**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Class:** \_\_\_\_\_\_\_\_\_\_

**TEST 6, UNIT 6**

**GRAMMAR – *somewhere*, *everything*, etc. | *’d* = *had* / *would* | *either* … *or*, *neither* … *nor*, *both* … *and***

**1 Read the sentences from a novel about a zombie attack. Move the underlined word to the correct sentence.**

1 I thought I heard anywhere.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 We need to find nowhere safe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 There is panic something.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 I can’t find a place to hide nobody.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 It’s impossible for somewhere to get in.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 everywhere understands what has happened.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 anybody is safe. Do not leave the house.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 Rewrite the sentences using *had* or *would* instead of *’d*.**

1 They’d be better off saving their money than going on holiday.

They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than going on holiday.

2 I’d seen the woman once before, when I lived in Paris.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , when I lived in Paris.

3 We’d been travelling for days when we finally arrived at the island.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when we finally arrived at the island.

4 I’d like to know whether Lizzie is coming to the party or not.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the party or not.

5 You’d better tell me the truth, or I’m going to get angry.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or I’m going to get angry.

6 She’d rather watch a film than read a book.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than read a book.

**3 Fill in the second sentence so that it means the same as the first, using *either* ... *or*, *neither* ... *nor*, and *both* ... *and*.**

1 Our hotel room wasn’t clean. And it wasn’t comfortable.

Our hotel room was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 Lilly is vegan – she doesn’t eat meat and she doesn’t drink milk.

Lilly is vegan – she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 The driver was injured in the accident. The passenger was also injured.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4 We’ll go to Varna or we’ll go to Balchik – we haven’t decided yet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5 Sarah is absent from school. Leo is also absent.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6 Is that girl’s name Helen? Or is it Holly? It’s one of the two.

That girl’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7 Jake’s final grade wasn’t good and it wasn’t bad.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_/10

**VOCABULARY – Compound nouns | Positive and negative opinions**

**4 Match a word from A to a word in B to make compound nouns. Complete the sentences with the correct compound nouns. Some of them need to be in the plural.**

1. tree black house

house maiden news

1. arrest berry house

name paper work

1 Tina was sick of doing all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by herself, so she had an argument with her husband.

2 The human right activist was put under \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until May 20.

3 A survey of more than 1,000 19-year-olds showed that more than half of them read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4 I like having a light breakfast, so just a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ smoothie is enough.

5 Roughly 20% of women who have married in recent years use their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6 When I was young, I spent hours in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in our backyard.

**5 Scramble the letters in some of the words to make phrases describing books.**

1 lazingamy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ perceptive

2 deceptively pliems \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 lougyhroth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ awful

4 absolutely triblilan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 cleopetmyl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hooked

6 immensely fistiysang \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 rareth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disappointing

8 so teanpidispond \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 bayliulenveb \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weird

10 highly emordecmend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_/8

**FUNCTIONS – Agreeing; politely disagreeing**

**6 Read the conversations about people choosing artwork for book covers. Complete the gaps in the conversations with the words below. Does the second speaker agree or disagree? Circle ‘agreeing’ or ‘disagreeing’.**

picture smart title writing

1 A: Do you like this one?

B: It’s a nice \_\_\_\_\_\_\_\_\_\_\_\_, although I don’t know about the \_\_\_\_\_\_\_\_\_\_\_\_ . It’s too big.

*disagreeing / agreeing*

2 A: What about this one? I like the author picture. She looks very \_\_\_\_\_\_\_\_\_\_\_\_ .

B: Yeah that’s what I thought.

*agreeing / disagreeing*

3 A: I think the colour on this one is a bit too dark, what do you think?

B: Actually I quite like the colours, but the \_\_\_\_\_\_\_\_\_\_\_\_ does look too dark.

*disagreeing / agreeing*

4 A: The title on this one is quite eye catching.

B: Yes, that’s a big plus.

*agreeing / disagreeing*

\_\_\_/4

**READING – Once upon a time...**

**7 Read the magazine article and answer the questions below.**

***As part of National Book Week, we’ve asked five well known writers to share with us what books they are currently spending time with.***

1. *Maeve Pynchon.* I’m halfway through a lovely book about a serial killer. It’s called I Fell In Love With A Serial Killer, and I started reading it because I thought it was going to be a romance. I do love a nice romance. It is a kind of romance at the beginning, but it’s basically about the quest to find a serial killer. The main character is a female cop who becomes so obsessed with catching this serial killer, that all her colleagues think she’s fallen in love with him. It’s not one of my favourites, and it’s a bit weird, but it’s a bit of light entertainment. The story is not really credible, and the characters are a bit thinly drawn, but the dialogue is good – fast paced and quite funny sometimes.
2. *Donald Sutcliffe.* I’ve just settled down to an old favourite which I’ve read many times before, and which I love dearly. Charles Dickens’s Tale of Two Cities. It was written around 70 years after the French Revolution, so I think Dickens was very aware of these relatively recent, traumatic events. His writing has all the immediacy of reportage, and a lot of the details – Madame Defarge’s knitting for example – are taken from life. Also, Carlyle’s History of the French Revolution which was published in 1837 was a big influence on Dickens. Well, it’s a great book, with a super plot and unforgettable characters. And it contains some of Dickens’s most vivid writing. As a writer of history books, I can always learn something from the way Dickens brings the historical past to life for contemporary readers.
3. *Tor Stonehall.* I write fantasy for a living, so it’s always good to learn from the master. I’m midway through the latest instalment of A Fire of Song and Ice, George Martin’s epic cycle of magic, dragons, blood and politics. Fans of the genre admire Martin because of his ability to create a whole world of magic inside his and the readers’ imagination, but the world he creates is also extremely realistic. Actually, I think Martin does this bit very well, but the writing is rather a let-down. Martin is no Tolkien – I’d say he’s more like Dan Brown, so this aspect rather takes away from the book’s impact – for me. But, the bad writing aside, Martin really knows how to keep your attention, and it’s an absolute page turner. I’ve learnt a lot from him, including how not to write.
4. *Vogt Heinlein.* As a science writer, it always interests me how novelists include scientific ideas in their work. The way the novelist or the artist deals with science is always interesting. Most of them, of course, don’t understand the big ideas of science, especially in my field – quantum gravitational physics – and novelists usually end up getting the science hopelessly wrong. But the book I’ve got on my bedside table, and which keeps me awake until the small hours, is an exception. It’s called Enterprise to the Stars and it involves things like time travel, black holes and string theory. It’s amazingly realistic, full of imagination, and so far has not been a let-down. And Asimov really does understand the science involved.

**Question 1: Tick one answer.**

1 The article is about

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg which books writers are writing at the moment.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg which books writers are reading at the moment.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg some writers’ favourite books.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg National Book Week.

**Question 2-5: Match the writer with the type of book.**

crime fiction fantasy horror romance

science fiction magical realism graphic novel historical novel

2 Maeve Pynchon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3 Donald Sutcliffe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 Tor Stonehall \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5 Vogt Heinlein \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions 6 – 10: Tick one answer.**

6 The word ‘credible’ in paragraph A is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg possible to read

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg elegant

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg possible to believe

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg significant

7 The phrase ‘settled down to’ in paragraph B is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg find a quiet place

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg make yourself comfortable to begin a project

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg read something again

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg be quiet

8 The word ‘traumatic’ in paragraph B is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg painful

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg exciting

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg admiring

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg critical

9 The phrase ‘an absolute page turner’ in paragraph C is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg absolutely awful

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a bit disappointing

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg well-paced

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a book you don’t want to stop reading

10 The phrase ‘end up’ in paragraph D is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the difficulty that we have

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg an unsolvable problem

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg result in

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg what other people are doing

\_\_\_/10

**LISTENING – Responses to reading**

**Listen to some people discussing a book and answer the questions.**

**Questions 1-4: Tick one answer.**

1 What kind of discussion is this?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a TV show

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a book club between colleagues

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a radio programme

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a literature class in college

2 The book they are talking about is:

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg How to Write Badly by Marcus Clarke

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Today Tonight by Bradley Headstone

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg In the Heat of the Moment by Charles Eliot

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Well Known TV by Sylvia Townsend

3 What does Wendy say about the book? What is the main idea?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it’s a simple story

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it seems simple, but it’s quite complex

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it’s a complex story

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it’s a horror story

4 What does Marcus say about the book? What is the main idea?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it’s a very interesting story

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it was a story about zombies sucking blood

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it had a very good plot

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg it was an unbelievable story on all levels

**Questions 5 – 10: Which SIX sentences do you hear? Who says them? Write W if the female critic says it, or M if the male critic says it.**

\_\_\_ I gave up halfway through.

\_\_\_ It really sucked.

\_\_\_ I just couldn’t put it down.

\_\_\_ I was completely captivated.

\_\_\_ It was a bit of an anti-climax.

\_\_\_ It was fast paced.

\_\_\_ It was really unbelievably awful.

\_\_\_ It was such a let-down.

\_\_\_ I thought it was absolutely brilliant.

\_\_\_ I was swept up in the story.

\_\_\_/10

**WRITING – Writing an opinion essay**

**Write a short opinion essay on the following topic: *Although more and more people read the news on the Internet, newspapers remain the most reliable news source*. Agree or disagree, giving details and examples. You should write about 200 words.**

\_\_\_/10

**SPEAKING – Giving a talk about a novel you have read**

**Prepare a THREE-minute talk about a novel you have read. Use the questions below to help you organise your talk, and make sure you use some of the language from unit 6. You have FIVE minutes to prepare.**

* What was the name of the novel and the author’s name?
* What kind of book is it?
* What happened in the story, and what was it about?
* What did you like about the novel? Why?
* What did you not like about it? Why not?

\_\_\_/10

**TOTAL: \_\_\_/62**