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

**TEST 10, UNIT 10**

**GRAMMAR – Reporting what people say | Reporting what people said | Inversion: *so* and *such* | Modal verbs: speculating about the past | Reporting verbs and their patterns**

**1 Report what Jay says.**

‘I had a chat with the boss and she fired me. I’m very upset. I’m going for a walk in the park. Do you guys want to come?’

I just spoke to Jay and he says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**2 Report what Jay said.**

‘I had a chat with the boss and she fired me. I’m very upset. I’m going for a drink later in the week. Do you guys want to come?’

I spoke to Jay last night and he said\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**3 Complete the sentences so that they have the same meaning.**

1 He was so nervous before the exam that he couldn’t sleep.

So ***nervous was he before the exam that he couldn’t sleep.***

2 The situations was such that no one could help her.

Such \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 She performed so well that she received a standing ovation.

So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4 The rain was so strong that I started running home.

So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5 She wrote such a great essay that she received an award.

Such \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6 He was such a large person that he could hardly fit through the door.

So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**4 Complete the sentences so that they have the same meaning.**

1 I’m not sure, but I think we have seen him before.

We ***may have seen him before.***

2 It’s quite certain that the killer was a member of the family.

The killer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 It isn’t possible that the father did it. He was at the movies with a friend.

The father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4 It’s a possibility that the police arrested the wrong person.

The police \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5 We don’t know for sure, but the victim possibly knew the killer.

The victim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6 I’m sure Mr Jones lied to the police.

Mr Jones \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**5 Match the two parts of the sentences.**

A) He said B) He told C) He warned me D) He asked her

E) He asked me whether F) He suggested

1 \_\_\_\_\_\_\_\_\_\_\_\_ I was happy.

2 \_\_\_\_\_\_\_\_\_\_\_\_ me that he was sorry.

3 \_\_\_\_\_\_\_\_\_\_\_\_ taking her a present.

4 \_\_\_\_\_\_\_\_\_\_\_\_ that he knew what to do.

5 \_\_\_\_\_\_\_\_\_\_\_\_ to be careful.

6 \_\_\_\_\_\_\_\_\_\_\_\_ why she hadn’t told him earlier.

**6 Complete the gaps with the items from the box.**

Carter warned them not to be late. Cindy promised to be there on time.

Oh, sure. I’ll meet you… Rowan denied stealing it.

Why don’t we go to… Yes, it’s true,

1 Michael suggested going to see the new Batman film.

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ see the new Batman film?”

2 Alice agreed to meet him at the cinema.

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the cinema.”

3 Troy admitted telling lies.

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I lied.”

4 “You’d better not be late, otherwise there’ll be trouble,” said Carter.

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

5 “We’ll definitely be there on time,” said Cindy.

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

6 “I didn’t steal it. I never steal. My mother said it’s wrong,” said Rowan.

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

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**VOCABULARY – Adjectives to describe heroes and villains| Collective nouns | Jobs in films**

**7 Find 6 adjectives describing villains, and 6 adjectives describing heroines.**

****

**8 Underline the correct words to complete the sentences.**

1 My father’s company *put / puts* on a barbecue every summer.

2 The film cast *is / are* having dinner with *its / their* families tonight.

3 Tina’s family *plan / plans* on travelling to Prague in December.

4 The pack of wolves *was / were* running in different directions.

5 In the beginning of the school year, the English class *write / writes* book reports on *their / its* summer reading.

**9 Match the words to make compound nouns.**

camera manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

location artist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

set operator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

foley director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

costume designer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

assistant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_/13

**FUNCTIONS – Making confident and tentative statements**

**10 Complete the gaps in the webchat with phrases from the box.**

could be I‘m pretty sure I’m almost positive It definitely does

it does seem that way must have No! No way! Yeah, I guess.

Mike: Why do you think the director didn’t kill the villain at the end?

June: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he did it so that they could make a sequel.

Mike: That’s a bit cynical.

June: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . But it’s the truth. You know – Hollywood.

Mike: You know it’s interesting, but I think I kind of know the story from somewhere else.

June: Yes, me too. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it’s based on the plot of a novel by Charles Dickens.

Mike: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

June: Well, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, right? I mean both of us think the story feels familiar.

Mike: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Where does it come from?

June: It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ been something I read recently, otherwise I wouldn’t have remembered it.

Mike: Oh wait! Maybe it’s familiar because we saw the trailer online first.

June: Oh right, that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.

Mike: Haha! A Charles Dickens novel. You’re crazy!

June: Lol

\_\_\_/4

**READING – Homemaker or troublemaker?**

**Read the article about a famous Hollywood star and answer the questions below.**

**Joan Crawford: the Hollywood troublemaker**

1. Of all the great Hollywood stars of the Golden Age, perhaps no one exemplifies the troublemaker, the ‘bad’ woman, the femme fatale, better than the great Joan Crawford. Born in 1905 (or 1904, or 1906 depending on whom you believe – Joan always lied about her age) she had an unsettled childhood, and didn’t receive any education beyond elementary school. She had a great talent for dancing, though, and her career in showbiz began with Joan – in those days called Lucille LeSueur – dancing in the chorus, but her distinctive face soon attracted attention, and in 1925 she was on her way to Hollywood with a contract for $75 a week in her purse.
2. Star of classic Hollywood masterpieces such as *Mildred Pierce* (1945), *Whatever Happened to Baby Jane* (1962) and *The Women* (1939), Joan showed her ability to play troublemakers in both comedies and melodramas. In *Forsaking All Others* (1934) she played a woman at the centre of a complicated love triangle; in *Dancing Lady* she played a chorus girl who steals the lead part from a more famous actress; in *Love on the Run* (1936) she played a millionairess who falls in love with a reporter and stumbles onto a spy ring. In all these movies she is the manipulative, alluring heroine who has men fighting for her attention and ruins other women. But these movies usually end happily, with Joan married to the right guy, a homemaker at last.
3. But in the late 30s she began to appear in different kinds of movies in which she began to take control of her own life in the way that men in the movies did. In *A Woman’s Face* (1941) she plays a disfigured leader of a gang of blackmailers. In *Possessed* (1947) she plays a woman who goes mad and murders her husband. In *Johnny Guitar* (1954) she plays a saloon owner who kills her rival by shooting her in the head. The femme fatale who eventually transformed into a ‘good woman’ in the earlier movies had morphed into an altogether darker character who finds no salvation: almost a villain, in fact.
4. After her death, in a biography called *Mommie Dearest* penned by her adopted daughter Christina, Joan Crawford was exposed as a real-life villain and unmasked as the epitome of the wicked mother: she used to beat her children with wire coat hangers, she used to make her children give away their toys on their birthdays to poor children in the full glare of the Hollywood publicity machine, she would make her children scrub the floor in the middle of the night, and she would fly into the most terrifying rages as she sank ever deeper and deeper into alcoholism and prescription drug abuse. After the book was published, others came forward with hair-raising stories of Joan’s revengeful, vicious and psychopathic nature. The book, later made into a melodrama of the same name and starring Faye Dunaway, finally sealed Joan’s reputation, and no one can now see those famous eyebrows and that firm jaw without thinking of Crawford the villain, the monster, the troublemaker.

**Question 1: Tick one answer.**

1 Which sentence is the best summary of the main idea of the article?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Joan Crawford’s life is an example of how a poor girl can get everything.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The career of Joan Crawford is the best example of the different ways women have been portrayed in Hollywood movies.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Some women are homemakers, some women are troublemakers.

**Questions 2 – 7:** **Select the titles of Joan’s movies and match them to the kind of role she played. Choose SIX items. Write the numbers.**

1) *Dancing Lady* 2) *Forsaking All Others* 3) *A Woman’s Face*

4) *Johnny Guitar* 5) *Love on the Run* 6) *Mildred Pierce*

7) *Mommie Dearest* 8) *Possessed* 9) *The Women*

10) *Whatever Happened to Baby Jane*

|  |  |
| --- | --- |
| Roles in which Joan eventually becomes a homemaker |  |
| Roles in which Joan plays a more independent, masculine role |  |

**Questions 8 – 10: Tick one answer.**

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

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

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

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

9 The word ‘epitome’ in paragraph D could best be replaced by

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

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

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

10 The author mentions that Joan used to beat her children in order to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg show that she had a dark character.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg make the point that Joan was an alcoholic.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg give an example of what kind of mother she was.

\_\_\_/10

**LISTENING – What makes a good baddie?**

**Listen to a conversation between two friends about their favourite villains and answer the questions.**

**Questions 1 – 4: Tick one answer.**

1 How does Clive describe the villain Hans Gruber?

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

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

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

2 How does Sue describe Heath Ledger’s portrayal of *The Joker*?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg cold blooded, calculated, resentful

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

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

3 Which of the following best expresses Clive’s reaction when Sue says she doesn’t know the movie *Die Hard*?

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

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

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

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

4 Which of the following best expresses Clive’s reaction to Jack Nicholson’s performance as the Joker?

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

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

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

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

**Questions 5 – 7: Complete the summary of the plot of Die Hard with the CORRECT FORM of three items from the box.**

capture fight crime cheat take hostage

destroy rescue threaten

Bruce Willis has to 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some people who have been 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at a Christmas party. A terrorist 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to kill them.

**Questions 8 – 10: Complete the summary of the plot of The Dark Knight with the CORRECT FORM of three items from the box.**

capture fight crime corrupt risk their life

defend save avenge

Gotham City 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by crime, and Batman and the cops are trying to save the city by 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the criminals.

\_\_\_/10

**WRITING – Writing about a present that got you started on something**

**Write about a present someone gave you which got you started on something. Follow the outline below. You will get points for using language from unit 10. You should write between 190 and 200 words.**

\_\_\_/10

**SPEAKING – Giving a talk about your favourite cinema heroine**

**Prepare a 3-minute talk about your favourite heroine in a film. Use the questions below to help you organize your talk, and make sure you use some of the language from unit 10. You have FIVE minutes to prepare first.**

|  |
| --- |
| **My favourite heroine** |
| Who is she? (character, actress)  How did you first learn about her?  What qualities does she have?  What other movies has the actress been in?  Why do you admire this heroine? |

\_\_\_/10