

PASSIVE VOICE

1. Put the verb into the correct form, present simple or past simple, active or passive

1. It is a big factory. Five hundred people(employ) there.
2. Water(cover) most of the Earth's surface.
3. Most of the Earth's surface(cover) by water.
4. The park gates(lock) at 6.30 p.m. every evening.
5. The letter(post) a week ago and it(arrive) yesterday.
6. The boat(sink) quickly but fortunately everybody.....(rescue).
7. Ron's parents(die) when he was very young. He and his sister(bring) up by their grandparents.
8. I was born in London but I(grow up) in the North of England.
9. While I was on holiday, my camera(steal) from my hotel room.
10. While I was on holiday, my camera(disappear) from my hotel room.
11. Why(Sue/resign) from her job? Didn't she enjoy it?
12. Why(Bill/sack) from his job? What did he do wrong?
1. The company is not independent. It(own) by a much larger company.
2. I saw an accident last night. Somebody(call) an ambulance but nobody(injure) so the ambulance(not/need).
3. Where(these photographs/take)? In London?.....(you/take) them?

2. Rewrite these sentences.

1. Somebody cleans the room every day.
2. They cancelled all flights because of fog.
3. People don't use this road very often.
4. Somebody accused me of stealing money.
5. How do people learn languages?
6. People advised us not to go out alone.
7. They have postponed the concert.
8. Somebody is using the computer at the moment.
9. I didn't realise that somebody was recording our conversation.
10. When we got to the stadium we found that they had cancelled the game.
11. They are building a new ring road round the city.
12. They have built a new hospital near the airport.

3. Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

1. There is somebody behind us. (I / think/ we / follow)
2. This room looks different. (you/paint?)
3. My car has disappeared. (it / steal!)
4. My umbrella has disappeared. (somebody/ take)
5. Tom gets a higher salary now. (he / promote)
6. Ann can't use her office at the moment. (it / redecorate)
7. The photocopier broke down yesterday but now it is OK. (it / work / again; it / repair)

8. The police have found the people they were looking for. (two people / arrest / last night)
9. A tree was lying across the road. (it / blow down / in the storm)
10. The man next door disappeared six months ago. (nobody / see / since then)
11. I was mugged on my way home a few nights ago. (you / ever/ mug?)

4. Rewrite the following sentences into the passive voice.

1. they didn't give me the money.
2. They asked me some difficult questions at the interview.
3. Janet's colleagues gave her a present when she retired.
4. Nobody told me that George was ill.
5. How much will they pay you?
6. I think they should have offered Tom the job.
7. Has anybody shown you what to do?

5. Complete the sentences using being + one of these verbs.

ASK ATTACK GIVE INVITE KEEP PAY

1. Mr Miller doesn't like waiting.
2. They went to the party without
3. Most people like presents.
4. It is a dangerous city. People won't go out after dark because they are afraid of
5. I don't like stupid questions.
6. Few people are prepared to work without

6. Write these sentences in another passive way.

1. It is expected that the strike will end soon.
2. It is expected that the weather will be good tomorrow.
3. It is believed that the thieves got in through the kitchen window.
4. It is reported that many people are homeless after the floods.
5. It is thought that the prisoner escaped by climbing over a wall.
6. It is alleged that the man drove through the town at 90 miles an hour.
7. It is reported that the building has been badly damaged by fire.
8. a) It is said that the company is losing a lot of money.
b) It is believed that the company lost a lot of money last year.
c) It is expected that the company will lose money this year.

RELATIVE CLAUSES

1. In this exercise you have to explain what some words mean. Choose the right meaning from the box and then write a sentence with WHO.

steals from a shop designs buildings he/she doesn't believe in God isa not brave state	buys something from a shop pays rent to live in a house or flat he/she breaks into a house to steal things no longer works and gets money from the
--	---

1. (an architect)
2. (a burglar)
3. (a customer)
4. (a shoplifter)
5. (a coward)
6. (an atheist)
7. (a pensioner)
8. (a tenant)

2. Make one sentence from two.

1. A girl was injured in the accident. She is now in hospital.
2. A man answered the phone. He told me you were away.
3. A waitress served us. She was very impolite and impatient.
4. A building was destroyed in the fire. It has now been rebuilt.
5. Some people were arrested. They have now been released.
6. A bus goes to the airport. It runs every half an hour.

3. Complete the sentences. Choose the most suitable ending from the box and make into a relative clause.

he invented the telephone she runs away from home. they are never on time they stole my car they were on the wall	it makes washing machines it gives you the meaning of words it won a race it can support life it cannot be explained
---	--

1. Barbara works for a company.....
2. The book is about a girl.....
3. What was the name of the horse.....?
4. The police have caught the men.....
5. Alexander Bell was the man.....
6. What has happened to the pictures.....?
7. A mistery is something.....
8. A dictionary is a book.....
9. I don't like people.....

10. It seems that Earth is the only planet
.....

2. Complete these sentences using a relative clause.

we hired a car	you are going to see a film	I invited some people to the party
Ann is wearing a dress	you had to do some work	Tom recommended a hotel to us
you lost some keys	we wanted to visit a museum	

1. Have you found the keys
2. I like the dress
3. The museum was shut when we got there.
4. What is the name of the film
5. Some of the people couldn't come.
6. Have you finished the work
7. The carbroke down after a few miles.
8. We stayed at a hotel

3. Complete these sentences using a relative clause with a preposition.

we went to a party last night	you can rely on George	we were invited to a wedding
I work with a number of people	I applied for a job	you told me about a hotel
you were looking for some keys	I saw you with a man	

1. Are these the keys
2. Unfortunately we couldn't go to the wedding
3. I enjoy my job. I like the people
4. What is the name of that hotel
5. The party wasn't very enjoyable.
6. I didn't get the job
7. George is a good person to know. He is somebody
8. Who was that man in the restaurant?

4. Complete each sentence using who/whom/whose/where.

1. What is the name of the man car you borrowed?
2. A cemetery is a place people are buried.
3. A pacifist is a person believes that all wars are wrong.
4. An orphan is a child..... parents are dead.
5. The place we spent our holidays was really beautiful.
6. This school is only for children first language is not English.
5. I don't know the name of the woman to I spoke on the phone.

8. Make one sentence from two. Use a relative clause. Sometimes the clause tells us which person or thing ; sometimes it only gives us extra information. Use comma where necessary.

1. We went to Sandra's party. We enjoyed it very much.
2. There is a woman living next door. She is a doctor.
3. I went to see the doctor. He told me to rest for a few days.
4. There was a strike at the car factory. It lasted ten days. It is now over.
5. Sheila is away from home a lot. Her job involves a lot of travelling.
6. I was looking for a book this morning. I have found it now.
7. The new stadium will be opened next month. It can hold 90000 people.
8. London was once the largest city in the world, but the population is now falling.
9. We often go to visit our friends in Bristol. It is only 30 miles away.

10. A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.
11. Glasgow is the largest city in Scotland. My brother lives there.

1. Complete the sentences with the correct form of the words below:

Website boast gossip talk show modest intimate proof trust

1. A: The about Ted and Jane must be true.
B: Ted is here with Pam. That is the that he and Jane broke up.
2. A: I saw Tom Cruise on a last night.
B: I also read about his new film on several
3. A: Sharon knows many Details about my life.
B: Obviously you her to keep your secrets.
4. A: John isn't very about his athletic ability.
B: Yes, he about it all the time.

2. Complete the sentences with the noun form of the words below. Use a suitable suffix

Personal import appoint converse differ

1. The only between these two shirts is the price.
2. Dave and I had a long About our future plans. It was good to discuss things together.
3. She is beautiful, but I don't like her She is not very friendly.
4. I have got a doctor's later today. I don't want to be late.
5. My driving instructor explained the of wearing a safety belt.

3. Complete the sentences with the gerund or infinitive form of the verbs below.

Do see eat miss tell give bark hear discuss go

1. too much chocolate is very unhealthy.
2. I enjoyed John. He looks great.
3. All we need is to pay the fee.
4. Rick promised his plans with us.
5. I can't stand about her problems.
6. Sorry, I forgot you that John called.
7. I remember You a Green Day CD, but I have forgotten which one.
8. I wish that dog would stop It is driving me mad.
9. Hurry up! I don't want to risk the train.
10. They don't have much money. They can't afford out very often.

4. Complete the sentences with the right preposition

1. John and I never agree each other
2. Everyone was talking The football match.
3. Self-confident people believe themselves.
4. I am glad you waited Me.
5. I rely My sister to help me with maths.
6. You remind me Someone I knew a few years ago.
7. At parties, it is fun to talk new people.
8. The Pope arrived Turkey this week.
9. I can't listen you any more.
10. Bill is trying to concentrate his homework, so please talk quietly.

5. Complete the sentences with the correct form of used to, be used to or get used to.

1. They didn't like travelling.
2. School starts at 8 o'clock, so I getting up early.
3. When we lived in Paris, we buy fresh bread every morning.
4. Why did you have your hair cut? I will never it.
5. We think that Jane was unfriendly but she is actually very nice.

6. Complete the sentences with the verbs in brackets. Use the Present Perfect Simple or Past Simple.

1. A: Jessica(not write) to me recently.
B: I (hear) from her last week.
2. A: The French class(begin) a seven last night, but I was late.
B: You(never arrive) on time this term!

3. A: your sister (already plan) her wedding?
B: Yes, but she (not post) the invitations yet.
4. A: Peter (not play) any computer games lately.
B: I know. He (have) a lot of schoolwork recently.
5. A: you(buy) any new CDs yesterday?
B: Yes, but I (not listen) to them yet.

7. Fill the gaps in this letter with suitable verbs. Use the present simple or continuous, or the past simple or continuous.

Dear Anita,

Thank you for your entertaining letter, which(arrive) yesterday. I(begin) to feel much better although my leg still(hurt) if I(walk) too far. Last weekend I(visit) some friends who(spend) their summer holidays just up the road from here. They are very nice – I hope you will meet them if you come here next month. I(go) to their house quite easily, but while I(return) home, my leg(start) to ache really badly. So this week I(be) more careful.

I am very pleased you(manage) to find that book about Indian music that you(look) for. I have some cassettes you can borrow if you.....(want). I must stop now, because I(be) rather tired.

Please write again and send me some books. This is a lovely place, but you know me, I(get) bored very quickly!

With much love,

Alice

8. Rewrite the sentences using the words in brackets. Do not change the meaning of the original sentence.

1. I flew for the first time when I went to Ireland last month. (never/until)
2. Everybody had begun to dance before Joe arrived. (when)
3. The moment she got home, Donna began to talk on the phone, and she is still on it. (since)
4. The idea of buying a cake is a good one. (think)
5. We washed the car yesterday, and an hour later it began to rain (after)

9. Complete the following table

INFINITIVE	PAST FORM	PARTICIPLE	MEANING
Begin			
	drank		
		fought	
			guiar
hide			
	lit		
		swum	
			Picar (un insecto)
Spill			
	Sank		
		torn	
			arrojar
Bite			
	dealt		
		forgotten	

READING

ADVICE FROM A DATING DOCTOR

In the 2005 film Hitch, Will Smith stars as a “dating doctor” who advises clients on dating and relationships. This profession is not a Hollywood invention – “dating doctors” actually exist. And some, like Smith’s character, are a combination of advisor and best friend.

Among the best know is Robert Coleman, who has lectured and written about relationships for over 20 years and who is still a popular speaker on American university campuses. Some of Coleman’s ideas are simple and sensible, such as suggesting that people on first dates ask questions that require more than a “yes” or “no” answer. Conversation then flows naturally, because you can respond to what your date says.

But more importantly, Coleman provides advice on evaluating relationships. If both partners show trust, respect, commitment, passion and feelings of intimacy, the relationship is probably healthy and satisfying. But what if one or more of these are lacking? According to Coleman, this can mean that one of the partners isn’t serious about the relationship. In that case, it is best to end it.

Coleman stresses in his lectures, books and website that no matter whose idea a break-up is, it is important to remember that we cannot make someone love us, nor are we responsible for or in control of another person’s happiness. In fact, he believes that the only things we can control or be responsible for are what we think and what we do.

This leads to something else Coleman considers to be important: “1+1=1. It takes one whole healthy independent person plus another whole healthy independent person to make a great relationship”. As Coleman says: “A successful relationship doesn’t begin by finding the right person – it begins by being the right person”.

Are the following statements true or false. Find evidence in the text.

1. Robert Coleman began his career after Hitch was made.
2. Coleman wants people to understand that they are responsible for another person’s feelings.

Complete the sentences

1. According to Coleman, “being the right person” is the
2. Partners should have.....
3. Breaking up is

Find words or expressions in the text that mean:

1. practical
2. missing
3. emphasizes
4. complete

WRITING

Write a composition of about 100 words on one of the following topics

- a) Describe your ideal partner
- b) Love is important in my life

1. Complete the sentences with the correct form of the words below: (0.5 points)

Website boast gossip talk show modest intimate proof trust

- A: The about Ted and Jane must be true
B: Ted is here with Pam. That is the that he and Jane broke up.
- A: I saw Tom Cruise on a last night.
B: I also read about his new film on several
- A: Sharon knows many Details about my life.
B: Obviously you her to keep your secrets.
- A: John isn't very about his athletic ability.
B: Yes, he about it all the time.

2. Complete the passages with the correct noun form of the words below. Use a suitable suffix. (0.5 points)

Create member personal appoint intelligent appear imagine

- The Hampstead Fitness Club is looking for a secretary. Duties include answering queries about club and scheduling With personal trainers. A friendly and neat are required.
- Video Games Ltd requires a part-time assistant for its team of game We want someone with high and a vivid

3. Complete the sentences with the gerund or infinitive form of the verbs below. (1 point)

Do see eat miss tell give bark hear discuss go

- too much chocolate is very unhealthy.
- I enjoyed John. He looks great.
- All we need is to pay the fee.
- Rick promised his plans with us.
- I can't stand about her problems.
- Sorry, I forgot you that John called.
- I remember You a Green Day CD, but I have forgotten which one.
- I wish that dog would stop It is driving me mad.
- Hurry up! I don't want to risk the train.
- They don't have much money. They can't afford out very often.

4. Complete the sentences with the right preposition (1 point)

- John and I never agree each other
- Everyone was talking The football match.
- Self-confident people believe themselves.
- I am glad you waited Me.
- I rely My sister to help me with maths.
- You remind me Someone I knew a few years ago.
- At parties, it is fun to talk new people.
- The Pope arrived Turkey this week.
- I can't listen you any more.
- Bill is trying to concentrate his homework, so please talk quietly.

5. Complete the sentences with the correct form of used to, be used to or get used to. (0.5 points)

- They didn't like travelling.
- School starts at 8 o'clock, so I getting up early.
- When we lived in Paris, we buy fresh bread every morning.
- Why did you have your hair cut? I will never it.
- We think that Jane was unfriendly but she is actually very nice.

6. Complete the sentences with the verbs in brackets. Use the Present Perfect Simple or Past Simple. (1 point)

1. A: Jessica(not write) to me recently.
B: I (hear) from her last week.
2. A: The French class(begin) a seven last night, but I was late.
B: You(never arrive) on time this term!
3. A: your sister (already plan) her wedding?
B: Yes, but she (not post) the invitations yet.
4. A: Peter (not play) any computer games lately.
B: I know. He (have) a lot of schoolwork recently.
5. A: you(buy) any new CDs yesterday?
B: Yes, but I (not listen) to them yet.

7. Fill the gaps in this letter with suitable verbs. Use the present simple or continuous, or the past simple or continuous. (1 points)

Dear Anita,

Thank you for your entertaining letter, which(arrive) yesterday. I(begin) to feel much better although my leg still(hurt) if I(walk) too far. Last weekend I(visit) some friends who(spend) their summer holidays just up the road from here. They are very nice – I hope you will meet them if you come here next month. I(go) to their house quite easily, but while I(return) home, my leg(start) to ache really badly. So this week I(be) more careful.

I am very pleased you(manage) to find that book about Indian music that you(look) for. I have some cassettes you can borrow if you.....(want). I must stop now, because I(be) rather tired.

Please write again and send me some books. This is a lovely place, but you know me, I(get) bored very quickly!

With much love,
Alice

8. Complete the following table (1 point)

INFINITIVE	PAST FORM	PARTICIPLE	MEANING
Become			
	dealt		
		forgiven	
			prestar
Leave			
	lit		
		sewn	
			enviar
Spin			
	Spoilt		
		torn	
			Ganar
Bite			
	Drove		
		heard	
			tumbarse
Shine			
	Swept		
		stuck	
			Llevar puesto

READING

PAYING A PRICE FOR NEWS

Is It right for a journalist to pay for a news story? Shouldn't reporters always interview people for free? Before you decide, consider the following cases. Rebecca Loos, a 26 year old from Madrid, received &350000 for telling the British tabloid , News of the World, that she had an affair with football star David Beckham. Edward Fine, a survivor of the World Trade Center disaster in New York, charged \$911 for a two hour interview. At least 12 newspapers and television stations paid him the money he requested.

The practice of paying for interviews is becoming more and more common, and some interviewees even hire lawyers to help them get the highest price. Journalists who pay for interviews, however, do not feel that they are doing anything immoral. After all, they say, television stations get interviews by giving the people the opportunity to appear on television. They insist that this is just another form of payment.

But not every newspaper and television station is willing to pay for news stories. Editors feel that the payment will influence the interviewer to write a story that makes the interviewee look good. Another point that is often made is that when criminals are paid for an interview, it is as though they are profiting from their crimes.

A well-known interviewee, Monica Lewinsky, who became famous because of her relationship with former US president Bill Clinton, points to other aspects. She said she accepted money for an interview in order to tell her story to the world and to pay enormous legal bills.

So in the end, the readers must decide whether interviews that are paid for are less credible than those given for free.

Are the following statements true or false. Find evidence in the text to support your answer. (0.2 points)

1. Some interviewers negotiate their payment with the help of a lawyer.
2. Some journalists think that receiving money is the same as appearing on television.

Complete the sentences (0.3 points)

1. For a large sum of money, Rebecca Loos agreed
2. Some editors refuse to pay criminals for interviews because they don't
3. Readers must decide.....

Find words or expressions in the text that mean: (1 point)

1. romantic relationship
2. asked for
3. employ
4. very large

WRITING (2 points)

Write a composition of about 100 words on one of the following topics.

1. Media and Gossip
2. Describe your favourite celebrity.

MODERN WARS MAY CAUSE ECOLOGICAL DISASTER IN THE WORLD

During the recent Iraqi war, Americans, and their allies used bombs and missiles with depleted uranium, because the danger of such projectiles to human health hadn't been confirmed.

Several experts say that weapons containing depleted uranium are very dangerous for the health of soldiers, the local population and also for the environment. The most destructive bombs are filled with depleted uranium: these bombs were used in Afghanistan.

A biochemist from Berlin, Professor Albrecht Schott examined the genetic map of 19 British veterans from the first Persian Gulf War. Analysis of this kind is complicated, laborious and expensive, but despite this, Albrecht is determined to investigate a so-called "Balkan syndrome". This name was given to frequent cases of cancer, leukaemia in particular, among veterans from the wars in Bosnia, Kosovo and the first war in Iraq when weapons filled with depleted uranium were used.

The British and American ministries of Defence have carried out extensive research on the problem, and they now say that there is no connection between the usage of depleted uranium and the so-called "Balkan syndrome". For this reason, financial aid for Schott's investigations was denied, so the scientist decided to carry out the research himself, using his own money.

The professor says: "I examined the veterans and discovered considerable defects in the chromosomal structures of all the 19 men. 67% of the descendents of the first Persian Gulf War veterans have serious congenital defects. Thousands of people from Iraq, southern Iraq, and especially Kuwait and Saudi Arabia, have suffered from the effects of depleted uranium used in weapons. Radioactive aerosol emerging after an explosion spreads over many kilometers".

1. Based on the ideas in the text, answer the following questions using your own words as far as possible. (2 points)

1. Why have the Americans and their allies stopped giving money for Dr Schott's research?
2. Why, apart from soldiers who manipulate the nuclear weapons, are civilians from nearby countries affected too?

2. Say whether the following sentences are true or false according to the text. Give evidence from the text. (1 point)

1. Dr Schott has decided to stop investigating after the British and American denial to support his research.
2. The so-called "Balkan syndrome" may have serious consequences for the soldiers' families.

3. Find in the text a synonym for the following words or expressions. (1 point)

1. Proved
2. Study something carefully and in detail
3. Common
4. Relationship, link

4. Match both columns and write meaningful and grammatically correct sentences. All of them have mistakes. (2 points)

- | | |
|--|---|
| 1. It is embarrassing for them | why they should be obliged to? |
| 2. If nobody doesn't want to go to war | to send more troops to the area. |
| 3. The reason because I am against the war | not have found any mass destruction weapon yet. |
| 4. Some politicians suggested | is that I don't want innocent people die. |

5. Write a composition of about 100 words on one of the following topics.

1. Write a letter to a friend telling him why you are for or against the war.
2. The negative effects of war on the environment.

FEEDING AFRICA

In Zambia and Zimbabwe, although many people are on the border of starvation, scientifically modified corn donated by the United States has recently been banned due to safety concerns.

But behind the protests, other African countries have been developing their own genetically modified foods. African agriculture is suffering, and scientists in Kenya, South Africa and Egypt are trying to compensate by creating durable crops which are resistant to insects and disease and that tolerable dry soil, lacking in nutrients.

According to Kenyan scientist Christopher Ngichabe, biotechnology can play an important role in crop improvement. "We are not saying it is a remedy, but it can address some problems."

Dr Wambugu, one of the continent's leading supporters of modifications, imagines a day when Africa will be fully stocked with genetically altered produce, just as tasty and nutritious as those provided by Mother Nature, but more durable.

Despite the benefits of the modified foods, critics of the experimentation argue that Africa does not have the regulation agencies necessary to ensure that biotechnological modifications do not harm the environment. They worry that altered genes may disrupt the world's biological diversity, producing, for instance, troublesome weeds that are resistant to herbicides.

Although genetically modified food is a controversial topic in Africa right now, the recent American governmental decision to finance educational research of genetically modified foods may help solve this controversy. "It is a matter of life and death," said Dr Wambugu. "I'd rather save a life than let millions die for theoretical reasons."

1. Say whether the following sentences are true or false and write down which part of the text justifies your answer (2 points).

- a) Africa is developing genetically modifies food for itself.
- b) African soil is ideal for agriculture.
- c) Dr Wambugu would not like to see genetically altered food produced in Africa.
- d) Weeds resistant to herbicides would be and advantage for agriculture.

2. Answer the following questions in your own words (2 points).

- a) According to the text, why is Africa a difficult place to farm?
- b) Use your own words to explain how different African countries are demonstrating a difference of opinion.

3. Find words or phrases in the text that correspond in meaning to the words and definitions given. (1.5 points)

- a) leading
- b) immersed
- c) expand

4. Complete the following sentences without changing the meaning. (1.5 points)

- a) "We can't accept the modified corn because it will affect the environment," said scientists in Zambia.
Scientists in Zambia...
- b) Biotechnology is not a remedy, but it can address some problems.
Although ...
- c) Altered genes may produce troublesome weeds resistant to herbicides.
Troublesome weeds ...

5. Write a short essay (about 100 words) on the following topic: Is today's society capable of solving the problem of world hunger? Why or Why not? (3 points)

Colegio Inmaculado Corazón de María
Prof. Lola Fernández
English Exam 1º Bach

NAME:
GROUP:
DATE:

1. Replace the words in brackets with words or phrases of similar meaning below. (1 point)

1. I (really don't like) corny films.
2. Alison can't understand my (way of seeing things).
3. Let's ask Jerry's advice. He's so (practical).
4. Don't (assume) that you'll get the job.
5. Young people need to have the (liberty) to experiment.
6. When Don first moved to the new town, far from his friends, he was very (unhappy).
7. I hope that my parents will eventually (accept) my decision.
8. Gloria is going to (end her relationship) with Edward.
9. Eric's (mother and father) met when they were at school.
10. We tried to (convince) Kelly to come with us, but she refused.

2. Complete the sentences with the below. (1 point)

1. Many stars have never got used to They are uncomfortable with all the attention that they receive.
2. Have the police the robbery yet? I hope that someone looks into it soon.
3. I to the restaurant manager because the service was terrible.
4. I'm so happy that the didn't steal our new television.
5. Someone Linda's car and took the radio.
6. Have you read any good books?
7. Did the tornado cause to your home?
8. Why are you trying to me? I just want to speak with you.
9. days ago, I received an unusual e-mail message.
10. Stalking is a serious

3. Choose the correct answer to complete the sentence. (0.5 points)

1. Bob and Cynthia had spoken about marriage but they (broke up / broke down) last week.
2. I can't (be used to / get used to) some of the English customs.
3. Both of my parents work, so I (am used to / used to) taking care of my younger brother.
4. I held his hand, but he (broke off / broke away) and ran down the street.
5. The car (broke down / broke into) while we were driving home.

4. Join the following idioms with the correct meaning or context. (1 point)

- | | |
|------------------------------------|---------------------------------|
| 1. to be a pain in the neck | a. to be affected by something |
| 2. to have sweet tooth | b. to be a coward |
| 3. there are other fish in the sea | c. to be about to say something |
| 4. to take something to heart | d. to laugh at somebody |
| 5. A wolf in a sheep's clothing | e. To be very disturbing |
| 6. To be chicken | f. you like sweets a lot |
| 7. To smell a rat | g. you will meet other people |

- | | |
|----------------------------------|--------------------------------|
| 8. On the tip of one`s tongue | h. you are worse than you look |
| 9. Straight from the horse mouth | i. To see something suspicious |
| 10. To pull somebody`s leg | j. you hear yourself |

5. Add the adjectives in brackets to each sentence in the correct order. (0.5 points)

1. We had food at the restaurant. (Mexican, wonderful)
.....
- 2 I got a purse for my birthday. (black, leather, small)
.....
- 3 They had never seen the ruins before. (Roman, stone, ancient)
.....
- 4 My sister works in that building. (steel, tall, ugly)
.....
5. Aimee Mullins is a model. (American, popular)
.....

6. Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or Present Perfect Simple. (1.5 points)

1. How`s the diet going? You (lose) any weight yet?
2. Sheila (watch) the skating competition on television last night.
3. I (not see) my friends at the party so I came home.
4. My brother and I (live) in Dublin since 1998.
5. Our visitors (arrive) several days ago.
6. We (stay) at home because we were very tired.
7. How long you (know) your girlfriend?
8. Steve (work) at this office for three years.
9. We (not speak) to John recently.
10. Sue ever (travel) abroad?

7. Complete the sentences with the correct form of the verbs in brackets. Use the Future Simple, *be going to*, Future Perfect or Future Continuous. (1.5 points)

1. It will be easy to recognise me. I (wear) a purple coat and a green scarf.
2. Excuse me. What time the train (arrive) from Leeds?
3. I (go) to the museum tomorrow. Do you want to come with me?
4. Do you think we (have) a good time at the party tonight?
5. I`m sorry, I haven`t got Carla`s phone number with me. I (call) you later and give it to you.
6. By this time next week, I (do) all my exams.
7. Make a good impression. Everyone (watch) you.
8. you (tell) your parents about the accident?
9. At this time tomorrow, they (fly) to Italy.
10. You won`t be able to get tickets tomorrow because they (sell) them all.

8. Read the situation and write what you would say. (1 point)

1. A colleague asks you why you have brought your sports kit to the office.
Explain that you have arranged to play tennis after work.

2. You make your friend a cup of sweet coffee, then she tells you she doesn't take sugar. Offer to make her another one.
3. You failed an exam last year. Since then you have been working hard. Tell your teacher it is because you are determined not to fail again.
4. Your friend is playing loud music late at night. You get angry and ask him to turn the volume down.
5. Your brother lend you some money last week. Promise to pay him back at the weekend.

9. Rewrite the following sentences using the words in brackets. (1 point)

1. Diana started cooking at 6.00. Her sister arrived at 6.30. (by the time)
2. How long have you known your boyfriend? (meet)
3. The last time I saw Brian was three months ago. (for)
4. What weight are you? (How much)
5. I became ill during my visit to Barcelona. (while)

10. Complete the following conversation by putting the verb in the right tense. (1 point)

MICK: What are you doing in your dressing gown? It is only eight o'clock.

VANESSA: I don't feel very well. I(have) an early night.

MICK: I hope you(feel) better in the morning.

VANESSA: So do I. I(meet) my new boss at ten o'clock.

MICK: I think I(make) some tea when the news

.....(finish).(I/bring) you a cup?

VANESSA: No, don't bother(I/try) and go straight to sleep.

Thanks.

RICK: sleep well.

Colegio Inmaculado Corazón de María
Prof. Lola Fernández
English Exam 1º Bachillerato

NAME:
GROUP:
DATE:

A PSYCHOLOGICAL TEST

A friend of mine told me recently about a test designed to determine if a child is going to be successful in the adult world. I am not sure how scientific the test was intended to be or if my friend remembered the details accurately, but here goes.

A four-year-old child is in the psychologist's office. There is a delicious-looking chocolate on the table. The chocolate is easy for the child to see and is perfectly accessible. The psychologist engages the child in conversation for a few minutes and then pretends that she has to leave the office.

"If the chocolate is still there when I come back", she says, "I will give it to you and another one. But if you eat that chocolate before I get back, there won't be another!"

Well, most of the children apparently took a "bird-in-the-hand" view and ate the chocolate while the psychologist was away. A few, however, exercised self-control and left it well alone. Ten years later, it seems, the children who didn't eat chocolate were showing more signs of success in their studies. Why? The idea, it seems, is that instead of being subject to the immediate impulses, they are capable of sacrifice in the short term in order to gain in the long term.

Answer questions 1-3 according to the information given in the text. Use your own words. (3 points)

1. What do the psychologist and the child do in the office?
2. Why does the psychologist leave the office?
3. Which students were less successful in their studies?

Lexicon (2 points)

4. Find one synonym in the text for "simulate".
5. Find in the text the word which has the following definition: "easy to reach".
6. Give one opposite of "gain".
7. Find one synonym in the text meaning "triumph".

Grammar (2 points)

8. Put the following sentence into the passive voice.
Most of the children ate the chocolate.
9. Put the following sentence into reported speech:
The psychologist told the child: "Wait here for a moment."
10. Rewrite the following sentence with no change of meaning.
The child was very hungry, so he ate the chocolate.
The child was so...
11. Provide a question for this answer:
(That's) the psychologist's (office).

Write a composition (100-120 words). Choose one of the following topics. (3 points)

1. Would you like to be a psychologist? Why? Why not?
2. Sweets.

**Colegio Inmaculado Corazón de María
Prof. Lola Fernández
English Exam 1º Bachillerato**

**NAME:
GROUP:
DATE:**

A THEORY OF LEARNING

It is said that when Charles Darwin was developing his famous theory of evolution, he noticed with interest that new facts which were brought to his attention were easy to remember if they fitted in with his theory. On the other hand, he tended to forget awkward data – that is, facts which didn't fit in with theory or which seemed to contradict it.

Being Darwin, he rose to the challenge and resolved to keep a notebook in which he would faithfully record these inconvenient facts and to take out this book at regular intervals and study its contents. In this way, by forcing himself to think about things that he would otherwise simply have forgotten, he eventually saw how this theory could be further developed and extended so that it could account for the inconvenient data. As a result, of course, his theory became much more powerful.

Darwin's experience may well have general relevance for us all. It is certainly applicable to language learning. Why not keep a notebook in which you record your common mistakes along with the correct forms and study them regularly?

Answer questions 1-3 according to the information given in the text. Use your own words. (3 points)

1. Why did Darwin decide to start his notebook?
2. What did he do with the notebook?
3. What can we learn from his experience?

Lexicon (2 points)

1. Find one synonym in the text for "strong, potent".
2. Find in the text the word which has the following definition: "be appropriate or suitable for"
3. Find one opposite in the text for "confirm, corroborate".

4. Find in the text the word which has the following definition: “something demonstrated”.

Grammar (2 points)

1. Complete this sentence with the correct form of the adjective and any other necessary words:
Some mistakes are (common) others.
2. Complete the following sentence with no change of meaning:
His theory was good. Most scientists accepted it.
It was such...
3. Join the following sentences with a relative pronoun:
Darwin made some mistakes. His theory of evolution is famous.
4. Complete the following sentence with the correct form of the verbs in brackets:
If Darwin`s theory (not be) good, he (not become) famous.

Write a composition (100-120 words). Choose one of the following topics.

1. My learning techniques.
2. Would you like to be a scientist? Why (not)?

Colegio Inmaculado Corazón de María
Prof. Lola Fernández
English Exams 1º Bachillerato

NAME:
GROUP:
DATE:

THE TROUBLE WITH BOYS

“Boys are blamed for everything” complained a fourteen year old boy, summarising the unfavourable view of school that seems to be having such a bad effect on boys` exam results.

“It is a myth that girls perform poorly at school” said Michael Younger. “Boys are the problem”.

The same boy also complained that girls were also treated a lot better than boys. Teachers said boys tried hard not to appear “swotty”- for instance, denying to their friends that they had done homework or even playing up in class. They saw boys as being unable to concentrate or organise themselves and lacking in motivation.

Girls tended to be more focused and study was not seen as bad for their image. Parents and teachers agreed that girls did more homework, while boys saw it as a necessary evil to be done as quickly as possible.

A majority of the pupils interviewed thought that male teachers were biased towards girls. A fifth year girl agreed, “Girls have a reputation for being well-behaved, so if, for example, they don` t do their homework, they won` t get told off as much.” Boys from the same year complained that they got less help and attention than girls did.

Answer the questions according to the information given in the text. Use your own words. (3 points)

1. Why don` t boys want to appear to be good students?
2. Why do girls get better results? Give three reasons.
3. How do male teachers treat their students?

Lexicon (2 points)

1. Find one synonym in the text for “student”.
2. Find in the text the word which has the following definition: “tale with supernatural characters”
3. Give one opposite of “same”.
4. Find one opposite in the text for “impartial”

Grammar (2 points)

1. Put the following sentence into the active voice:
Girls were treated better than boys by teachers.
2. Put the following sentence into reported speech:
Michael Younger said, “it is a myth that girls perform poorly at school”
3. Join the following sentence with a relative pronoun:
The boy had an unfavourable view of school. We asked him.
4. Complete the following sentence with the correct form of the verbs in brackets:
If the student (do) his homework last week, the teacher (not tell) him off.

Composition (3 points)

Write a composition (100-120 words). Choose one of the following topics.

- a. Are boys and girls different kinds of students?
- b. The best students in my class.

Colegio Inmaculado Corazón de María
Prof. Lola Fernández
English Exams 1º Bachillerato

NAME:
GROUP:
DATE:

EL ESCORIAL

Cultural Spain is a series of sublime surprises. None makes a stronger impression than El Escorial. Built between 1563 and 1584 by Phillip II, this stark, grey granite palace, monastery, church and mausoleum, looms hugely out of stern landscape on the verge of Castile.

It is surprising that the cautious King Philip II should have conceived such a colossus. It is astonishing that he actually got it finished. A surface area of 32.800 square metres; sixteen separate courtyards; 2673 windows; 1200 doors; 86 staircases; and almost a kilometer of painted frescoes. Perhaps this great grey whale is the world's largest most sober major construction, but within its immense sobriety not a single stone is out of proportion. Philip's architect obediently built as the king instructed: "simplicity, severity, nobility without arrogance, majesty without ostentation."

Here, four years after the completion of El Escorial, Philip finally launched the Spanish Armada intended to conquer England. And here one tiptoes into Philip's small, simple bedroom which is as he left it 400 years ago. Through shutters, Philip could see from his bed the altar of the church and here in this room his suspicious spirit lingers. For all its size, El Escorial is haunted by just one lonely ghost.

Answer question 1-3 according to the information given in the text. Use your own words.

1. What is El Escorial?
2. Why is it surprising that Philip II built it?
3. How long has King Philip's bedroom been empty?

Lexicon (2 points)

1. Find one synonym in the text for "careful".
2. Find in the text the word which has the following definition: "to gain or acquire by force of arms".
3. Give one opposite of "stronger".
4. Give a synonym of "immense".

Grammar (2 points)

1. Provide a question for this answer.
King Philip II did
2. Complete the following sentence with the correct form of the verbs in brackets:
If I (be) King Philip II, I (make) a smaller building.
3. Join the following sentences with a relative pronoun.
El Escorial was built between 1563 and 1584. It has sixteen separate courtyards.
4. Put the following sentence into the passive voice.
When did they build El Escorial?

Composition (3 points)

Write a composition (100-120 words). Choose one of the following topics.

1. Famous buildings in your town.
2. Ghosts

Colegio Inmaculado Corazón de María
Prof. Lola Fernández
English Exams 1º Bachillerato

NAME:
GROUP:
DATE:

LANGUAGE LEARNING

While working as an official in the Indian Civil service, Thomas Prendergast (1806-1886) had to learn the local Indian languages. His experiences led him to invent a new method of language teaching described in his book, *The Mastery of Languages*, which appeared in 1864.

Prendergast proposed that students memorise a small number of carefully prepared sentences. The sentences were carefully prepared in the sense that they contained very common words and that each of them was intended to illustrate as many grammatical rules as possible. The following is a typical Prendergast sentence: "Why did you not ask him to come, with two or three of his friends, to see my brother's garden?"

The student who learned half a dozen or so of these sentences would then be able to generate hundreds and hundreds of correct English sentences using a gigantic substitution table.

It may be that Prendergast became rather too obsessed with this one teaching method to the exclusion of others, and that some of his sentences sound rather contrived or artificial, but it is also true that his idea has considerable intuitive appeal for students. Can you compose a few Prendergast sentences to help other students of English?

Answer questions 1-3 according to the information given in the text. Use your own words. (3 points)

1. Why is Prendergast famous?
2. How did the method work?
3. What was wrong with his method?

Lexicon (2 points)

1. Find one synonym in the text for "produce".
2. Find in the text the word which has the following definition: "existing in the vicinity".
3. Find one opposite in the text for "unusual".
4. Give one synonym of "gigantic".

Grammar (2 points)

1. Put the following sentence into the passive voice.
Students memorise a small number of sentences.
2. Put the following sentence into Reported Speech.
The teacher told the students: "Repeat this sentence"
3. Join the following sentences with a relative pronoun.
The sentences sound artificial. The student has to memorise them.
4. Complete the following sentence with the correct form of the verbs in brackets:
If Prendergast (not work) in India, he (not invent) a new method of language teaching.

Composition (3 points)

1. Memory
2. The best way to learn English

BODY DECORATION

Tattooing is an art as old as humanity. Cave paintings and body paintings (from which tattooing developed) were among the first human artistic expressions. In this first century, Britons covered themselves with a blue dye called "woad" as a war paint. Most Anglo-saxon kings were heavily tattooed. After the Battle of Hastings, king Harold's body was only identified by the word "Edith" tattooed over his heart.

In the Middle Ages, as Christianity developed into a powerful political force, tattooing was denounced as something evil. For this reason, tattooing almost entirely died out. The art of tattooing in Europe was almost forgotten. There was not even a name for this special form of body recreation.

In 1769, Captain James Cook discovered Tahiti, a land he called paradise on Earth. The Tahitian people believed that tattooing was the writing of this paradise. Thus, the Captain, officers and crew allowed themselves to be tattooed. They brought back their souvenirs and the word "tau-tau". Hence, Europe adopted the word to denote this kind of body decoration. Sailors of the many South Seas expeditions made the long-forgotten pricking of the skin popular once again. By 1850, a great number of Europeans were tattooed, especially sailors and soldiers.

Around 1900, a campaign raged to condemn the act of tattooing. It was argued that "whoever gets a tattoo is either a criminal or a degenerate." This prejudice was nurtured by criminologists and dermatologists, and is still widespread today. In fact, as a result of decades of adverse publicity and disapproval, tattooing is forbidden in some Slavic countries.

After World War II, sailor Jerry Collins extensively studied the style and colours of Japanese tattoo motifs, and he dared to be the first Western tattooist. Again, the tattoo scene was set into motion. With American and European admiration of Japanese tattooing, artists began contacting and learning from each other.

Comprehension questions (3 points)

1. Why did Tahitians tattoo their bodies?
2. Where does the word "tattoo" come from?
3. Why are tattoos still forbidden in some places?

Vocabulary (1 point)

1. Find a synonym for *banned*.
2. Find an opposite for *good*.
3. Find a synonym for *recognized*.
4. Find a word in the text which has the following definition: "something to remember a place or person."

Grammar (2 points)

1. Put into the active voice: King Harold's body was identified only by the word Edith tattooed over his heart.
2. Put into reported speech: People said, "Whoever gets a tattoo is either a criminal or degenerate."
3. Complete: If Captain James Cook hadn't discovered Tahiti,.....
4. Write a question for: Tattooing was developed from cave paintings and body paintings.

True or false? Use your own words (1 point)

1. Tattooing developed from cave paintings.
2. In the first century tattooing was used as a sign of wealth.
3. Tattooing was greatly developed in the Middle Ages.
4. In 1769 Captain Cook got tattooed.

Write a composition (80-100 words) on one of the following topics. (3 points)

1. The pros and cons of getting a tattoo.
2. Are new trends important to you? Why or Why not

THE WORLD'S YOUTH SEE BRITONS AS RACIST DRUNKS

According to a recent study, other Europeans do not have an especially favourable opinion of the British. Young people in other countries consider Britons to be arrogant, xenophobic and frequently drunk. In general young people overseas have a positive image of the UK as a country but are less admiring of Britons as a people.

A major factor in Britain's reputation for drunkenness were the scenes of violence by football supporters abroad. Pictures of English fans rioting at Marseilles during the 1998 World Cup were seen all around the world. Other factors contributing to a negative view of Britain were the royal family, violence in Northern Ireland and racial intolerance. In a focus group discussion, an Italian among those being interviewed portrayed the British as "having tea at five o'clock, having a Queen and always drunk".

Overall, the view of British society is ambivalent. On the whole, it is seen as fair, caring and democratic, but also as divided by class and, in the eyes of some, racially intolerant.

The findings of the report are worrying, all the more so for a country with an important tourist industry. Even more disturbing is the possibility that these negative perceptions actually reflect the true nature of modern-day Britain.

ANSWER QUESTIONS 1-2 ACCORDING TO THE INFORMATION GIVEN IN THE TEXT. USE YOUR OWN WORDS.

1. What is contradictory in the opinions held by young people about Britain and the British? (1 point)
2. How did football followers contribute to a negative view of Britain? (1 point)

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH WORDS OR PHRASES FROM THE TEXT.

3. Young foreigners have a bad opinion both the United Kingdom and of its people. (0.5 points)
4. The royal family is not well considered by those interviewed. (0.5 points)
5. The Italian interviewed said that the Queen was always drunk. (0.5 points)
6. There is no need to feel concern about the findings of the report. (0.5 points)

USE OF ENGLISH

7. **find** in the text one **synonym** for PARTICULARLY. (0.25 points)
8. **Find** in the text the word which has the following definition: (0.25 points)
"having an un reasonable fear and dislike for foreigners"
9. **Which word** does not have the same meaning? (0.25 points)
FAN SUPPORTER FOLLOWER PATRON
10. **Which word** has a different sound? (0.25 points)
CAGE STAGE IMAGE RAMPAGE
11. **Join** the following sentences using an appropriate linker (Do not use AND or BUT). (0.5 points)
A young man was interviewed. He had an unfavourable opinion.
12. **Turn** the following sentence into the **PASSIVE VOICE**. Begin as indicated. (0.5 points)
Television pictures of violence in Northern Ireland made a deep impression on many people.
Begin: "A deep impression. . ."
13. **Give** a question for the **underlined** word: (0.5 points)
Football fans rioted in the 1998 World Cup.
14. **Put** the following words in the **correct order** to make a **meaningful** sentence. (0.5 points)
football / cause / not / matches / fans / trouble/ all / at

PRODUCTION (3 points)

15. Write a composition (80 – 100 words). Choose ONE of the following options. Specify your option.
 - a) Do you think that football is a violent sport?
 - b) Write about a foreign person that you know and like.

TAKING POLITICS TO THE PEOPLE

The harsh reality in the supposedly “advanced” democracies is that increasingly fewer people are taking an active part in the political process. Nowhere is this truer than in the USA, where presidential elections repeatedly attract less than 50 per cent of potential voters.

In an effort to counteract this worrying tendency, various initiatives were tried out in the last presidential elections. One of the most interesting of these was carried out by Rock the Vote, a 10 year old organization that is trying to increase the number of young Americans who vote. Rock the Vote’s campaign was based around a string of debate-watching parties all over the country. The party kicked off with a session of live rock. This was then followed by the showing on a huge screen of a live televised debate between the two presidential candidates. To make sure that people didn’t leave as soon as the debate got underway, there was the promise of another concert following the debate! Party-goers could also register to vote, pick up political literature and learn how to find out about politics on the Internet.

Reportedly, everyone who attended had a great time. And perhaps they even learnt a bit more about politics, too.

ANSWER QUESTIONS 1-2 ACCORDING TO THE INFORMATION GIVEN IN THE TEXT. USE YOUR OWN WORDS.

1. Why Did Rock the Vote organise its parties? (1 point)
2. How could those who attended the parties participate in the political process? (1 point)

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWER WITH WORDS OR PHRASES FROM THE TEXT.

3. A majority of Americans generally vote in presidential elections. (0.5 points)
4. Rock the Vote is an organization only interested in putting on rock concerts. (0.5 points)
5. In Rock the Vote’s party there were two musical sessions. (0.5 points)
6. Those who attended the party enjoyed it. (0.5 points)

USE OF ENGLISH

7. **Find** in the text **one word** meaning “A NUMBER OF” (0.25 points)
 8. **Give a noun** with the same root as ACTIVE. (0.25 points)
 9. **Turn** the following sentence into the **passive voice**. (0.5 points)
A lot of young people attended the concerts.
 10. **Put** the following word in the **correct order** to make a **meaningful** sentence: (0.5 points)
a / had / those / good / attended / party / time / who / the
 11. **Rewrite** the sentence **without changing its meaning**. **Begin** as indicated. (0.5 points)
Angela is too young to vote.
Angela is not
 12. **Fill** in the gaps with the correct **verb tenses**. (0.5 points)
If the students (NOT ATTEND) the party last week, they
- (NOT LEARN) about politics.
13. **Give a question** for the **underlined** words. (0.5 points)
Mr Brown has not voted for 10 years.

PRODUCTION (3 points)

14. Write a composition (80 – 100 words). Choose ONE of the following options. Specify your option.
 - a) Are politicians necessary?
 - b) Describe a concert or some musical event you attended.

FOOD, GLORIOUS ENGLISH FOOD

English is often dubbed as a disaster area as far as cooking is concerned. Although English cuisine may not compare favourably with the succulent dishes typically found in southern Europe, it would be a mistake to dismiss the country as a culinary cemetery.

Anyone, for example, who travels to Yorkshire in the north of England would be pleasantly surprised at the food on offer. To start off with, Yorkshire pudding forms part of what many people in England would consider their national dish: roast beef and Yorkshire pudding. What people outside Britain might not realize is that this famous pudding is actually a savoury dish, consisting essentially of flour, eggs and water, mixed together and baked in the oven.

Cakes are another great feature of Yorkshire cooking, simple but strongly flavoured. Anyone on holiday there should not miss the opportunity of sampling the aptly-named “cut-and-come-again” cake, which is full of rich fruit and served with cheese.

Last but not least, in more recent times it is the curry houses in areas with large Asian communities which have enlivened the spicy reputation of Yorkshire. In line with the Yorkshire tradition, this exotic food is simple, warming and good value.

ANSWER QUESTIONS 1-2 ACCORDING TO THE INFORMATION GIVEN IN THE TEXT. USE YOUR OWN WORDS.

1. In what way is Yorkshire pudding different from the typical pudding? (1 point)
2. What does the text tell us about Yorkshire cakes? (1 point)

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWER WITH WORDS OR PHRASES FROM THE TEXT.

3. English cooking is equal to southern European cooking. (0.5 points)
4. Yorkshire is a “culinary cemetery”. (0.5 points)
5. The “cut-and-come-again” cake is made with cheese. (0.5 points)
6. The text makes an attempt to vindicate English cooking. (0.5 points)

USE OF ENGLISH

7. **Find** in the text one **opposite** for SWEET. (0.25 points)
8. **Give** one **synonym** for DUBBED. (0.25 points)
9. **Which** word has a **different sound**? (0.25 points)
FOOD MOOD BLOOD CRUDE
10. **Complete** the series with **another word** of the same **semantic group**. (0.25 points)
BOIL ROAST FRY GRILL
11. **Join** the following sentences using an appropriate linker. (Do not use AND or BUT) (0.5 Points)
Yorkshire is famous for its puddings. It is in the north of England.
12. **Turn** the following sentence into the **passive voice**. (0.5 points)
The tourists ordered a “cut-and-come-again” cake to take away.
13. **Fill** in the gaps with a correct **preposition**. (0.5 points)
John has just returned Yorkshire car.
14. **Put** the following in the **correct order** to make a **meaningful** sentence. (0.5 points)
restaurant / we / excellent / the / ate / in / the / was / food

PRODUCTION (3 Points)

15. Write a composition (80-100 words). Choose one of the following options. Specify your option.
a) Say what your favourite food is and why you like it.
b) Some differences between Spain and England.

LABOUR EXPLOTATION OF CHILDREN IN BRITAIN

Part-time work is big business for British teenagers: two out of five children aged 10 or over and two out of three over 15s hold part-time jobs. Yet an estimated two-thirds of these children are working illegally. In addition, many others are grossly underpaid by mean employers who give less than the average rates of pay for jobs typically done by youngsters.

The average weekly pay for 10 to 16-year-olds is \$14.03. Girls earn an average \$2.75 per hour and boys \$1.93, largely because girls are more likely to do shop work which tends to be more highly paid. However, in general a smaller proportion of girls work than boys.

One in three schoolchildren who work have more than one job. Half of all children who work have delivery jobs while almost one in five works in a shop. Part-time jobs such as cinema ushers, paying an average \$5 per hour, and supermarket checkout operators at \$4.50 an hour, tend to be the best-paid positions to go for. Among the worst-paid are paperboys or girls, who earn \$7 a week, and chip shop assistants, who make just \$1.20 an hour.

In this cheap child labour an example of Margaret Thatcher's famous return to Victorian values?

ANSWER QUESTIONS 1-2 ACCORDING TO THE INFORMATION GIVEN IN THE TEXT. USE YOUR OWN WORDS.

1. What kind of irregularities and unjust conditions face many British children who work? (1 point)
2. Where should young boys and girls, who want to earn more, go to work and why? (1 point)

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWER WITH WORDS OR PHRASES FROM THE TEXT.

3. More girls work in Britain than boys. (0.5 points)
4. In general, girls earn more than boys. (0.5 points)
5. Many working children have at least two jobs. (0.5 points)
6. Pay for chip-shop work is below the average of part-time job. (0.5 points)

USE OF ENGLISH

7. Give one synonym for HOLD. (0.25 points)
8. Find in the text one expression meaning BESIDES. (0.25 points)
9. Turn the following sentence into direct speech. (0.5 points)
The employer said he would give Tommy ten pounds per week if he worked four hours a day.
Begin: " I"
10. Rewrite the sentence without changing its meaning. Begin as indicated (0.5 points)
Boys don't work in supermarkets, so they earn less than girls.
Begin: " If boys"
11. Give a question for the underlined words. (0.5 points)
When Johnny was fourteen he earned five pound per hour.
12. Join the following sentences using an appropriate linker. (Do not use AND or BUT).(0.5 points)
Many Young people are badly paid. Some young people have well-paid jobs.
13. Turn the following sentence into the passive voice. (0.5 points)
Margaret Thatcher declared that Victorian values were better.

PRODUCTION (3 points)

14. Write a composition (80-100 words). Choose one of the following options. Specify your option.
 - a) Say what kind of job you would like to have and why.
 - b) Describe a visit to a supermarket.

SPORT, NO THANK YOU!

It may well be true that a healthy mind and a healthy body go hand in hand. What is true beyond any doubt is that there is a crisis in the level of participation of teenage girls in Britain in school reports. As many as forty percent of girls drop out of school sport lessons by the time they are teenagers. This problem has many roots, but it appears to have nothing to do with girls' dislike of sport as an activity in itself.

Part of the problem lies in many girls' reluctance to take part in competitive sports as netball. What seems to be needed is the inclusion in the school curriculum of non-competitive sports such as trampolining and aerobics. But the problem is not confined to what sports girls are asked to play. Many girls say they do not like wearing frumpy PE kit such as traditional gym skirts, and would rather wear fashionable tracksuits. In addition, many teenage girls have a negative body image and recoil at the idea of having to shower with others.

It is now up to the civil servants and legislators to make sure that the teaching of PE marches with the times, and accurately takes into account the desires and concerns of teenagers today.

ANSWER QUESTIONS 1-2 ACCORDING TO THE INFORMATION GIVEN IN THE TEXT. USE YOUR OWN WORDS.

1. Why is it suggested that trampolining and aerobics should be included in school sports? (1 point)
2. In what way does fashion influence girls' attitudes to sport? (1 point)

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWER WITH WORDS OR PHRASES FROM THE TEXT.

3. Almost half of British girls give up sports in their teens. (0.5 points)
4. Girls generally give up sports because they dislike them. (0.5 points)
5. One reason why girls don't do sports is because colleges lack individual shower facilities. (0.5 points)
6. Civil servants and legislators could help to change the school sports situation. (0.5 points)

USE OF ENGLISH

7. Which word is not a preposition? (0.25 points)
BETWEEN BEYOND BELOW BELONG
8. Complete the series with another word of the same semantic group. (0.25 points)
GYM TRACKSUIT RUNNING GAMES
9. turn the following sentence into the passive voice. (0.5 points)
Kathy Freeman won a gold medal for Australia in Sydney.
10. turn the following sentence into reported speech. (0.5 points)
Mary said: "I will not take part in sports because there is not a private shower."
11. Rewrite the sentence without changing its meaning. Begin as indicated. (0.5 points)
the girls at that school not only play netball but they also play basketball.
Begin: "Not only....."
12. Put the following words in the correct order to make a meaningful sentence. (0.5 points)
lessons / hasn't / girls / sports / because / the / showers / school / attend / private / don't
13. Give a question for the underlined words. (0.5 points)
A healthy body is the sign of a healthy mind.

PRODUCTION (3 points)

14. Write a composition (80-100 words). Choose one of the following options. Justify your option.
 - a) Say what sports you like best and why.
 - b) Do competitive sports help or hinder international understanding?

THE QUEEN MARY, AN ATTRACTIVE PLACE FOR ALL TYPES OF VISITORS

The ship the Queen Mary used to be the ocean liner of choice for the rich and famous. Apart from its attractions for the well-off tourist, it also appears to have been a magnet for a varied collection of apparitions. Thanks to this otherworldly crowd, the ship came to be known as the Grey Ghost.

At the first-class swimming pool, for example, women reportedly have been seen in old-fashioned bathing suits. In the first class lounge, some say they have spotted a woman dancing alone in a fancy white dress. In 1996, an 18-year-old man was crushed in an engine room doorway. Since then, several people have reported seeing a young bearded man in similar clothes to the ones the victim was wearing.

Whether real or imagined, ghosts have become part of the history of the ship, now a floating hotel and museum in Long Beach. There have been numerous reports of strange voices, sudden temperature changes, and apparitions, like the one Gil Teran saw near some lifts: "I see a reflection of a girl walking this way," he said. "I am looking at her. She is young and pretty and all of a sudden, she turns into an old lady. So I turn around, and there`s nobody there."

ANSWER QUESTIONS 1-2 ACCORDING TO THE INFORMATION GIVEN IN THE TEXT. USE YOUR OWN WORDS.

1. What kind of visitors might one see on the Queen Mary? (1 point)
2. Apart from actual apparitions, what other strange phenomena have occurred on the ship? (1 point)

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWER WITH WORDS OR PHRASES FROM THE TEXT.

3. The Queen Mary is still an ocean-going liner. (0.5 points)
4. A young man was accidentally killed on the ship in 1996. (0.5 points)
5. There have been more apparitions seen of women than of men. (0.5 points)
6. Gil Teran saw two different women, one young and one old, walking towards him. (0.5 points)

USE OF ENGLISH

7. Find in the text one synonym for WEALTHY. (0.25 points)
8. Find in the text the word which has the following definition: "Something which attracts" (0.25 points)
9. Give an adjective with the same root as ATTRACTIONS (noun). (0.25 points)
10. Give a noun with the same root as VARIED (adjective). (0.25 points)
11. Turn the following sentence into the passive voice. (0.5 points)
some people have spotted a woman dancing alone.
12. Complete with the right preposition. (0.5 points)
People believe the ghost stories about Queen Mary.
13. Join the following sentences using the right connector. (do not use BUT or AND) (0.5 points)
There has been numerous reports of strange voices. They have become part of the history of the boat.
14. Complete the following sentence. (0.5 points)
If I had enough time and money ...

PRODUCTION (3 points)

15. Write a composition (80-100 words). Choose one of the following options. Specify your option.
 - a) Do you believe in ghosts?
 - b) Different forms of transport.

UNDER THE STREETS OF NEW YORK

The New York City subway, New Yorkers agree, is dreadful. If there is one thing they agree on, it is that their subway must be the dirtiest, least dependable, most dilapidated system of its kind. This is a reputation that the Metropolitan Transportation Authority (MTA), which runs the subway, is trying hard to improve – and with some visible success. But the task is enormous, expensive and time-consuming, and, for the 3.5 million people who ride the 83 year old system daily, it is not happening fast enough.

New York`s subway – second in length only to London`s underground – consists of 710 miles of track: a network of 25 lines that connect four of the city`s boroughs: Manhattan, Queens, Brooklyn and the Bronx. Actually, the name “subway” is a misnomer. While the trains run almost entirely underground in Manhattan, they eventually emerge into the open air in the other boroughs where buildings are less cramped together.

For \$1 to any destination, the subway is one of the cheapest ways to get around the city and, since motor vehicle travel on New York`s clogged roadways can be futile sometimes, it is potentially the most rapid form of transportation available ... when it is running properly.

1. Answer the following questions without repeating the text. (2 points)

1. Why do people use the subway in New York?
2. Why does the article state that the name “subway” is a misnomer?

2. Say if the following statements are true or false. Give evidence from the text. (2 points)

1. The New York City subway is the longest one in the world.
2. MTA is trying to improve the reputation.
3. The system is 100 year old.
4. It is the cheapest way to get around the city.

3. Follow the instructions given for each sentence. (2 points)

1. Finish the following sentence: If the subway were cleaner
.....
2. Join the following sentences with a relative pronoun:
New York`s subway consists of 710 miles of track. It connects four of the city`s five boroughs.
3. Write a question for this answer: Smoking is prohibited on the subway.
4. Rewrite in reported speech: “ The improvements are not happening fast enough,” the people complained.

4. Choose a synonym for the following words from the text: (1 point)

- | | | | | |
|-----------------|------------|----------|----------------|-------------|
| 1. dependable: | true | selected | reliable | desirable |
| 2. dreadful: | lovely | awful | fortunate | troublesome |
| 3. emerge: | refuse | appear | disturb | escape |
| 4. dilapidated: | unpleasant | disabled | not maintained | notable |

5. Write a composition of 80 to 100 words on one of the following topics. (3 points)

1. Describe some ways public transportation could be improved.
2. Would you favour improving public transportation in order to decrease dependence on private vehicles?

HOLLYWOOD STARS

Hollywood invented the modern “star”. In the golden years of Hollywood, the film companies produced film after film starring a particular actor or actress. The films were accompanied by huge publicity campaigns so that, regardless of whether the “star” could act or not, he or she became famous overnight and a well-known name throughout the world. A “star” in Hollywood meant “an exceptional human being”. The publicity people dreamed up an “image” for each star; they exaggerated their good qualities and concealed anything unfavourable. Stars were “marketed” as being good looking, heroic, happy, beautiful and rich people who enjoyed a luxurious lifestyle. People looked up to them and treated them as gods.

People were fooled by the publicity campaigns. These “stars” were not super humans. They were ordinary people like you and me. Many of Hollywood “stars” were average actors and actresses. There was so much advertising for each movie that the public were hypnotized and believed that these stars were in fact superior.

The film companies made a great deal of money and many unfortunate “stars” often suffered nervous breakdowns in the effort to live up to their public image. Some of them found it so difficult that they committed suicide.

1. Are the following statements true or false? Give evidence from the text.

1. Hollywood produced most films without any publicity at all.
2. A Hollywood star was a synonym of an extraordinary person.
3. People believed in the image of the stars that Hollywood created.
4. All actors and actresses usually had a happy life.

2. Expressing the main ideas. Answer the following ques

EXTRAACTIVITIES UNIT 6

Adjectives and adverbs of manner

Many adverbs are made from an adjective + **ly**:

Adjective: quick serious careful quiet heavy bad

Adverb: quickly seriously carefully quietly heavily badly

Not all words ending in **-ly** are adverbs. Some adjectives end in **-ly** too, for example:

Friendly lively elderly lonely silly lovely

Good is an adjective. The adverb is **well**.

Your English is good. You speak English well.

We use well with past participles:

Well-dressed well-known well-educated well-paid

But well is also an adjective with the meaning "in good health".

Fast / Hard / late

These words are both adjectives and adverbs:

Adjective

Jack is a very fast runner.

Ann is a hard worker.

Adverb

Jack can run very fast.

Ann works hard.

Lately = recently

Hardly = very little, almost not.

Sarah was rather unfriendly to me at the party. She hardly spoke to me.

Hard and Hardly are completely different.

1. Put in the right word.

1. The driver of the car was injured. (serious/seriously)
2. The driver of the car had injuries. (serious/seriously)
3. I think you behaved very(selfish/selfishly).
4. Rose is upset about losing her job. (terrible/terribly).
5. There was a change in the weather. (sudden /suddenly)
6. Everybody at the party was dressed. (colourful/colourfully).
7. Linda likes wearingclothes. (colourful / colourfully).
8. She fell and hurt herself quite(bad/badly).
9. He says he didn't do well at school because he wastaught. (bad/badly)
10. Don't go up that ladder. It doesn't look (safe/safely)
11. He looked at me when I interrupted him. (angry/angrily)

2. Complete each sentence using a word from the list. Sometimes you need the adjective (careful etc) and sometimes the adverb (carefully etc).

careful (ly)	complete (ly)	continuous (ly)	financial (ly)	fluent (ly)	happy/happily
nervous (ly)	perfect (ly)	quick (ly)	special (ly)		

1. Our holiday was too short. The time passed very
2. Tom doesn't take risks when he is driving. He is always

3. Sue works She never seems to stop.
4. Alice and Stan are very Married.
5. Monica`s English is very Although she makes quite a lot of mistakes.
6. I cooked this meal For you, so I hope you like it.
7. Everything was very quiet. There was silence.
8. I tried on the shoes and they fitted me
9. Do you usually feel Before examinations?
10. I`d like to buy a car but it is Impossible for me at the moment.

3. Choose two words (one from each box) to complete each sentence.

Absolutely	reasonably	unusually	badly	seriously	unnecessarily
completely	slightly				

Cheap	enormous	planned	changed	ill	quiet	damaged	long
--------------	-----------------	----------------	----------------	------------	--------------	----------------	-------------

1. I thought the restaurant would be expensive but it was
2. George`s mother is in hospital.
3. What a big house! It is
4. It wasn`t a serious accident. The car was only
5. The children are normally very lively but they are today.
6. When I returned home after 20 years, everything had
7. The film was It could have been much shorter.
8. A lot went wrong during our holiday because it was

MAKE, DO, HAVE, TAKE

There are many common expressions with these verbs, and often they are different in other languages, so you need to learn them.

Things we make

A mistake	He made a few mistakes in the exam.
A meal	I had to make my own dinner last night.
Money	He made a lot of money when he worked in America.
Friends	It is not always easy to make friends in a foreign country.
A decision	We must make a decision before 6 p.m.
A noise	I cannot work when the children make a lot of noise.
Progress	He English is good now; she has made a lot of progress.

Things we do

Homework	I forgot to do my English homework last night.
The housework	My mother does all the housework in our house.
Subjects	Did you do English at school?
A course	I did one-week course in word processing.
The shopping	I always go the shopping at the weekend.
Research	He is doing research in physics at Rome University.
A favour	Could you do me a favour?
Something/...	I didn`t do anything last night.

Things we have

A rest	They had a long rest after the game.
Food	I had steak but Paul just had a cup of tea.
A drink	Let`s have a drink before dinner.
A bath/shower	I always have a bath when I get up.
A party	I am having a party for my birthday.
A baby	Mary is having a baby next week.

A (nice/great...time) We had a very nice time in Switzerland last year.

Things we take

An exam	I am going to take four exams next month.
A photo	She took lots of photos on holiday.
A decision	I am not very good at taking decisions.
A shower	I am just going to take a shower before lunch.
A bus/train...	we were late, so we took a taxi to the airport.

1. Cross out the incorrect verbs in these sentences. Both verbs may be correct.

1. I couldn't make / do the homework last night.
2. She is going to make / have a party for her birthday.
3. Did he do / make many mistakes?
4. I often make / do the housework.
5. Did you make / take many photos?
6. when do you take / do your next exam?
7. I want to do / make a course of English.
8. We must make / take a decision soon.
9. He is doing / making research in chemistry.
10. They did / made a lot of noise during the party.

2. Replace the underlined words with a suitable word or expression from above.

1. Let's drink something.
2. I am going to prepare lunch tomorrow.
3. I will clean the house at the weekend.
4. I ate a pizza in the restaurant..
5. I usually buy my food on Saturday morning.
6. they both want to become rich.
7. when are they going to decide?
8. I think she enjoyed herself last night.
9. She is definitely improving. How many driving lessons has she had now?

CONDITIONAL SENTENCES

1. Put the verb into the correct form.

1. They would be rather offended if I To see them. (not/go)
2. If you took more exercise, you better. (feel)
3. If I was offered the job, I think I it. (take)
4. I am sure Amy will lend you the money. I'd be very surprised if she(refuse).
5. If I sold my car, Imuch money for it. (not/get)
6. A lot of people would be out of work if the factory(close down)
7. What would happen if Ithat red button? (press)
8. Liz gave me this ring. She very upset if I lost it. (be)
9. Mark and Carol are expecting us. They would be disappointed if we(not/come).
10. Would Tim mind if I his bicycle without asking him? (borrow)
11. If somebody in here with a gun, I'd be very frightened. (walk)
12. I am sure Sue If you explained the situation to her. (understand)

2. You ask a friend questions. Use What would you do....?

1. Maybe one day your friend will win a lot of money.
2. Your friend`s car has never been stolen but perhaps one day it will be.
3. Perhaps one day your friend will lose his passport.
4. There has never been a fire in the building.

3. Answer the question in the way shown.

1. A: Shall we catch the 10.30 train?
B: No. (arrive/too early) *If we caught the 10.30 train, we would arrive too early.*
2. A: Is Ken going to take the examination?
B: No. (fail)
3. A: Why don`t we stay at a hotel?
B: No. (cost too much money)
4. A: Is Sally going to apply for the job?
B: No. (not/get it)
5. A: Let`s tell them the truth.
B: No. (not/believe us)
6. A: Why don`t we invite Bill to the party?
B: No. (have to invite his friends too)

4. Use your own ideas to complete these sentences.

1. If you took more exercise.....
2. I would feel very angry if
3. If I didn`t go to work tomorrow,
4. Would you go to the party if
5. If you bought some new clothes,
6. Would you mind if

5. Put the verb into the correct form

1. If I(know) his number, I would phone him.
2. Ithat coat if I were you. (not/buy)
3. Iyou if I could, but I am afraid I can`t. (help)
4. We would need a car if we In the country. (live)
5. If we had the choice, we In the country. (live)
6. This soup isn`t very good. Itbetter if It wasn`t so salty. (taste)
7. I wouldn`t mind living in England if the weatherbetter. (be)

8. If I were you, I(not/wait). Inow.
(go)
9. You are always tired. If you.....to bed so late every night, you wouldn't be tired all the time. (not/go)
10. I think there are too many cars. If thereso many cars (not/be), there So much pollution. (not/be)

6. Write a sentence with If... for each situation.

1. We don't visit you very often because you live so far away.
2. He doesn't speak very clearly – that is why people don't understand him.
3. That book is too expensive, so I am not going to buy it.
4. We don't go out very often because we can't afford it.
5. It is raining, so we can't have lunch in the garden.
6. I have to work tomorrow evening, so I can't meet you.

7. Put the verb into the correct form.

1. I didn't know you were in hospital. If I.....(know), I(go) to visit you.
2. Ken got to the station in time to catch his train. If(he/miss) it,(be/be) late for his interview.
3. It is good that you reminded me about Ann's birthday.(I/forget) if(you/not/remind) me.
4. Unfortunately, I didn't have my address book with me when I was in New York. If(I/have) your address, I(send) you a postcard.
5. A: How was your holiday? Did you have a nice time?
B: It was OK, but(we/enjoy) it more if(the weather/be) better.
6. I took a taxi to the hotel but the traffic was very bad.(it/be) quicker if(I/ walk)
7. I am not tired. If I(be) tired, I'd go home now.
8. I wasn't tired last night. If(I/be) tired, I would have gone home earlier.

8. Write a sentence with If... for each situation

1. I wasn't hungry, so I didn't eat anything.
2. The accident happened because the driver in front stopped so suddenly.
3. I didn't know that George had to get up early, so I didn't wake him up.
4. I was able to buy the car only because Jim lent me the money.
5. Margaret wasn't injured in the crash because she was wearing a seat belt.
6. You didn't have any breakfast – that is why you are hungry now.
7. I didn't get a taxi because I didn't have any money on me.

REPORTED SPEECH

Yesterday you met a friend of yours, Charlie. Here are some of the things Charlie said to you:

1. I am living in London now.
2. My father isn't very well.
3. Sharon and Paul are getting married next month.
4. Margaret has had a baby.
5. I don't know what Fred is doing.
6. I saw Helen at a party in June and she seemed fine.
7. I haven't seen Diane recently.
8. I am not enjoying my job very much.
9. You can come and stay at my flat if you are ever in London.
10. My car was stolen a few weeks ago.
11. I want to go on holiday but I can't afford it.
12. I will tell Ann I saw you.

Later that day you tell another friend what Charlie said. Use reported speech.

The following sentences are direct speech:

1. Don't wait for me if I am late.
2. Can you open your bag, please?
3. Please slow down!
4. Don't worry, Sue.
5. Will you marry me?
6. Hurry up!
7. Mind your own business.
8. Could you repeat what you said, please?
9. Do you think you could give me a hand, Tom?

Now choose one of these to complete each sentence below. Use Reported Speech.

1. Bill was taking a long time to get ready, so I
2. Sarah was driving too fast, so I asked
3. Sue was very pessimistic about the situation. I told
4. I couldn't move the piano alone, so I

5. The customs officer looked at me suspiciously and
6. I had difficulty understanding him, so I
7. I didn't want to delay Ann, so I
8. John was very much in love with Mary, so he
9. He started making me personal questions, so

You have been away for a while and have just come back to your home town. You meet Gerry, a friend of yours. He asks you a lot of questions:

1. How are you?
2. where have you been?
3. How long have you been back?
4. What are you doing now?
5. Where are you living?
6. Why did you come back?
7. Are you glad to be back?
8. Do you have any plans to go away again?
9. Can you lend me some money?

Now you tell another friend what Gerry asked you. Use Reported speech.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Rewrite the sentences beginning in the way shown.

1. "Where are you going?" asked Tom.
Tom asked
2. "Where are you going to spend your holiday?" asked Mike.
Mike asked
3. "What will you do when you leave school?" said Jennifer.
Jennifer asked
4. "How did you know my name?" the nurse asked the doctor.
The nurse wanted to know
5. "Do you have an appointment?" said the clerk.
The clerk asked
6. "have you seen my car keys?" said Bernard to his wife.
Bernard wondered
7. "Why didn't Isabel phone me?" asked her brother.
Isabel's brother wanted to know
8. "Will you carry my briefcase for me please, James?" said Richard.
Richard asked
9. "When can I see the doctor?" Charles asked the receptionist.
Charles asked -.....