

Unit 7 Standard Test A

Listening

1 Read the questions. Then listen to the interview and complete the sentences. Write one word. (10 marks)

- 1 Malik is talking about how music is _____ people.
- 2 He has been involved with the 'Music Speaks' project since _____.
- 3 He has seen a lot of positive _____ since then.
- 4 The project _____ young people to get an education.
- 5 Many teenagers don't feel _____ about their abilities.
- 6 He believed that the problems in his country would never _____ if he didn't make a change.
- 7 Malik wants to use his music to _____ for change in his country.
- 8 His message to teenagers is to stay in school and be _____.
- 9 He wants other teenagers to be _____ and work towards a better life.
- 10 The radio presenter wishes Malik good luck with the _____.

Vocabulary

2 Complete the sentences. (5 marks)

- 1 He v _____ at a homeless charity twice a week.
- 2 They made a d _____ to a charity last week.
- 3 I p _____ people to sign the petition yesterday.
- 4 We need to s _____ those who are poor.
- 5 I am going to p _____ against the waste of food by supermarkets.

3 Match the adjectives in the box with the definitions. (10 marks)

brave clever confident fair generous honest kind organized patient sympathetic

A person who ...

- 1 treats everyone equally: _____
- 2 is intelligent: _____
- 3 always tells the truth: _____
- 4 is willing to do dangerous things: _____
- 5 feels sure about their own ability: _____
- 6 gives people more than they need to: _____
- 7 shows that they care about someone's problems: _____
- 8 waits for others and doesn't get angry: _____
- 9 plans their work carefully: _____
- 10 cares about others: _____

Language focus

4 Choose the correct words. (10 marks)

- 1 Your donations **could** / **perhaps** / **mustn't** change their lives.
- 2 She **can** / **must** / **couldn't** get an award for her courage. She's very brave.
- 3 **Perhaps** / **Could** / **Might** he will need our help.
- 4 The situation **perhaps** / **may** / **can** get better if we continue our campaign. We're not sure.
- 5 He **must** / **couldn't** / **can't** be at home. He isn't opening the door.
- 6 Helping other people **can't** / **perhaps** / **can** make you feel good.
- 7 I can't find my wallet, but it **can** / **might** / **must** be here somewhere. I had it a while ago.
- 8 When you help a charity, you **could** / **may** / **can** not benefit personally, but you will feel good.
- 9 **Could** / **Perhaps** / **Might** something nice will happen to you today.
- 10 The government **can** / **mustn't** / **may** take action because a lot of people have signed the petition.

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5 Complete the second conditional sentences with the correct form of the verbs in brackets.

(5 marks)

- 1 If people smiled more, the world _____ (be) a nicer place.
- 2 If shops _____ (sell) 'ugly' fruit, would you buy it?
- 3 She _____ (stop) bullying in schools if she had the power.
- 4 If people didn't sign petitions, the government _____ (not know) how they felt.
- 5 I _____ (donate) some money if I found a charity I wanted to support.

6 Write sentences with the second conditional sentences. (10 marks)

- 1 I find someone in danger / call for help

- 2 they do nothing all day / get bored

- 3 you not have any money / what / do / ?

- 4 the charity not advertise / not get any money

- 5 we go on the website / find out more information

Reading

Fighting for change

Bibi was studying in Kathmandu, Nepal, forty miles away from her family home when there was an earthquake.

'When I came home to my village, I saw how very sad everyone was,' she explained. 'When I arrived, the community was living in big tents. Everyone was in one place, so there was a lot of noise. People were terrified of the wind and the rain. However, they believed it was better to try to wait patiently for help.'

The earthquake destroyed 500,000 homes and 16,000 schools, and 8,000 people lost their lives. After seeing the damage, brave Bibi wanted to help her village.

'If we didn't move on, we would continue to live in fear. I encouraged my family to build a proper shelter so my brother and father got the wood. Then I realized that it wasn't just my house that was important. I wanted to help my community, too, so I started volunteering.' Two years later, Bibi, who has kindly and generously given up all her time, is still working to rebuild her village.

In the future, Bibi wants to help build safer homes for more families across her country. While other young people have decided to move abroad, Bibi feels it's important that she stays and helps her country. 'This is the time Nepal needs its young people the most.'

7 Read the article. Then complete the sentences. Use two words for each sentence. (10 marks)

- 1 The community was living in _____ after the earthquake.
- 2 People were scared of the _____ and the _____.
- 3 Bibi _____ to _____ her village.
- 4 She has _____ and _____ given up her time to work as a volunteer.
- 5 Other young people have decided to _____.

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Communication

8 Complete the conversation. (5 marks)

A: Excuse me, could you sign my petition?

B: What's it about?

A: It's about sea animal cruelty. We ¹ b_____ we shouldn't keep large sea animals in captivity.

B: But isn't that already illegal?

A: Unfortunately, animals are still used in shows. We ² w_____ the government to ban their use.

B: But won't this be too difficult to stop?

A: The main ³ r_____ is to stop intelligent animals being kept in captivity. It might need a lot of work, but it's definitely ⁴ w_____ the effort. We hope that the petition will let more people know about the issue and this would lead ⁵ t_____ everyone boycotting the shows.

B: I suppose you're right. I'll sign your petition.

Total marks:

Listening ____ / 10 Vocabulary ____ / 15
Language focus ____ / 25 Reading ____ / 10
Communication ____ / 5 Writing ____ / 10
TOTAL ____ / 75

Writing

9 Write a discussion essay on the topic below. Use the plan in the box to help you. Write 80–100 words. (10 marks)

Should all schools get involved with activities that help their local community every year?

Paragraph 1

Introduce the title by rephrasing the question.

Paragraph 2

Present ideas for one side of the argument.

On the one hand, ...

Paragraph 3

Present ideas for the other side of the argument. *On the other hand, ...*

Paragraph 4

Give your opinion and say why.

All things considered, ...