# Unit 4 Test
## STANDARD LEVEL

NAME _____

CLASS _____

B2+

## Grammar

**1 Choose the correct alternatives to complete the dialogue.**

**Paul:** If it's a nice day tomorrow do you fancy going running, Pete?
**Liam:** Mmm, OK, (1) *as long as/unless* I can find my trainers.
**Paul:** Well, (2) *if only/supposing* you find them, shall we meet at the park at 7 am?
**Liam:** Mmm. OK. Yes, (3) *unless/providing* my alarm clock doesn't go off.
**Paul:** Well, (4) *unless/providing* you set it, it will go off!
**Liam:** Haha, I know, but sometimes I forget to set it, and I'm not very good at getting up early in the mornings.
**Paul:** Me too. (5) *Supposing/I wish* I was one of those people who could jump out of bed early.
**Liam:** OK, come on. Let's set ourselves the challenge to get up and go!

/ 5

**2 Complete the text with the correct form of these words.**

be • send • miss • walk • have

Jenny was having a bad day. She had got up late, missed the bus and arrived late for school. Her friend, Claire, was angry with her because she had promised to be there early. 'You're so unreliable!' she said. The two of them were giving a science presentation later and they needed to practise it. In the end, the presentation went badly and Claire blamed her. Jenny decided that she would send her a text message to say sorry, but she didn't think she would reply.

'If I hadn't got up late, I (1) _____ the bus and been late for school,' Jenny thought as she walked home alone. 'Claire wouldn't be angry with me now if I (2) _____ more reliable. The presentation would have gone well if we (3) _____ more time to practise it and we would (4) _____ home together now. If I (5) _____ her a text message to say sorry, she probably won't even reply.'

Jenny was wrong. Her phone buzzed immediately. 'It's OK!' the message said. 'It wasn't all your fault. Next time we'll both be better prepared.'

/ 5

**3 Complete the text with these words. There are two extra words.**

might • supposing • unless • will
would • would have • wouldn't

Jack and Layla had decided to spend a day rock climbing. They were halfway up the rock when a thick fog swept over them.

'(1) _____ this fog clears, we will have to go back. It's too dangerous,' yelled Jack.

'If we had started earlier we (2) _____ missed all this fog,' Layla replied, 'and we (3) _____ be stuck here halfway. We (4) _____ be at the top eating our sandwiches and enjoying the view. Although, if we get to the top, I don't think there (5) _____ be much of a view!'

/ 5

**Total** / 15


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LIVEWORKSHEETS

# Unit 4 Test
## STANDARD LEVEL

NAME _____

CLASS _____

B2+

## Vocabulary

**4 Complete the text with these words. There are three extra words.**

| contracted • diseases • engineering • modifying<br>remedies • resistant • species • transmitted |
|---|

It is very important to use pesticides on crops to protect us from (1) .....that could be (2) ..... by pests and parasites. However, some crops are altered genetically to make them look nicer or grow bigger. Some people are worried that genetic (3) ..... will go too far and we will accidentally create a (4) ..... that will become (5) ..... to the very pesticides that we use on it.

/ 5

**5 Find and correct the five mistakes in the text.**

Good afternoon. Today I would like to consider the best age to give a child a mobile phone. Looking at the graph, you can see that in a result of the increase in mobile phone usage, the majority of students had their first mobile phone before they turned 14. This is in comparison of their parents who mostly got theirs after the age of 20! I think, in the future, the average age of a child receiving their first mobile will go down further. When deciding when to give a child a mobile it is not only their age that should be considered but therefore their maturity. That is more, I feel students should be taught how to navigate safely. On conclusion, I think parents should not feel pressured to give their children mobiles until they can act responsibly.

/ 5

**6 Complete the news report with these words. There are two extra words.**

| at • from • in • off • to (x2) • with |
|---|

There were strange scenes at a school football match last night which stemmed (1) ..... a cheese sandwich being thrown between rival supporters. The incident was sparked (2) ..... when the local team took a surprise lead. This prompted the opposing school's fans (3) ..... start singing, which (4) ..... turn led to the local supporters throwing sandwiches at the opposition's fans. However, instead of reacting, the opposition's fans started eating the sandwiches. This gave rise (5) ..... laughter in the crowd and the matched finished in a 1–1 draw.

/ 5

**Total / 15**



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LIVEWORKSHEETS

## Reading

7 **Read the newspaper article about designing your baby. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap. There is one extra sentence.**

### Design your baby

In today's world it is increasingly possible to access the specific things we want in our lives. If we wish for the finest tea from India or the purest silk from Thailand, all we have to do is shop around or, easier still, find it on the Internet. In today's consumer society, everything and anything is accessible. At times, we're so used to having everything on demand that it can be frustrating if we don't get it instantly. (1) ..... In today's world, we ask considerably more questions and find out about how we can design our own cars. We choose the colour and style, the material of the seats, the gadgets we want inside and much more. But could this interest in designing our own belongings extend to our children?

In the US, a hospital clinic has now successfully enabled hundreds of couples to choose the sex of their unborn children. Although this number is not huge for a country so vast, it is rising fast as parents become aware of the success rate and the relatively low cost associated with the process. Doctors say the method, which has a success rate of 91% for choosing a girl and 75% for a boy, is being used by couples to balance the sex of their children when they have had numerous children of the same sex or they simply want 'one of each'. (2) ..... Other experts have warned that the technique, which uses a dye, could lead to genetic damage later in life.

The procedure of designing a baby's gender is relatively straightforward. All that is needed is the consent of both parents, a nominal fee of approximately £15,000 and a couple of hours. One thing to bear in mind in the US, nevertheless, is that they do not accept couples who are trying to determine the gender of their first unborn child. (3) .....

The procedure started with a view to aid parents that had inherited gender-related medical problems. Families who knew that the women in the family could almost certainly contract life-threatening diseases were given the option to visit the US clinic. The clinic gave hope to those families that had thought they would never have children, due to the potential dangers. (4) ..... 'I've always wanted a girl ... so cute!' one mother claimed. Another mum said, 'I've got two boys and all I need is one girl to make my family complete'. Suddenly some parents wanted to choose the gender of their unborn children like they would choose sweets in a sweet shop.

With the rapid development of science and with new research being carried out, there have been talks of the next step. Scientists have already predicted that in the next few years, parents are going to be able to further design their unborn children. They will have the ability to enhance intelligence levels and develop personalities. But is this going too far?

Many humanitarian organisations are completely against the concept of designing babies. They see the process as discriminatory, inhumane and appalling. (5) ..... . There was an experiment carried out on mice some years ago which had the aim of re-engineering the mice's intelligence. Although the experiment worked, the mice suffered considerable side-effects.

(6) ..... . To date, they can choose the sex of their unborn child and it is certain that in the future other genes will be able to be tampered with, meaning inevitably more choices to be made. How close we are to this is, however, unknown.

A What started as an experiment had such a high success rate that other parents started to enquire about it for their own, more personal reasons.
B It is clear that people in today's society always want more.
C They insist the parents already have one child before they can determine the sex of the second.
D Some people are unhappy if they can't have the girl they always wanted.
E But some fertility experts fear it could have disastrous social consequences if parents start favouring one sex over another.
F There are also many dangers connected with scientists 'playing with genes'.
G Years ago, when buying a car, for example, people used to go to the car show room and enquire about the engine and about how it worked.

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**8 Read the article again and choose the best answers, A, B or C.**

1 The writer's overall view of people in today's society is that ...
- **A** they buy everything they want online.
- **B** they always want more and they ultimately get what they want.
- **C** they are getting increasingly more aggressive.

2 Why does the writer talk about cars in the first paragraph?
- **A** to show how simple things have become more complicated
- **B** to show how selfish people are
- **C** as an example of how people want to have more control over their possessions

3 How does the writer describe the process of choosing the gender of an unborn child?
- **A** quick and simple
- **B** fairly complicated and expensive but reasonably quick
- **C** easy, expensive and exhausting

4 What does the writer imply by saying 'Suddenly parents wanted to choose the gender of their unborn children like they would choose sweets in a sweet shop'?
- **A** that nowadays parents have too much money
- **B** that parents are selfish as they want to have perfect families
- **C** that parents are spoilt for choice and they don't consider values

5 What happened when the scientists carried out an experiment on mice?
- **A** The intelligence of the mice was enhanced without any consequences.
- **B** There was a negative effect on the mice.
- **C** Scientists realised they could not use the drug on humans.

6 What does the writer predict will happen in the future?
- **A** Scientists will make more discoveries.
- **B** Humanitarian organisations will prevent scientists from designing babies.
- **C** People will have a greater number of options available to them.

/ 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 The decorator will paint your room only if you pay the full amount to him next week.
**LONG**
The decorator will paint your room ..... the full amount next week.

2 If she doesn't pay her rent, she will be evicted from her house.
**UNLESS**
She will be evicted from her house ..... her rent.

3 I didn't study and I failed the test.
**NOT**
If I had studied I ..... the test.

4 The teacher gave the students an extra piece of paper because one piece might not have been enough.
**CASE**
The teacher gave the students an extra piece of paper ..... wasn't enough.

5 You can come running with me only if you run as fast as me.
**PROVIDED**
You can come running with me ..... up with me.

6 You should have asked me. I can always lend you some money.
**WOULD**
If you had asked me I ..... some money.

7 The river level was low because the summer had been dry.
**CONSEQUENCE**
As ..... summer, the river level was low.

8 I didn't have enough money so I couldn't buy a new mobile.
**HAD**
I would have bought a new mobile if ..... money.

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## Listening

**10 Listen to an interview with a British scientist. Choose the best answers, A, B or C.**

1 What is Dr Wilkinson trying to do?
- **A** invent a cream to protect people from the sun
- **B** reduce the number of people sunbathing
- **C** create a tablet that works like sun cream

2 What has Dr Wilkinson discovered in the last five years?
- **A** that a new substance is created when coral and algae interact
- **B** that coral in certain oceans can protect itself
- **C** that algae living on coral, modifies the coral

3 After they know what the new compound is, what is the next stage in the process?
- **A** to test the new compound on cosmetic surgeons
- **B** to decide how much of the compound is needed for each pill
- **C** to carry out tests of the compound on samples of skin

4 What will happen in the future?
- **A** The pill will be for sale in five years.
- **B** The pill will be available for everybody who sees their doctor first.
- **C** Dr. Wilkinson will try do more experiments in this area.

5 What benefits might the new compound have for farmers in tropical countries?
- **A** They might double their production of potatoes.
- **B** They might be able to grow new crops.
- **C** Their crops would receive less UV rays.

/ 5

**11 Listen again and complete the sentences with one word in each gap.**

1 The new pill will protect people from the sun's ..... effects.
2 Dr Wilkinson has seen that the algae ..... a compound to the coral.
3 After ..... the compound, Dr Wilkinson hopes the compound will be available to the public.
4 The new pill will be available to people who have a ..... from their doctor.
5 Dr Wilkinson hopes to extend his research to countries where crops are exposed to high levels of ..... .

/ 5

**Total** / 10


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## Writing

12 **Write an essay about the following topic. Discuss both viewpoints and then give your own opinion. Don't forget to support your ideas, where possible, with examples.**

In the future, drugs will be available which will make us live longer. Some people are in favour of this, as we will have more time to spend with our family and friends. Others are against these drugs, as they will create problems for society in terms of overpopulation.

You should:
- introduce the topic
- compare both sides of the argument in two clear paragraphs
- give your own opinion
- use a formal style

**Write 250–275 words.**


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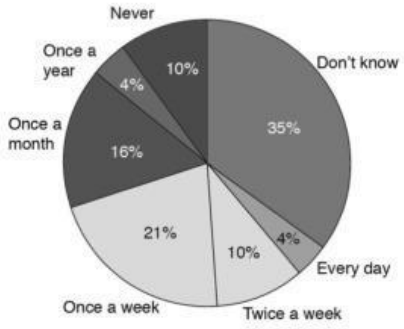
## Speaking

**13 Work with a partner. Take it in turns to talk about the statistics in the charts, graph and table below. Explain any trends you can see and discuss your reactions to them.**

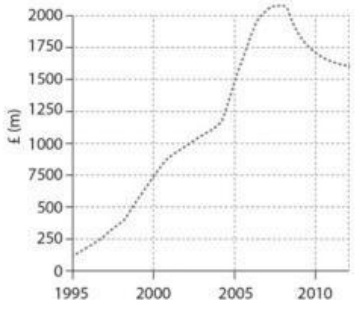
Use these ideas to help you:
- look at the graphs first to understand the general topic
- make notes of any important or surprising statistics.
- identify any trends
- when speaking use general words, e.g. *over a half, the majority,* rather than saying the exact numbers
- don't forget to give your reaction

### Teenagers' attitudes to organic food

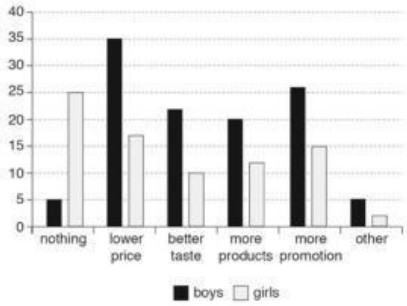
HOW OFTEN DO YOU EAT ORGANIC FOOD?




UK SALES OF ORGANIC PRODUCTS 1995–2012




WHAT WOULD MAKE YOU EAT ORGANIC FOOD MORE OFTEN?

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| | |
|---|---|
| **Total** | **/ 80** |


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