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

**TEST 9, UNIT 9**

**GRAMMAR – Reason and result clauses | Purpose clauses | Noun clauses | Contrasting ideas**

**1 Underline the reason, result or purpose clause and then indicate what kind of clause it is. Look at the example.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **reason** | **result** | **purpose** |
| ***As you are late***, you will have to sit at the back. | ***X*** |  |  |
| He was very poor in his own country, so he decided to emigrate. |  |  |  |
| He went to town early to avoid the traffic. |  |  |  |
| He wrote it because he needed the money. |  |  |  |
| I came here for the chance of meeting new people. |  |  |  |
| It was such a cold winter that everything froze. |  |  |  |
| People emigrate so as to get a better life. |  |  |  |
| They were so well off that they bought a car. |  |  |  |
| As a result of the snow, he couldn’t go outside. |  |  |  |

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

1 They left home because their living conditions were very basic.

Their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2 They didn’t have visas, so they weren’t allowed in.

They weren’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3 There were so many people that they had to wait for hours.

They had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

4 They had to beg for food as they were living in such poverty.

They were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**3 Choose the INCORRECT sentence transformation using a noun clause.**

1 ‘Has Joanne arrived yet?’

a. Do you know if Joanne has arrived yet?

b. Do you know has Joanne arrived yet?

c. Do you know whether Joanne has arrived yet?

2 ‘Will the conflict be over soon?’

a. I wonder if or not the conflict will be over soon.

b. I wonder whether or not the conflict will be over soon.

c. I wonder if the conflict will be over soon or not.

3 ‘Is this information reliable?’

a. Whether or not this information is reliable is widely debated.

b. Whether this information is reliable is widely debated.

c. If or not this information is reliable or not is widely debated.

4 ‘Can you solve the problem?’

a. I’m not sure if I can solve the problem.

b. I’m not sure can I solve the problem.

c. I’m not sure whether I can solve the problem.

5 ‘Did Susie pass the exam?’

a. Let’s find out if or not Susie passed the exam.

b. Let’s find out whether or not Susie passed the exam.

c. Let’s find out whether Susie passed the exam.

6 ‘Wow, is Tom moving out?’

a. She can’t believe whether Tom is moving out.

b. She can’t believe that Tom is moving out.

c. That Tom is moving out is unbelievable.

**4 Complete the gaps in the sentences with one of the words or phrases from the box. Use each word or phrase ONCE only.**

although Despite despite the fact that even though though

however However, in spite of in spite of the fact that but

1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the countryside is more boring for a young person, there’s so much going on in the capital.

2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my kitchen is quite small, it has everything I need.

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I love living in the country, I sometimes find it boring.

4 I also like my room, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the fact that the ceiling is rather low.

5 I intend to stay there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I hate the weather, as I love the country.

6 It’s hard to find cheap flats in the capital. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the smaller towns, flats can be cheaper.

7 My job is great, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I might get a rise soon.

8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ being quite lonely, it’s lovely and quiet at night.

\_\_\_/13

**VOCABULARY – How we walk | Collocations | How countries are organised**

**5 Complete the gaps with words from the box.**

citizens mayor president elections monarch

prime government parliament resident identity cards

passports subject leaders local vote

My country has a hereditary 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who is the head of state. The 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ consists of a group of lawmakers from all political parties, called a 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and a 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minister. All the people in the country are 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the monarch, not 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the state. The government is chosen by the people every 5 years in 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in which anyone who is over 18 can 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . We don’t have 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, only 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which you need to use when you leave the country.

**6 Read the poem. Move the words in bold into the correct line.**

The Others

|  |  |
| --- | --- |
| I live **lonely**. |  |
| I enjoy living **by myself**. |  |
| I was an **alone** child. |  |
| I am a **on my own** type. |  |
| Every **only** day I am alone. |  |
|  |  |
| I’m not **solitary**. |  |
| I don’t have my **single** space. |  |
| I am never **own**. The others are always there. |  |

**7 Match the words. Then use the resulting collocations to complete the sentences.**

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

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

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

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

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

After drinking a bottle of champagne, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ home.

Coming down the mountain, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and fell to his death.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the chamber and demanded to see the prime minister on an urgent matter.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a cloud.

When the president was angry, everyone in the building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ around him.

\_\_\_/14

**FUNCTIONS – Giving a presentation**

**8 Complete the gaps in this presentation with the information below. Write the correct letter A) – G). There is one extra piece of information you do not need.**

A) for emigration is because of conflict and war

B) people emigrate is to find religious and political freedom

C) people leave their homes and move to other countries

D) the desire for a better life, political or religious freedom, and, finally, conflict and war

E) the movement of people has usually been because of poverty and lack of work in the emigrants’ home countries

F) the reasons for emigration and about why we have a responsibility to help immigrants to our country

G) three main reasons for emigration

Good afternoon everyone, and thank you for coming. My presentation today is about 1\_\_\_ .

There are many reasons why 2\_\_\_ and in this short talk, I will outline three of them: 3\_\_\_ .

One of the main reasons for 4\_\_\_ .

A second reason why 5\_\_\_ .

Finally, a third – and very urgent – reason 6\_\_\_ .

And so in this short presentation I have suggested three main reasons for emigration. Thank you very much for your attention. I’d be happy to answer questions.

\_\_\_/3

**READING – A controversial issue?**

**Read the web article, and answer the questions below.**

1. Many people on the Far Right look back on Britain’s past with nostalgia as a time when Britain was for the Britons. For those anti-immigration politicians and groups, it’s worth remembering that immigration is not a new phenomenon. Great Britain is a nation of immigrants; new peoples have been arriving on our shores since the Romans first staggered up the beaches in 55 BC. After that came the Anglo Saxons, the Vikings, the Normans, and of course intermittent waves of Scots and Irish. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. While waves of immigrants have been arriving since prehistory, and while there have always been a few solitary foreigners living here, it’s really only since the 18th century that immigration has had a noticeable impact. The story of immigration into the UK during the modern period really starts with the history of slavery. During the 18th century British merchants were engaged in the infamous Golden Triangle, exporting trinkets and small manufactured objects to Africa, exchanging them for slaves, taking them across the Atlantic and exchanging them for sugar or cotton in the great plantations of the New World, and bringing these goods – and some slaves – back home. By 1770, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. During the 19th century, immigration to the UK had two main sources. As Britain expanded her overseas empire into India and the Far East, Indians and Chinese began arriving on her shores, establishing enclaves in the major port cities. In 1810, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. An area in the East End of London called Limehouse became the first ‘Chinatown’ established in Europe. The second source of immigrants came from Ireland. Although there had always been a trickle of Irish immigrants across the Irish Sea, in the 19th century, this trickle became a flood. During the 1840s there was a terrible famine in Ireland during which it is estimated that a million people died, and another million malnourished people left. In the 1860s, around a quarter of the population of Liverpool – England’s second biggest city at the time – was Irish born.
4. During the first half of the 20th century the number of immigrants from the Indian sub-continent greatly increased to the tune of 60,000. But the biggest increase in immigrants came after World War 2, when, due to the acute labour shortage after the war, the British government implemented a policy of encouraging immigrants. The first to take advantage of this new policy were the Poles and Italians, who came because they had established strong ties to Britain during the war. The British Nationality Act 1948 gave British citizenship to all people living in the former countries of the Empire, and full rights of entry and residence in Britain. On 22 June 1948, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This marked the start of one of the biggest mass immigrations in British history, and symbolizes for many the beginning of Britain’s status as a truly multicultural nation.

**Questions 1 – 6: Choose one answer.**

1 What is the best headline for the article?

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

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg A Potted History of Immigration to the UK

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg London, the First ‘World City’

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

2 The phrase ‘look back on’ in paragraph A can best be replaced by

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

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg look directly and openly at

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

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

3 Which of the items below best expresses the essential information in this sentence from paragraph B?

*While waves of immigrants have been arriving since prehistory, and while there have always been a few solitary foreigners living here, it’s really only since the 18th century that immigration has had a noticeable impact.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg At the same time that immigrants came in large numbers, a few single foreigners lived here, and at the same time immigration had a big impact.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Single foreigners lived here first, then waves of immigrants started arriving.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg First waves of immigrants arrived, then a few a few single foreigners.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Immigration in the modern period starts with slavery in the 18th century, but this does not mean that there were absolutely no immigrants before that.

4 Which of the items below best expresses the essential information in this sentence from paragraph C?

*Although there had always been a trickle of Irish immigrants across the Irish Sea, in the 19th century, this trickle became a flood.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Due to flooding in Ireland, many Irish crossed the sea and came to England.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Irish immigrants to the UK were like a terrible flood.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Small numbers of Irish had always come to England. However, in the 19th century the numbers increased dramatically.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg In the 19th century the Irish Sea flooded, leading to immigration.

5 The word ‘malnourished’ in paragraph C is closest in meaning to

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg suffering from a lack of food

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

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

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

6 Which of the items below best expresses the essential information in this sentence from paragraph D?

*But the biggest increase in immigrants came after World War 2, when, due to the acute labour shortage after the war, the British government implemented a policy of encouraging immigrants.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The labour shortage caused the biggest increase in immigrants after WW2.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg World War 2 caused the increase in immigration.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg World War 2 caused the labour shortage so the British government decided to encourage immigrants.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The British government caused the labour shortage.

**Questions 7 – 10: Insert FOUR sentences from the list below into the gaps in the text. Write the number of the sentence next to the correct paragraph.**

I) as a result there were approximately 14000 Africans living in the UK.

II) Many books have been written about this event.

III) a ship called Empire Windrush docked at Tilbury in London carrying hundreds of men from the former colonies of the West Indies.

IV) An immigrant from Bengal in the east of India founded the first Indian restaurant in Britain.

V) Henry VIII had a black musician in his court whose name was John Blanke.

VI) In 45BC a Roman general called Maximus established a farm in what is now Sussex in the south of England.

VII) The country has always, over the centuries, accepted immigrants and they have contributed to the national character and language.

7 Paragraph A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8 Paragraph B \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 Paragraph C \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10 Paragraph D \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_/10

**LISTENING – A controversial issue?**

**Listen to part of a lecture in a sociology class and answer the questions.**

**Question 1: Tick one answer.**

1 What is the topic of the lecture?

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

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

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

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the effects immigrants have on a country’s political system

**Questions 2 – 6: Complete the table.**

Immigrant numbers relative to population size EU 2013

|  |  |  |
| --- | --- | --- |
|  | number of immigrants | population size |
| Germany |  |  |
| France |  | 66.4 m |
| UK | 526.0 |  |
| Luxembourg | \_\_\_ per 1,000 | 562,958 |

**Questions 7 and 8: Tick one answer.**

7 According to the professor, what has been the result of increased immigration into Sweden?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg there has been a rise of anti-immigration parties

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg there has been a rise of anti-immigration policies

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they have implemented a health service

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the country has become more famous among future immigrants

8 According to the professor, what is the main purpose of immigrants trying to get into Greece and Italy?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they hope they can find work

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they hope they can help other immigrants

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they hope that from there they can go to other countries in the EU

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they help to forcefully return other immigrants

**Questions 9 and 10: What are some of the reasons people in the UK give to argue that immigrants are good for the country. Choose TWO.**

I) immigrants take jobs away from the island’s indigenous population

II) immigrants want to work and pay taxes

III) the country has always accepted immigrants

IV) they are a drain on the nation’s resources

V) they bring crime and other difficulties

VI) they have added to the national culture

9 \_\_\_ 10 \_\_\_

\_\_\_/10

**WRITING – A city and its immigrants**

**Write a description of a city you know. Give special emphasis on the role immigrants play in the life and/or history of the city. Give supporting details and examples. You will get points for using language from unit 9. You should write between 190 and 200 words.**

\_\_\_/10

**SPEAKING – A discussion about immigration**

**Work in pairs, A and B. Have a FIVE-minute debate about the following proposition:**

There should be strict limits on the number of immigrants coming in to our country.

**You must use a minimum of 5 and a maximum of 10 language items from unit 9. You have FIVE minutes to prepare your language and arguments first.**

|  |
| --- |
| **Student A (For)** |
| My target language items |

|  |
| --- |
| **Student B (Against)** |
| My target language items |

\_\_\_/10

**TOTAL: \_\_\_/70**