E-HOME INSTITUTE
Academic Board

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UNIT TEST 2

Integrated English division

B2-C1 Course

Name: ……	**Mark:**
Class: ……	
Date: ……..	

LIVEWORKSHEETS

Test 1 Training Listening Part 2

Task information

- In Part 2 you will hear a monologue lasting three to four minutes.
- Part 2 tests your understanding of detail, stated opinion and specific information.
- You have to listen for particular words, phrases or numbers to complete ten sentences. You should write these down exactly as you hear them.
- The 1–3 words you have to write will not be above First level.
- Sometimes words or names may be spelt out. If so, you must spell them correctly.
- All the questions follow the order of the information in the recording, and for each one you will hear a 'cue' that indicates an answer is coming.

Thinking about possible answers; listening for cues

Tip! Be careful with words, phrases or numbers you hear which may seem to fit the gaps, but are not correct.

1 **Study exam question 9 and the extract from the recording script below. Why is *a child* correct in question 9? Would any other answer be possible? What mistakes might a candidate listening to this make? Why?**

Rabbits are not suitable pets for ..a child.. **(9)** as they need a lot of care.

Tip! You may need to write three words, but often you need only write one or two.

Rabbits are clean, intelligent and friendly animals, and they make excellent pets. They do, though, require a considerable amount of attention in order to keep them healthy, comfortable and safe, so (9) it is better if an adult or a teenager, rather than a child, looks after them. As they are such sociable animals, preferring to live in pairs or groups, it is advisable to have at least two.

cue (similar to need a lot of care)

correct answer

2a 1 04 **Look at question 10 below and listen twice to the extract from the same recording.**

Inside the house, you should remove any ..... **(10)** to keep the rabbits safe.

b **Write the correct answer.**

c 1 04 **Listen again. What is the cue? Which other phrase could be mistaken for the correct answer?**

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Test 1 Exam practice Listening Part 2

Action plan

1 Read the instructions to get an idea of the situation.
2 Quickly go through the incomplete sentences, including the words after the gaps. This will help you get an idea of what the text is about.
3 For each gap, decide what kind of information (e.g. *object*, *number*) you need to listen for.
4 The first time you listen, write your answer in pencil, in case you want to change it on the second listening.
5 When the recording has finished, check the sentences all make sense – and check your spelling, too.

05 Follow the exam instructions, using the advice to help you.

You will hear an expert snowboarder called Brad Mitchell talking about the sport of extreme snowboarding. For questions **9–18**, complete the sentences with a word or short phrase. **[You will need to play this recording twice.]**

Extreme snowboarding

Brad says there are no **(9)** ..... to warn extreme snowboarders of dangers.

Brad advises snowboarders always to follow the **(10)** ..... when descending.

Brad always wears a **(11)** ..... when he goes into the mountains.

According to Brad, you need a lot of **(12)** ..... to set off down the mountain.

Brad particularly enjoys doing several **(13)** ..... when he is going down a slope.

Brad says at first he found it difficult to do a good **(14)** ..... on steep slopes.

Brad says you must never **(15)** ..... if you feel you're about to fall.

Brad advises against putting your weight on your **(16)** ..... in a fall.

Brad always carries a **(17)** ..... in case he is in difficulty following a fall.

In the future, Brad would most like to try **(18)** ..... snowboarding.

Advice

9 Listen for an expression that means 'there are no'.

10 Listen for expressions often used for giving advice.

11 Focus on what Brad does, not other people.

12 Don't be misled by what others say. Wait for Brad's opinion.

13 Make sure you choose the word that goes with the verb 'do'.

14 Which is the more difficult of the two skills mentioned?

15 Listen for an expression with a similar meaning to 'if you feel you're about to fall'.

16 Take care when the speaker mentions different parts of the body.

17 Focus on what Brad carries, not on what may be recommended.

18 Don't be misled by two other activities he mentions.

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Test 1 Training Reading and Use of English Part 4

Task information

- In Part 4 there are six questions – each with a lead-in sentence, a key word, and a second gapped sentence for you to complete.
- Part 4 tests grammar *and* vocabulary by asking you to use different structures and words to express the same idea.
- You have to write your answer in two, three, four or five words. This includes the word in capitals, which you have to use and mustn't change. You lose marks if you ignore any of these instructions.
- Each correct answer gets two marks, with one mark for each part of the answer. So Part 4 has more possible marks than Parts 1, 2 or 3.

Useful language: key word transformations

1 **Part 4 sometimes focuses on expressions followed by the *-ing* form or *to* + infinitive. Study the rules and add the words in the box to the lists in 1–3. Then add three more examples to each.**

after	avoid	carry on	decide	despite	easy
enjoy	expect	forget	give up	help someone	
it's no use	it's not worth	likely	plan	pleased	put off
stop	suggest	tell someone	there's no point (in)	try	
want something	without				

Rules

1 We use the *-ing* form after
- some verbs (e.g. *It **keeps** raining*)

Examples: .....
- prepositions (e.g. *I'm **keen on** riding*)

Examples: .....
- two-part (and three-part) verbs (e.g. *I'm **looking forward to** meeting her*)

Examples: .....
- some expressions (e.g. *I'm **fed up with** waiting*)

Examples: .....

2 We use the *to* + infinitive form after
- some verbs (e.g. *I **want to leave***)

Examples: .....
- some verbs + object (e.g. *He **asked me to go***)

Examples: .....
- some adjectives (e.g. *I was **glad to** see her*)

Examples: .....

3 We can use either *-ing* or *to* + infinitive after some verbs, but with different meanings, e.g. *I **regret to tell** you* (I'm sorry to tell you this), or *I **regret** telling you* (I'm sorry I told you).

Examples: .....

2 **Complete the second sentence so that it means the same as the first sentence, using the *-ing* or the *to* + infinitive form of the verb.**

1	I'm going out this evening.	I've decided to go out this evening.
2	I like to listen to music in the evening.	I enjoy .....
3	The bus will probably be late again.	The bus is likely .....
4	We can't play tennis until Saturday.	We'll have to put off .....
5	It doesn't make sense to stay here.	There's no point in .....
6	Although I felt ill, I went to school.	Despite .....
7	I'll be glad if Mark comes to my party.	I want Mark .....
8	Kate didn't remember to call Emma.	Kate forgot .....

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3 **Correct these sentences written by First candidates.**

1 To save one dollar a day I gave up to have a coffee in my break time.
2 That is all for now. Don't forget writing soon!
3 We stopped to place orders with your company because deliveries were too often delayed.
4 I'm very glad hearing from you, I really miss you.
5 I will carry on to use my bicycle whenever it is possible.
6 There is no point to open a store in a village when most of the population are working in town during the opening hours.
7 My best friend and I plan seeing a film at the cinema this evening.
8 She suggested to light a fire so we could burn the documents.
9 I regret telling you that we will be forced to put this matter in the hands of our solicitors.
10 I remembered to have seen the escalator on my left when I first went into my room at the hotel.

4 **Part 4 questions sometimes test past forms of modal verbs: modal + *have* + past participle (e.g. *There's no reply – she must have left already*). Make a list of other past modal forms and their negatives (e.g. *would have left/would not (wouldn't) have left*).**

5 **Use past modal forms to complete the second sentence so that it means the same as the first.**

1	It's a pity you didn't arrive earlier.	You should have arrived earlier.
2	I'm sure Jack was happy when he saw his exam results.	Jack must ..... happy when he saw his exam results.
3	It's possible that Zoe's friends didn't tell her.	Zoe's friends may ..... her.
4	There's just a chance that Sean got you a ticket.	Sean might ..... you a ticket.
5	I'm sure your parents weren't pleased when they saw the bill.	Your parents can't ..... pleased when they saw the bill.
6	There was no need for you to get up early – go back to bed!	You needn't ..... early – go back to bed!
7	Unfortunately, you sent in your application two days late.	You should ..... your application two days late.
8	I'm sorry you didn't tell me about this before.	You ought ..... me about this before.

6 **In these sentences written by First candidates, circle the correct alternative in *italics*.**

1 My holiday *should have beginning / should have begun* at midday last Saturday.
2 I saw that somebody had opened the back door, but I didn't have any idea who it *might have been / might had been*.
3 The time that the show *should start / should have started* was 19.30 but it started 45 minutes later.
4 It was really wonderful and I *could have never / could never have* dreamt it would be so good.
5 We *had not to / did not have to* pay for any accommodation there because a friend of Juan put us up.
6 Animals in zoos were not born where they *should have been / must have been* born: in their natural environment.
7 We *didn't need to / needn't to go to* the supermarket when we arrived at the apartment because there was already food there.
8 I *can't have / couldn't have* imagined until that day how difficult it is to live without electrical energy.

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Test 1 Exam practice — Reading and Use of English Part 4

Action plan

1 Read the instructions and the example. This will remind you exactly what you have to do.
2 For each question, study both sentences and the key word in CAPITALS. What differences are there between the two sentences?
3 Decide what kind of word (e.g. *noun*) the key word is, and what often follows it (e.g. *preposition*).
4 Begin by thinking about what the question is testing (e.g. *conditionals* or *phrasal verbs*).
5 Think about whether you need to make a grammatical change (e.g. from active to passive) or a vocabulary change (e.g. change *escape* to the phrasal verb *get away*, or change a linking expression like *because* to *on account of*).
6 Check whether you need to make any other changes (e.g. a noun to an adjective, an affirmative to a negative).
7 Check you have included all the information from the first sentence and that you haven't added anything.

Tip! If you can't complete the whole answer, write what you can – you may get one mark.

8 Check that the completed sentence makes sense.

Follow the exam instructions, using the advice to help you.

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Tip! For some questions, more than one answer is possible. But you should only write one answer.

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0 During our holidays, we eat out <u>rather than cook</u> at home.

INSTEAD

During our holidays, we eat out ..... at home.

You have to change the underlined words.

Change of verb form needed.

The gap can be filled by the words 'instead of cooking' so you write:

1 mark for 'instead of', 1 mark for 'cooking'.

Example:

0	INSTEAD OF COOKING

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

---

25 Thomas spoke so quickly I had difficulty understanding him.

IT

Thomas spoke so quickly I ..... him.

26 They've postponed the match and it'll be played next weekend.

PUT

The match ..... until next weekend.

27 I'm never going to speak to Louis again.

INTENTION

I've got ..... to Louis again.

28 It seems certain that lightning started the forest fire.

HAVE

The forest fire ..... by lightning.

29 It wasn't worth going to the market because it was closing.

POINT

The market was closing, so ..... going there.

30 We phoned the restaurant, but they said booking a table wasn't necessary.

HAVE

We phoned the restaurant, but they said we ..... a table.

Advice

25 *What verb often goes before 'it' and an adjective?*

26 *Phrasal verb needed.*

27 *Be careful with the form of the second verb.*

28 *Passive verb form needed.*

29 *Remember that 'point' is a noun here.*

30 *Use the negative form of a modal verb.*

Tip! Check that your spelling is correct. You will lose marks for spelling mistakes.

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Task information

- In Part 5 you read a text followed by six questions with four options: A, B, C or D.
- Questions may test your ability to understand overall meaning, main ideas or details, as well as attitudes or opinions.
- You may need to *infer* meaning (use clues to understand things that aren't actually said).
- The first line can be a question or an unfinished statement.
- Questions follow the order of information in the text.

Reading for gist; dealing with distraction

1 **Quickly read the exam instructions and the two paragraphs.**

1 What kind of text is it?
2 Why did Liam go to the house?

You are going to read an extract from a novel. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

It was late afternoon when Liam stepped off the train and made his way quickly out of Upton station. As ever in autumn it was damp, cold and windy, with low clouds racing across the darkening sky. He thought about taking a bus into town, but remembered how infrequent they were and decided to go on foot instead. There was hardly anyone around, though at a street corner he passed four teenagers he recognised. 'Hi,' he said, but there was no reply and he hurried on. Further along the road a young couple he was sure he knew passed by on the other side, but when he gave them a wave they just looked the other way. 'This used to be my home town,' Liam said to himself, 'but it doesn't feel like it any more.'

Arriving at number 46, he rang the bell and waited. At first nobody came, even though he was right on time and he knew that Carson was expecting him. He rang again, more impatiently. He didn't want to be there a moment longer than necessary. He wondered whether Carson might have changed his mind about helping. Had the plan perhaps become so ambitious that it had scared him off? Eventually, though, the door opened, and a tall, thin, worried-looking man stood there. 'Did you have a good journey? Is everything all right?' Carson asked. 'Yes,' said Liam calmly, 'and if you can give me the package, I'll be on my way.'

2 **Look at exam question 31 below: the answer is C. The parts of the text that relate to options A–D are underlined. Write A, B, C or D next to the underlined text and explain why each option is correct or incorrect.**

31 What surprised him about the town?
A There were many people on the streets.
B The public transport system was poor.
C The people he saw were unfriendly.
D The weather was rather unpleasant.

3 **Look at exam question 32 below: the answer is B. Underline the parts of the text that relate to options A–D and explain why each is correct or incorrect.**

32 How did Liam feel when he was at the house?
A pleased he would be able to spend some time there
B eager to collect the item and then leave quickly
C afraid because he was involved in something big
D worried that he might have got there too late

Tip! Look for clear evidence that the answer you have chosen is correct, and that the other three are incorrect.

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Test 1 Exam practice — Reading and Use of English Part 5

Action plan

1 Read the instructions and the title, if there is one. What kind of text (e.g. *magazine article*) is it?
2 Quickly read the text without trying to answer any of the questions. What is it about?
3 Look at the stem of the first question, underlining the key words (i.e. the most important words).
4 Find the relevant part of the text. Draw a vertical line next to it and write down the question number.
5 Read what the text says about the question and try to answer it in your own words.
6 Look at options A, B, C and D. Which is closest to your understanding of what the text says?
7 If you really aren't sure, cross out any options that you think are wrong and then make a guess.
8 Repeat steps 1–7 for each question.

Follow the exam instructions, using the advice to help you.

You are going to read an extract from a novel. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Tip! Questions may ask you to work out the meaning of words or phrases using the context, or to focus on reference words like *it* and *this*.

Tip! Questions could be about the use of examples or comparison, the writer's purpose, or the tone, (e.g. *critical*) of the text.

'Claire, it's Ruth.' Claire held back a sigh and walked into the kitchen to put the coffee machine on. A phone call from her sister was never over quickly.

'Ruth, darling. How are you?' As she waited for her sister to start describing in detail her latest disaster, Claire mulled over how much to reveal about her new business assignment. Her family would have to be told something, of course. Not that they ever came to visit, or called her home phone, or sent her letters. Still, it seemed only right to tell them it meant she was moving out for twelve months. Tuning back into the phone call, Claire realised she had missed some key information and tried to catch up with what her sister was talking about.

'So the doctor said it was probably lack of sleep. You know Sky is a bad sleeper and her nightmares have been worse since she started Year Two.' Claire worked out that someone was unwell, but was unsure whether it was her sister or her six-year-old niece.

Claire thought about her own schooling. Her parents had paid for the best, obviously, although Claire often wondered whether that was to ensure their three children didn't affect their lifestyle, rather than to give their offspring a good start in life. The school had encouraged independence and character but had no time for tears and tantrums. Claire had learned quickly to work hard and stay out of trouble. More than could be said for Ruth. It had been a constant disappointment to

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her parents that, while their first and third children both achieved academic success, Ruth only acquired a reputation for bad behaviour.

Ruth's next sentence sharply interrupted Claire's thoughts.

'The tests are the week after next. That's why I'm calling. Is there any chance you could come and look after Sky? It's half-term and most of her friends are going skiing. Of course we can't afford that…'

Claire inhaled deeply and forced herself not to rise to the bait. Ruth was always poor and begrudged Claire her success. Claire accepted that looking after a child on your own probably limited your career options, but look at the 'Harry Potter' author J. K. Rowling, it hadn't held her back. She was convinced Ruth could help herself if only she'd try harder. Claire was almost too irritated by the thinly-veiled criticism to react to the request, but not quite.

'Have Sky? How long for? When?' Claire could hear panic in her voice and forced herself to breathe in deeply. Once she was sure she was back in control of her emotions she said in a slow voice, 'I start a new work assignment on 1st March, and I'll … be on the road a lot. You know. Meeting clients.'

'Dining out on someone else's credit card.' Ruth's voice cut in.

line 33 'There's more to it than that,' Claire responded quickly. Then, before Ruth could start the age-old argument, Claire consciously lowered her voice.

'Tell me the day you need me to have Sky, I'll check my diary.'

'Well, it's two days, actually.' Ruth sounded embarrassed.

Thinking about minding a six-year-old for two days almost made Claire choke. She gulped down her coffee and wondered if she could use the new assignment as an excuse.

There was something in Ruth's voice, though, that made her pause.

'Can't Mum take care of her? I thought Mum and Dad were the perfect grandparents?' It seemed odd to Claire that two people who had no time for their own children could go mad over someone else's, even if they were their grandkids.

'Er, Mum's coming with me, to the hospital.'

Ruth's words finally got through to Claire. 'Just what tests are you having exactly?'

'Weren't you listening? You never listen to me.'

Claire almost smiled at the petulant tone in Ruth's voice. For a moment they were twelve and fourteen again.

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31 When Claire realises who is phoning her, she

A expects to hear some good news.
B tries to hide her true feelings.
C hopes it will be a long conversation.
D knows exactly what she will say to Ruth.

32 Why doesn't Claire know who is ill?

A Ruth didn't make it clear who she was talking about.
B None of her other relatives had written to her about it.
C She was away on business when the illness began.
D She wasn't paying attention when Ruth was speaking.

33 How does Claire feel about her school?

A She would have achieved more at a better school.
B Her parents never appreciated how successful she was there.
C Her sister was better suited to that school than she was.
D She may have been sent there for the wrong reasons.

34 What is Claire's attitude to Ruth's financial problems?

A She feels they are largely Ruth's own fault.
B She wishes she could do more to help Ruth.
C She thinks Ruth could get any well-paid job she wanted.
D She feels guilty about having more money than Ruth.

35 What does 'it' on line 33 refer to?

A spending the firm's money
B the task Claire has been given
C looking after Ruth's daughter
D the reason Claire sounds stressed

36 What do we learn about Claire and her family?

A Her relationship with her sister has completely changed since their childhood.
B She realises that her parents treated her very well when she was a child.
C She doesn't understand why her parents are so close to their grandchildren.
D She accepts that her mother is more interested in Ruth than in her.

Tip! You don't need to understand every word of the text to be able to answer the questions, so don't spend too much time on expressions you don't know.

Advice

31 *Does a 'sigh' show that someone is happy or unhappy?*

32 *Look at the last sentences of both the second and third paragraphs.*

33 *Who does Claire seem to be criticising, apart from Ruth?*

34 *How does Claire react in the next paragraph, after 'Of course we can't afford that…'?*

35 *Look for the main subject of that part of the text.*

36 *Study Claire's thoughts between the dialogue with her sister.*

Tip! Choose your answer according to what the text says, not what you think the correct answer should be from your general knowledge, or your own opinions.

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Test 1 Training Writing Part 2 (article)

Task information

- The article task in Part 2 tests your ability to write an interesting text for a magazine or newsletter.
- You may need to write descriptions, give examples, make comments or give your opinions.
- You are writing for readers who are already interested in the topic.
- You should write **140–190** words.

Useful language: strong expressions

1 **You can make your writing more interesting by using stronger expressions. Replace the words in *italics* with the adjectives in the box.**

awful	enormous	essential	exhausted	fantastic
fascinated	filthy	freezing	furious	terrified

1 By midnight, we were completely *tired*.
2 When I found out about it, I was *angry* with her.
3 The water was *cold*, so Holly swam quickly.
4 We all had a really *good* day at the theme park.
5 Matt was *afraid*, but he tried not to show it.
6 There are two *big* mountains on the island.
7 After playing rugby, Joe's shirt was *dirty*.
8 That nightclub is *bad* – the worst in town.
9 When you go diving, it is *important* to stay safe.
10 Visitors are *interested* by the ancient drawings.

2 **Write a sentence of your own, using each of the words in the box in Exercise 1.**

Focusing on instructions

1 **Look at this exam task. What two things does the writer have to do?**

You have seen this announcement on an English-language website.

> **My favourite sport**
>
> Tell us why you enjoy your favourite sport so much, and what people should do if they want to take it up.
>
> We will publish the most interesting articles in the next few days.

Write your **article** in 140–190 words in an appropriate style.

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2 **Study these two articles written by First candidates (language errors have been corrected). For each question 1–12, write Yes or No under A, B or both A and B. Where possible, give a reason or example.**

Which article	A	B
1 has an interesting title and introduction?	No. Title too similar to task, dull introduction.	Yes. They catch readers' attention.
2 deals with both parts of the task?		
3 is well organised into paragraphs?		
4 is written in an informal style?		
5 makes good use of linking words?		
6 uses a good range of vocabulary?		
7 uses a good range of structures?		
8 gives relevant examples?		
9 includes the writer's opinions?		
10 describes personal experiences?		
11 asks the reader a question?		
12 has an interesting ending?		

3 **Which article, A or B, got a better mark, do you think?**

Article A

MY CHOICE OF SPORT

In this article I would like to explain why I decided, one day, to take up a certain sport. First of all, doing some sport is good for your health. This is obvious, but which kind of sport suits you? If you want to combine exercise with enjoyment, I can recommend volleyball.

One advantage is that you can play in a team, which can be really fantastic!

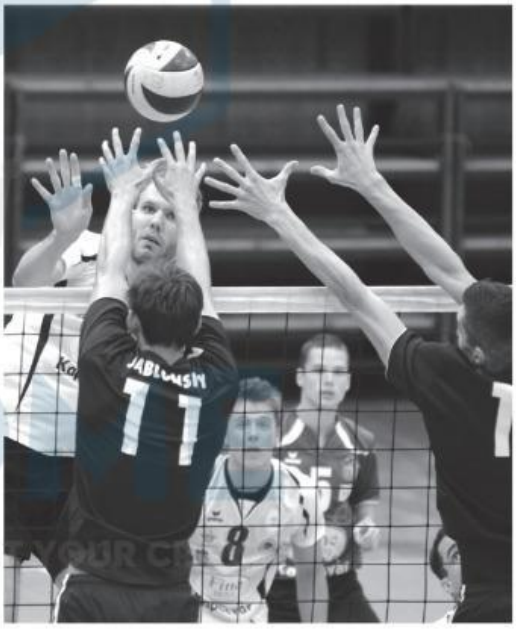
Also, volleyball is never boring, compared to endless hours in the gym.

For me, this game is an art where you have to use your skill and brain as well!

The main advice to anyone who would like to try this sport is to protect your joints! You can get high-quality equipment for this sport everywhere.

Secondly, you have to be cooperative with your teammates.

Last but not least, enjoy yourself!



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Article B

DIVING DEEP

Are you too scared to try something new, something unusual which involves more risk than everyday sports? If not, go diving – you'll love it.

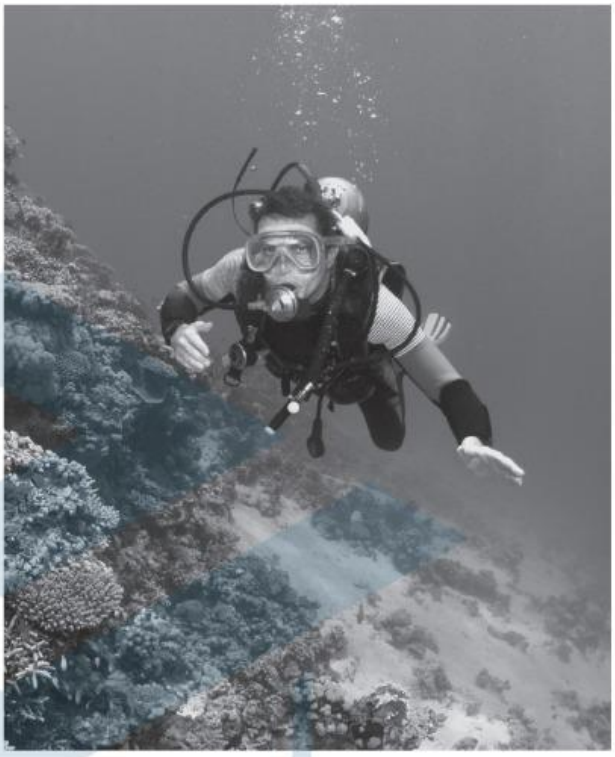
I am 21 and I've been scuba-diving for three years. It's not just a hobby for me; it's much more than that.

At first everybody is terrified of sinking into a deep, dark sea, because anything can happen, at any time. But you can't keep thinking about this, otherwise you'll miss a different, magical world down there.

Everybody says you can see all that on TV, but it's not the same. You have to see everything with your own eyes. It's wonderful when you discover something you have never seen before, such as a shark swimming. It is unbelievable.

I suggest everyone try scuba-diving at least once. It needs practice, maybe for three weeks, to be good at it, but a good instructor can help. You also have to buy your equipment. Ask somebody to help you if you don't know exactly what you need.

It's well worth it. I just know that everyone who decides to go scuba-diving will have a fantastic time!



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Test 1 Exam practice Writing Part 2 (article)

Action plan

1 Read the instructions. Do you know enough about the topic to write an article?
2 Think about who your readers are and what they would like to read about.
3 Spend a few minutes making a plan based on all parts of the task, noting down points and language for each paragraph. Try to include adjectives from *Useful language* on page 43.
4 Think of a good title to attract your readers' attention, and an interesting introduction to make them want to keep reading.
5 Write your text in a lively way that will hold readers' interest. You can describe your own experiences and give your own opinions.
6 Use language that is fairly informal. Try to include some interesting expressions, e.g. *it's well worth it,* and perhaps questions like *I wonder what would happen if …*
7 Make the ending interesting by encouraging readers to think about what they have read.
8 Check your article for mistakes – and that you have written at least 140 words.

Study the exam question and write your answer in 140–190 words in an appropriate style.

You see this announcement in an English-language magazine.

22nd Century Fashion

What will clothes look like in 100 years' time?

Readers are invited to write articles saying what they think people will be wearing a century from now, and why.

The writer of the best article will receive a cash prize.

Tip! Prepare yourself for this task by reading articles in English in magazines or on the Internet.

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