Insight Upper-Intermediate

UNIT 5 TEST A

Total Mark: ____ / 93

Name: _____ Class: _____ Date: _____

EVERYDAY ENGLISH

MARK: __ / 5

1 Complete the sentences (1–5) with the words below. Then match the sentences to the correct responses (A–E) to make dialogues.

go • decide • should • doesn't • hoping

1 I was _____ I could join you in the meeting. [ ]

2 We don't have to _____ right now. [ ]

3 Don't you think you _____ try and guess the meaning? [ ]

4 _____ it make more sense to make a rough copy first? [ ]

5 Which one shall we _____ for? [ ]

A I suppose so, but using a dictionary's much easier.

B I'd prefer to read the second one. It looks more interesting.

C Of course, you're always welcome.

D OK. Let's sleep on it, then.

E It does, yes. I was just being impatient.

LISTENING

MARK: __ / 10

2 Listen to a brother and sister, Jenny and Steve, discussing a birthday present for their mother. Circle the correct answer.

1 At the beginning of the conversation, Steve's general attitude to the suitability of an e-reader for their mother is **positive / indifferent / negative**.

2 The two people finally decide to **buy the present Jenny suggested / take more time to think about the present / buy something different**.

3 Listen again. Circle the correct answer (a–d).

1 Jenny thinks her mother will:

a) still be able to shop in bookshops. **b)** enjoy not having to shop for books.

c) soon forget about going to bookshops. **d)** soon forget about the disadvantages of e-books.

2 When their parents go on holiday:

a) their father likes to read as well. **b)** they usually stay in a luxurious hotel.

c) their father tends to carry the bags. **d)** the majority of their mother's luggage is books.

3 Jenny can easily imagine her mother:

a) reading her e-reader by the pool. **b)** taking photos by the pool.

c) creating an online library. **d)** going to the local libraries.

4 Steve doubts his mother will:

a) remember to charge her e-reader. **b)** be able to see the screen clearly.

c) like vouchers for an e-reader. **d)** like the books available for the e-reader.

5 Jenny thinks Steve is:

a) joking **b)** old-fashioned

LIVEWORKSHEETS

READING

MARK: ___ / 18

How to write a best-seller

If you believe what they say, everyone has a book in them. This may be true, but it doesn't mean everyone's a good storyteller. Not everyone can write in a sophisticated way that will capture the imagination of the reader and make them want to carry on reading. Most wannabe-writers find it hard to cling on to their dream of becoming an author, as it often brings them limited financial reward. The point is, not many people can write in the same way or achieve the success of someone like J.K. Rowling. So, what do you have to consider if you want to pen a best-seller?

The first thing to do is tell a good story. A touching, riveting story with an intricate plot will have the readers wanting more. I have to point out here that you don't have to concoct a truly original plot. People love a tried and tested storyline. A lot of Shakespeare's plays were derived from traditional stories which were told at the time he was writing. And it should have a hero or heroine who you can follow throughout the book and who goes on a character-building or life-changing journey and comes out the better for it on the other side.

Secondly, it's a good idea to know your audience. You should easily be able to picture your reader, and when or where they're going to be reading your novel. Are you writing for men or women, teenagers or older people? Is your book going to be something they take on holiday as a light read or something they read religiously before switching off the light at night? Is it going to be one of those few unlucky books that stands on their bookshelf for aeons without being read, or something they gladly lend to others and encourage their colleagues to read?

Thirdly, your novel ought to fit into a recognized genre. If you're writing a crime novel, ensure it meets the expectations of your audience. Of course you can have romance and comedy in the story, up to a point, but these should be secondary to the main genre chosen. Confusion over genre will lead to disappointment and will leave the bookshop wondering which category to put it in.

Lastly, consider how you are actually going to write the novel. There are a number of methods to think about. Show how your character feels through their actions, not by telling the reader. It's much better to write about someone's hands shaking rather than simply stating, 'He felt nervous'. In addition, you'll succeed in grabbing the audience's attention if your tale refers to smell, touch, sound, taste or sight. Also, through using natural, direct speech, you will ensure that the reader feels close to the action.

These are just a few key points. When you have managed to actually finish your book, there's still a long way to go. Many an author has been rejected by numerous publishing companies before they get their lucky break. Finding a publisher is hard, and if they do publish your book, it's unlikely that they will entrust you with a large sum of money for your second novel on the strength of your first. The main message is: work hard and never give up. It will all be worth it when you see your name on the cover of a book.

4 Read the text. Are the sentences true (T) or false (F)?

1. Few people can write in a way that makes people want to continue reading. [ ]
2. A unique story is the key to being a successful author. [ ]
3. There should be a number of main characters in a novel. [ ]
4. It's best to imagine the reader of your novel when you're writing it. [ ]
5. Most books are left unread for a long time. [ ]
6. There shouldn't be too much humour in a detective novel. [ ]
7. Bookshops frequently display novels under the wrong genre. [ ]
8. Readers often respond well to descriptions which appeal to the five senses. [ ]
9. It's easy to find a publisher once you have finished writing your novel. [ ]
10. Once you have published your first novel, you will often receive money to write the next. [ ]

LIVEWORKSHEETS

5 Challenge. Complete the text with the correct words (a–d).

Reading by touch

Over 200 years ago, a French schoolboy called Louis Braille came up with a sophisticated system that [1]_____ blind people like himself to read. His family [2]_____ afford for him to go to a specialist school, but a rich landowner saw his potential and ensured that he attended the Royal Institution for Blind Youth in Paris. Living away from home must have been difficult for the ten-year-old, but he was [3]_____ by his thirst for knowledge. At some point in 1821, he was introduced to 'night writing', a system of raised dots on paper which was used by soldiers who [4]_____ to communicate without detection. He loved the idea [5]_____ a point, but the soldiers' system was too complex. He [6]_____ to simplify the code and succeeded in creating a more useable system of six raised dots with sixty-three combinations. He went on to teach it to as many people as possible.

Louis died aged just forty-three, but his memory [7]_____ on through Braille, the code he created. In 1952, a century after his death, the French government finally did what, in my opinion, it [8]_____ have done many years earlier: it formally recognized Louis' achievement. In a touching tribute, his ashes were moved to the Panthéon in Paris, the resting place of all of France's national heroes.

1 a) enclosed b) entrusted c) enabled d) enlarged

2 a) couldn't b) mustn't c) didn't have to d) shouldn't

3 a) cheered on b) urged on c) carried on d) kept on

4 a) must b) didn't have to c) ought d) needed

5 a) up b) as c) next d) at

6 a) stopped b) bothered c) will be able d) managed

7 a) stays b) remains c) comes d) lives

8 a) must b) can't c) should d) had better

VOCABULARY

MARK: __ / 36

6 Match the phrasal verbs (1–9) to the definitions (A–I).

1. add on [ ]	**A** to keep
2. cheer on [ ]	**B** to start
3. cling on to [ ]	**C** to give encouragement by shouting
4. throw on [ ]	**D** to continue
5. keep on [ ]	**E** to connect something to another thing
6. move on [ ]	**F** to dress yourself quickly
7. switch on [ ]	**G** to encourage an action
8. urge on [ ]	**H** to survive
9. live on [ ]	**I** to change and develop

7 Complete the sentences with the correct form of the words in brackets.

1 You must ..... (sure) that you have your passport before going to the airport.

2 Can we ..... (trust) her with the arrangements for the party?

3 Black Rhinos are one of the most ..... (danger) species in the world.

4 Local government should ..... (power) local people.

5 Audio books ..... (able) people with sight problems to enjoy literature.

6 Shakespeare's first play was ..... (title) *Henry VI*.

7 There were some photos ..... (close) with her letter.

8 The teacher needed to ..... (large) the writing on the projector.

LIVEWORKSHEETS

8 Complete the sentences with the phrases below.

there's no point in • pointed out • from my point of view • at some point • up to a point • take your point • on the point of • the point is

1 I _____, but I still think it's a bad idea to ban mobile phones in school.
2 _____, soon many endangered species will become extinct.
3 _____ going to the gym if you eat cake when you get home.
4 He _____ that the government had promised to protect the environment.
5 _____, schools should do more to support students with disabilities.
6 They were _____ opening the library when the fire started.
7 I agree with you _____, but I still think my idea is better.
8 _____ that students learn how to do the experiment safely.

9 Match the words below to the words in bold with a similar meaning.

touching • abuse • riveting • transcend • quirky • expressive • perceptive • protagonist • intricate • preface

1 The author discusses other writers in the **introduction** to her book. _____
2 It was a **moving** film about a boy who looks after his sick mother. _____
3 The novel was too **complex** and I didn't completely understand the story. _____
4 Helen had a really **unusual** sense of humour. _____
5 The **main character** in the novel is a young woman from Scotland. _____
6 The music was **meaningful** and full of joy. _____
7 The historian wrote a very **insightful** book about the war. _____
8 The documentary shows pets suffering **cruel treatment** from their owners. _____
9 He was able to **rise above** his life of poverty to become a musician. _____
10 This TV programme is **gripping**. I can't stop watching it. _____

GRAMMAR

MARK: ___ / 24

10 Complete the sentences with the correct modal verbs below.

shouldn't • mustn't • must • have to • should • don't have to • had better

1 You _____ make a list of new vocabulary that you find.
2 You _____ eat school meals. You can bring sandwiches if you want.
3 I _____ remember to take that book back to the library. I keep forgetting.
4 You _____ pass an English exam before you can attend the university.
5 Matt _____ use a dictionary all the time. It won't help him to improve.
6 Students _____ use their mobiles in class, otherwise they will be removed.
7 You _____ go to bed early. The exam is tomorrow morning.

11 Complete the sentences with the past forms of the modals and the verbs in brackets.

1 She _____ (ought to / rehearse) before the concert.
2 You _____ (need not / arrive) so early. The film hasn't started yet.

LIVEWORKSHEETS