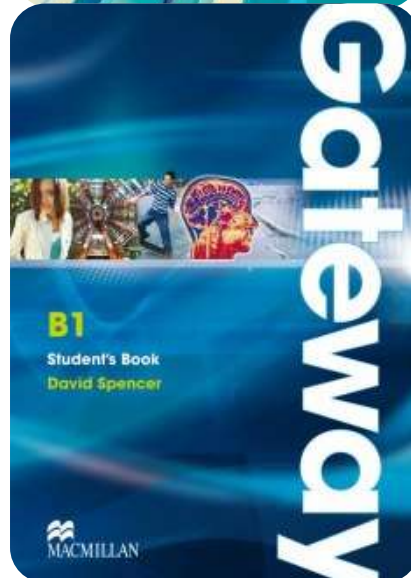
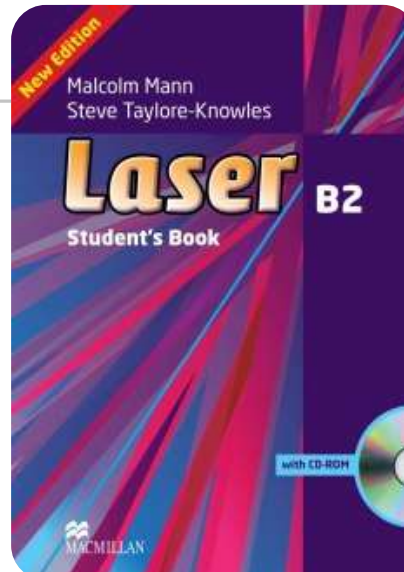
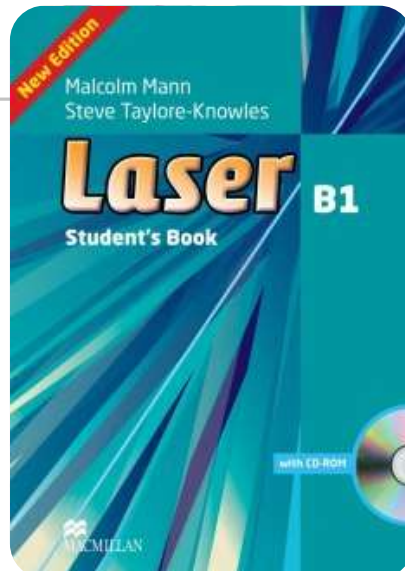
# ONE PLAN – MANY ANGLES

Focus on  
reading  
skills and  
sub-skills

Focus on  
vocabulary  
and  
grammar

Focus on  
writing  
skills and  
sub-skills

Focus on  
exam  
skills



# FOCUS ON WRITING

# Divide writing work into 3 main phases:

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## Phase 1: model

- ❑ provide a model
- ❑ make it task-based (focus on key aspects such as paragraphing / information / formality / language etc)

## Phase 2: planning

- ❑ controlled brainstorming / choosing
- ❑ detailed planning (paragraphing / information / language)
- ❑ teacher check

## Phase 3: production

- ❑ writing, using information from previous 2 stages
- ❑ revisions as appropriate
- ❑ production of final version



## Starting point

Imagine someone your age from another country was coming to stay with your family for a couple of weeks. What would you want to know about them before they arrived?

1 Read this email and answer the questions below.

write reply send

From: Sophie Needham  
Sent: 3rd September  
Subject: Re: Hi there!

Dear Angela,

Thanks for your email. I can't wait to meet you and your parents in August!

Well, we've obviously got a lot in common. I love tennis, too, although I'm probably not such a good player as you are. And I'm very glad you like pop music. I'm crazy about The Screemers! I also love swimming. Do you?

You asked if there was anything I wanted to do while I'm staying with you. As we both like tennis, we should definitely have a game and I'd love to go swimming. Will your parents let us go to a club? We're both fifteen, so it shouldn't be a problem, should it?

I've attached a picture so you can see what I look like. It was taken last summer on holiday.

Please write back soon. Can't wait to meet you!!!

Bye for now!  
Sophie

- 1 Is the language formal or informal? Give examples.
- 2 What is the purpose of each paragraph?
- 3 What information did Angela give Sophie in her email?
- 4 What did Angela ask in her email?
- 5 What questions does Sophie ask in her email?
- 6 Which phrases and expressions in the letter are often used in informal emails?
- 7 What other ways are there of saying 'Bye for now!' at the end of the email?
- 8 Do you think Sophie and Angela will like each other when they meet? Why?



2 Choose true (T) or false (F).

- 1 We usually start letters/emails with *Dear ...* T/F
- 2 In an email, you don't need to worry about correct grammar. T/F
- 3 Spelling is more important in an informal letter than an email. T/F
- 4 An informal email is the same as an informal letter. T/F

3 It's often possible to say the same thing in different ways. Look at these sentences from the email in exercise 1, and write them in a different way.

- 1 Thanks for your email.  
Thanks a lot for your email!
- 2 I can't wait to meet you and your parents in August!  
I'm really looking forward to meeting you and your mum and dad in August!
- 3 Well, we've obviously got a lot in common.  
\_\_\_\_\_
- 4 And I'm very glad you like pop music.  
\_\_\_\_\_
- 5 I'm crazy about The Screemers!  
\_\_\_\_\_
- 6 You asked if there was anything I wanted to do while I'm staying with you.  
\_\_\_\_\_
- 7 As we both like tennis, we should definitely have a game and I'd love to go swimming.  
\_\_\_\_\_
- 8 Please write back soon.  
\_\_\_\_\_

## PART 3. INFORMAL LETTER OR A STORY

To prepare for their writing task, students:

- study a model composition
- carry out tasks based on the model that focus on language, content and format.

Laser B2

Language  
Learning



macmillan  
education



## EXAM EXPERT

How should you write an informal email?

- Don't use paragraphs and don't worry about grammar, spelling and punctuation because they are important in letters, not emails.
- Write your email in exactly the same way you write a letter, with paragraphs and correct grammar, spelling and punctuation.

See *Writing database* on page 199 for further information.

## 2 Before you write, answer these questions.

- Will your email to Adam be formal or informal?
- What questions did Adam ask you?
- How many pieces of information do you have to include in your email?
- What are they?
- What other information about yourself could you include?
- What other questions could you ask Adam?

## 3 For each of the notes next to Adam's email in the question in exercise 1, write one or two sentences which could be included in your email.

## 4 Complete *Writing Planner 1* on page 206.

## 5 Write your email in 120–150 words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

## 6 When you have written your email, make sure that you have:

- used informal language ☐
- referred to all the notes ☐
- added some other relevant information ☐
- at least four main paragraphs ☐
- referred to Adam's email in paragraph 1. ☐



## Plan ahead

### 1 exam practice: informal email

You are going to the UK for two weeks in the summer to study at a language school. While you are there, you will be staying with an English family called the Wilsons. Below is an email which Adam Wilson, who is fifteen years old, has sent you.

Read Adam's email and the notes you have made. Then write a suitable reply.

write reply send

From: Adam Wilson  
Sent: 6th September  
Subject: Your visit

Hi, there! I'm Adam. I'm looking forward to your visit, and I wanted to say hello and ask you a couple of things.

First of all, a bit about me. I'm crazy about skateboarding and I love rock and pop music. I think my favourite band at the moment is the Kaiser Chiefs. Do you know them? What kind of things do you like doing and what music do you like?

My mum asked me to ask you if there's anything you particularly want to do while you're here. I guess you'll be busy at the language school during the day, but we can do things in the evenings and at weekends if you like. Let me know!

Bye for now!  
Adam



## EXAM EXPERT

How should you write an informal email?

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- Write your email in exactly the same way you write a letter, with paragraphs and correct grammar, spelling and punctuation.

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## 6 When you have written your email, make sure that you have:

- used informal language ☐
- referred to all the notes ☐
- added some other relevant information ☐
- at least four main paragraphs ☐
- referred to Adam's email in paragraph 1. ☐

Complete the chart. Be careful! Do NOT write your email until your teacher has seen your notes here.

	Purpose	Your notes	Useful expressions
First line	greeting	Dear _____, <i>or</i> Hi _____!	
First paragraph	thank your friend for their email and say you're looking forward to meeting Adam and his family		Thanks so much for your email. / I can't wait ...
Second paragraph	describe your interests; remember to mention skateboarding and say what music you like		Let me tell you what I like doing. I'm into ... / It's cool that you like ... / I've never ... / I also really love ...
Third paragraph	answer Adam's question		You asked me ... / I'd love to ... if possible / Are there ...?
Fourth paragraph	ask any other questions you want to ask, and make any final points (eg that you've attached a photo of yourself)		While I'm here, I was wondering ... / Could you let me know ...? / What do you think? / I've attached ...
Ending the email	end the email in an informal way		That's all for now! / Have to go now! / Write back soon! / Take care! / Bye for now!
Final line	give your first name		



**2** When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- ☐ I have started with *Dear*.
- ☐ I have written four main paragraphs.
- ☐ I have used some short forms (*haven't, can't, etc.*).
- ☐ I have used some informal vocabulary and punctuation.
- ☐ I have mentioned my penfriend's letter in the first main paragraph.
- ☐ I have given my news about the first day of school.
- ☐ I have said why I have to finish the letter.
- ☐ I have used some closing expressions.
- ☐ I have not written my surname at the bottom of the letter.

## Writing

### Descriptive language

1 We can use the words below to make a story descriptive. Write them in the correct box.

amazing  
answer  
ask  
awful  
brilliant

claim  
disastrous  
dreadful  
enormous  
excellent

explain  
fantastic  
gaze  
glance  
glimpse

great  
horrible  
huge  
marvellous  
notice

promise  
reply  
rubbish  
scream  
shout

stare  
state  
suggest  
terrible  
terrific

tiny  
watch  
whisper  
wonder  
wonderful

1 say

2 look see

3 very good

4 very bad

5 very big

6 very small

2 Choose the correct word or phrase. Be careful! More than one word may be correct in each sentence.

1 'I'm locked in the bathroom!' shouted / asked / screamed Aden.

2 Melissa stared / gazed / glanced at the strange animal.

3 I saw a(n) great / enormous / wonderful film last night.

4 That was a(n) awful / terrible / horrible story.

5 That building is huge / enormous / tiny – it's got more than 100 floors!

3 Write a word from exercise 1 in the correct form in each gap to complete the sentences. More than one word may fit in each gap.

1 I \_\_\_\_\_ a documentary about ghosts on TV last night. It was \_\_\_\_\_!

2 Simon \_\_\_\_\_ at the newspaper and suddenly saw his own photograph on the front page.

3 I heard a(n) \_\_\_\_\_ noise coming from inside the old factory.

4 'What's that? Do you think it's a UFO?' \_\_\_\_\_ Tracy

5 The alien had \_\_\_\_\_ eyes and \_\_\_\_\_ ears.

6 'Help!' \_\_\_\_\_ Eliot. 'Please help me!'

7 I had a(n) \_\_\_\_\_ dream last night.

### HOMEWORK!

Do exercises 1, 2, 3 and 4, on pages 14 and 15 of your Workbook

## A story

## Get ready to write

### Short story

1 Read the story and answer the questions.

## THE DREAM

One night, thirteen-year-old Lisa Levington had a strange dream. In the dream, her brother Rob, who was travelling round the world at the time, came to see her. 'Hi Lisa,' he said. 'I've got a message for you to give to Mum and Dad.'

Rob explained that he had been in a serious accident in Brazil and was unconscious in hospital. He asked Lisa to tell their parents not to worry. 'I'll be all right,' he promised.

Lisa was telling her parents about the dream, the phone rang. It was Rob's best friend, Colin. 'I'm afraid I've got some terrible news,' said Colin. 'Rob's been in an accident.'

For six days they waited for news. Mr and Mrs Levington were so upset, but Lisa kept reminding them about her dream. That evening, Colin called. 'Great news!' he said. 'Rob's awake. The doctor says he's going to be fine.' 'I knew it!' shouted Lisa with joy, and she always believed in her dreams from that day on.

- 1 What is the main tense used to tell the story?
- 2 Underline a verb in the past continuous.
- 3 Which verbs, apart from 'said', are used to show that someone spoke?
- 4 Which tense is used in the second paragraph to show that the accident happened before Rob spoke to Lisa?
- 5 Is the direct speech formal or informal?
- 6 Is the rest of the story formal or informal?
- 7 How many main paragraphs are there?
- 8 How many people use direct speech in the final paragraph?
- 9 Which word does Colin use to mean 'very good'?
- 10 Does Lisa's direct speech in the final paragraph start on a new line?

2 Read the writing task and make notes to answer the questions below.

You have decided to enter a short story competition. The rules of the competition state that your story must end with the words '... and he always believed in his dreams from that day on.'

Write your story for the competition.

- 1 Who is 'he'?
- 2 What happened in his dream?
- 3 Did he tell anyone about his dream? Who?
- 4 How did his dream come true?
- 5 How did he react?
- 6 How must your story end?

3 Make a plan in Composition Planner 2 on page 153.

### HOMEWORK!

You are now ready to write the first draft of your story. Write between 120 and 150 words. When your teacher has commented on your story, write the final version.





# Laser Composition Planner 2

## Short story

- 1** Complete the chart.  
Be careful! Do NOT write your story until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
Title	briefly tell us what the story is about		
Paragraphs 1 and 2	introduce main character(s), say when the story happened describe the dream		One night / A few months ago / strange / weird / bizarre / odd / While he was asleep / In the dream / He dreamt that ...
Paragraphs 3 and 4	say what happened the next day / shortly afterwards, describe how the dream came true		The next morning, ... / The next day, ... / Later that week, ...
Final paragraph	bring the story to a close, say how he felt and reacted, finish with the correct ending		His dream had come true! / It was just like in his dream. / ... and he always believed in his dreams from that day on.

- 2** When you have finished the first draft of your story, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- ☐ I have written at least four paragraphs.
- ☐ I have used some direct and some indirect speech.
- ☐ My direct speech is informal.
- ☐ The rest of the story is formal.
- ☐ The main tense is the past simple.
- ☐ I have tried to use descriptive language.
- ☐ The story finishes with the correct ending.

## Story

### Example question

You have decided to enter a short story competition. The competition rules state that the story must begin or end with the following sentence:

**What was I going to do?**

Write your story for the competition.

### Example answer

Coming home  
my flat was being redecorated so my friend Julie, who was away on holiday, had kindly said I could stay at her house. I moved in on Tuesday night.

When I arrived home from work on Wednesday, it was dark. I got my key out of my jacket pocket and put it in the lock. It didn't fit. I tried again and again.

I finally realised why. It was the key to my flat, not Julie's house. "Oh no!" I said to myself. "I left her key on the kitchen table. How am I going to get in?" I walked round the house, trying all the windows and doors downstairs. Everything was locked, but I could see that the bathroom window was open. I knew there was a ladder in the garage, so I got it and leaned it against the wall. I was half way up the ladder when a voice shouted. "Freeze! You're under arrest!"

The neighbours had called the police. They didn't know I was staying there and, unfortunately, I didn't have any identification on me. How could I prove I wasn't a burglar? What was I going to do?

You cannot change the words you are given in the question at all. Always read the question carefully – sometimes you have a choice whether to start or finish the story with the words they give you. Sometimes you do not have a choice.

Use past continuous for background information.

Use simple past for the main events.

It is acceptable to use contractions (didn't, etc). However, a story should not be as informal as a letter to a penfriend, for example.

Try to include some direct speech.

Use connectors and conjunctions (so, but, although, etc) to make some sentences longer.

It is a good idea to give your story a title.

Try to include one or two descriptive adjectives or adverbs.

Make sure you have at least four main paragraphs. You may wish to follow this guide. Paragraph 1: background information. Paragraphs 2 and 3: the main part of the story. Paragraph 4: the climax (key moment) of the story OR what happened after the climax.

Don't just use the verb say with direct speech.

### Useful phrases for stories:

- **Time phrases:** It all began, Meanwhile, Shortly afterwards, A little later, Some time later, Eventually, Finally, In the end
- **Dramatic devices:** Suddenly, All of a sudden, without warning, Just like that, Just at that moment, out of the blue
- **Direct speech:** "... said X.

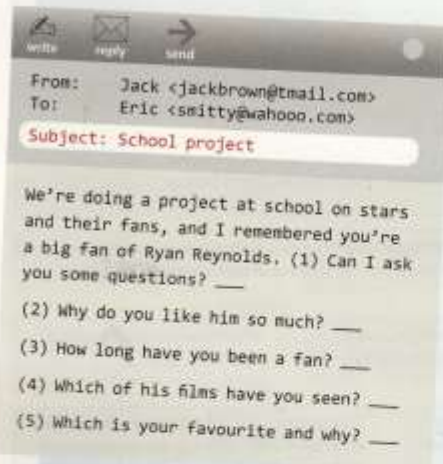
- **Verbs with direct and/or indirect speech:** say, tell, ask, shout, whisper, scream, think, cry, promise
- **Concluding:** It had all been ..., When it was all over, After everything that had happened, Looking back now, In the end

# PART 2. SHORT MESSAGE

## Writing

### Interpreting notes

- 1 Read this extract from an email from your friend. Match each question in the email with an answer on the notepad.



- a about 2 years  
b He's so funny!  
c 'Definitely, Maybe': clever and funny at the same time  
d all of them  
e Yes!



- 2 Which of these sentences are suitable for your reply, and which are not? Choose a or b.

- 1 a I'd be very happy to answer your questions about Ryan Reynolds!  
b Yes, you can ask me some questions.
- 2 a Why do you like him? He's so funny!  
b I like him because he's so funny! He always makes me laugh.
- 3 a I have been a fan about two years.  
b I've been a fan for about two years.
- 4 a I've actually seen all of his films. My favourite of course is *Definitely, Maybe*. I like it so much because it's clever and funny at the same time.  
b All of them. *Definitely, Maybe*: clever and funny at the same time.

### HOMEWORK!

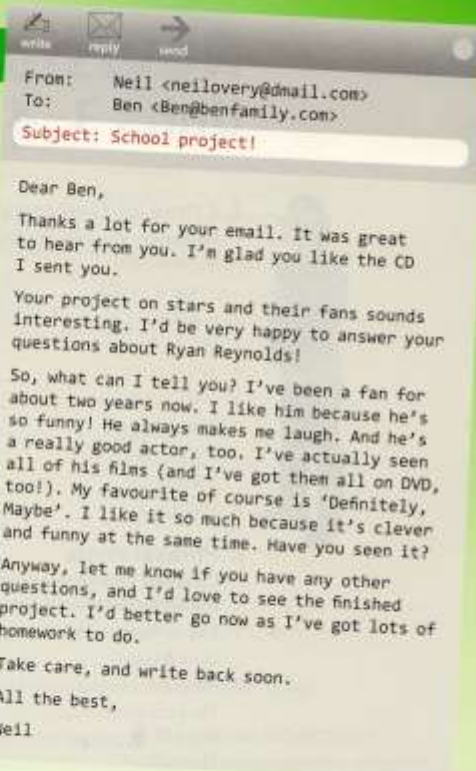
Do exercises 1, 2, 3 and 4 on page 28 of your Workbook.

## Get ready to write

### Informal email

- 1 Read the email and answer the questions.

- 1 Is the email formal or informal?  
2 Does Neil include all the points from the notes?  
3 Does he add some information that is not in the notes?  
4 How many paragraphs are there in the email?



- 2 Read the writing task and make a plan in *Composition Planner 4* on page 155.

A friend of yours has sent you an email asking for help with a school project. Read the extract from your friend's email and the notes you have made. Then write an email to your friend answering the questions.

- voices, songs, video → Why do you like her so much?  
over a year → How long have you been a fan?  
'Life is love' - great to dance to! → Which of her songs is your favourite and why?  
no - next year, I hope! → Have you ever seen her in concert?

### HOMEWORK!

You are now ready to write the first draft of your email. Write between 120 and 150 words. When your teacher has commented on your email, write the final version.





## Laser Composition Planner 4

# Informal email

- 1** Complete the chart.  
Be careful! Do NOT write your letter until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greet your friend	Dear _____,	
Paragraph 1	Thank friend for email; mention something in their email		Hi! How are you? / How's it going? / Thanks (a lot) for your email. It was great to hear ... / I'm glad ...
Paragraph 2	mention the project; say you'll be happy to answer their questions		Your project sounds interesting / I'd be happy to ...
Paragraph 3	answer the questions and give a little more information		I like her because ... / I've been a fan for ... / My favourite song of hers is ...
Paragraph 4	finish main part of email; give a reason for ending the email		Anyway, let me know ... / I'd better go now as ... / I have to go now as ...
Closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
Closing expressions (2)	express love		Love, / Lots of love, / All the best,
Final line	say who you are (first name only)	_____	

- 2** When you have finished the first draft of your email, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- ☐ I have started with *Dear*.
- ☐ I have written four main paragraphs.
- ☐ My email is informal.
- ☐ I have mentioned my friend's email in the first main paragraph.
- ☐ I have answered ALL my friend's questions.
- ☐ I haven't just copied the notes.
- ☐ I have added some information that is not in the notes.
- ☐ I have used some closing expressions.
- ☐ I have not written my surname at the bottom of the email.

**Laser B1**

Language  
Learning



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education

# /sentence transformations

**to paraphrase** - to express what someone else has said or written using different words, especially in order to make it shorter or clearer. It is a restatement of the meaning of a text using other words.

## Examples:

My sister is taller than me. I'm not as \_\_\_\_\_ my sister.

I started studying English 6years ago. I \_\_\_\_\_ English for six years.

## Exam task is:

*For each question, complete the second sentence so that it means the same as the the first sentence. Use no more than three words.*

## The skills students need:

## understanding of B1 grammatical structures



# PARAPHRASING

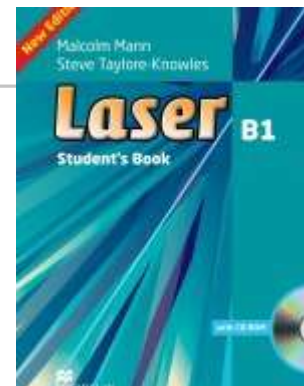


## Use your English!

Complete each second sentence so that it means the same as the sentence before it.  
Use no more than three words.

- 1 The thief escaped on a motorbike.  
The thief made \_\_\_\_\_ on a motorbike.
- 2 I won't punish you this time.  
I'll let \_\_\_\_\_ this time.
- 3 I didn't know it was illegal to sing out of tune!  
I didn't know it was against \_\_\_\_\_ to sing out of tune!
- 4 She broke the law when she lied in court.  
She committed \_\_\_\_\_ when she lied in court.
- 5 Not many people know what it's really like in prison.  
Not a \_\_\_\_\_ people know what it's like in prison.
- 6 The bomb exploded at 6.30 this morning.  
The bomb went \_\_\_\_\_ at 6.30 this morning.
- 7 There weren't many people in the bank at the time of the robbery.  
There were only \_\_\_\_\_ people in the bank at the time of the robbery.

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## 3 exam practice

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. Write the missing words IN CAPITAL LETTERS.

- 1 We began visiting this resort ten years ago.  
**been**  
We \_\_\_\_\_ this resort for ten years.
- 2 My dad didn't go abroad until he was thirty.  
**when**  
My dad \_\_\_\_\_ first went abroad.
- 3 Our holiday was so terrible that we came back early.  
**such**  
We \_\_\_\_\_ that we came back early.
- 4 We finally succeeded in finding a hotel with a pool.  
**managed**  
We finally \_\_\_\_\_ a hotel with a pool.

## EXAM EXPERT

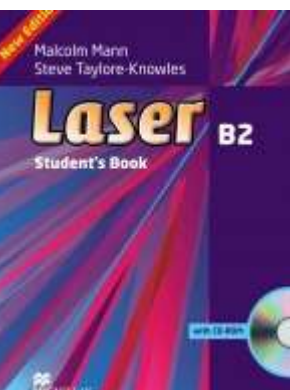
How should you do the exam practice task?

When you do the sentence transformations, you should

- a change the word you are given to the correct grammatical form.
- b never change the word you are given.

- 5 We would go to the mountains every summer when I was a child.  
**used**  
We \_\_\_\_\_ to the mountains every summer when I was a child.
- 6 The sea was too cold to go swimming.  
**enough**  
The sea \_\_\_\_\_ to go swimming.
- 7 I don't find it strange to stay in luxury hotels.  
**staying**  
I \_\_\_\_\_ in luxury hotels.
- 8 They announced that our flight had been delayed.  
**made**  
They \_\_\_\_\_ saying that our flight had been delayed.

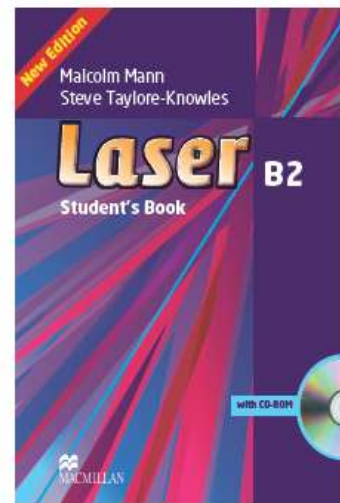
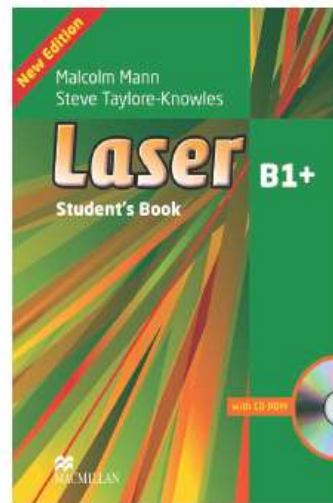
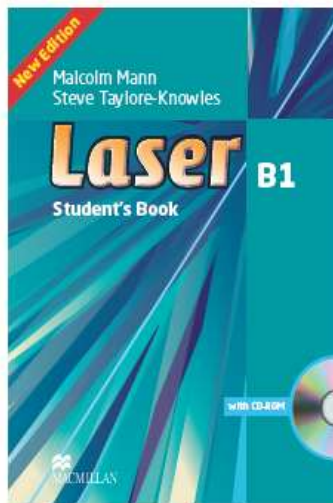
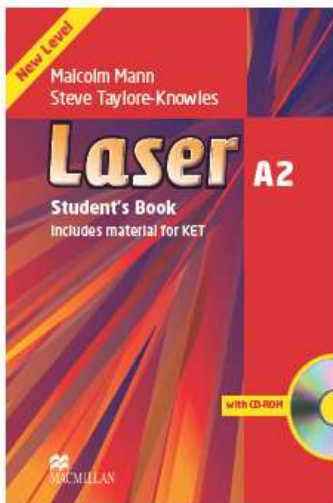
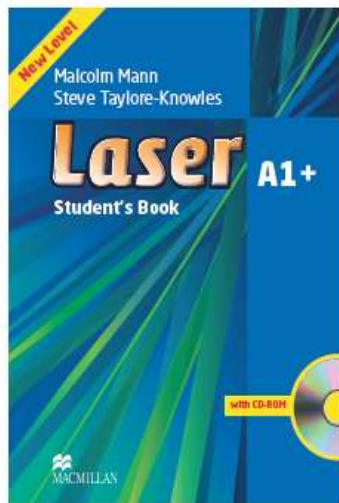
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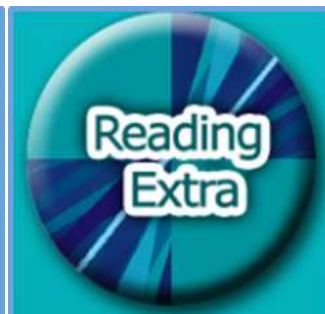
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