Name:

Solutions Third Edition

Cumulative Test Introduction + Units 1–5

Grammar

1 Tick the correct option to complete the dialogues

Max [1]_____ will I speak to Ryan again.

A Under no circumstances B No doubt C Hardly

Jess [2]_____? What's he done?

A Why bother B What for C Why not

Tim That athletics training was [3]_____ I had imagined. I'm exhausted!

A far harder than B harder and harder C almost as hard

Sally You're right. I [4]_____ very difficult to keep going.

A felt B found it C would be

Perle I'm sure Max [5]_____ the invitation, but he hasn't come.

A will have got B will be getting C will have been getting

Carlos He [6]_____ arrive late at parties, so he might come later on.

A is forever B would often C tends to

Vocabulary

1. Tick the correct word to match each definition

1 To respect and admire someone. (phr v) **take after / look up to**

2 When the DNA of a living thing changes by accident. (n) **mutation / transformation**

3 Change currency or religion. (v) **alter / convert**

4 Very upset about something. (adj) **perturbed / devastated**

5 To admit that something is true; e.g. admit that another person is right. (v) **concede / confirm**

6 Not caring about what others say or think. (adj) **gutted / impervious**

LIVEWORKSHEETS

Listening

Track 8. 1 Listen to an interview about a scientist called Rosalind Franklin. Tick the best answer (A–D).

1 What is true about Rosalind Franklin's childhood?

A She didn't come from a wealthy family.

B She was very interested in politics.

C She didn't seem to be a very exceptional child.

D She decided what to do at an early age.

2 What is true about the technique of using X-rays which Rosalind learned?

1 It was the subject of her PhD.

2 She only used it in Paris.

3 It would help her to make her most important breakthrough.

4 She was the first person to use the technique.

3 What is true about Rosalind's behaviour when she was studying DNA?

1 She wasn't very careful in the way that she studied it.

2 She didn't think about her safety very much.

3 She tried not to be near X-ray machines for very long.

4 She took longer than she needed to do her experiments.

4 What does the speaker say about Franklin's work with DNA?

1 Two other scientists used it without properly acknowledging her.

2 It was disproved by a team from Cambridge.

3 It won her the Nobel Prize for Science.

4 It helped her to construct a model of the DNA molecule.

5 What do we know about Franklin's death?

1 A book written by her was published after she died.

2 She was completely forgotten after she died.

3 Years after her death, people are beginning to appreciate her.

4 Her sister was with her when she died.

LIVEWORKSHEETS

Reading

1. **Read about *The Underground Railroad* and complete gaps 1–5 with the missing paragraphs A–F. There is <u>one extra paragraph</u> that you do not need to use.**

The Underground Railroad

Had I not been browsing in a second-hand bookshop recently, I would never have heard of William Still's *The Underground Railroad*. I don't tend to read non-fiction and bought it mostly on a whim, but seldom have I read such a moving book.

1___

William Still's parents had been slaves. Still himself was a free man who helped hundreds of escaped slaves by hiding them in his home. He kept detailed records of all the people sheltered in his house, including whole short biographies of each one. It is these which Still later turned into his book.

2___

The underground railroad was an extensive secret network of meeting points, safe houses and escape routes operated by abolitionists (people who campaigned to end slavery) between the late 1700s and about 1860. The name 'railroad' came from the code words that the abolitionists used. Each point on the escape route – the homes and businesses where fugitives used to rest – was called a 'station'. The volunteers who guided escapees, and took the biggest risks, were called 'conductors', like the conductors on a train.

3___

A great deal of the railroad's conductors were black people, but there were also Native American volunteers, and even white people – some of them children of wealthy slave-owning families. White volunteers were particularly useful as they aroused little or no suspicion when they visited plantations. Some of the black conductors were free-born: others were escaped slaves who risked recapture and death in order to help others.

4___

Despite the help of conductors like Tubman, attempting to leave a southern slave plantation was a daunting prospect. Imagine that you are an escaped slave on the run. You will probably be alone until you can reach the nearest 'station', and within hours, the plantation owners will have learned of your escape. Trackers will probably be hunting you. Clearly, you won't get far unless you know how to hide and evade recapture.

5___

Clever techniques like this 'secret education' help to explain how the Underground Railroad managed to rescue about 100,000 people from slavery. But only so much of the network's success can be explained in terms of organisation and clever ideas. In the end, it mostly comes down to the sheer guts and determination of ordinary people: people who risked their lives to escape, or to help others.

The tales in Still's book make this clear. They are tales of hope, fear, kindness and extraordinary courage – haunting narratives that make a lasting impression.

LIVEWORKSHEETS

A The most famous of these former slaves was Harriet Tubman. Tubman escaped slavery in 1849. Not content to simply enjoy her freedom, she risked recapture time after time to guide hundreds of other slaves north. She was fearless by nature, and the more daring she became, the more bounty hunters came after the rising 'prize money' on her head.

B The purpose of this network was to get fugitive slaves out of the southern US states, whose laws allowed slavery, and take them north – to 'free states' or across international borders. Canada, which had banned slavery and shared a long land border with the United States, was by far the most important international destination. However, some slaves would be guided south to Spanish or French territories in the Caribbean.

C Still's book is, of course, written in the language of his time. But despite looking up the odd antiquated word, the accounts are as readable and poignant as ever. They soon inspired me to go away and find out more about the underground railroad.

D It's generally assumed that all southern white people were in favour of slavery, but the fact is that there were white people all over the deep south who were appalled by the practice of slavery and campaigned for abolition. Rarely has their story been told.

E To help with this problem, some conductors invented coded songs which taught evasion skills to plantation workers. For example, 'Wade in the Water' taught people to throw dogs off their scent by wading into rivers. Similarly, 'Follow the Gourd' gave coded instructions for travelling north.

F First published in 1872 and reprinted in 2007, Still's book is a compilation of first-hand accounts of African-Americans who escaped slavery in the southern United States in the 1800s. Escapees describe the hardships they endured on the run, and their terror of being caught or killed by white bounty hunters.

LIVEWORKSHEETS

Writing

Read the task below and write a letter to an editor (220−260 words).

Remember to plan your paragraphs before beginning to write.

You have read an article in a local newspaper about a proposal to close a major street in your home town to traffic, making the road open to pedestrians only. You feel that there are both advantages and disadvantages to this idea. Write a letter to the editor of the newspaper discussing the pros and cons of the scheme. Explain whether overall you think it would benefit the town or not.

LIVEWORKSHEETS