Review Test 1 Units 1–3
STANDARD LEVEL

NAME
CLASS

B2

Grammar

1 Complete the second sentence so it means the same as the first, using the word given. Do not change the word given. Use between two and five words.

1 In the past, people believed that the Earth was flat.
USED
People ..... that the Earth was flat.

2 He began working for that company six months ago.
BEEN
He ..... that company for six months.

3 The last time I saw William was on Tuesday.
SEEN
I ..... Tuesday.

4 It's my dream to go on a space holiday.
GOING
..... is my dream.

5 I didn't answer my phone because the film hadn't finished.
WATCHING
I ..... I didn't answer my phone.

/ 5

2 Choose the correct alternatives to complete the email.

Hi Jane,
How are you? Have you finished your university application yet?
I went to look at Bristol University last week and I really liked it. I think that's going to be my first choice. When we were children, we (1) *used/would* to go there a lot because my grandmother lived in Somerset so we always took the train to Bristol first, then got a bus to her village. It reminded me of those times. But that's not the only reason. (2) *Finding/To find* somewhere to live should be easy because there are lots of students there, although I'll probably go into a hall of residence for the first year. I'm thinking of (3) *to study/studying* English with drama instead of just English because there's a really good drama department and the city has a famous theatre too where lots of actors (4) *were training/train,* so there'll be lots of opportunities for me to get involved in drama. I know it's a very difficult profession to get into, but I would love to work in the theatre. I (5) *have been/would be* in lots of plays at school. Anyway, that's all in the future. I should do my homework now.
Speak to you soon,
Ellie

/ 5

3 Complete the dialogue with the correct form of the verbs given.

A: Hi, Tom. Would you like to come to the cinema with me this evening?
B: No, sorry, I can't. We're going to my sister's graduation. We (1) ..... (take) the train this evening because the ceremony is early tomorrow morning.
A: Well, that should be good. What's her degree in?
B: She's been studying archaeology for the last two years. She was studying history too and (2) ..... (do) really well in it, but then she decided to specialise.
A: What's she going to do next?
B: She's really lucky. She speaks Italian and she (3) ..... (work) on a dig in Rome when I see her next. We're all going to visit her there in the summer holidays. Then I think she wants to do a master's in Italy as well. By the time she finishes, she (4) ..... (study) for six years. I think she wants to be an academic.
A: Isn't it great that she (5) ..... (find) something she really wants to do?
B: Definitely. My parents are really proud.

/ 5

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LIVEWORKSHEETS

Vocabulary

4 Complete the text with these words and phrases. There are four extra options.

degrees • keep at • orbit • responsible • skilled
spacecraft • took off • turned down • work on

Many children dream of becoming astronauts, but what does it take to make the dream a reality? Most applicants are (1) ..... and only a very small percentage succeed in becoming astronaut candidates. Even then, they have to do a lot of training before they are considered for a mission. They have to be highly (2) ..... , get on well with people because they will be living in a confined area, and speak English and Russian, because astronauts talk to each other in those languages when they are in space. Most come from a science or technical background with (3) ..... in maths, engineering or physics and many have postgraduate qualifications as well. The most visible part of the job is when they are working in (4) ..... , but a lot of their work is done on the ground. In fact, there are all sorts of jobs in the space industry. Engineers, medical professionals, even teachers (5) ..... space missions, not just the astronauts.

/ 5

5 Choose the correct alternatives to complete the text.

My dad keeps telling me that I need to get good (1) *qualifications/conditions/assignments* if I want to get ahead, so I've been revising hard for my exams. I think he's right. My older brother was never really interested in studying and when he left school he went to work at a local factory, but unfortunately he has just been (2) *retired/made redundant/resigned* because they didn't have enough orders and it was a case of last in, first out. So now he is (3) *unemployed/part-time/on flexitime* and looking for a job and he's always arguing with my dad. Mum's trying to persuade him to go to college – I think he'll probably do a (4) *course/master's/assignment* to become a mechanic because he's always liked working on cars. Mum says it won't be like school and he can do some workplace (5) *research/shift work/training* as well. He'll be OK but it's been a difficult time.

/ 5

6 Complete the email with the correct form of the words given.

Hi Annie,

How did you get on in your exams? I did OK, but I failed one of them and I need it for my course so I'm going to (1) ..... (sit) it in September when we get back from our holiday. We're going to Jamaica to stay with my uncle. He's got a hotel there, so my mum just has to pay for our (2) ..... (fly). He used to live in this country and he had a business here for a while but there were problems with his partner and in the end it was (3) ..... (success) and he decided to start again over there. It's only a small hotel, but it's really nice – although last time we went he had (4) ..... (book) and we ended up staying with some friends of his. But that was fun. They were really kind and we were able to help them as well because their son came to London as a(n) (5) ..... (graduate) and he lived with us for a while until he found a place of his own.

Anyway, hope to see you soon.
Judith

/ 5

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Reading

7 **Read four people's comments about a recent TV series called *Human Universe*. Match the statements (1–6) with the people (A–D). You can choose the people more than once.**

A **Harry**
I just want to say how amazing I think this TV series is. I've seen three of the programmes so far and in those three hours I learned more about science and the universe than I did in my whole time at school! Somehow Professor Cox brings science to life in a way none of my teachers ever could. Mind you, he does have the advantage of a lot of special effects to illustrate his points. I suppose it's also the sort of language he uses; it's really accessible and he's a brilliant storyteller. At school, the terminology was so difficult to follow that I used to switch off immediately and I know I wasn't the only one.

B **Diana**
What I like about this series is that the presenter doesn't talk down to his audience, even though he knows a huge amount about his subject. When I listen to him talking about space and the universe, I don't feel like a kid at school. I feel that he's treating me like an adult. He seems to have a vast knowledge and you can tell he enjoys sharing that knowledge. I've recorded the whole series. I particularly liked the programme about training for a space mission where he went underwater and showed what the living conditions are like for astronauts. It made me realise how difficult it must be to live in such cramped conditions. The series also got me thinking about what scientists still don't know or understand. It's pretty scary to think about how small a piece we really are in the giant puzzle of existence.

C **William**
Having watched the first programme of the series *Human Universe* I can't wait until the next one. I'm particularly impressed by the visuals. They add a great deal to the professor's explanations, and that's something close to my heart. I enjoy playing around with computer graphics and I've done some work on amateur films but watching this has opened my mind up to the possibilities of other career paths; perhaps television work would be something I could aim for. Obviously, special effects are getting better and better. Overall, I think it's one of the best science series I've ever seen and it's a great marriage between science and art. I also love the way the professor sets his explanations against things we can see and understand by showing us specific examples from different places around the world. Just brilliant!

D **Charlotte**
I missed the first couple of programmes and then a friend said I simply had to watch it. I've never enjoyed science programmes very much; I'm much more of an arts person. Give me a series about books or galleries and I'm hooked, but for me, science programmes are usually quite dull and I lose concentration quickly. However, I must admit that this one is a bit special! I think it's the combination of a compelling personality (the professor looks much too young to be so clever, doesn't he?) and some really interesting science. And the beautiful location photography makes the programme particularly memorable. Although how long I'll remember the science is a different matter.

Which person:

1 admires the presenter's skill with words? .....
2 has enjoyed the programme more than he/she expected? .....
3 has been inspired by the programme to consider a particular line of work? .....
4 has a critical opinion of those who previously taught him/her? .....
5 believes the professor doesn't behave as if he is better than the viewers of the programme? .....
6 comments on the professor's age? .....

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8 **Read the text again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?**

A Harry

1 *Human Universe* relies on its special effects to convey the science in the programme. T/F /NM

2 Professor Cox is not as good as Harry's teachers at explaining science. T/F /NM

B Diana

3 The presenter takes pleasure in communicating his expertise to a wider public. T/F /NM

4 Diana would like to be an astronaut in the future. T/F /NM

C William

5 Art and science are not a good combination. T/F /NM

D Charlotte

6 The images from around the world enhance the programme. T/F /NM

/ 6

Total / 12

Use of English

9 **Choose the best answer (A, B, C or D) to complete the text.**

Ever since George Stephenson built the first steam locomotive in 1829, train designers (1) ..... trying to make trains go faster. The problem is that reaching very high speeds in a train involves the same kind of acceleration as a plane taking off and (2) ..... . The human body is not designed for such rapid acceleration and people can suffer from motion sickness as a result.

Another problem is that the tracks for the existing rail networks, especially in Europe, often have to go round bends to (3) ..... across the landscape, with its rivers and mountains. In the 1970s, tilting trains were designed to lean in to a curve, but this still didn't completely solve the problem of motion sickness for (4) ..... because of the way the human brain perceived the movement. Also, although many high-speed trains can achieve speeds of up to 250 mph (400 km/h) they rarely do so because they have to share tracks with existing trains.

In Asia, the latest high-speed trains have resolved many of these problems by (5) ..... the Maglev system. Maglev stands for 'magnetic levitation' and Maglev trains use completely different tracks, with the train moving by means of powerful magnetic forces. Maglevs are not a new idea. The first patents were granted as early as 1907 and the first commercial Maglev system (6) ..... at Birmingham airport in 1984. But it is only now that the full benefits can be seen, especially in Japan and China.

Japanese Maglev trains routinely move at 311 mph (500 km/h) and can achieve speeds of 373 mph (600 km/h). In the future, the top speeds will be too fast to be comfortable for humans. However, Maglev trains will probably (7) ..... goods at higher speeds and lower costs than current modes of transport. What's more, the system is very energy efficient and clean so it has (8) ..... benefits, too.

1	**A** did	**B** have been	**C** were	**D** are
2	**A** launch	**B** getting off	**C** landing	**D** flight
3	**A** trip	**B** voyage	**C** travel	**D** tour
4	**A** passengers	**B** astronauts	**C** crowds	**D** crew
5	**A** used	**B** to use	**C** didn't use	**D** using
6	**A** has opened	**B** opened	**C** will open	**D** opens
7	**A** carry	**B** carried	**C** to carry	**D** are carrying
8	**A** outdoors	**B** location	**C** pollution	**D** environmental

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Listening

10 Listen to five short extracts. Choose the best answers, A, B or C.

1 You hear two students talking at school. Why is the boy not feeling too good?
- **A** He has caught flu.
- **B** He has to resit his biology exam.
- **C** He hasn't done well in a test.

2 A teacher is talking to her students. What does she want her students to do before their tutorial?
- **A** Discuss their careers ideas with the careers officer.
- **B** Be prepared to discuss their weaknesses.
- **C** Bring their marks for all exam subjects with them.

3 You hear a TV presenter talking about a programme. What can we learn from watching the programme?
- **A** the cost of space tourism
- **B** the space experiences of three people
- **C** the way people get ready to go into space

4 Two people are talking about a student who is going to do work experience at their company. Why is the man worried?
- **A** The student can't follow him because he'll be away.
- **B** The student could see private papers.
- **C** There might not be enough work for the student.

5 You hear two friends talking about the weekend. Where is the science exhibition being held?
- **A** Manchester
- **B** London
- **C** Cardiff

/ 5

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

1 The girl will probably have to take her ..... test again.

2 Students will be able to do extra preparation for their ..... subjects in the after-school classes.

3 The millionaire will say if he got good value for the large ..... of money he paid for his space trip.

4 The work experience student wants to see how the businesspeople ..... with client problems.

5 The space exhibition has been extended for a minimum of ..... weeks.

/ 5

Total	/ 10

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Writing

12 You have been discussing space exploration in your English class. Write an essay with this title:

It is more important to spend money solving problems here on Earth than on developing space travel.

You should:
- introduce the topic and give your personal opinion.
- give your main argument, with reasons.
- give one or two other arguments, with reasons OR give opposing arguments and say why you don't agree with them.
- summarise your argument in a conclusion.

Use some of these phrases:
- In my opinion, ...
- I believe that ...
- Secondly, ... / Lastly, ...
- In addition, ... / What's more, ...
- Nevertheless, ...
- In conclusion, ...

Write 220–250 words.

.....

.....

.....

.....

.....

.....

.....

.....

/ 10

Speaking

13 Work with a partner. Discuss which of these modes of transport you think is the most enjoyable way to travel and why.

bicycle • car • plane • train • underground (metro)

You should:
- give your opinion.
- invite your partner to give his/her opinion.
- agree or disagree with your partner's view.

Use some of these phrases:
- What do you think? / Do you agree?
- Yes, you're right. / That's true. / I agree.
- I see what you mean, but ... / I suppose so, but ...
- I'm not sure.

/ 10

Total	/ 80

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