Unit Test 4 | Group A

DICTATION, LISTENING, COMMUNICATION, READING

Name: _____ Class: ____

LISTENING

1 [Track 09] **You are going to hear five short extracts in which journalists talk about their profession. What does each journalist consider to be most important to success? Match each speaker with their statement (A–H). There are three extra letters.**

Speaker 1 ___
Speaker 2 ___
Speaker 3 ___
Speaker 4 ___
Speaker 5 ___

A writing an exclusive story
B being experienced in different areas of journalism
C having strong intuition
D possessing good people skills
E having good Internet skills
F knowing what makes a newsworthy story
G having accurate factual information
H having a curious nature

COMMUNICATION

2 **Complete the dialogue with one word in each gap. The first letters are given.**

Tom: You'll never [1] **b**_____ what happened last Saturday afternoon!
Jo: What? Go on, tell me!
Tom: Well, to [2] **c**_____ a long story short, I was a hero for five minutes!
Jo: Really? Where were you?
Tom: Shopping in town. [3] **S**_____, a guy grabbed a woman's bag and started to run away. I don't know why, but I chased him! No [4] **w**_____ of a lie!
Jo: So …?
Tom: Well, I could run faster than him! No [5] **s**_____ had I caught him than the police arrived. Apparently, he was a criminal on the loose who had just escaped from prison.
Jo: You were lucky not to get hurt!

LIVEWORKSHEETS

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Name: _____ Class: ____

READING

3 Read the article. Match sentences A–F with gaps 1–5 in the text. There is one extra sentence.

Student power

Hundreds of thousands of school students left their classrooms yesterday in order to take part in country-wide demonstrations to draw attention to the climate crisis, which some of them claim is often ignored by industry and some world leaders. [1] ___ These teenagers intend to show the world how much they care about climate change and aim to focus citizens' attention on what the major political parties are doing or, rather, aren't doing, about this important issue.

These demonstrations were part of a global climate strike by tens of thousands of young people in over than 150 countries around the world inspired by the Swedish teenager, Greta Thunberg, back in 2018. Teenagers like Greta still feel very frustrated by what they see as a lack of action on the part of world leaders, who tell youth movements that they understand the urgency of the situation yet, according to the protesters, do little to help. Greta showed teenagers just how influential they could be. She started off by spending a week protesting outside the Swedish Parliament. [2] ___ This happened not only because of her demonstration, but also because she was breaking the law. She was only fifteen at the time and should have been at school!

Friday's events followed more worrying news regarding the climate crisis. [3] ___ They revealed that never had there been such a high concentration of greenhouse gases in our planet's atmosphere. The organisations which helped plan yesterday's student action, agreed, and drew attention to the importance of the next few years.

School age students all over the world are trying to get across the same message. Among protesters in the UK was thirteen-year-old Charlie, who travelled from the north to attend a demonstration in central London on Friday with his sister Jayne and father Greg. Charlie told us, 'It's not fair. The results of climate change are going to affect my generation, who won't know what a polar bear is!' His sibling added, 'All the kids in my school know about this. Why don't adults do something? We don't get it.'

Theoretically, the Friday demonstrations are part of a youth movement. [4] ___ Charlie and Jayne's father told us, 'People like me have gone along because we believe in our children's right to have a say in society. They need to know they can make a difference. They need to know that they can change the world for the better.' He added that the younger generation has helped raise their parents' awareness of the importance of trying to stop climate change, and of doing it immediately.

So, what do schools have to say about this? According to a recent survey, a small majority of teachers are in favour of pupils missing lessons to support a cause they believe in by going on a protest or march, or by volunteering. However, school leaders disagreed. [5] ___ An experienced head teacher, David Smith, said, 'We would prefer to urge our students to talk to us about activities which they can organise in school to draw attention to important topical issues such as the climate crisis. They are most welcome to put in this kind of request'.

A Although the majority of attendees at these events are young people, there are an increasing number of adults, too.

B They also commented that under no circumstances should children leave school unaccompanied as it could be dangerous.

C Never has such a large-scale protest by young people determined to make their voice heard been seen.

D Some of these politicians have seized a great opportunity to avoid confrontation and to expose their secret.

E The previous week, some scientists had warned that it would be difficult, if not impossible, for the world to undo the damage to the climate that has already been done.

F The teenage activist hadn't been sitting there long before her heartwarming protest hit the headlines and went viral.

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VOCABULARY

1 Choose the correct option to complete the sentences.

0 This is the strangest story I've ever heard. It's really a *hoax* / *an enigma* / ***bizarre***!

1 She *claims* / *verifies* / *exposes* it's fake news, but has no evidence to support what she says.

2 After the argument he walked off, furiously *seizing* / *muttering* / *glancing* to himself.

3 When the police questioned him again, he *maintained* / *carried* / *eliminated* that his story was true.

4 They *wandered* / *raced* / *bellowed* home as fast as they could because they were hungry.

5 Kidnappers are usually reluctant to *abduct* / *assassinate* / *hold* wealthy, high profile victims because they want ransom money.

2 Complete the text with the words from the box. There are three extra words.

~~artistic~~	capturing	clues	composed	
evokes	landscape	likeness	posed	
shots				

I have to admit to being jealous of people who are [0] ***artistic***. Take my oldest sister, Steph. She loves the countryside, so it was natural that she started in photography by taking [1] _____ photos when she was still in her teens. My favourite photo is this one of a beach near where we used to live. It [2] _____ a feeling of great nostalgia. Later, Steph became interested in taking [3] _____ of people and buildings. I love this one of the inside of a factory. It's so carefully [4] _____! Somehow, she has managed to make this large machine in the middle look interesting. And this photo just concentrates on the [5] _____ of a girl. It's me when I was ten!

GRAMMAR

3 Complete the text with the correct form of the verbs in brackets. Use the narrative tenses.

Graham [0] ***had recently joined*** (recently / join) a local environmental group. The quiet nineteen year old was excited when he found out that his group [1] _____ (currently / organise) a protest against the closure of a local park. He really [2] _____ (not / know) what to expect as he had never been involved in such an event before. Finally, the day of the protest arrived. It didn't start well though because it was raining, even though the weather report [3] _____ (optimistically / promise) sun. Graham and the other campaigners did their best to speak to the few people who passed by. However, after they [4] _____ (stand) in the rain for five hours the group leader decided to take a photo of the event and to post it on the social media instead. While Graham [5] _____ (slowly / walk) home, cold and wet, he got a phone call from the leader, who told him their photo had already gone viral!

4 Choose the correct option to complete the sentences.

0 Under no circumstances *did* / *could* / ***must*** you show your suspicion. It could be very dangerous.

1 I can hardly believe the news! Seldom *I heard* / *have I I heard* / *I have heard* such a heartwarming story.

2 In no way *will* / *do* / *must* I ever work for Jonathan Evans. I'm afraid I don't trust him.

3 Hardly had she started to speak to him *than* / *when* / *that* she realised she had met him before.

4 You were very brave yesterday. At no time *do* / *did* / *will I* doubt you could do it.

5 He was very lucky. *Barely* / *Never* / *Scarcely* has he had such a narrow escape!

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