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

**TEST 3, UNIT 3**

**GRAMMAR – Adverbs and adverb phrases | Present participles | Future in the past**

**1 Match the adverb phrase with the meaning, then use the correct adverb phrase to complete the gaps in the report.**

1 every so often  manner

2 for two weeks  place

3 in a bombed-out school  frequency

4 in an unpromising way  time

5 with all my heart  degree

Talks between the two sides in the conflict took place 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . They began 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when each side accused the other of war crimes. With bombs exploding near the school 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the talks continued 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . “I hope 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we can resolve this conflict,” said the leader of the rebels.

**2 Rewrite these sentences using a participle. Look at the example.**

0 I knew Jan well, so I asked her what to do.

***Knowing Jan well, I asked her what to do.***

1 The woman ran out of the burning building and screamed ‘My baby!’

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

2 As he did his homework, Jerry ate dinner.

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

3 While I looked at the photographs, I remembered how Josh and I met.

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

4 Because I didn’t want to hurt her feelings, I stopped teasing her.

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

5 Dan left the empty building because he felt a bit nervous.

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

**3 Read this story and complete the gaps with the phrases in the box. There is more than one correct option in some of the sentences.**

was/were going to was/ were about to would

The last time I saw Juan and his folks was in that last glorious summer before the war swallowed them all. As I remember, on the eve of the war, Jack 0 **was about to/was going to** go to university. He 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be the first person in his family ever to go to university, and his family were full of pride in their son. They 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be talked about in their village, and they 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ become important people. At the time I didn’t know I 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ see any of them again, but I remember my last sight of them clearly. As my bus drove out of the village in the evening light, they 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sit down for dinner on the terrace outside their house.

\_\_\_/10

**VOCABULARY – Hearing and listening | About war | Arguments**

**4 Replace the underlined words with a synonym.**

0 I talked to him for hours, but he just won’t listen to my advice and be influenced by it.

***listen to reason***

1 I heard it by accident.

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

2 In spite of the noise I was able to hear and understand what they were discussing.

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

3 It was a private conversation, you had no right to listen to it secretly.

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

4 It’s not very easy to hear. Can you turn up the volume?

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

5 My grandmother is a bit deaf. She can’t perceive sounds very well.

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

6 Please pay attention carefully to the following information.

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

**5 Choose SIX words you can use with ‘war’.**

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

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

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

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

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

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

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

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

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

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

**6 Complete the dialogues with a phrase from the box.**

A I don’t know, I haven’t heard from him in ages.

B I know, you could hear a pin drop.

C I’m sorry to hear that.

D I’ve never even heard of them. Who are they?

E Just hear me out!

F Yes, I did, but she wouldn’t hear of it.

1 Do you like Super Junior?

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

2 Did you offer to lend her some money?

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

3 I’m afraid Clara isn’t very well today.

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

4 It was so quiet there!

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

5 What’s Memet up to these days?

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

6 I really don’t think that’s a good idea.

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

**7 Find SIX synonyms for ‘argument’. Tick them.**

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg bleak C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg conflict C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg disagreement C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg dispute C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg dwindle

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg enlist C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg feud C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg drafted C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg slaughter C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg grave

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg fight C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg glorify C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg quarrel C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg straining C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg transmitted

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**FUNCTIONS – Strengthening opinions with examples and adverbs**

**8 Put the words in these phrases in the correct order, then put the phrases into the conversation below.**

0 in or you favour against are

***Are you in favour or against***

1 any happening see I soon don’t it time

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

2 saying the that’s what you’re of logic

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

3 kidding you’re right?

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

4 anyway I see how that’s it

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

5 is saying I’m what

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

|  |  |
| --- | --- |
| Steve: | I think immigration should be controlled. We don’t need so many people coming into this country to take away our jobs. What about you? 0***Are you in favour or against?*** |
| Julia: | 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ But what about our people going to another country? If you stop people coming into this country, you can expect other countries to stop our people from going there. 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| Steve: | No, 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the numbers need to be controlled, and the kind of people we want should also be controlled. Other countries control immigration, why shouldn’t we. 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| Julia: | Well, you might be right there, but 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |

\_\_\_/5

**READING – War stories**

**Read the passage and answer the questions below.**

***Isaac Rosenberg, a great neglected poet***

1. Among the many First World War poets, Wilfred Owen is perhaps the most well-known. His verses are taught in school, and most Britons can recite a few lines from his most famous poem *Anthem* *for* *Doomed Youth*. But there is another war poet from the same period who is less well-known and his name is Isaac Rosenberg. The reasons for his relative obscurity are not clear. His poetry is equally as brilliant and powerful as any Owen wrote, and the story of his short life is in many ways similar to Owen’s. In addition to his poetry, he was also a talented painter.
2. Rosenberg was born in Bristol in the South of England on 25th November 1890. His parents were poor Jewish immigrants from Latvia and Isaac was their first son. Shortly after he was born, his family moved from Bristol to Stepney, a very poor area in the East End of London, where Isaac attended school. At an early age he showed great talent for painting and drawing, and soon he was able to enrol in the Slade School of Art, a well-known art school in London. He was a hard-working and popular student, publishing a pamphlet of 10 poems in 1912, and holding an exhibition of paintings at a well-known gallery in London. A promising career awaited him. However, in 1914 he became ill with a lung condition and moved to South Africa to live with his sister Mina, who had moved there.
3. When the war broke out, Rosenberg, unlike most of his contemporaries, was not cheerful and optimistic about it. “Nothing can justify war,” he wrote in a letter to a friend. Although he could have avoided doing so because he was a very short man, he enlisted as a common soldier, not as an officer, and served in France. He suffered terribly from the violence and noise of the shells, but continued to write and draw. He was killed, probably by a sniper, on the night of 1st April 1918.
4. One of the things admirers of Rosenberg’s poetry note about it is its specificity. While Owen did his best to generalise his experiences in the trenches, to universalise it, Rosenberg on the other hand wrote about his specific experiences without trying to turn them into general metaphors for the human condition in times of war. Two short examples will show the difference clearly. Owen’s famous line from *Strange Meeting*: “I am the enemy you killed, my friend”, originally went like this: “I was a German conscript, and your friend.” You can see from this how Owen took a specific experience he had had, of killing a German conscript, and made him into a universal but vague figure: the enemy. Rosenberg, on the contrary, always chose to focus on describing as precisely as possible his own specific experience. In his poem *Break of Day in the Trenches*, the speaker of the poem picks a poppy and puts it behind his ear. The last line of the poem notes how the poppy is undamaged in spite of the bombardment, but: “Just a little white with the dust.”

**Question 1: Which list best represents the main ideas of each paragraph? Tick the correct answer.**

1 C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg A: Rosenberg’s poetry is brilliant

B: he attended the Slade School of Art

C: he was a short man

D: his poetry focuses on specific details

2 C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg A: Rosenberg is another First World War poet

B: Rosenberg’s life before the war

C: Rosenberg’s war experience

D: the special qualities of his poetry

3 C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg A: Rosenberg is another First World War poet

B: he suffered from bad health

C: he served as a common soldier, not as an officer

D: he wrote about dawn in the trenches

**Questions 2 – 10: Tick one answer.**

2 The phrase ‘relative obscurity’ in paragraph A is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘his relatives were very poor’.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘his relatives had dark skin’.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘not as well-known compared to Owen’.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘Rosenberg’s poetry is difficult to understand compared with other poets’.

3 The word ‘where’ in this sentence from paragraph B refers to

*Shortly after he was born, his family moved from Bristol to Stepney, a very poor area in the East End of London, where Isaac attended school.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The East End of London.

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

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

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

4 The word ‘enlisted’ in paragraph C could best be replaced by

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

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

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

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

5 The word ‘shells’ in paragraph C could best be replaced by

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

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

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

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

6 The phrase ‘Nothing can justify war’ is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘It is impossible to find a good reason for war because war is always wrong.’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘War is usually wrong, but not always.’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘We can sometimes find a good reason for a war.’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘Not every war is wrong.’

7 In paragraph D, why does the writer quote two lines from a Wilfred Owen poem?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg To show that Owen is a better poet than Rosenberg.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg To show how Rosenberg was influenced by Owen.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg To show how Owen made his poetry more universal.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg To show how Rosenberg influenced Owen.

8 Which of the sentences below expresses the essential information in this sentence from paragraph D?

*While Owen did his best to generalise his experiences in the trenches, to universalise it, Rosenberg on the other hand wrote about his specific experiences without trying to turn them into general metaphors for the human condition in times of war.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Owen turned his experiences into general symbols.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Rosenberg wrote about his specific experiences in the trenches.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Rosenberg didn’t try to turn his experiences into metaphors.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Owen generalised his experiences, but Rosenberg kept them specific.

9 The word ‘him’ in this sentence from paragraph D refers to

*You can see from this how Owen took a specific experience he had had, of killing a German conscript, and made him into a universal but vague figure: the enemy.*

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

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

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

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

10 What can be inferred about the writer’s attitude to Rosenberg from the article?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The writer thinks Rosenberg is a better poet than Owen.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The writer loves Rosenberg and wants to introduce his life and poetry to more people.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The writer thinks Owen is a better poet than Rosenberg.

\_\_\_/10

**LISTENING – Remembering war**

**Listen to a debate in a history class. Tick one answer.**

**Question 1 – 3: Tick one answer.**

1 What is the topic of the debate?

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

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

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

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

2 Is Linda for or against the topic?

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

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

3 Is Roger for or against the topic?

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

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

**Questions 4 – 6: Complete the gaps in the summary with vocabulary from the box.**

get along get by hear listen

listening violence violent

People need to learn to listen to each other. 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prevents conflicts escalating into 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . The United Nations is an example of a forum that could help us all to 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ better and avoid war.

**Questions 7 – 9: Complete the gaps in the summary with vocabulary from the box.**

battle break out fight fighting

disputes get away get by

7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is part of part of human nature. Wars happen because of 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over resources such as land, water or oil. Wars happen because we can’t 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with what we have.

**Question 10: Tick one answer.**

10 What will happen after Roger finishes his argument?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Roger and Linda will vote.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The other students will vote.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Roger and Linda will discuss each other’s points, then the class will vote.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The professor will decide who won the debate.

\_\_\_/10

**WRITING – Writing a blog post about ways to end war**

**Write a blog post about ways to end war. Give details and examples. You will get points for using language from unit 3, and some of the following phrases. You should write between 170 – 190 words.**

Try to find ... Look ... Don’t forget ...

Never underestimate ... Always remember ...

\_\_\_/10

**SPEAKING – A conversation about the pros and cons of political demonstrations**

**Work in pairs, A and B. Have a FIVE minute discussion about the pros and cons of political demonstrations. Structure your argument and give specific examples. You must use a minimum of 5 and a maximum of 10 language items from unit 4. You have FIVE minutes to prepare your arguments and language items first.**

|  |  |
| --- | --- |
| **Student A: PRO** | **Student B: CON** |
|  |  |

\_\_\_/10

**TOTAL: \_\_\_/67**