THINK SECOND EDITION

LEVEL 4
END-OF-TERM TEST 2 STANDARD

Name _____ Class _____ Date _____

Vocabulary

1 Circle the correct options.

1 Do you use a *protective case* / *headset* when you speak on Skype?
2 The internet isn't working so I can't *upgrade* / *stream* this video.
3 Where's the *USB port* / *charger*? The battery's very low.
4 I've just *posted* / *extracted* an update on my blog.
5 How do you activate the *adaptor* / *webcam*? I'd like to use it because I'm going to Skype my family.

5

2 Complete the sentences with the words in the list.

have | fall | get | clear | know

1 Yesterday, I _____ out with my best friend.
2 My brother and I _____ on like a house on fire.
3 Julia _____ her sister inside out.
4 I think you and Ali really need to _____ the air.
5 You know that if you are sad, you always _____ a shoulder to cry on.

5

3 Underline the mistake in each sentence and correct it.

1 I have a really good feel about this. _____
2 Be careful! You're around to walk on the cat! _____
3 **A** Is it sunny outside?
B I hope what! _____
4 I'm really looking forward at the party! _____
5 Don't get so worked up for the exams! _____

5

4 Circle the correct options.

1 You've come *up* / *down* with a really good idea!
2 Suppose / *As long as* we get lost. What are we going to do then?
3 Can you *run through* / *carry out* what we need to do for homework?
4 *Provided* / *Unless* I do well in my exams, my parents won't be happy.
5 I have to *point* / *turn* out that I was right all the time.

5

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Grammar

5 **Circle the correct options.**

1 I was very tired but I *managed to* / *could* get up.
2 You *were supposed to* / *had better* come an hour ago! Where have you been?
3 You're not *allowed* / *let* to smoke here.
4 I *didn't need to worry* / *needn't have worried* because the exam was easy in the end.
5 You *don't have to* / *mustn't* ride a bike without a helmet – it's dangerous!

5

6 **The underlined words are incorrect. Correct them.**

1 You're not <u>almost</u> as clever as you think! _____
2 <u>Nevertheless</u> it was a hot day, I felt cold. _____
3 The <u>noisy</u> the music got, the more annoying it became. _____
4 <u>However</u> all my help, my sister failed the exam. _____
5 I'm afraid the situation's getting <u>bad</u> and worse. _____.

5

7 **Circle the correct options.**

1 I *see* / *'m seeing* Katie this afternoon.
2 I hope that I'll *do* / *be doing* Maths at university this time next year.
3 As soon as you *get* / *will get* home, phone me!
4 I *'m finishing* / *'ll have finished* this book by the end of today.
5 Don't get up, I *'ll* / *'m going to* answer the phone.

5

8 **Put the verbs in brackets in the correct tense.**

1 What _____ (you / buy) if you were rich?
2 If a person does too much exercise, it _____ (not / be) good for their health.
3 I _____ (go) to see you in hospital if I'd known you were ill.
4 If we meet tonight, what _____ (we / do)?
5 If you _____ (get up) earlier this morning, you wouldn't be in a hurry now.

5

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Reading

9 Read the biography of Helen Keller. Six sentences have been removed from the text. Choose from the sentences A–G the one which fits each gap. There is one extra sentence.

A remarkable life

Helen Keller was born in 1880 in a small town in the middle of the United States. It was immediately obvious that she was an intelligent girl because she started speaking at the age of only six months. [1]_____ When she was one and a half, she came down with a mysterious illness that had tragic consequences: she was no longer able to see, hear or speak.

[2]_____ Her parents even considered sending her to an institution because they didn't know how to bring her up. However, when Helen was six years old, her mother employed a young woman called Anne Sullivan to teach her. [3]_____ If Anne Sullivan hadn't come into Helen's life, her story would have been very different.

[4]_____ Neverthless, she finally succeeded in teaching her to spell the names of objects with her fingers. When Helen was 10, she also started to speak. However, it took her 25 years to manage to communicate in a way other people could understand. Incredibly, although she couldn't hear, Helen was able to understand what others were saying by touching their lips with her hand. [5]_____

Despite her huge problems, she went to university and graduated with distinction at the age of 24. Helen's amazing story quickly made her a celebrity, first in the United States and then across the world. [9]_____ She used it to advance the cause of people with physical disabilities. Her life shows that, with courage and determination, anything is possible.

A However, she didn't exploit her fame to become rich.
B At the beginning, Sullivan found working with Helen very challenging.
C She had two sisters and a brother.
D But then something terrible happened.
E This turned out to be an extremely important decision.
F She also learned to read Braille and to type.
G In the next few years Helen became very bad-tempered and rebellious.

18

10 Decide if the sentences are (T) true or (F) false.

1 Helen showed from a very young age that she was bright. _____
2 Doctors didn't know why Helen got ill. _____
3 Helen wasn't sent to an institution. _____
4 It was always easy for Sullivan to teach Helen. _____
5 When Helen was 10, she could speak in a way other people could understand. _____
6 Helen could understand other people by looking at their lips. _____

12

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Writing

11 Complete the sentences with the words in the list.

this | then | first | therefore | furthermore

1 The _____ thing you need to do is to buy a good camera.
2 Pupils at this school get very good exam results. _____ , the school has an excellent reputation for sport.
3 We've lost our last three matches. _____ means that we might go down to the second division.
4 My brother lost his mobile phone. _____ he had to buy another one.
5 First we had some soup. _____ we had fish and chips.

5

12 Write an essay (120 – 150 words) on the topic: *All teenagers need to have a smartphone*. Include at least two linkers of contrast (*however*, *although*, *but*, *nevertheless*, *despite*, etc.).

Divide your essay into four paragraphs:

- introduction
- arguments for
- arguments against
- your conclusion

25

TOTAL SCORE 100

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