

Cognome e nome _____

Classe e sezione _____ Data ___ / ___ / ___

Language Olympics 2nd Edition – English

PART 1 - Grammar and Use of English

Write all of your answers on this test paper.

1. Complete the following sentences using the word in parentheses together with your own words.
The new sentence should have the same meaning as the original.

1. She always panics during driving lessons, I think it's a shame. **(WISH)**

I _____ during driving lessons.

2. I began writing you this letter a week ago and I'm still writing it now. **(WRITING)**

I _____ you this letter for a week.

3. A photographer took our photo. **(HAD)**

We _____ a photographer.

4. You must write every answer on the question paper. **(BE)**

All _____ on the question paper.

5. People say that life in London is expensive. **(IT)**

_____ life in London is expensive.

[____ / 10 points]

2. Read the text below. For each numbered gap, choose the correct option from the four given (A, B, C or D).

Using spades (1)_____ paintbrushes, English landscape gardeners (2)_____ gardens which were masterpieces different to (3)_____ else in Europe. Other countries were (4)_____ to appreciate the English style, which is why the French liked to create *jardins anglais* and the Germans made their own *Englischer Garten*. The designs they hoped to emulate were (5)_____ that became popular in the 18th century, undoubtedly the heyday of the English landscape garden.

Gardens were not an 18th-century invention of course. The ancient Babylonians had them - (6)_____ in a different, hanging form - and in England wealthy landowners had long been displaying their fortunes with plants and ornaments. However, a crucial development that occurred in the Georgian era was the shift from extremely formal to much (7)_____ formal garden designs. Such gardens had the advantage of (8)_____ less expensive to maintain and they also had an intellectual dimension, with (9)_____ garden buildings including designs which imitated the ancient world. The owners of these gardens had all studied the classics, and these gardens were a (10)_____ of this.

(Adapted from "The English landscape garden" by Rob Attar, BBC History Magazine, August 2010)

- | | | | | |
|-----|---------------|---------------|---------------|--------------|
| 1. | (A) nor | (B) as | (C) but | (D) with |
| 2. | (A) created | (B) displayed | (C) dreamt | (D) painted |
| 3. | (A) anything | (B) every | (C) something | (D) mostly |
| 4. | (A) instant | (B) jealous | (C) angry | (D) quick |
| 5. | (A) one | (B) those | (C) them | (D) soon |
| 6. | (A) although | (B) despite | (C) never | (D) frequent |
| 7. | (A) so | (B) most | (C) less | (D) great |
| 8. | (A) being | (B) be | (C) been | (D) to be |
| 9. | (A) any | (B) much | (C) several | (D) no |
| 10. | (A) recording | (B) claim | (C) reminder | (D) painting |

[____ / 10 points]

3. Put the verbs in parentheses into the most logical form. You may have to use both active and passive forms.

There (1)_____ (NOT, TO BE) many visitors to the coffee shop recently, so yesterday the crowd of people (2)_____ (TO WAIT) outside at opening time was quite a shock. Although we tried, we (3)_____ (NOT, CAN) understand why they (4)_____ (TO STAND) outside in the rain – was our coffee suddenly so popular? Just after opening time, several BBC lorries arrived and then a black limousine pulled up. It parked in front of the museum opposite the coffee shop and an actor got out – the one who

(5) _____ (JUST, TO START) working on that new soap opera this week - the one that is on every Friday evening after the news.

Shortly after, a journalist came in for a coffee – he explained to us that they (6) _____ (TO FILM) an episode of the soap opera in the museum next week. All those people outside were fans who wanted autographs. In fact they (7) _____ (ALREADY, TO WAIT) for five hours by the time we arrived at work yesterday morning! I imagine it (8) _____ (TO BE) really chaotic next week. If we're lucky, our coffee shop might (9) _____ (TO USE) in one of the scenes – how exciting, we might meet that actor - I (10) _____ (NEVER, TO MEET) anyone famous in my life!

[____ / 10 points]

4. Choose a suitable phrasal verb for each sentence. The phrasal verbs are given in the box below. You may use each phrasal verb once. (It may be necessary to change the verb form).

TAKE OFF	GET ON	GO ON	KEEP UP	GIVE UP
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1. After unsuccessfully trying to fix the broken vase for two hours, they finally _____ .
2. You run so fast that I just can't _____ with you – slow down!
3. We're _____ with our work now, because we still have lots to do and we'd like to go out tonight.
4. John's idea has really _____ - every body loves it.
5. I felt terrible for disturbing the professor by coughing, but fortunately he _____ despite the noise.

[____ / 10 points]

5. Direct / indirect speech – change these sentences from direct to indirect speech.

1. Tom's mum told Tom, "You can't watch TV tonight."

2. Melissa said to Martin, "Would you like to have dinner with us?"

3. Melanie said, "I'm going on holiday next week."

4. Pauline said to her children, “Do not touch Mary’s delicate glasses!”

5. Mr. Bingham asked his wife, “What did you do this morning?”

[____ / 10 points]

6. 0/1st/2nd/3rd/mixed conditionals – consider the meaning of each sentence and complete them, filling in the gaps using the verbs given (in the correct tense).

1. I (1a) _____ (NOT, TO TELL) him how the film ends if he

(1b) _____ (NOT, TO WANT) to know the ending.

2. Glasses usually (2a) _____ (TO BREAK) if they

(2b) _____ (TO FALL) on the floor.

3. You (3a) _____ (NOT, TO FEEL) so embarrassed about speaking to Mr.

Smith right now if you (3b) _____ (NOT, TO TELL) everyone at work
his secret last week!

4. If we (4a) _____ (TO KNOW) that Julia was busy, we

(4b) _____ (NOT, TO GO) out without her last night.

5. If I (5a) _____ (TO BE) richer, I (5b) _____

(TO DONATE) more money to charity.

[____ / 10 points]

End of Grammar / Use of English

TOTAL = _____ / 60

Part 2 - Reading Comprehension

Read the following text and then answer the questions below.

Each question is worth two points.

Write all of your answers on this test paper.

When Cullis-Suzuki (the author) was 12, she and three Vancouver schoolmates raised money to go to the Rio Earth Summit. Her speech to delegates had such an impact that she became a frequent invitee to U.N. (United Nations) conferences. At 22 she was a member of Kofi Annan's 'World Summit' advisory group.

TEXT:

SAVING OUR PLANET – THE YOUNG CAN'T WAIT

When you are little, it's not hard to believe you can change the world. I remember my enthusiasm when, at the age of 12, I addressed the delegates at the Rio Earth Summit. "I am only a child," I told them. "Yet I know that if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this would be. In school you teach us not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures, to share, not be greedy. Then why do you go out and do the things you tell us not to do? You grownups say you love us, but I challenge you, please, to make your actions reflect your words."

I spoke for six minutes and received a standing ovation from them. Some of **them** even cried. I thought that maybe I had reached some of them, that my speech might actually provoke action. Now, a decade after Rio, after sitting through many more conferences over the years, I'm not sure what has been accomplished. My confidence in the people in power, and in the power of an individual's voice to reach them, has been deeply shaken.

Sure, I've seen some improvements since Rio. In my home city of Vancouver, most people put out their recycling boxes. The organic grocery and café on Fourth Avenue is definitely flourishing. Bikes are really popular, and there are a few gas-electric hybrid cars gliding around. But as this new century begins, my twenty-something generation is becoming increasingly disconnected from the natural world. We buy our drinking water in bottles, eat genetically modified organisms and drive the biggest cars ever. At the same time, we are a generation aware of the world - of poverty and social imbalance, the loss of biodiversity, climate change and the consequences of globalisation - but many of us feel we have inherited problems too great to do anything about.

When I was little, the world was simple. However, as a young adult, I'm learning that we have to make choices - education, career, lifestyle. We are beginning to feel pressure to produce and be successful. We are learning a short-sighted way of looking at the future, focusing on four-year government terms and quarterly business reports. We are taught that economic growth is progress, yet we aren't taught how to pursue a happy, healthy or sustainable way of living. And we are learning that what we wanted for our future when we were 12 was, in reality, idealistic and naive.

Today I'm no longer a child, but I'm worried about what kind of environment my children will grow up in. At each Earth Summit, delegates discuss government implementation of documents. Yes, important stuff. But they did **that** at Rio. What these meetings should *also* be about is responsibility - government responsibility *and* personal responsibility. We are not cleaning up our own mess. We are not facing up to

the price of our lifestyles. In Canada we know we are wiping out the West Coast salmon, just as we wiped out our East Coast cod, but we continue overfishing. We keep driving our SUVs in the city, although we are starting to feel the effects of climate change - because of burning too much fossil fuel.

Real environmental change depends on us. We can't wait for our leaders. We have to focus on what our own responsibilities are and how we can make the change happen. Working with young people, including students, is therefore important. While I was an undergraduate student, I used to work with my university's 'Student Environmental Coalition' and helped them to write a pledge for young people to sign. Called the 'Recognition of Responsibility', it is our generation's commitment, promising to be responsible and is also a challenge to our elders to help us achieve this goal and to lead by example. **It** includes a list of ways to live more sustainably - simple but fundamental things such as reducing household garbage, consuming less, not relying on cars so much, eating locally grown food, carrying a reusable cup and, most importantly, getting out into nature.

In the last 10 years, I have learned that addressing our leaders is not enough. Gandhi said many years ago, "We must become the change we want to see." I know change is possible, because I am changing, still understanding what I think. I am still deciding how to live my life. The challenges are great, very difficult at times, but if we collaborate and each accept our individual responsibilities in making sustainable choices, we will meet the challenges, and we will become part of the positive tide of change.

(Adapted from the original text 'The Young Can't Wait' by Severn Cullis-Suzuki in Time Magazine Special Report 'How to Save the Earth', September 2nd, 2002 – original text: <http://www.time.com/time/magazine/article/0,9171,1003126,00.html>)

Questions 1-10

The following questions refer to the text. For each of the questions, choose the correct answer from the four possible choices.

1. When Cullis-Suzuki spoke to the delegates at the Rio Earth Summit as a child...

- A) ...she was an only child who had clear ideas.
- B) ...she found it difficult to imagine that she could change the world.
- C) ...she had clear ideas despite being young.
- D) ...she believed that too much money was spent on improving the environment.

2. In her speech she said that...

- A) ...not all adults behave in accordance with the ideas they communicate.
- B) ...it's important that everyone is tidy and not messy.
- C) ...adults should make their words reflect their actions.
- D) ...adults should teach more subjects at school.

3. Since speaking at the Rio Earth Summit as a child...

- A) ...she has seen many delegates cry.
- B) ...she now has more confidence in officials.
- C) ...she hasn't been to any other similar meetings.
- D) ...she has become less certain of some of her old ideas.

4. **Speaking of the improvements that she has noticed since the Rio Earth Summit, she says that...**
- A) ...gas-electric hybrid cars are nearly as popular as bikes.
 - B) ...bikes are popular but gas-electric hybrid cars are extremely rare.
 - C) ...there is now a little-known organic grocery and café on Fourth Avenue.
 - D) ...the organic grocery and café on Fourth Avenue is doing really well.
5. **She says of her generation that...**
- A) ...young people know that the battle against climate change was lost when they were still children.
 - B) ...quite a lot of young people believe that they can't help to resolve problems in the world.
 - C) ...young people now pay attention to the long-term future and not to the government and business.
 - D) ...her generation still believes in the idealistic future that they dreamt of when they were small.
6. **What does she say about the Earth Summit meetings?**
- A) Delegates at the Earth Summit speak about all necessary important issues.
 - B) Local politicians discuss the implementation of various documents.
 - C) Other important matters should also be discussed by the delegates present.
 - D) Delegates often speak about the question of responsibility.
7. **What does she say about making a change to the environment?**
- A) Ordinary individuals have the potential to make a difference.
 - B) Normal people are starting to change despite driving SUVs.
 - C) Governments already show the public how best to make changes.
 - D) Leaders sometimes focus on their own responsibilities.
8. **What do we learn about her studies and/or the 'Student Environmental Coalition'?**
- A) She no longer works with the 'Student Environmental Coalition'.
 - B) She is still studying and working for the 'Student Environmental Coalition'.
 - C) As an undergraduate student she wrote a letter to the 'Student Environmental Coalition'.
 - D) After finishing her studies she helped the 'Student Environmental Coalition' to write a pledge.
9. **In her conclusion she...**
- A) ...says that people should behave differently and act as an example.
 - B) ...says that she is changing and that she may not be interested in the environment in the future.
 - C) ...is pessimistic because change is possible but it is difficult to achieve.
 - D) ...says that a team effort is not as effective as individual effort.
10. **In this text the author's main objective is to...**
- A) ...tell readers about her experience at the Rio Earth Summit.
 - B) ...criticise world leaders.
 - C) ...evaluate positive and negative environmental situations.
 - D) ...remind her generation of their ability to make positive changes.

Questions 11-17

The following words are synonyms of words found in the text. Find the original word(s) in the text.

The words are listed in the order in which they appear in the text.

11. representatives _____
12. adults _____
13. [to] cause _____
14. achieved _____
15. detached _____
16. decisions _____
17. for example _____

[____ / 14]

18-20 Three further words have been underlined in the text – what do they refer to?:

18. ‘them’ (paragraph 2, line 1) _____
19. ‘that’ (paragraph 5, line 3) _____
20. ‘it’ (paragraph 6, line 6) _____

[____ / 6]

END OF READING COMPREHENSION

TEST TOTAL = _____ / 40

FOR STAFF USE ONLY
ENGLISH – GRADING

GRAMMAR AND USE OF ENGLISH – ANSWERS

Part 1

Maximum 10 points.

Each question carries two points. The answer must be entirely correct in order to earn 2 points.

- | | |
|-----------------------------|----------|
| A) wish she would not panic | 2 points |
| B) have been writing | 2 points |
| C) had our photo taken by | 2 points |
| D) answers must be written | 2 points |
| E) It is said that | 2 points |

Part 2

Maximum 10 points.

One point for each correct answer. No half points.

- | | |
|-------|---------|
| 1. B | 1 point |
| 2. A | 1 point |
| 3. A | 1 point |
| 4. D | 1 point |
| 5. B | 1 point |
| 6. A | 1 point |
| 7. C | 1 point |
| 8. A | 1 point |
| 9. C | 1 point |
| 10. C | 1 point |

Part 3

Maximum 10 points

One point for each correct answer. The answer must be entirely correct – in choice of tense, spelling and structure – in order to earn a full point.

- | | |
|--|---------|
| 1. have not been / haven't been | 1 point |
| 2. waiting | 1 point |
| 3. couldn't / could not | 1 point |
| 4. were standing | 1 point |
| 5. has just started | 1 point |
| 6. are going to film / will be filming / are filming | 1 point |
| 7. had already been waiting | 1 point |
| 8. is going to be / will be | 1 point |
| 9. be used | 1 point |
| 10. have never met / 've never met | 1 point |

Part 4

Maximum 10 points

Two points for each correct answer. One point for the correct choice of phrasal verb but with an error in the verb tense. It is necessary to select the correct phrasal verb and the correct verb tense to obtain both points.

- | | |
|---------------------------------|----------|
| 1. gave up | 2 points |
| 2. keep up | 2 points |
| 3. getting on / going to get on | 2 points |
| 4. taken off | 2 points |
| 5. went on | 2 points |

Part 5

Maximum 10 points

Two points for answers that are fully correct.

- | | |
|---|----------|
| 1. Tom's Mum told <u>Tom / him</u> (that) he couldn't watch TV that night. | 2 points |
| 2. Melissa asked Martin if he wanted to have dinner with them. | 2 points |
| 3. Melanie said (that) she <u>was going / (would be going)</u> on holiday the following week. | 2 points |
| 4. Pauline <u>told / ordered</u> her children not to touch Mary's delicate glasses. | 2 points |
| 5. Mr. Bingham asked his wife what she had done that morning. | 2 points |

Part 6

Maximum 10 points

The candidate must complete each space correctly using the appropriate tenses. Two points per question (one point for each of the two gaps). Each gap must be completed correctly in order to gain one point.

- | | |
|---|-----------|
| 1.a. 'll not tell / will not tell /won't tell | (1 point) |
| 1.b. doesn't want / does not want | (1 point) |
| 2.a. break | (1 point) |
| 2.b. fall | (1 point) |
| 3.a. would not feel /wouldn't feel | (1 point) |
| 3.b. had not told / hadn't told | (1 point) |
| 4.a. had known / 'd known | (1 point) |
| 4.b. wouldn't have gone / would not have gone | (1 point) |
| 5.a. were | (1 point) |
| 5.b. would donate / 'd donate | (1 point) |

The maximum total score for the "Grammar and Use of English" section is 60/60 (parts 1, 2, 3, 4, 5 and 6)

ENGLISH READING COMPREHENSION - ANSWERS

Questions 1 - 10 (Maximum score 20/20).

Two points for each correct answer.

No points for an incorrect answer.

- | | | | |
|------|----------|-------|----------|
| 1. C | 2 points | 6. C | 2 points |
| 2. A | 2 points | 7. A | 2 points |
| 3. D | 2 points | 8. A | 2 points |
| 4. D | 2 points | 9. A | 2 points |
| 5. B | 2 points | 10. D | 2 points |

Questions 11 – 17 (Maximum score 14/14).

Two points for each correct answer.

No points for an incorrect answer.

- | | |
|---------------------|--------------|
| 11. representatives | delegates |
| 12. adult | grownups |
| 13. [to] cause | provoke |
| 14. achieved | accomplished |
| 15. detached | disconnected |
| 16. decisions | choices |
| 17. for example | such as |

Questions 18-20 (Maximum score 6/6).

Two points for each correct answer. Possible extra details are given in parentheses.

- | | |
|----------------------------------|---|
| 18. 'them' (paragraph 2, line 1) | The (U.N.) delegates (at the Rio Earth Summit) |
| 19. 'that' (paragraph 5, line 3) | Discuss (government) implementation of documents |
| 20. 'it' (paragraph 6, line 6) | The pledge (called 'Recognition of Responsibility') |

The maximum total score for the "Reading Comprehension" section is 40/40

HOW TO CALCULATE THE OVERALL SCORE FOR THE ENGLISH TEST

The 'Reading Comprehension' test has a maximum score of 40 points.

The 'Grammar / Use of English' test has a maximum score of 60 points.

In order to calculate the overall score add together both scores to create the final score.

Eg. Reading = 30/40

Grammar / Use of English = 48/60

Total = 30 + 48 = 78/100 = 78%