



FIRST 1

End of Term Revision (Gold First. Units 4-5)

Reading

1. You are going to read an article about a teen who runs his own chocolate-making business. Read the text once quickly and select the best title.

A) With a little help from my friends.

B) A talent for chocolate but no head for figures.

C) Chocolate millionaire turns eighteen.



Things teenagers, think couch potatoes eating pizza out of the box of munching 99 pence burgers? think again because there is a new teenager in town and he is on a chocolate coated mission. Louis Barnett runs a rapidly growing chocolate Empire which counts among its customers the British Supermarket chains Waitrose and Sainsbury's, as well as upmarket department store in London, New York and as far as Moscow. All these and Louis is still only 18.

But things weren't always that easy. Despite an IQ of 132, Louis dropped out of school when he was only eleven, frustrated and disheartened. 'He was terribly difficult for him,' his mother Mary explains. 'His handwriting was really bad and he struggled with spelling.' The problem was that Louis was, in his own words, 'dyslexic, dyspraxic and dyscalculic.' Nothing the school system had to offer made any sense to him.

So, with the help of his parents and a specialised tutor, Louis said about the vocational-based home-study programme. Concentrating on the thing that he loved the most: chocolate. 'I've always been intrigued by it,' says Louis, who bought his first Belgian chocolates with his own pocket money when he was only nine. By the time he was 13 he had already created his own line of specialist chocolate, a sample which is sent to Waitrose head office.

'It was slightly bizarre,' admits Waitrose chocolate buyer, Greg Sehringer. 'One day a package arrived in reception addressed to the confectionery buyer. It spent a day or so in the post room before finding its way to me but as soon as I saw the product, I thought it was great. So we arranged to meet Louis and he arrived here a few days later - with his parents. We didn't expect that. 'But don't think this is a case of pushy parents, Sehringer says, Louis always did the talking.'

The product Louis sent to Waitrose was a box made of chocolate. 'One Christmas I decided to make some chocolate for my family and friends to send as presents but when I looked into the packaging I found that it was more expensive than the chocolate inside. So I thought, Why not make a chocolate box to put the chocolates in?'

He gained a qualification in chocolate making from the prestigious Zurich-based Callebaut Academy, the youngest person ever to do so. They in fact sponsored the rest of his chocolate-making education. His grandparents also helped out, lending him the money for the special chocolate temperature-regulating machine. Once he had that, Louis was off and running. By the age of 16 he was selling chocolate to luxury department stores in both the UK and the United States. His company, called *Chokolit* because this is how Louis as a dyslexic spells chocolate, was very much on the map.

Louis calls himself an ethical chocolatier and includes pictures of endangered species on the packaging of his new range of palm oil-free chocolate bars, the percentage of the sales of which go to animal charities. Waitrose ordered 100.000 boxes all of the bars in 2007 and Lewis then had to move production from his parents' garage to a factory in the north of England. We're still lives with his parents, both of whom work for his business, as does his girlfriend Sally, who is his PA. There had been a few problems finding the right staff, though, because some people are reluctant to take orders from a teenager.

As for dealing with the interest from the press and becoming a chocolate maker to the Rich and Famous, Louis is undaunted. 'What we've done so far is monumental,' he says, 'but I don't want to lose control of the business.' In fact, Louis is already thinking about how he can use the attention he's getting to encourage young people to get into cooking.

2. Read the text again. For questions 1-8, select the answer (A, B, C or D) that you think fits best according to the text.

<p>1. What does the author of this article think about teens?</p> <p>A. They are lazy and eat poorly.</p> <p>B. They don't have much money.</p> <p>C. They avoid doing the washing-up.</p> <p>D. They are not all the same.</p>
<p>2. Why did Louis leave school?</p> <p>A. He wasn't very bright.</p> <p>B. The teachers didn't understand him.</p> <p>C. He had special problems.</p> <p>D. He kept failing spelling tests.</p>
<p>3. How did Louis parents react to his problem?</p> <p>A. They were very worried about his son.</p> <p>B. They understood his needs.</p> <p>C. They paid a private teacher to help him.</p> <p>D. The blamed the school system for his failures.</p>
<p>4. What does '<u>that</u>' underlined in the text mean?</p> <p>A. That they will receive a package from the post.</p> <p>B. That they would actually meet Louis.</p> <p>C. That Louis would be with his parents.</p> <p>D. That Louis would arrive late.</p>
<p>5. What was so special about the sample Louis sent to Waitrose?</p> <p>A. You could eat the whole thing.</p> <p>B. It was less expensive than other products.</p> <p>C. It was something no one else had thought of.</p> <p>D. He had made it to give to his family as a present.</p>
<p>6. What does '<u>off and running</u>' underlined in the text mean?</p> <p>A. Trying to escape.</p> <p>B. Competing in a race.</p> <p>C. Moving quickly.</p> <p>D. Progressing well.</p>
<p>7. Why did Louis stop making his chocolates in his parents' garage?</p>

- A. The demand for his chocolates had grown.
- B. He wanted to make chocolates using ethical principles.
- C. He found it difficult to work with his parents.
- D. He wanted to move in with his girlfriend.

8. How does Louis feel about his company?

- A. He is proud of it but would not like anyone else to run it.
- B. He would like to specialise in making chocolates for celebrities.
- C. He is worried it might be getting out of control.
- D. He thinks it is not getting enough attention.

Use of English

3. Narrative forms: Complete the story with the correct form of the verbs in brackets (**Past Simple, Past Continuous, Past Perfect or Past Perfect Continuous**)



A would-be lifeguard

I (1) (*jog*) along the beach with my boyfriend when I (2) (*notice*) a man on a surfboard quite a long way out who (3) (*wave*) his arms around frantically. I (4) (*not stop*) to think and (5) (*run*) into the water to try and save him. Only a month before I (6) (*complete*) a special training programme for lifeguards and I (7) (*want*) to try out what I (8) (*learn*).

I (9) (*swim*) as fast as I could to where I (10) (*see*) the man on the surfboard but when I (11) (*get*) there he (12) (*disappear*) completely. I (13) (*look*) around desperately but he

(14) (be) nowhere to be seen.

I (15) (feel) really terrible. It

(16) (be) my first opportunity to rescue

someone and I (17) (fail) dismally. I

(18) (walk) sadly along the beach looking

for my boyfriend when I (19) (see) the

man. He (20) (talk) to my boyfriend and


they (21) (laugh)! It (22) (turn

out) that they (23) (know) each other at

university but (24) (lose) contact. The

man (25) (wave) to attract my boyfriend's

attention not because he (26) (drown).



4. Passive Voice: Turn the following sentences into Passive Voice.

A. Doctors believe that people should be educated on the importance of regular exercise.

It _____ that people should be educated on the importance of regular exercise.

B. The executives expect the staff to arrive earlier today for an urgent meeting.

_____ earlier today for an urgent meeting.

C. My mother was always asking me to prepare the food for parties.
It was so annoying!

I _____ the food for parties. It was so annoying!

D. People eat too much junk food nowadays.

_____ **nowadays.**

E. Fans believe Jennifer and Brad are secretly in love.

They _____ secretly in love.

F. Police officers thought the intruder had left the house by the time they got there.

The intruder _____ the house by the time the police officers got there.

G. The band has announced that they are cancelling the tour.

It _____ that the tour _____.

H. The teacher claims that Robin has hit Steven.

Robin _____ Steven.

5. Phrasal Verbs and Idioms: Match the phrasal verbs and idioms to their corresponding meaning.

A. Turn away	___ Have an unexpected result
B. Turn on	___ Get someone's attention
C. See eye to eye	___ Agree
D. Put (your) foot down	___ Refuse permission to enter
E. Catch (my) eye	___ Suddenly attack someone
F. Turn out	___ Say 'No' firmly to something or somebody.

Listening.

6. You'll hear an interview with Alan Preston, a man who sailed round the world alone at the age of 16. Select the best answer for questions 1-7.

- 1 How does Alan describe himself as a child?
A keen to follow in his father's footsteps
B interested in dangerous activities
C willing to try anything new
- 2 Why does Alan say he started sailing seriously?
A He wanted to please his parents.
B He hoped to repeat a good experience.
C He intended to follow his own ambitions.
- 3 How did Alan feel about preparing to sail round the world?
A It was difficult getting financial help.
B It was hard getting his whole family to agree.
C It was tough dealing with personal criticism.
- 4 When he started the trip, Alan
A found it too physically demanding.
B was upset by difficulties with the boat.
C worried about the prospect of loneliness.
- 5 Alan said that the worst moment of his trip
A gave him confidence to cope with anything.
B meant he had to use special equipment for the first time.
C was challenging because of unexpected weather conditions.
- 6 Alan explains that he continues to sail because of
A the feeling he gets from being at sea.
B the competitive nature of the sport.
C the things he sees while sailing.
- 7 What is Alan's most important advice for other young sailors?
A Keep sailing in perspective.
B Get the best advice you can.
C Prepare differently for each trip.

