

TEST (B2)

Part 1

You are going to read a first hand account of the sinking of the Titanic. For questions 1 – 8, choose the correct answer A, B, C or D.

From aft came the tunes of the band. It was a ragtime tune. I don't know what. Then there was *Autumn*... I went to the place I had seen the collapsible boat on the boat deck, and to my surprise I saw the boat, and the man still trying to push it off. I guess there wasn't a sailor in the crowd. They couldn't do it. I went up to them and was just lending a hand when a large wave came awash of the deck. The big wave carried the boat off. I had hold of an oarlock and I went with it. The next I knew I was in the boat. But that was not all. I was in the boat, and the boat was upside-down, and I was under it. And I remember realizing I was wet through and that whatever happened I must not breathe, for I was under water. I knew I had to fight for it, and I did. How I got out from under the boat I do not know but I felt a breath of air at last. There were men all around me – hundreds of them. The sea was dotted with them, all depending on their lifebelts. I felt I simply had to get away from the ship. She was a beautiful sight then. Smoke and sparks were rushing out of the funnel. There must have been an explosion, but we heard none. We only saw the big stream of sparks. The ship was turning gradually on her nose – just like a duck that goes for a dive. I had only one thing on my mind – to get away from the suction. The band was still playing *Autumn* then. I swam with all my might. I suppose I was 150 feet away when the *Titanic*, on her nose, with her after-quarter sticking up in the air, began to settle – slowly.

1. When the narrator got to the boat

- A the others had managed to free it
- B there was a group of sailors there
- C he realized it was autumn
- D he hadn't expected it to be there

ANS: D

2. Why did the narrator end up in the water?

- A to escape from the ship
- B because someone had pushed him
- C because of the power of the sea
- D to lend other people a hand

ANS: C

3. When the narrator first entered the sea

- A the lifeboat was the right side up.
- B he realized he was trapped
- C he was in control of the boat.
- D he was on top of the lifeboat.

ANS: B

4. What happened when he was in the water?

- A He felt terrified.
- B He saw he was completely alone.

- C He admired the scene.
- D He heard a big bang.

ANS: C

5. When the *Titanic* went down

- A one end sank first.
- B it happened suddenly.
- C the narrator was still by the ship.
- D there was a loud explosion.

ANS: A

6. What physical sensation did the narrator experience when the *Titanic* disappeared from sight?

- A suction
- B nothing
- C lightness
- D the waves

ANS: B

Points	
12	

Part 2

Read the text below and decide which answer A, B, C or D best fits each space.

Local Hero

Seven-year-old Samantha Green is a local hero after rescuing an eleven-year-old boy from death. Local schoolchildren always look (1)..... to the harsh months of January and February when they can go “chugging” – children’s (2)..... for skating – on the frozen lake at a nearby disused quarry. (3) the warnings of teachers, parents and the police, it seems no one can (4) them not to skate on its surface.

Last Sunday afternoon was sunny but Martin Green (5) no notice of the change in the weather. (6) had he taken six or seven steps in his new skates, when he fell through the ice. Samantha and her friends were (7) their way home when she heard his cries. She crawled towards him on her hands and knees. ‘I was feeling cold and very (8) by this time’ Martin told us, ‘and I knew that if I passed (9) that was it. Fortunately, Samantha got to me just in time.

Samantha and her friends dragged him to safety by (10) of a rope made from their scarves.

- 1. A. up B. in C. forward D. through ANS: C
- 2. A. slang B. jargon C. dialect D. language ANS: B
- 3. A. However B. Even C. Despite D. Although ANS: C
- 4. A. make B. prevent C. persuade D. discourage ANS: C
- 5. A. made B. took C. did D. had ANS: B
- 6. A. Just B. Almost C. Seldom D. Hardly ANS: D
- 7. A. taking B. walking C. making D. having ANS: C
- 8. A. asleep B. sleeping C. sleepless D. sleepy ANS: D
- 9. A. off B. away C. out D. over ANS: A
- 10. A. method B. means C. way D. use ANS: B

Points	
10	

Part 3

- **Read the text. Then read the statements below and decide whether they are True (T) or False (F).**

Home schooling

Although education is compulsory in the United States, it is not compulsory for all children to get their education at school. A number of parents believe that they can provide a better education for their children at home. Children who are educated at home are known as 'home-schoolers'. Some parents prefer teaching their children at home because they do not believe that public schools teach correct facts, while others believe that they can provide a better educational experience for their children themselves. Interestingly, results show that home-schooled children tend to do better than average on national tests in reading and maths.

David Guterson is an American writer. He and his wife teach their three children themselves. Guterson says that his children learn very differently from children in an ordinary school. Learning starts with the children's interest and questions. For example, when there is heavy snowfall on a winter day, this may start reading or a discussion about climate, snow, polar bears and winter tourism. Or a spring evening, when the family is watching the stars, is a good time for setting up a telescope and asking questions about satellites, comets, meteors and space travel. Another example is the Colfax family. David and Sandra Colfax taught their four sons at home and prepared three of them well enough to be able to become students at Harvard University. The boys learnt many useful skills by working on their own instead of working in a class and the family discovered all kinds of advantages of home education.

Although home-schooling offers learning opportunities which are often more interesting than in ordinary schools, critics point out that home-schoolers miss out on many important things. The home-schooler is an outsider who, because he or she never attended school, might feel uncomfortable getting on with other people in adult life. Critics also say that many parents are not qualified to teach their children and may pass on their own narrow views to their children. However, most parents do not have the time or the desire to teach their children at home, so schools will continue to be the place where most children get their formal education.

1 In the United States every child must be educated at school

- a) True
- b) False

ANS: b

2 Some parents think that children can be better educated at home.

- a) True
- b) False

ANS: a

3 'Home-schoolers' are students who stay late at school.

- a) True
- b) False

ANS: b

4 Children who are taught at home do well in some tests.

- a) True
- b) False

ANS: a

5 The Gutersons' children go to an ordinary school

- a) True
- b) False

ANS: b

6 Snow may stimulate discussion about winter tourism

- a) True
- b) False

ANS: a

7 The Colfaxes found a lot of disadvantages in home schooling

- a) True
- b) False

ANS: b

8 Home-schoolers do not receive a complete education

- a) True
- b) False

ANS: a

9 Home-schoolers may have problems when they meet other people.

- a) True
- b) False

ANS: a

10 Most children get their formal education at home.

- a) True
- b) False

ANS: b

Points	
10	

Part 4

Read the text. Then match the headings (A-G) with the paragraphs (1-5). There are two extra headings, which you do not need to use.

Shakespeare in the movies

1.

Throughout the history of movie making, Shakespeare's plays have been adapted for film more than the works of any other authors. Since 1899 there have been nearly 200 movie versions made of Hamlet, Macbeth, and King Lear alone. In addition, many films, for example Japanese film director Akira Kurosawa's film *Ran*, are loose, not exact, adaptations of Shakespeare's plays. There are also films which include only references to Shakespeare's plays. Though his work was originally written for the theatre, it is clear that Shakespeare's influence extends far beyond the stage.

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|--------------------------------------|-------------------------------------|
| A. Some prefer the traditional style | E. A modern approach brings success |
| B. An unsuccessful play | F. To educate or to entertain? |
| C. An award winning film | G. Modernising Shakespeare |
| D. Not only for the theatre | |

ANS: D

2.

Over the years, many scholars thought that Shakespeare wanted his plays to educate rather than to entertain. In contrast, many modern film-makers, particularly those who work in Hollywood, put the entertainment value of Shakespeare's plays first. Early big-screen versions of Shakespeare's plays were in fact films of plays staged in the theatre. This is not the case today. Film directors, exploiting the unique strengths of the cinema, have started to produce films which will, first of all, please the audience.

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|--------------------------------------|-------------------------------------|
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| C. An award winning film | G. Modernising Shakespeare |
| D. Not only for the theatre | |

ANS: F

3.

Film producers have taken various approaches to Shakespeare. Some of them have chosen the traditional approach in which characters dress in the clothes of the period in which the original play was set. This was the style of BBC, the British Broadcasting Corporation, in the early 1950s. It was also the style used by the famous British actor Laurence Olivier in the 1944 film version of *Henry V* and in Franco Zeffirelli's 1968 film version of *Romeo and Juliet*.

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|--------------------------------------|-------------------------------------|
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| C. An award winning film | G. Modernising Shakespeare |
| D. Not only for the theatre | |

ANS: A

4.

Film director Orson Welles was one of the first to take an alternative approach to Shakespeare with his 1936 version of *Macbeth*. His version of the play was set in 19th century Haiti and was actually one of the first Shakespearean film adaptations to use contemporary surroundings. More recent examples were a production of *Richard III* which was set in 1930s England and Luhrmann's production of *Romeo and Juliet* shot in 1996. The background of Luhrmann's film is present-day California and the language used by the actors is easier for a modern audience to understand.

- A. Some prefer the traditional style
- B. An unsuccessful play
- C. An award winning film
- D. Not only for the theatre
- E. A modern approach brings success
- F. To educate or to entertain?
- G. Modernising Shakespeare

ANS: G

5.

With his 1998 film *Shakespeare in Love*, British filmmaker John Madden found another revolutionary way to interpret the great playwright and his works. Rather than simply adapting *Romeo and Juliet*, Madden based the story on an imaginary ‘Will Shakespeare’ character who, inspired by his love for an aristocrat’s daughter, writes his first great tragedy. With big name stars Gwyneth Paltrow and Joseph Fiennes, *Shakespeare in Love* was a very successful film and won a best picture Academy Award.

- A. Some prefer the traditional style
- B. An unsuccessful play
- C. An award winning film
- D. Not only for the theatre
- E. A modern approach brings success
- F. To educate or to entertain?
- G. Modernising Shakespeare

ANS: C

Points	
10	

Part 5

Read the text below and choose the correct form for each gap.

It was a hot summer day and Henry and his wife were sitting in their garden. “I 1) you on a weekend break next week,” Henry announced as he poured his wife some orange juice. “This time next Saturday, you and I 2) lunch in downtown New York! I have booked the tickets. The flight 3) at 9:30 in the morning and 4) at midday. I’m sure we 5) a taxi to take us to the hotel with no problem.” “What a lovely surprise!” replied his wife. “I just hope you 6) from Thursday afternoon 7) we go away.” “Why?” asked Henry. “What 8) on Thursday?” “You are going to the dentist to have your wisdom teeth out, my dear,” laughed his wife.

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|---------------------------|-----------------------|-----------------|--------|
| 1. A. will have taken | B. will take | C. am taking | ANS: C |
| 2. A. will be having | B. will have | C. are having | ANS: A |
| 3. A. will be leaving | B. leave | C. leaves | ANS: C |
| 4. A. arriving | B. will to arrive | C. arrives | ANS: C |
| 5. A. will find | B. is going to find | C. are finding | ANS: A |
| 6. A. will have recovered | B. will be recovering | C. recovers | ANS: A |
| 7. A. until | B. by the time | C. by then | ANS: B |
| 8. A. happen | B. is happening | C. is to happen | ANS: B |

Points	
8	