

## CONSOLIDATION FOR THE 12<sup>th</sup> GRADE

### Test 2

**Give the correct active or passive form of verbs in brackets.**

1. Only one of our gifted students (choose) \_\_\_\_\_ to participate in the final competition.
2. After the car rush last night, all the injured (rush) \_\_\_\_\_ to the hospital in an ambulance.
3. The boat was sailing North when a terrible storm (break) \_\_\_\_\_.
4. "Could you turn off the store?" The potatoes (boil) \_\_\_\_\_ for at least thirty minutes.
5. The headmaster has decided that three lecture hall (build) \_\_\_\_\_ in our school next semester.
6. Alright, Tom, it's time you (go) \_\_\_\_\_ to bed.
7. Students will not be allowed into the exam room if they (not, produce) \_\_\_\_\_ their student cards.
8. Yesterday I (leave) \_\_\_\_\_ for work late because I (forget) \_\_\_\_\_ to set my alarm.
9. If you (drink) \_\_\_\_\_ less last night, you (not, feel) \_\_\_\_\_ so bad today.
10. If she (have) \_\_\_\_\_ enough time now, she (write) \_\_\_\_\_ to her parents.

**Give the correct form of the given words to complete the following sentences.**

1. Work experience is an important \_\_\_\_\_ experience for young people. (education)
2. The \_\_\_\_\_ between public and private school system in many countries is quite clear. (divide)
3. He is applying for an \_\_\_\_\_ course at Oxford University. (graduate)
4. We receive hundreds of job \_\_\_\_\_ each year. (apply)
5. It can be \_\_\_\_\_ when preparing for the job interview. (stress)
6. His advice helped me create a good \_\_\_\_\_ on my interviewer. (impress)
7. You should show \_\_\_\_\_ when the job is explained to you. (enthusiast)
8. He was once asked by an \_\_\_\_\_ if there was anything he could not do. (interview)
9. It was his \_\_\_\_\_ help that caused the accident. (experience)

10. Japanese is considered an \_\_\_\_\_ subject in some secondary schools in the city.  
(option)

**Combine the sentences using a relative clause. Use relative pronouns only where necessary.**

**Note that you have to use commas in some of the sentences.**

1. We spent our holiday in Scotland last year. Scotland is in the north of Great Britain.

→ Last year we \_\_\_\_\_

2. People live in Scotland. They are called Scots.

→ The people \_\_\_\_\_

3. We first went to Edinburgh. Edinburgh is the capital of Scotland.

→ We first \_\_\_\_\_

4. Arthur Conan Doyle was born in Edinburgh. He wrote the Sherlock Holmes stories.

→ Arthur Conan Doyle \_\_\_\_\_

5. Then we visited a lake. It is in the Highlands.

→ The lake \_\_\_\_\_

6. Loch Ness is 37 km long. People know it for its friendly monster.

→ Loch Ness \_\_\_\_\_

7. There we met an old man. He told us that he had seen Nessie.

→ An old man \_\_\_\_\_

8. We then travelled to a mountain. The mountain is near the town of Fort William.

→ We then \_\_\_\_\_

9. The mountain is the highest mountain in Great Britain. It is called Ben Nevis.

→ The mountain \_\_\_\_\_

10. I sent you a postcard. It was written on the summit of Ben Nevis.

→ The postcard \_\_\_\_\_

**Rewrite the sentences using reduced relative clauses.**

1. The man who's talking to the policeman has just returned home from Paris.

→ \_\_\_\_\_

2. The novel which was bought by my sister is very interesting.

→ \_\_\_\_\_

3. The students who make noise in class will be punished.

→ \_\_\_\_\_

4. Passengers who travelled on this bus bought their tickets in books.

→ \_\_\_\_\_

5. Do you see the notice which warns people not to enter the military zone?

→ \_\_\_\_\_

6. The stairs which lead to the cellar are rather slippery.

→ \_\_\_\_\_

7. We had a river in which we could swim.

→ \_\_\_\_\_

8. He simply loves parties. He is always the first who comes and the last who goes.

→ \_\_\_\_\_

9. The pilot was the only one who survived the air crash.

→ \_\_\_\_\_

10. He was the second man who was killed in this way.

→ \_\_\_\_\_

11. Neil Armstrong was the first man who walked on the moon.

→ \_\_\_\_\_

12. Here are some accounts that you must check.

→ \_\_\_\_\_

13. I've got a bottle of wine but I haven't got anything that I could open it with.

→ \_\_\_\_\_

14. I have some letters that I must write.

→ \_\_\_\_\_

**Rewrite the following sentences, using Conditional sentences.**

1. He didn't hurry, so he missed the train.

→ If \_\_\_\_\_

2. My brother didn't leave the car keys, so I couldn't pick him up t the station.

→ If my brother \_\_\_\_\_

3. We don't go on holiday because we don't have enough money.

→ If we \_\_\_\_\_

4. Susan felt sick because she ate four cream cakes.

→ If Susan \_\_\_\_\_

5. Without this treatment, the patient would have died.

→ If he \_\_\_\_\_

6. He lost his job because he was late every day.

→ If he \_\_\_\_\_

7. Peter is fat because he eats so many chips.

→ If \_\_\_\_\_

8. Robert got a bad cough because he started smoking cigarettes.

→ If Robert \_\_\_\_\_

9. Those people weren't prepared to face the floods; therefore, the consequence was disastrous.

→ If \_\_\_\_\_

10. We didn't enjoy our camping trip last week because it rained all the time.

→ If \_\_\_\_\_

11. That village was heavily flooded last year because trees in the nearby forests were cut down without control.

→ If \_\_\_\_\_

12. We started our vacation too late, and we had to suffer bad weather.

→ If \_\_\_\_\_

13. She didn't take her friends' advice; therefore, she failed in her business.

→ If \_\_\_\_\_

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 1 to 5.**

Consider activities that most take for granted, particularly those who live in industrialized nations: drinking a glass of water; driving a car or traveling by mass transportation; living in a decent house or apartment; using modern household appliances; using tools to build, fix and repair; even breathing fresh air. These activities improve our quality of life. Have you

considered that to do all of the above requires the availability of natural resources, whether used as raw materials or in finished products?

The United Nations predicts that the global population will increase from the present 6.65 billion to 7.95 billion by the year 2025. At the same time, the world is becoming more prosperous. The average person is consuming more food, water, energy and metals. Multiple millions in nations that were once poor are now moving into the middle class. They are driving cars, acquiring household appliances, using electronic gadgets and adopting high-protein diets, similar to Western industrialized nations. The subject of natural resources has been in the news for years. The media has long reported that the world's supply of oil, minerals, fresh water, and lumber are in danger of running out. Yet very few people take this seriously.

Within the next 50 years, the world's population is projected to rise by 40%. This growth, coupled with increasing industrialization and urbanization, will result in greater demand for water. Water will become much scarcer. The United Nations figures suggest that there are around 300 potential conflicts over water all over the world. According to the World Health Organization (WHO), about one-sixth of the world's population lacks access to clean water, while 40% are without access to proper sanitation services.

**1. Which future problems are referred in the text?**

- A. industrialization and transportation
- B. natural resources and water
- C. household appliances and food
- D. cars and tools

**2. The first paragraph means that \_\_\_\_\_.**

- A. all things that make our lives convenient and comfortable need natural resources
- B. people who live in industrialized countries travel everywhere by car
- C. people can enjoy more and more fresh air in the future
- D. we need more finished products than raw materials

**3. According to the second paragraph, \_\_\_\_\_.**

- A. population will decrease
- B. many people will become poorer
- C. people use more food and energy
- D. there will be no poor people

**4. Natural resources \_\_\_\_\_.**

- A. will never be used up
- B. have not ever been mentioned by the media
- C. have been the subject of the media for many years
- D. are being renovated .

**5. According to the text, \_\_\_\_\_.**

- A. industrialization and urbanization have greater demand for water
- B. clean water is always available for everybody all the -time

C. we will find more and more sources of safe water

D. everybody on earth will be supplied enough safe water in the future

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 6 to 10.**

In early civilization, citizens were educated **informally**, usually within the family unit. Education meant simply learning to live. As civilization became more complex, however, education became more formal, structured, and comprehensive. Initial efforts of the ancient Chinese and Greek societies concentrated solely on the education of males. The post-Babylonian Jews and Plato were exceptions to this pattern. Plato was apparently the first significant advocate of the equality of the sexes. Women, in his ideal state, would have the same rights and duties and the same educational opportunities as men. This aspect of Platonic philosophy, however, had little or no effect on education for many centuries, and the concept of a liberal education for men only, which had been espoused by Aristotle, prevailed.

In ancient Rome, the availability of an education was gradually extended to women, but they were taught separately from men. The early Christians and medieval Europeans continued this trend, and single-sex schools for the privileged through classes prevailed through the Reformation period. Gradually, however, education for women, in a separate but equal basis to that provided for men, was becoming a clear responsibility of society. Martin Luther appealed for civil support of schools for all children. At the Council of Trent in the 16<sup>th</sup> century, the Roman Catholic Church encouraged the establishment of free primary schools for children of all classes. The concept of universal primary education, regardless of sex, had been born, but it was still in the realm of the single-sex school.

In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, co-education became a more widely applied principle of educational philosophy. In Britain, Germany, and the Soviet Union the education of boys and girls in the same classes became an accepted practice. Since World War II, Japan and the Scandinavian countries have also adopted relatively universal co-educational systems. The greatest negative reaction to co-education has been felt in the teaching systems of the Latin countries, where the sexes have usually been separated at both primary and secondary levels, according to local conditions.

A number of studies have indicated that girls seem to perform better overall and in science in particular. In single-sex classes, during the adolescent years, pressure to conform to stereotypical female gender roles may disadvantage girls in traditionally male subjects, making them reluctant to volunteer for experimental work while taking part in lessons. In Britain, academic league tables point to high standards achieved in girls' schools. Some educationalists, therefore, suggest segregation of the sexes as a good thing, particularly in certain areas, and a number of schools are experimenting with the idea.

**6. Ancient education generally focused its efforts on \_\_\_\_\_.**

- A. young people only
- B. on male learners
- C. both sexes
- D. female learners

7. The first to support the equality of the sexes was \_\_\_\_\_

- A. the Chinese
- B. the Jews
- C. Plato
- D. the Greek

8. The word “informally” in this context mostly refers to an education occurring \_\_\_\_\_

- A. in a department
- B. in classrooms
- C. ability
- D. outside the school

9. When education first reached women, they were \_\_\_\_\_.

- A. separated from men
- B. locked up in a place with men
- C. deprived of opportunities
- D. isolated from a normal life

10. When the concept of universal primary education was introduced, education \_\_\_\_\_

- A. was intended for all the sexes
- B. was intended to leave out female learners
- C. was given free to all
- D. focused on imparting skills

Fill in each numbered blank with one suitable word or phrase.

Because	follow	in	much	when	experts	focus
Significant	precision	recovery	decision	with	as	

Robots already have a (1) \_\_\_\_\_ role in medicine. Robots are helping doctors achieve more (2) \_\_\_\_\_ in the operating room, performing safer, less invasive techniques. For example, The Da Vinci Surgical System by Intuitive Surgical helps simplify complex procedures, and lets surgeons work through much smaller incisions, thus making patient (3) \_\_\_\_\_ easier and quicker.

Advances in bio-robotics are leading to even more and more applications in surgery (4) \_\_\_\_\_ robots have the potential to perform better than human surgeons in certain respects.

The pace of technological change is rapid, and it is easily possible to foresee a time (5) \_\_\_\_\_ robots will become our teachers, policemen and even soldiers.

Robots will be better soldiers than humans. They can strictly (6) \_\_\_\_\_ the rules of engagement, codes of conduct, and war protocols (7) \_\_\_\_\_ better than more passionate humans, resulting (8) \_\_\_\_\_ a reduction of war crimes.

Most robots in the future will do jobs which are the sorts of things that people used to do. They will take away a lot of the mundane physical jobs certainly.

Some (9) \_\_\_\_\_ predict that it is not just manual jobs that will be replaced. The more advanced the technology becomes, the more it forces us to (10) \_\_\_\_\_ on those things that are fundamentally human.

Name: \_\_\_\_\_

Class: \_\_\_\_\_