

Grammar

1 Complete the text with the *-ing* or *to* infinitive form of these verbs. There are two extra verbs.

lose • make • solve • spend • stare • take
watch

A recent investigation into the human brain found that those struggling (1) a puzzle or problem should give up (2) at the page and should watch or read something funny or uplifting.

Researchers suggest (3) a comedy sketch or a film that people know will bring a smile to their face. They claim you should avoid (4) time watching horror films or TV programmes with sad scenes, as by feeding your negative emotions, you risk (5) inspiration. They promise that by considering this advice, you will gain additional insight and be able to find solutions to your puzzles or problems more quickly.

/ 5

2 Correct the five mistakes in the text.

Last week my mum caught my little brother to steal biscuits from the kitchen. She gave him some money and asked to go to the shops to buy some more. When he was coming back he met a friend and they started eat the biscuits. My brother just loves eating biscuits! Anyway, they couldn't stop to eat and they managed to eat the whole packet! When he came home to get more money, Mum was furious and sent him to his room. She told to me I had to go to the shop because she didn't trust him! I was tempted to open the packet but I managed to get home without eating any!

/ 5

3 Complete the dialogue with the correct answer, A, B or C.

Anna: Hey, Jane, what are you doing?

Jane: It's my new hobby. I've started (1) decoupage.

Anna: What's that?

Jane: Basically, it's decorating things by sticking on paper and tissue paper. Look, I've made these jewellery boxes for my mum.

Anna: Wow! They're beautiful! How do you do it?

Jane: Well, I begin by buying some of these boxes on the Internet. They only cost about €8 each. I prefer (2) special tissue paper because it sticks better. I recommend (3) a good paper glue, too. I've created the designs by myself. I didn't come up with the idea though, I saw it on the Internet.

Anna: Wow! Can I have a go?

Jane: Of course, try to avoid (4) your fingers stuck to the paper as it tears easily. Don't forget (5) the top on the glue, otherwise it will go dry.

Anna: OK. Let's get started!

1 A do	B doing	C done
2 A to use	B use	C uses
3 A you to buy	B buy	C buying
4 A get	B to get	C getting
5 A putting	B to put	C put

/ 5

Total / 15

Vocabulary

4 Choose the correct alternatives to complete the text.

The night before the exam, Tom tried his hardest to (1) articulate/memorise/interpret all of the irregular verbs on the list, an activity he perceived (2) like/so/as boring. After about half an hour he found his mind (3) grasping/struggling/wandering to his favourite TV series. 'I wish I had a (4) grasp/gift/way for learning languages,' he moaned. After another half an hour of staring at the page he couldn't (5) recall/perceive/grasp a single verb. Then he started reading the list out loud and within 20 minutes he had learned the lot!

/ 5

5 Complete the text with one word in each gap.

After her first psychology seminar on 'the mind', Jenny felt she hadn't fully caught (1) to what the lecturer was explaining. She had only picked (2) a few of the ideas so she asked her friend Sasha if she could help her piece (3) the missing information. They looked at each other's notes and came up (4) some ideas as to what the lecturer was trying to say. Talking it (5) with a friend helped make things clearer, and after a bit of reading on the subject, Jenny felt she had a much clearer understanding of the seminar.

/ 5

6 Complete the text by adding prefixes to the words given.

Sara was an exceptionally gifted student who was (1) (intelligent) and got top marks in all her tests. She never (2) (behaved) in class nor was she (3) (respectful) to the teachers. However, she did have one problem – she was incredibly shy. Some people thought she was a bit (4) (social) but in fact she really wanted to integrate with the other students. However, once she realised that her shyness wasn't an (5) (perfection) she soon made friends.

/ 5

Total / 15

Reading

7 Read the article about the effects of omega oils on the brain and choose the best answers, A, B, C or D.

The impact of omega fish oils on the brain

For many years, researchers have debated the actual benefits of the consumption of omega fish oils. It has been said that their consumption can prevent heart disease and counter the effects of depression, but some scientists have made the bold claim that the regular consumption of Omega 3 drastically improves intelligence. Wanting to put the rumours to the test, a group of scientists decided to carry out some qualitative research on a group of British children. Details of the experiment, together with the results, can be found in this report.

Omega 3 and Omega 6 can be found in oily fish such as salmon, tuna and halibut. These oils cannot be made by the human body and therefore need to be consumed either in our diets or as a dietary supplement taken in pill form. Evidence shows that Western diets contain a relatively small quantity of Omega 3 fatty acids when compared to Asian cultures. Consequently, the researchers chose individuals from Great Britain to carry out their research.

The children selected for the experiment were all from the same secondary school in the north of England and they were handpicked by teachers of the school using a set of criteria. It was deemed essential by the experimenters that the children chosen regularly suffered from a lack of concentration, and were not the highest achievers in class. Once the children had been selected, the scientists had to gain parental consent. During an open evening with parents, many questions were answered and eventually all of the parents signed the necessary forms allowing their son or daughter to take part. Individual files were then set up on each student.

The duration of the experiment was six months. During the first three months, the researchers measured the concentration and academic ability of the children through a series of experiments. The researchers were present in the classes of the individuals and monitored their concentration during a series of tests carried out using electronic equipment and computers. In addition, their academic ability was tested by the teachers who regularly fed homework marks or test results back to the team of scientists. During the second half of the experiment, half of the children were given a pill containing a specified quantity of Omega 3 and the other half were given placebos. During this second three-month period, the scientists again carried out the same experiments that measured the concentration and academic ability of the selected children.

The results from the experiment were immediately clear. The boys that had taken the fish oils were finding it easier to concentrate in class and had drastically improved their academic ability. They had begun to achieve higher results in class and their teachers had commented on their improvements. In contrast, there was only a relatively small difference found in the girls tested. Only a small percentage of the girls showed a dramatic increase in concentration, with the rest showing no difference whatsoever. With regards to academic achievement, it was apparent that overall performance had increased. The conclusions of the experiment were clear, although the scientists could not explain the difference in results between boys and girls.

When the scientists released their findings stating that fish oils dramatically improved the behaviour, concentration and academic ability of boys in a school environment, and should therefore be used in the future to aid concentration and improve intelligence, other experts jumped on the bandwagon and immediately refuted their claims. They questioned their research methods, the school used, and also the quantity of children experimented on. Others found the results significant. 'This study's results suggest that parents should consider fish oil supplements,' one expert said, 'But personally I feel that more research is needed to pinpoint the precise benefits. I look forward to similar tests in this area.'

So, it appears that eating oily fish has some advantages even if the scientists can't put their finger on exactly what they are.

1 Prior to the report ...	2 According to the text, Omega 3 ...
A people thought omega fish oils could prevent depression.	A is a natural vitamin.
B people believed omega fish oils made you more clever.	B is more often consumed in Asian diets than in western diets.
C everyone was sure of the benefits of Omega 3.	C is found in all fish.
D someone had suggested that Omega 3 stops heart disease.	D is half as beneficial as Omega 6.

- 3 The children selected for the experiment ...
 - A were the teachers' favourite students.
 - B had to answer questions before taking part.
 - C often couldn't focus in class.
 - D asked their parents for permission to take part.
- 4 During the first three months of the experiment ...
 - A researchers tested the students' computer skills.
 - B the students sent their homework to the scientists.
 - C each student was given a pill.
 - D the teachers and the researchers performed different functions.
- 5 The results showed that ...
 - A in general the students did better academically.
 - B the boys were more intelligent than the girls.
 - C the concentration of some girls went down.
 - D none of the girls improved their concentration.
- 6 When the scientists released their findings ...
 - A some people thought that the experiment should have had more students.
 - B they suggested all boys should be given vitamin pills.
 - C some experts said they had already found the same results in their studies.
 - D other scientists wanted to copy their research methods.

/ 6

- 8 Read the article again. Are the statements True (T), False (F) or is the information Not Mentioned (NM)

1 Prior to the report, experiments had proven that the consumption of Omega 3 enhances intelligence.	T/F/NM
2 Omega fish oils can only be obtained by humans through the consumption of certain fish.	T/F/NM
3 British people didn't like eating foods high in Omega 3.	T/F/NM
4 The parents had a lot of questions for the scientists about the experiment.	T/F/NM
5 The results indicated considerable improvements in the concentration of some of the girls and all of the boys who had taken Omega 3.	T/F/NM
6 Scientists came to the conclusion that fish oils could aid boys in various areas in the future.	T/F/NM

/ 6

Total / 12

Use of English

- 9 Complete the second sentence so that it means the same as the first, using the word given. Use between two and six words.

- 1 It is vital to wear your goggles when you are doing the experiment.

REMEMBER

You must on your goggles when you are doing the experiment.

- 2 My father suggested I talk to my favourite teacher about my university options.

ADVISE

My father talk to my favourite teacher about my university options.

- 3 Were you able to understand what the teacher was saying?

CATCH

Did you manage to what the teacher was saying?

- 4 If you haven't found your book yet I suggest you continue searching.

LOOKING

If you haven't found your book yet I suggest you carry it.

- 5 Lena took the decision to start doing her homework.

GET

Lena decided with her homework.

- 6 Peter did these exercises last week but now he has forgotten about them.

REMEMBER

Peter these exercises last week.

- 7 Joshua regards his sister's football skills as inferior.

DOWN

Joshua sister's football skills.

- 8 I wish I had thought of the answer first.

COME

I should with the answer first.

/ 8

Listening

10  Listen to a researcher explaining how she believes the Internet is affecting our minds. Complete the notes with one word in each gap.

Social networking sites are increasingly popular for making on-line friendships although the interaction is via chat rooms, texts or (1) and not face to face. But how do people maintain real friendships?

I believe a friend is a person you can call, meet for coffee or invite to your house whenever you have a (2)

I also believe a friend is for life and it needs (3) just like a marriage. For the young, a long friendship that lasts years would be 'too boring'. Children today are very selfish and either eliminate or ignore a friend who is in (4)

I blame the Internet. Children can't concentrate on things for more than a few minutes, unlike the older generation who could develop relationships because they had more (5)

/ 5

11  Listen again and choose the best answers, A, B or C.

- 1 What does the speaker say about her daughter?
A She has over a thousand online friends.
B She has friends who can access her personal information.
C She knows people who communicate with numerous people they have never met.
- 2 What is the speaker's attitude towards the younger generation?
A They don't have meaningful relationships.
B They are friendly.
C They take risks by meeting strangers.
- 3 The speaker thinks that friendship ...
A is as important as a marriage.
B is more important for old people.
C is something that lasted longer in the past.
- 4 The speaker says that children are self-centred because ...
A they get everything they want.
B they have hundreds of friends.
C their priority is themselves.
- 5 What does the speaker suggest about the younger generation?
A Their minds have not developed in the same way as their parents and grandparents.
B They lose concentration because they have too many buttons to press.
C They blame the Internet for their problems.

/ 5

Total / 10

Writing

12 You have seen the advert below in an international magazine for students. Write your review.

Wanted: TV series review

Write us a review of your favourite TV series. What's it about and why do you love it? Only the best reviews will be published.

You should:

- give general information about the series – title, genre, actors
- explain the basic plot
- say why you like it using positive adjectives
- try and include useful phrases connected with films (*bombed, panned, rave reviews, etc.*)

Unit 3 Test

STANDARD LEVEL

NAME

CLASS

B2+

Write 250–275 words.

/ 10

Speaking

13 Prepare a presentation on the following topic. Do you agree? Why/Why not?

'Social media sites are making teenagers less creative.'

Use these ideas to help you:

- Include your opinion in the introduction.
- Order your arguments starting with the strongest (*First of all, In addition*).
- Present any opposing viewpoints (*However, On the other hand, You can't deny that, You can't argue with the fact that*, etc.).
- Respond to these points (*Having said that, While it's true that, Even so, I still believe that*, etc.).
- Conclude by restating your opinion and strongest argument (*To sum up, Returning to my main point*).

/ 10

Total

/ 80