

# 6th adol - Test units 7 & 8

Student name \_\_\_\_\_

Group/Class \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

## LISTENING

1 You will hear people talking in five different situations. For questions 1–5, choose the best answer (A, B or C).

 UT Track 7

1 You hear two people talking about a present.

What do the two people decide about the pottery?

- A It would be a more personal gift for Marcel than a picture.
- B It would be something that Marcel could use in a practical way.
- C It should have a similar style to the other things in Marcel's flat.

2 You hear a radio programme about an exhibition.

How does the presenter feel about the Bimbies?

- A They tell us a lot about the author's attitude to children.
- B It is difficult to understand why people like the characters.
- C People will be interested in the development of the characters.

3 You hear part of an interview with an opera singer.

What does Natasha say about singing when she was younger?

- A She put a lot of effort into her public performances.
- B She was too nervous to take part in school concerts.
- C She liked singing but she didn't like doing it in public.

4 You hear two friends talking about an art exhibition.

What aspect of the exhibition surprised them?

- A that the artist had decided to use animals instead of people
- B that the exhibits had been produced by children
- C that it didn't have the same effect as other exhibitions

5 You hear a conversation in a photography shop.

What is the advantage of printing the photo in black and white?

- A The original photo is too bright and colourful.
- B It would make some features of the photo more noticeable.
- C It might be a problem to print that size in colour.

Score: /5

## GRAMMAR

2 Choose the correct words and phrases (A, B or C) to complete the sentences.

1 I think you'll need to take something out of your suitcase. It's \_\_\_\_\_ heavy to carry.

- A not too
- B too much
- C far too

2 Kelly doesn't know \_\_\_\_\_ French to live in a French-speaking country.

- A too much
- B such
- C enough

3 We wanted to get our mum a new coat for her birthday but it was \_\_\_\_\_ expensive for us.

A so B too C enough

4 I don't like going into the city centre anymore. There are \_\_\_\_\_ many tourists that you can't move.

A so B too C such

5 Theft is \_\_\_\_\_ a big problem on the underground that there are now police on the trains.

A so B such C too

Score: /5

3 Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.

1 We had left early that morning. However, we didn't get to the house until late.

**FACT**

We didn't get to the house until late, \_\_\_\_\_ we had left early that morning.

2 Despite not being the most attractive phone, it is excellent value for money.

**ALTHOUGH**

\_\_\_\_\_ the most attractive phone, it is excellent value for money.

3 Despite their assignment not being finished, Sam and Noah really wanted to go to the beach.

**EVEN**

Sam and Noah really wanted to go to the beach \_\_\_\_\_ finished their assignment.

4 Although they were late for work themselves, they gave us a lift to the station.

**SPITE**

They gave us a lift to the station \_\_\_\_\_ late for work themselves.

5 I don't mind you borrowing my bike from time to time if you ask me first.

**HOWEVER**

I don't mind you borrowing my bike from time to time. \_\_\_\_\_ ask me first.

Score: /5

4 Complete the dialogues with the correct form of the verbs in brackets.

1 A: Joey's had his guitar for two years now.

B: I know and it's high time he \_\_\_\_\_ (learn) to play it properly!

2 A: Thank you! But I'd rather you \_\_\_\_\_ (buy) me a present. You don't have much money.

B: It doesn't matter. It's your birthday!

3 A: I love coming to this forest. It's so peaceful.

B: Me too. I just wish I \_\_\_\_\_ (know) about it sooner.

4 A: Imagine you \_\_\_\_\_ (can meet) anyone from history. Who would you choose?

B: That's a difficult question. Maybe Nelson Mandela.

5 A: Why weren't you allowed to go on the trek?

B: The teacher said we couldn't take part unless we \_\_\_\_\_ (bring) the right clothing.

Score: /5

## VOCABULARY

**5 Complete the sentences with one word in each gap.**

- 1 We're going to do a cycling tour of Europe in the summer so we're just drawing \_\_\_\_ our plans.
- 2 I know this tea doesn't taste very nice at first, but it does grow \_\_\_\_ you.
- 3 Mandy was so annoyed when he sent her that letter she tore it \_\_\_\_.
- 4 It was hard to follow his directions so I asked him to sketch the route \_\_\_\_ on a piece of paper.
- 5 Most of the interview had been edited \_\_\_\_ by the time it appeared on TV.

Score: /5

**6 Complete the text with one word from each of the boxes in each gap. There is one word in each box which you do not need.**

affected    called    cleaned    climate    run    toxic

by    change    for    out    up    waste

*Erin Brockovich* was a film made in 2000, named after a famous environmentalist. While working in a lawyer's office in the early 1990s, Erin Brockovich noticed that a number of people had become seriously ill from drinking the local water. She realised that an energy company had been allowing (1) \_\_\_\_\_ to get into the water supply. Despite a lack of legal training, Brockovich decided to represent the people who had been (2) \_\_\_\_\_ the contamination of the water supply. Her law firm took the case to court and (3) \_\_\_\_\_ the company to pay compensation to the victims. The judge agreed and awarded them more than 300 million dollars. Even though that was many years ago, the contamination has still not been (4) \_\_\_\_\_ completely. Brockovich herself still hasn't (5) \_\_\_\_\_ of work. To this day, she continues to challenge companies responsible for environmental pollution across the United States.

Score: /5

**READING**

**Schools for the environment**

Four teenagers tell us about what their schools did for World Environment Day.

**A Alyssa Singh** Although lack of food is a reality for many, in my school we're fortunate that hunger is not something we have to face. If anything, we should be more worried about what we put in our stomachs. My personal opinion is that there's a lack of education about the issues surrounding food and diet. We don't think about what we eat or where it's come from, which is a problem for us and the environment. For that reason, we decided to create a garden in the school grounds where we would plant organic fruit and vegetables. The idea was that all the children from year 1 up to year 5 would be able to play a part in maintaining the garden. We thought that if we did this, it would be the perfect way for students to find out about sustainable ways of growing food. They would also learn about nutrition and get hands-on experience of producing healthy food. As a result of the project, our students are healthier eaters and better gardeners.

**B Cameron Riley** In my school, we decided to do an audit of our waste, which means we sorted out and measured the waste produced in our school. At first, I thought it was a waste of time because we all know how important it is to recycle. However, it's a good thing we did that audit because if we hadn't, we wouldn't have known just how much waste we were creating. It was unbelievable. We were throwing away packaging, clean paper and even pencils that had hardly been used. As you might expect, we realised we had to do something to solve this problem, so we worked out an action plan to reduce our waste and recycle as much as possible. Our aim is to reduce our waste by 75% by the next World Environment Day.

**C Morgan Tamura** We're very lucky in that we have a lot of land surrounding our school. Someone put forward the idea of using the land to benefit the environment. One boy suggested growing a wood. He explained that it wouldn't just happen overnight. It would be a long-term project to create new wood with flowers, birds and insects. He also thought it would be good for the environment as a whole because even if we only planted a hundred trees, it would help in the fight against climate change. I think we were all convinced by his argument, so we decided to give it a go. We contacted some charities that provide young trees and we've just had our first hundred delivered. If you come back in a few years, the place will be completely different!

**D Nathan Davenport** My classmates and I decided to focus on transport for World Environment Day. You only had to stand outside the school gates in the morning to realise that our school transport was a problem. Pollution came from the cars as parents dropped off pupils and from the school buses waiting with their engines running. It's awful for the environment and our students' health. We therefore tried to encourage students to find alternative ways of getting to school. As you might expect, many of them rode bikes, but some of them organised car shares and some just came on foot instead. We also asked the bus drivers to switch off their engines when they were dropping students off. All in all, I'd say our project was a success; there's much less traffic outside the school and the air is undoubtedly cleaner.

**7** Read the article. For each question, choose from the people (A–D). The people may be chosen more than once.

Which person ...

- 1 was involved in taking environmental action as a result of a study they had done?
- 2 was persuaded to get involved in another student's project?
- 3 felt that some people's habits had to change in order to improve the area surrounding their school?
- 4 thought that students of all ages would benefit from taking responsibility for an environmental project?
- 5 believes that even a small contribution to improving the environment could be important?
- 6 was not convinced by their project when it was initially proposed to them?

Score: / 6