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### 7

### Name: Mark:

**Reading** 20 points

(Bloque 3 Comprensión escrita: 1. Identificar instrucciones; 5. Localizar información en textos periodísticos; Bloque 4 Producción escrita: 3. Tomar notas y apuntes; 4. Escribir notas, mensajes o comentarios)

**1 Read the text and tick (✓) the sentences T (true) or F (false). Then copy the
sentences that helped you decide. (10 points)**

Some experts believe that poor indoor air may be responsible for health problems among workers in buildings. Many office workers suffer from headaches and unexplained rashes. They also often complain of an itchy nose and throat and dizziness. Although doctors can’t find any specific illness to explain their symptoms, they confirm that the health problems are genuine. Because the symptoms usually disappear when the workers are away from work, doctors believe that they are caused by something in their work environment. They have even come up with a name for this illness: “sick building syndrome”. In some cases, they tell sufferers not to continue working in a particular building.

Sick building syndrome is becoming more common. It is especially common in newer, energy-efficient buildings, where windows are sealed shut to prevent heat from escaping. As a result, there isn’t a lot of fresh air. This has led many doctors to believe that sick building syndrome is caused by the quality of the air in the buildings.

However, not everyone is sure that people are becoming ill because of the air. Sick building syndrome often occurs in buildings with poor lighting as well as overheating problems. According to some experts, the workers’ symptoms may actually be caused by stress, boredom and bad relationships with their co-workers and managers. They explain that if people have to do monotonous tasks and often argue with the people around them, it is not surprising that they start to feel ill.

It is difficult to know the real reason for sick building syndrome. However, even if poor air quality is not the only factor that is causing workers to feel ill, there can be no doubt that bad air is not good for people’s health. That is why bosses must do everything they can to try to improve the quality of the air that their workers are breathing.

 **T F**

 1. Sufferers of sick building syndrome are not really ill. ...... ......

 2. Doctors have got no advice for people who are suffering from sick building syndrome. ...... ......

 3. Experts agree about the causes of sick building syndrome. ...... ......

 4. There may be psychological and social factors that cause sick building syndrome. ...... ......

 5. According to the writer, air quality is not an important issue. ...... ......

**2 Complete the sentences. (10 points)**

 1. Although doctors recognise the symptoms of sick building syndrome,

 .

 2. Energy-efficient buildings do not allow

 .

 3. People won’t feel well if their work relationships

 .

 4. Even if poor air quality does not cause sick building syndrome, it is

 .

 5. Bosses are responsible for

 .

**Vocabulary** 20 points

(Bloque 3 Comprensión escrita: 1. Identificar instrucciones; Bloque 4 Producción escrita: 4. Escribir notas, mensajes o comentarios)

**1 Choose the correct answer. (7 points)**

 1. Rick broke a **lung** / **rib** / **brain** while he was playing football.

 2. The restaurant was closed down after several people had got **pills** / **sore** / **food poisoning**.

 3. Maggie can’t talk because her **throat** / **skin** / **elbow** hurts.

 4. I have to sit down because I feel **swollen** / **sprained** / **dizzy**.

 5. Joe got three bee **stings** / **bites** / **ankles** during his camping trip.

 6. She was wearing a beautiful watch on her **shoulder** / **wrist** / **stomach**.

 7. They hurried to the chemist’s to buy the **rash** / **headache** / **ointment**.

**2 Complete the sentences. (6 points)**

 1. Dylan can’t join the army because he’s got a problem with his h … … … t .

 2. The doctor said that the boy’s t … … … … … … … … … e was too high and sent him to hospital.

 3. I stayed in the sun too long at the beach and I burnt my b … … k .

 4. The saleslady showed me different ways to wear the scarf around my n … … k .

 5. Liam began to c … … … h nervously before he presented his project to the class.

 6. Many people didn’t come to work last week because they had f … … .

**3 Complete the sentences with the words below. (7 points)**

 *spine* ⯁ *cold* ⯁ *be sick* ⯁ *bite* ⯁ *itchy* ⯁ *X-ray* ⯁ *sneeze*

 1. Don’t eat too much cake if you don’t want to …………………… .

 2. Andrea began to …………………… because the garage was full of dust.

 3. You should clean that mosquito …………………… with antiseptic!

 4. Max hurt his …………………… because he lifted the heavy boxes by himself.

 5. In the spring, I feel …………………… because of my allergies.

 6. She always gets a …………………… at the beginning of the winter.

 7. The doctor will call you after he looks at the …………………… he took today.

**Grammar** 30 points

(Bloque 3 Comprensión escrita: 1. Identificar instrucciones; 5. Localizar información en textos periodísticos; Bloque 4 Producción escrita: 4. Escribir notas, mensajes o comentarios)

**1 Complete the sentences with the modals below. (10 points)**

*need to* ⯁ *can* ⯁ *may not* ⯁ *won’t be able to* ⯁ *could*

 1. My grandfather asked me to speak louder, so he …………………… hear me better.

 2. He …………………… go to the concert with us tonight because he didn’t buy a ticket.

 3. You …………………… open this present until your birthday tomorrow.

 4. Our coach always tells our team that we …………………… win before a game.

 5. I …………………… repair the computer because I’ve got a report to write.

**2 Write a sentence about each situation. Use the modal in brackets and
one of the expressions below. (10 points)**

*finish the exercises* ⯁ *bring his girlfriend* ⯁ *wash their hands before dinner
go to bed early* ⯁ *meet them later*

 1. The children came home from the playground. (must)

 2. He is always tired. (should)

 3. My brother will take us to the cinema. (might)

 4. Mark didn’t understand the maths homework. (couldn’t)

 5. I am busy now. (will be able to)

**3 Choose the correct answer. (10 points)**

One of the dangers of climbing mountains is acute mountain sickness, or AMS. AMS
1. **needs to** / **may** / **must** happen at altitudes over 2,500 metres, where your body
2. **should** / **is able to** / **needs** **to** adapt to air with less oxygen. Teresa Keane, a mountain climber, said that anyone 3. **could** / **can** / **has** **to** suffer from AMS. She has seen young healthy men who 4. **didn’t** **have** **to** / **weren’t** **able** **to** / **didn’t** **need** **to** climb Mount Everest because they were suffering from AMS.

It’s important to recognise the signs of AMS and treat the sickness at once. If you or another climber feel dizzy or get a headache, you 5. **don’t** **need** **to** / **couldn’t** / **mustn’t** continue climbing. You 6. **need** **to** / **might** / **are** **able** **to** get to a lower altitude immediately. There, you 7. **must** / **could** / **are** **able** **to** rest and drink a lot of water. How 8. **must** / **can** / **could** you prevent AMS? Firstly, you 9. **should** / **may** /
**are** **able** **to** climb slowly. Secondly, you 10. **might** / **have** **to** / **may** take a rest for a day or two when you climb at very high altitudes.

**Writing** 10 points

(Bloque 3 Comprensión escrita: 1. Identificar instrucciones; Bloque 4 Producción escrita: 4. Escribir notas, mensajes o comentarios)

**Imagine that you got ill on a camping trip. Write five sentences about the experience. Include:**

* where you were
* who was with you
* what happened
* how you felt

** Listening** 10 points

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(Bloque 1 Comprensión oral: 3. Identificar ideas de conversaciones formales o informales en su presencia; Bloque 3 Comprensión escrita: 1. Identificar instrucciones; Bloque 4 Producción escrita: 3. Tomar notas y apuntes; 4. Escribir notas, mensajes o comentarios)

**1 Listen to a conversation about a disease called the Black Death and choose the correct answers.
(5 points)**

 1. The Black Death was common in the … century.

 a. 13th b. 14th c. 15th

 2. The disease affected a person’s … .

 a. brain b. lungs c. heart

 3. The disease arrived in England in … .

 a. 1348 b. 1350 c. 1438

 4. In London, … out of every ten people died from the Black Death.

 a. three b. five c. six

 5. People were hungry because … .

 a. their wages were very low

 b. food was expensive

 c. they had to leave their villages

**2 Listen again and complete the sentences. (5 points)**

 1. A person with the disease got ……………………. spots on his body.

 2. For years, people thought that the Black Death was spread by ……………………. .

 3. Most people with the disease died within ……………………. days.

 4. The disease killed ……………………. million people in England.

 5. The people who survived asked for better ……………………. .

**Speaking** 10 points

(Bloque 1 Comprensión de textos orales: 4. Comprender explicaciones en conversaciones informales en que participa; Bloque 2 Producción oral: 3. Intercambiar información sobre asuntos cotidianos en conversaciones informales; Bloque 3 Comprensión escrita: 1. Identificar instrucciones; Bloque 4 Producción escrita: 3. Tomar notas y apuntes; 4. Escribir notas, mensajes o comentarios)

 **Student A**

**1 Student B isn’t feeling well. Use the words below to find out what is wrong with your partner and give him / her some advice.**

|  |  |
| --- | --- |
| **Question** | **My partner’s answers** |
| What / the problem? |  |
| What / happen? |  |
| Where / it / hurt? |  |
| anything else / bother / you? |  |
| Your advice: |  |