



Learn English Through
Stories.

U Series

U3

**Adapted and modified by
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<https://learn-by-reading.co.uk>

Contents

**Vocabulary:
Seven tests.**

Thinking

A. Circle the correct word.

1. Don't be so **optimistic** / **pessimistic**. Everything's going to be fine, you'll see!
2. Most newspapers are usually **biased** / **prejudiced** towards a certain political outlook.
3. I'm slightly **dubious** / **cynical** about whether Sean's idea is going to work.
4. To suggest that it's possible to create a society without crime is a little **naive** / **sceptical**, isn't it?
5. The only **ingenious** / **plausible** explanation I can think of is that Jenna got the dates wrong.
6. Please don't **baffle** / **discriminate** me with loads of technical terminology. Use plain, simple English!
7. It's not always easy to **assume** / **assess** someone's suitability for a job just by talking to them in a short interview.
8. How can the government **justify** / **speculate** spending so much on the armed forces?
9. Looking at the damage, I would **estimate** / **deduce** that the painting will cost at least €2,000 to restore properly.
10. I don't think you should **reflect** / **presume** that lots of people are going to help you with this project.

B. Complete using the correct form of the words in the box. More than one word might fit in each gap, but try to use all the words.

• **concentrate** • consider • **contemplate** • deliberate • **gather** • grasp •
ponder • reckon • **suppose**

1. It took me quite a long time to what the aim of the game was.
2. The jury are still , but they're expected to reach a verdict soon.
3. I from your tutor that you're thinking of changing course.
4. You really have to very hard when you are doing calligraphy.
5. I'm seriously asking for a pay rise tomorrow.
6. How long do you it'll take to get to Manchester?
7. I don't I could borrow your lecture notes this weekend, could I?
8. If you've ever the question 'Why does the universe bother to exist?', then this is the book for you.
9. Let's not even the possibility of failure.

C. Each of the words in bold is in the wrong sentence. Write the correct words on the lines.

1. I'm in a real **hunch** because I've been invited to two parties on Saturday and I don't know which one to go to.
2. Dave said he's got complete **guesswork** in us, and thinks we're going to do a great job.
3. Sarah's a/an **intuition** when it comes to astrophysics, but she's not very practical in everyday things.
4. You often need to use a little educated **notion** when you're starting a cryptic crossword.
5. I've got a/an **ideology** that someone in this office is going to get promoted soon.
6. Communism and capitalism are very different types of **dilemma**.
.....
7. Who gave you the **faith** for the main character in the book?.....
8. Detective Tacker had absolutely no evidence that Roddard was involved, but all his **paradox** told him that he was.
9. I've got a small **inspiration** about the exam syllabus. Should I talk to Mrs Jacobs about it?
10. Paying mothers a salary to raise their children is an interesting **genius**.
.....
11. The fact that more people would come here if the place wasn't so crowded is a real **query**.

Learning

D. Choose the correct word.

Letter to the editor

The Prime Minister's comments yesterday on education spending miss the point, as the secondary education system also needs a major overhaul. Firstly, the system only views the weakest learners as having special (1) The brightest and most (2) students are not encouraged to develop to their full potential. Secondly, there's too much testing and not enough learning. My fifteen-year-old daughter, for example, has just spent the last month or so (3) for exams. These aren't even real, important exams, as her GCSEs will be next year. They're just (4) exams. Is the work she's been doing really going to make her more (5) about her subjects, or will she forget it all tomorrow? I suspect the latter. Thirdly, the standard (6) doesn't give students any (7) in developing practical work-related, living and social skills, or in skills necessary for higher education. How many students entering university have the first idea what the difference is between (8) someone else's work and making good use of someone else's ideas? Shouldn't they have been taught this at school? How many of them are really able to go about (9) — a skill that's essential at university because there are no teachers to tell you what to do - in an efficient way? Indeed, how many students (10) from university totally unable to spell even simple English words correctly? The system is letting our children down.

1. A. requests; B. desires; C. needs; D. wants;
2. A. inattentive; B. ignorant; C. intensive; D. conscientious;
3. A. cramming; B. lecturing; C. reading; D. practising;
4. A. false; B. mock; C. fake; D. artificial;
5. A. knowledgeable; B. intellectual; C. academic; D. intelligent;
6. A. timetable; B. lecture; C. seminar; D. curriculum;
7. A. lesson; B. subject; C. tuition; D. tutorial;
8. A. writing; B. going over; C. plagiarising; D. repeating;
9. A. reviewing; B. revision; C. distance learning; D. self-study;
10. A. qualify; B. graduate; C. depart; D. exit.

Phrasal verbs

E. Match to make sentences.

1. I'm going to have to mull this
 2. Detectives are still trying to piece
 3. It took him a very long time to take.....
 4. Tell us how you hit
 5. It took us ages to figure
 6. I've just thought
 7. I'm not sure we've thought
-
- A. together exactly what happened that evening.
 - B. in the fact that he'd never see her again.
 - C. up a brilliant excuse to tell Rachel.
 - D. over for a while before I make a final decision.
 - E. this through properly yet.
 - F. out how to get everyone to the sports centre without Phil knowing.
 - G. upon such a great idea for a website.

F Write one word in each gap so that each second sentence has a similar meaning to the first sentence.

1. I need to consider your offer very carefully before I make a decision.

I need to over your offer very carefully before I make a decision.

2. Lee had the brilliant idea of booking a clown for the end-of-term party.

Lee came the brilliant idea of booking a clown for the end-of-term party.

3. It's time you realised that you've got responsibilities now.

It's time you faced the fact that you've got responsibilities now.

4. I'm going to have to improve my spoken German before I go to Munich.

I'm going to have to brush my spoken German before I go to Munich.

5. I didn't like the idea at first but now I do.

I didn't like the idea at first but I've round it now.

6. It's a general knowledge quiz so you can't do any revision for it.

There's nothing to swot as it's a general knowledge quiz.

7. We were right at the back of the hall so I couldn't hear what the speaker was saying.

I was unable to out what the speaker was saying because we were right at the back of the hall.

8. We finally thought of a way to get the band into the hotel without the press knowing.

We finally puzzled a way to get the band into the hotel without the press knowing.

9. I've found out a lot of information about the history of English language teaching recently.

I've been up on the history of English language teaching recently.

G. Phrasal verbs with *out* — such as *puzzle out* — are often connected to the idea of finding information. Which of these phrasal verbs with *out* are also connected to this idea?

1. Did you **find out** what time the parents' meeting is?
2. I've been checking **out** whether it's better to go by ferry or plane.
3. Susie reckons she's **sussed out** a great way to get into the club for free.
4. We all **piled out** into the playground.
5. I can't **figure out** how to change my password.
6. The band were completely **drowned out** by all the screaming fans.
7. I'm going to **sound Bob out** about his investing in the company.
8. Two essays really do **stand out** from the rest.
9. Jan's good at keeping secrets, so you'll have to **worm it out** of her!
10. None of us could **fathom out** why the experiment wasn't working.

Answers

A. Circle the correct word.

1. Don't be so **pessimistic**. Everything's going to be fine, you'll see!
2. Most newspapers are usually **biased** towards a certain political outlook.
3. I'm slightly **dubious** about whether Sean's idea is going to work.
4. To suggest that it's possible to create a society without crime is a little **naive**, isn't it?
5. The only **plausible** explanation I can think of is that Jenna got the dates wrong.
6. Please don't **baffle** me with loads of technical terminology. Use plain, simple English!
7. It's not always easy to **assess** someone's suitability for a job just by talking to them in a short interview.
8. How can the government **justify** spending so much on the armed forces?
9. Looking at the damage, I would **estimate** that the painting will cost at least €2,000 to restore properly.
10. I don't think you should **presume** that lots of people are going to help you with this project.

B. Complete using the correct form of the words in the box. More than one word might fit in each gap, but try to use all the words.

1. It took me quite a long time to **grasp** what the aim of the game was.
2. The jury are still **deliberating** but they're expected to reach a verdict soon.
3. I **gather** from your tutor that you're thinking of changing course.
4. You really have to **concentrate** very hard when you are doing calligraphy.
5. I'm seriously **considering** asking for a pay rise tomorrow.

Or: I'm seriously **contemplating** asking for a pay rise tomorrow.

6. How long do you **reckon** it'll take to get to Manchester?

Or: 6. How long do you **suppose** it'll take to get to Manchester?

7. I don't **suppose** I could borrow your lecture notes this weekend, could I?

8. If you've ever **pondered** the question 'Why does the universe bother to exist?', then this is the book for you.

Or: If you've ever **considered** the question 'Why does the universe bother to exist?', then this is the book for you.

Or: If you've ever **contemplated** the question 'Why does the universe bother to exist?', then this is the book for you.

9. Let's not even **contemplate** the possibility of failure.

Or: 9. Let's not even **consider** the possibility of failure.

C. Each of the words in bold is in the wrong sentence. Write the correct words on the lines.

1. I'm in a real **dilemma** because I've been invited to two parties on Saturday and I don't know which one to go to.
2. Dave said he's got complete **faith** in us, and thinks we're going to do a great job
3. Sarah's a **genius** when it comes to astrophysics, but she's not very practical in everyday things.
4. You often need to use a little educated **guesswork** when you're starting a cryptic crossword.
5. I've got a **hunch** that someone in this office is going to get promoted soon.
Or I've got an **intuition** that someone in this office is going to get promoted soon.
6. Communism and capitalism are very different types of **ideology**.
7. Who gave you the **inspiration** for the main character in the book?
8. Detective Tacker had absolutely no evidence that Roddard was involved, but all his **intuition** told him that he was.
9. I've got a small **query** about the exam syllabus. Should I talk to Mrs Jacobs about it?
10. Paying mothers a salary to raise their children is an interesting **notion**.
11. The fact that more people would come here if the place wasn't so crowded is a real **paradox**.

D. Choose the correct word.

Letter to the editor

The Prime Minister's comments yesterday on education spending miss the point, as the secondary education system also needs a major overhaul. Firstly, the system only views the weakest learners as having special **needs**. The brightest and most **conscientious** students are not encouraged to develop to their full potential. Secondly, there's too much testing and not enough learning. My fifteen-year-old daughter, for example, has just spent the last month or so **cramming** for exams. These aren't even real, important exams, as her GCSEs will be next year. They're just **mock** exams. Is the work she's been doing really going to make her more **knowledgeable** about her subjects, or will she forget it all tomorrow? I suspect the latter. Thirdly, the standard **Curriculum** doesn't give students any **tuition** in developing practical work-related, living and social skills, or in skills necessary for higher education. How many students entering university have the first idea what the difference is between **plagiarising** someone else's work and making good use of someone else's ideas? Shouldn't they have been taught this at school? How many of them are really able to go about **self-study** — a skill that's essential at university because there are no teachers to tell you what to do - in an efficient way? Indeed, how many students **graduate** from university totally unable to spell even simple English words correctly? The system is letting our children down.

Phrasal verbs

E. Match to make sentences.

1. I'm going to have to **mull this over** for a while before I make a final decision.
2. Detectives are still trying to **piece together** exactly what happened that evening.
3. It took him a very long time to **take in** the fact that he'd never see her again.
4. Tell us how you **hit upon** such a great idea for a website.
5. It took us ages to **figure out** how to get everyone to the sports centre without Phil knowing.
6. I've just **thought up** a brilliant excuse to tell Rachel.
7. I'm not sure we've **thought over** for a while before I make a final decision.

F. Write one word in each gap so that each second sentence has a similar meaning to the first sentence.

1. I need to consider your offer very carefully before I make a decision.

I need to **think over** your offer very carefully before I make a decision.

2. Lee had the brilliant idea of booking a clown for the end-of-term party.

Lee **came up with** the brilliant idea of booking a clown for the end-of-term party.

3. It's time you realised that you've got responsibilities now.

It's time you **faced up to** the fact that you've got responsibilities now.

4. I'm going to have to improve my spoken German before I go to Munich.

I'm going to have to **brush up on** my spoken German before I go to Munich.

5. I didn't like the idea at first but now I do.

I didn't like the idea at first but I've **come round to** it now.

6. It's a general knowledge quiz so you can't do any revision for it.

There's nothing to **swot up on** as it's a general knowledge quiz.

7. We were right at the back of the hall so I couldn't hear what the speaker was saying.

I was unable to **make out** what the speaker was saying because we were right at the back of the hall.

8. We finally thought of a way to get the band into the hotel without the press knowing.

We finally **puzzled out** a way to get the band into the hotel without the press knowing.

9. I've found out a lot of information about the history of English language teaching recently.

I've been **reading up on** the history of English language teaching recently.

G. Phrasal verbs with *out* — such as *puzzle out* — are often connected to the idea of finding information. Which of these phrasal verbs with *out* are also connected to this idea?

1. Did you **find out** what time the parents' meeting is?
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