UNIT TEST 2

Standard

Vocabulary

1 Read the definition and write the adjective.

1	extremely interested	f _ _ _ _ _ _ _ _ _
2	used at a time in the past	e _ _ _ _ _ _
3	decided already, not able to be changed	f _ _ _ _
4	very surprised	as _ _ _ _ _ _ _ _
5	making you feel very tired	e _ _ _ _ _ _ _ _ _
6	making you feel very scared	t _ _ _ _ _ _ _ _ _
7	completely certain about something	c _ _ _ _ _ _ _ _
8	annoyed	i _ _ _ _ _ _ _ _

2 Complete the sentences with the correct form of one of the words in brackets.

1	When we got to the top, we were.....by the views.	(astonish / fix)
2	I tried to get a part-time job but they said I was too......	(bother / inexperience)
3	I'm afraid of spiders. I find them......	(terrify / irritate)
4	My team is.....we're going to win the game. I'm not so sure.	(attach / convince)
5	His lecture on his sailing trip was...... Nobody wanted to leave.	(irritate / fascinate)
6	The dates for the concert are.....but we can change the time.	(demand / fix)
7	They turned the.....building into an arts centre. It's incredible.	(exist / entertain)
8	Playing three matches over two days was...... I need a rest.	(attach / exhaust)

3 Complete the sentences with the correct form of these words.

attach	bother	convince	demand
entertain	exhaust	inexperience	irritate

1 We couldn't walk any further. We were.....
2 I know you say that you'd lost your phone but that excuse isn't very.....
3 We saw a comedy show at the theatre last night. It was really.....
4 You can choose where we go tomorrow. I'm not really.....
5 When you get a moment, have a look at the.....photo. Can you tell it's me?
6 Unfortunately, our guide was.....and we soon got lost.
7 Please don't read your book out loud. It's so.....
8 She's always asking me to do things for her. She's quite.....

This page may be photocopied © Cambridge University Press & Assessment 2023
LIVEWORKSHEETS

UNIT TEST 2

Standard

Grammar

1 Complete the sentences with the correct adjective or adverb form of these words.

awkward	aggressive	clumsy	detail
hopeful	miserable	patient	strong

1 The little boy waited _____ for his turn, without complaining at all.
2 Although it's pouring now, _____ it'll stop soon and we can go climbing.
3 Our teacher left _____ instructions on what work to do while he was away.
4 We didn't want him on our team because of his _____ behaviour. He was always fighting with other players.
5 When she didn't win the competition, she went to her room and cried _____.
6 I don't have a very _____ sense of smell at the moment because I've got a cold.
7 I would feel _____ about telling a close friend that I didn't like their new haircut.
8 She fell _____, dropping her books on the floor.

2 Circle the correct option in *italics* in these sentences.

1 When we *had got / got* to the lake for the second time, we realised we were lost.
2 I was late. The class *had already started / already started*.
3 We were exhausted because we *hadn't slept / didn't sleep* all night.
4 I'm sorry I'm late. I *had missed / missed* the bus.
5 When I finally managed to get online, the concert *had sold out / sold out*.
6 I didn't recognise you at first when I *had seen / saw* you outside the cinema.
7 My sister couldn't find her tennis racket. My brother *had borrowed / borrow* it.
8 Jack was at the concert, but he *had left / left* during the second part.

3 Complete the sentences with one of these words.

didn't	during	for	hadn't	to	until	was	were

1 I fell asleep _____ the presentation because it was so boring.
2 When we got to the mountains, it _____ snowing.
3 The sun was shining, so I _____ (not) put on a jumper.
4 We listened to music while we _____ finishing the project.
5 We didn't have anything to eat _____ we got home after the play.
6 After dancing _____ hours, she finally sat down.
7 I was too hot _____ walk any further.
8 I didn't want to see the film because I _____ (not) read the book.

This page may be photocopied © Cambridge University Press & Assessment 2023
LIVEWORKSHEETS

UNIT TEST 2

Standard

Reading

1 Six sentences have been removed from the article. Choose from the sentences A–G the one which fi ts each gap (1–6).There is one extra sentence which you do not need to use.

A Crucially, manufacturers need to ensure that their 3D printers are compatible with current regulations and guidelines.

B One of the benefits of producing food in this way is that it helps in the battle against food poverty and starvation around the world.

C At first glance, it was very difficult to tell.

D This, as it turned out, had been the intention all along.

E Months and months of research, not to mention hard work, had all been leading up to what was about to come out of a small, needle-like component known as the 'hot end'.

F It was an intriguing concept and one that was clearly geared towards current consumer trends.

G In actual fact, it is a phenomenon that's driving one of the biggest revolutions in food production today.

What are you printing for dinner?

Stephen Wood is given a tour of Nutrition X, a cutting-edge food manufacturing plant, to see how advances in technology will affect food production.

Approaching the building, it wasn't exactly what I'd envisaged such a high-tech food manufacturing plant to look like. The building's facade, with its old-fashioned brickwork and endless streams of smoke pouring out of the industrial pipes, was like something out of the 19th century. [1] 'We wanted to pay tribute to the iconic manufacturing plants of the past,' explained Vanessa Stephenson, head of communications and my tour guide for the day.

Our first port of call was the laboratory. Inside, a team of scientists and software developers were huddled around a device so ordinary-looking it could have been mistaken for an old television. Apparently, I had arrived at just the right time. [2] The result would hopefully be a small cake, complete with icing and decorations. Within minutes, sounds of applause filled the room – mission accomplished, I thought. Now all that was left was to bake it.

You'd be forgiven for thinking that 3D-printed food was pure fantasy, dreamt up by science fiction writers. [3] However, much of the technology was originally developed for space travel, helping astronauts to prepare meals quickly at the touch of a button, so it's perhaps no surprise that people have such vivid images of it.

Nowadays, private companies, like Nutrition X, are taking advantage of open-source technology and finding new ways to appeal to the mass market. 'Imagine coming home after a long day in the office,' Vanessa explained, 'and with the simple touch of a button, a gourmet meal appearing in front of your eyes.' [4] The question that remained, however, was just how ready people were for this kind of technology. Would this outweigh the satisfaction of preparing a meal yourself, and would the food have the same taste?

To answer the latter, I was invited into what Vanessa called the sampling room to find out how 3D-printed food compared to 'normal' food. In front of me were two versions of the same dish, pumpkin gnocchi. I was asked to note down which was which. [5] Both were very colourful and even had the same fork markings on them. I then tasted both and wrote down my answer on the card provided and handed it to Vanessa. She simply smiled and said, 'Just make sure you inform your readers that you couldn't tell the difference.'

The last stop on my tour was a small presentation on food safety. [6] It isn't as simple as just inserting the ingredients as you run the risk of contaminating your food with the toxic chemicals present in some of the machines. If done correctly, however, the possibilities are endless. It may not be long before you are sitting down to a delicious meal where the chef is a computer.

This page may be photocopied © Cambridge University Press & Assessment 2023
LIVEWORKSHEETS

UNIT TEST 2

Standard

2 You are going to read an article about how teenagers get and manage their money. Before you read, match the verbs (1-7) to the nouns (a-g) to make phrases related to getting and managing money. Some verbs may be used with more than one noun.

1	open	**a**	a budget
2	get	**b**	a bank account
3	set	**c**	pocket money
4	buy	**d**	essential items
5	receive	**e**	bills
6	make	**f**	a part-time job
7	pay	**g**	choices

3 Think of the word which best fits each gap. Use only one word in each gap.

How *(0) do* young people manage their money? A recent survey asked teenagers *(1)* _____ their money comes from andabout their spending habits. Just over 80% of the teenagers surveyed received regular pocket money *(2)* _____ their parents. About half of these had to *(3)* _____ housework in return for their pocket money. Just under 10% received no money but said that their parents bought *(4)* _____ essential items, such as clothes. A further 12% chose *(5)* _____ get a part-time job. Reasons *(6)* _____ seeking employmentincluded having more money to spend, saving up for a large purchase such *(7)* _____ a car and wanting to be financially independent; that is to say, to make their own money. When asked about *(8)* _____ spending habits, about half of the teenagers surveyed said that they spent all their money each month. A quarter opened a bank account and saved a set amount each month and 10% set a monthly budget.

This page may be photocopied © Cambridge University Press & Assessment 2023
LIVEWORKSHEETS

UNIT TEST 2

Standard

Writing

1 **Write your article using between 140 and 190 words.**

You have seen this announcement in an English-language magazine for teenagers.

A great way to spend your free time!

Tell us about a leisure-time activity you really enjoy.

- How did you get started?
- Why do you enjoy it so much?

We will publish the most interesting articles in next month's issue.

Write your **article**.

This page may be photocopied © Cambridge University Press & Assessment 2023
LIVEWORKSHEETS

UNIT TEST 2

Standard

Listening

1 You will hear a girl called Lydia giving a talk about a project she has been involvedin on healthy eating. For questions 1–10, complete the sentences with a word or short phrase.

The healthy eating project

Lydia says an alternative name for healthy eating is having a **(1)** .....

Lydia compares the food we eat to **(2)** ..... for our bodies.

Lydia says people do not need to avoid certain foods such as **(3)** ..... .

Lydia says the food pyramid describes the foods we ought to eat and their **(4)** ..... .

Lydia offers to provide listeners with **(5)** ..... which contain fruit and vegetables.

Lydia points out that **(6)** ..... is a non-food source of one vitamin.

Lydia says that **(7)** ..... is an example of a snack we needn't avoid.

Lydia says the action of **(8)** ..... salad items doesn't burn more energy than the food provides.

Lydia gives the example of **(9)** ..... as a drink that is useful for our bodies.

Lydia explains that some people think **(10)** ..... is a substitute for eating healthily.

This page may be photocopied © Cambridge University Press & Assessment 2023
LIVEWORKSHEETS