


**SOLUTIONS PRE-INTERMEDIATE 5**  
**CULTURE 9:**  
**COMPUTER PIONEERS**

**PEGAH BAHOJB GHASEMI**

# 4

## Cumulative Review 4 (Units I–7)

### Listening

- 1  2.21 Listen to four speakers talking about their shopping habits. Match speakers 1–4 with the item below that they are most likely to buy.


an album   an electronic device   earrings  
a guitar   a novel   some potatoes   a dress

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

Speaker 4: \_\_\_\_\_

- 2  2.21 Listen again. Match speakers 1–4 with sentences A–E. There is one extra sentence.

A Speaker \_\_\_\_ buys something which is not often used today.

B Speaker \_\_\_\_ spends money online.

C Speaker \_\_\_\_ only saves money by buying a lot of something.

D Speaker \_\_\_\_ pays for things with somebody else's money.

E Speaker \_\_\_\_ is running out of space for all the things he/she buys.

## Speaking

- 3 Work in pairs. There are plans to open new businesses in your town. Which one of the shops and services below would be most successful and why? Why are you rejecting the other options? Write notes below.

baker's   charity shop   clothes shop   estate agent's  
jeweller's   takeaway

Choices: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reasons for rejecting other options: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading

- 4 Read the three texts. For each text, choose the correct answer (a, b or c).

# Best TV *moments*

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The highlight of last night's television was the first episode in the latest series of Channel Four's reality show *Secret Millionaire*. The idea behind the show is for a millionaire to take on a new identity and go into poor areas of their city to find three charities to give some of their money to. They spend a week working with the organisations, revealing their true identity at the end of the programme. At this point, they give each of the charities a cheque for tens of thousands of pounds. Last night's show had more drama than usual – you'll have to watch to find out why – but finished with millionaire composer and music producer David King donating £50,000 pounds to the charities he had worked with.

- 1 The author of the text wants to
- a give advice to millionaires on what to do with their money.
  - b give an opinion of a TV programme.
  - c explain how reality shows can be good for society.

# What's in a sofa?


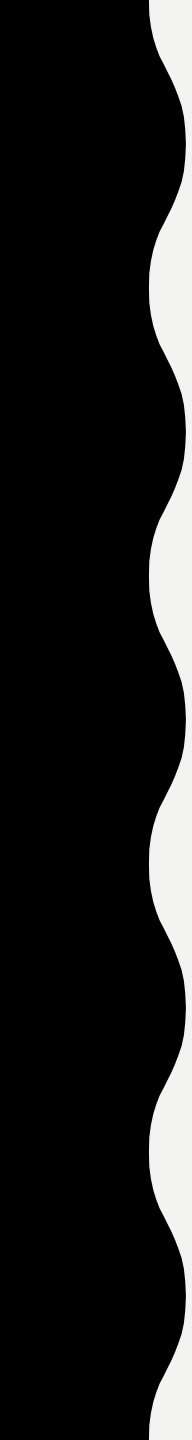
When three students bought a sofa from a charity shop, they got more than they paid for. When they brought the sofa home, they discovered an envelope full of \$20 notes hidden under the cushions. They continued to look and found more envelopes! By the time they finished looking, they had a pile of notes adding up to more than \$40,000. At first, the students began to talk about what they would do with the money. One said he would take a trip, while another would buy his mum a new car. But when they found a woman's name on one of the envelopes, they knew that they had to give it back. They called the woman, who was so delighted to hear from them, that she gave them \$1,000 for returning her money.

- 2 What was the students' first idea when they realised they had \$40,000?
- a To split up the money and spend it.
  - b To find the person who it belonged to.
  - c To call the charity shop about the sofa.



Are you over seventeen years and six months old and in full-time education? Then why not open an account with us? With our Student Account, you get all the usual offers: free online banking and access to your money twenty-four hours a day, seven days a week. But on top of that, we won't charge you for going over your limit (up to £1,400). We also have a new banking app that you can use to manage your money more easily. You can use this to check how much money is in your account, pay your bills and receive text messages related to your money. If you want a flexible way to look after your money, our Student Account is the one for you. To open an account, fill in the application form on our website, or call your nearest branch for more information.

- 3 The text gives readers
- a some information about different kinds of bank accounts.
  - b tips on how to manage your money as a student.
  - c a number of reasons why they should open one particular account.



5 Look back at questions 1–3 in exercise 4. Explain in your own words why the other options are not correct.

## Grammar and vocabulary

6 Choose the correct answers.

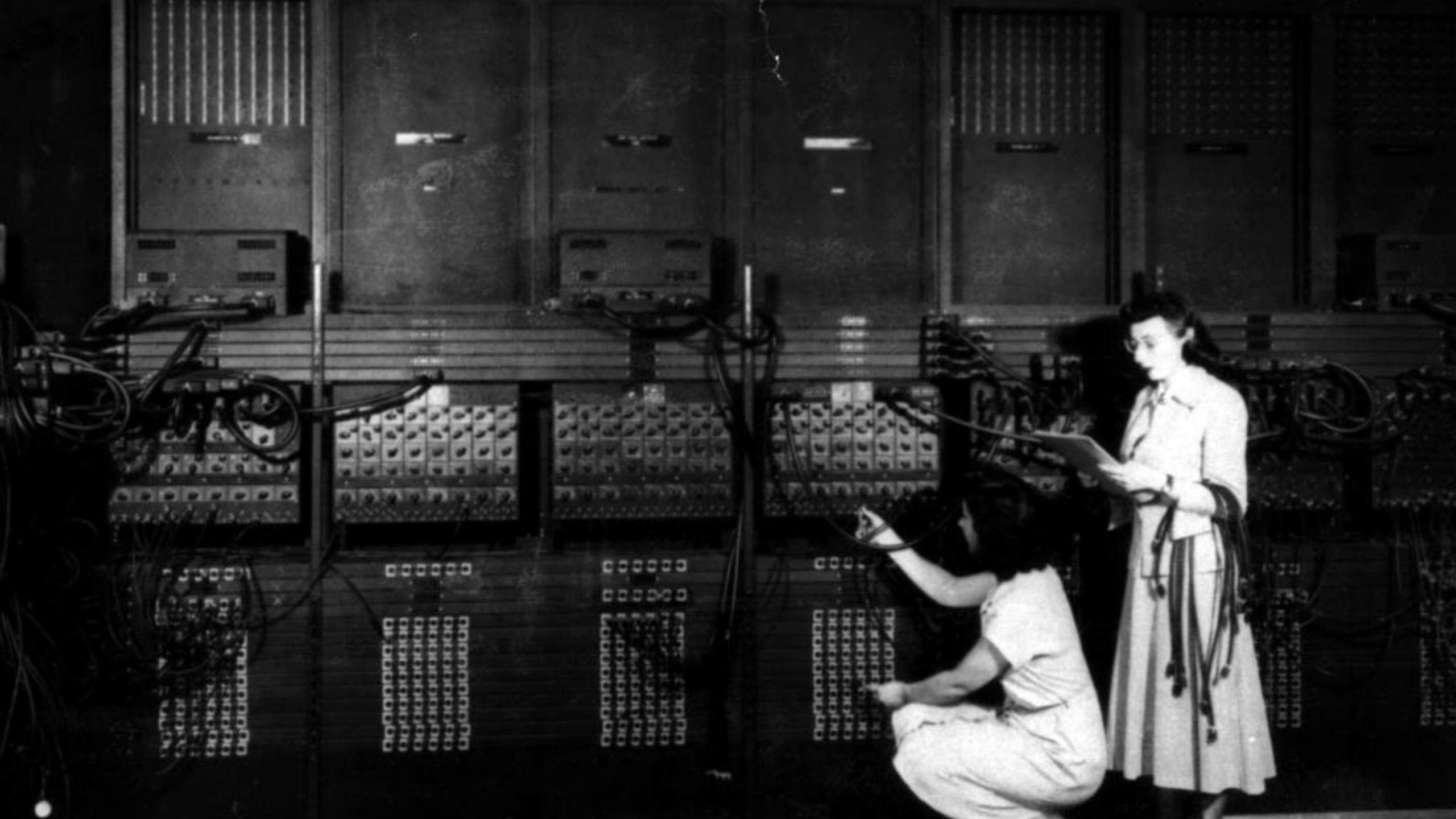
# SHOPPING revolution

Do you often go shopping? If so, how do you usually <sup>1</sup> \_\_\_\_\_ the items you buy? Some people still use cash, because it's easier to know <sup>2</sup> \_\_\_\_\_ money you have spent. But if you're <sup>3</sup> \_\_\_\_\_ of money when you reach the supermarket check-out, it can be very embarrassing. Other people pay by card, so that they <sup>4</sup> \_\_\_\_\_ carry a lot of money around with them. Unfortunately, credit cards often make you spend more money <sup>5</sup> \_\_\_\_\_ you had planned. And it isn't until the end of the month that you realise that you <sup>6</sup> \_\_\_\_\_ the bank a lot of money. To carry cash or cards, you need a wallet and a bag - or quite a big pocket! But wouldn't it be great if you <sup>7</sup> \_\_\_\_\_ your wallet at home? If you <sup>8</sup> \_\_\_\_\_ a smartphone, it seems that you will soon be able to do that. The company Vocalink <sup>9</sup> \_\_\_\_\_ a new app called Zapp which will allow people to pay by phone in the future. Zapp will completely change the way we shop - and our mobile phones <sup>10</sup> \_\_\_\_\_ even more necessary than they already are.

- |                   |                 |                 |
|-------------------|-----------------|-----------------|
| 1 a buy for       | b pay           | c pay for       |
| 2 a how much      | b how           | c how many      |
| 3 a few           | b short         | c little        |
| 4 a don't have to | b must          | c mustn't       |
| 5 a as            | b than          | c that          |
| 6 a borrow        | b owe           | c lend          |
| 7 a would leave   | b will leave    | c could leave   |
| 8 a have          | b will have     | c would have    |
| 9 a develops      | b is developing | c had developed |
| 10 a become       | b will become   | c would become  |







1 **SPEAKING** Look at the photos above and below and the title of the text. Guess the answers to these questions.

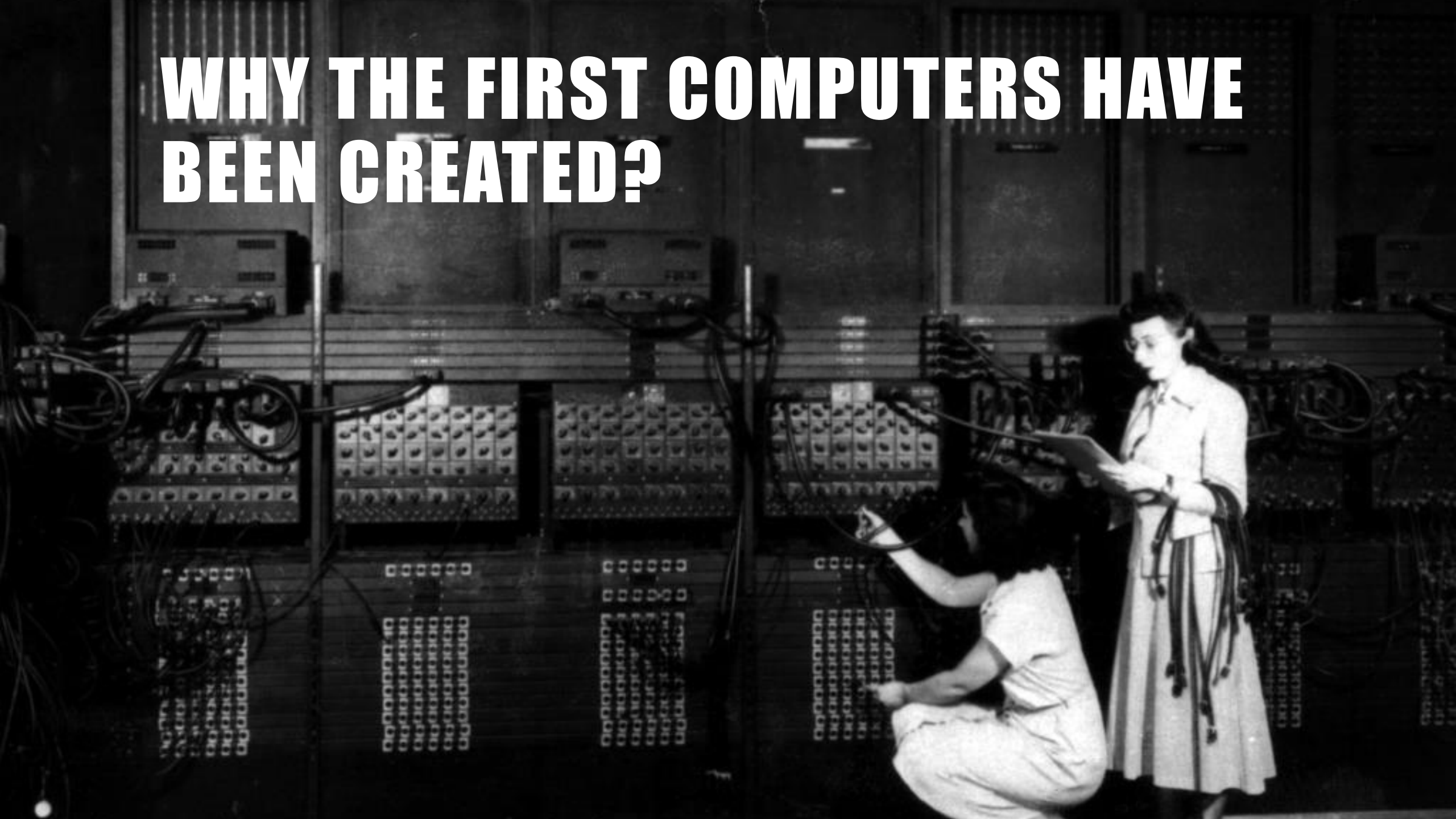
- 1 What is the large machine in the photo for?
- 2 What is the smaller machine for?
- 3 What period of history are the machines from?

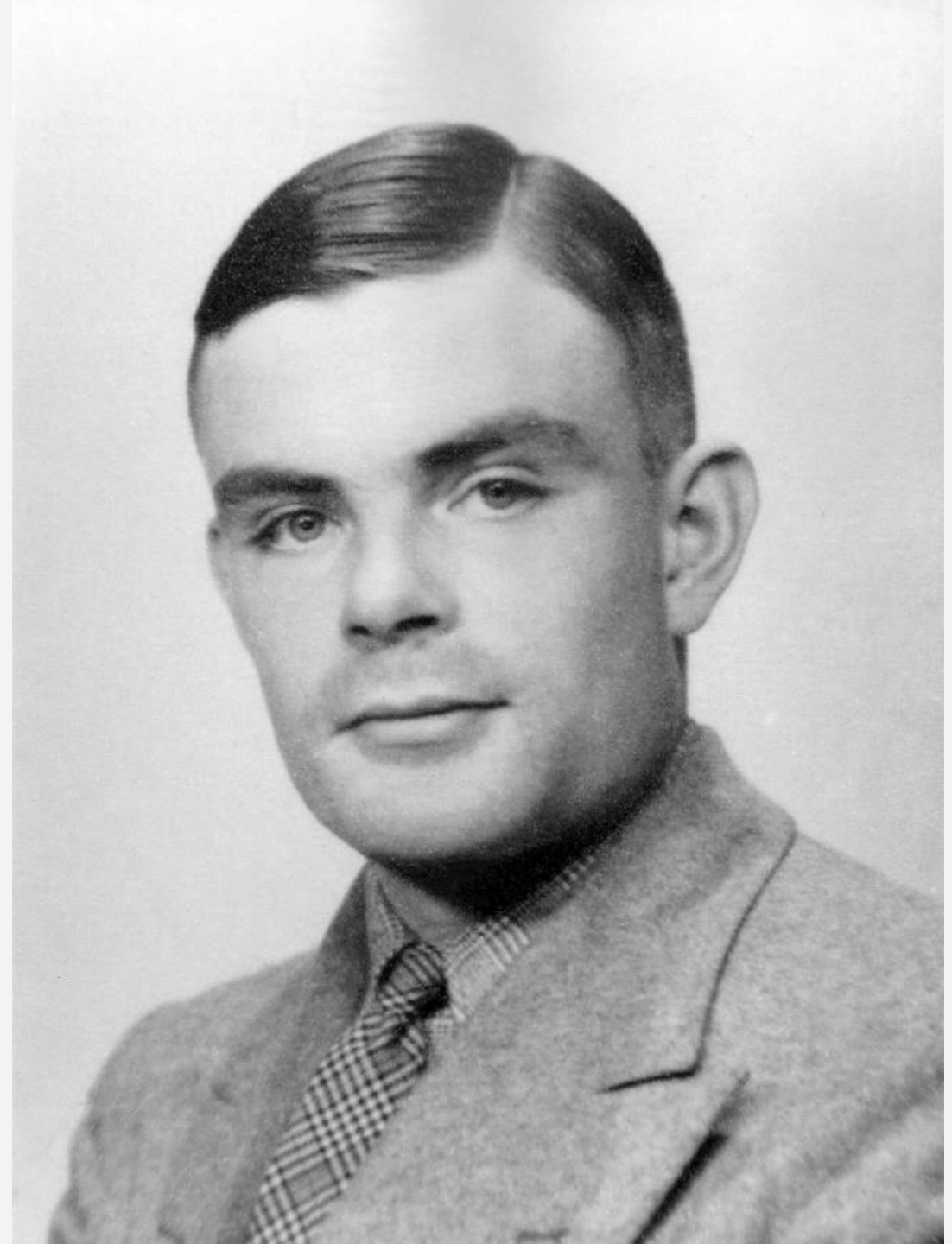


Enigma machine



# WHY THE FIRST COMPUTERS HAVE BEEN CREATED?

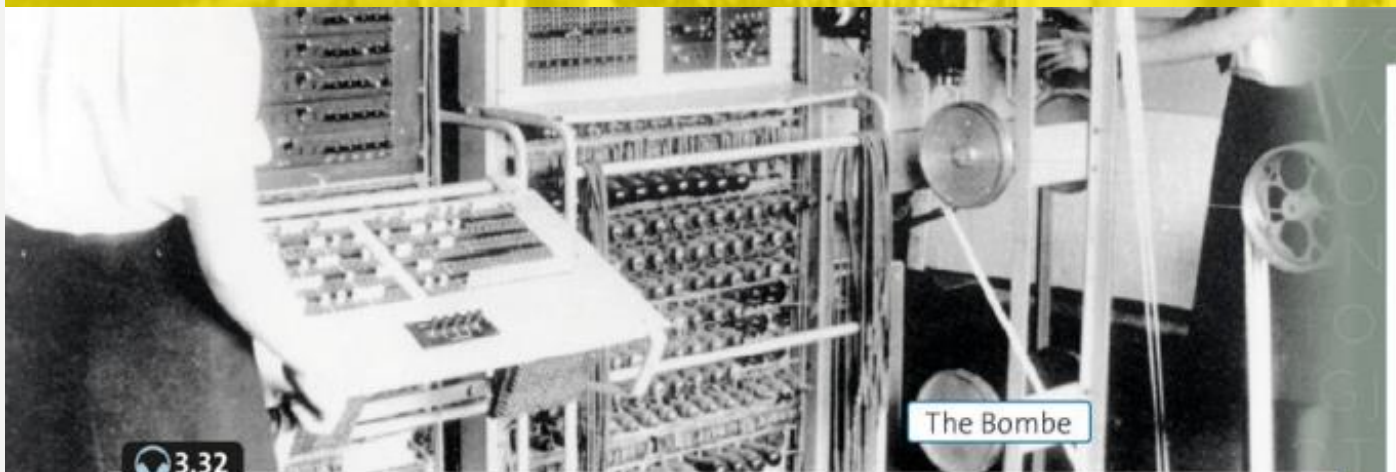






2 Read the text. Find out the answers to the questions in exercise 1.

# CODE - BREAKERS



3.32

During the 1930s, German military power was increasing. Its neighbours – in particular, Poland and France – were becoming more and more worried about the danger of an invasion. In Poland, a team of brilliant young mathematicians worked hard to break Germany's military codes. It was difficult because the Germans used a complex machine called Enigma to send and receive their codes. But by 1938, the Polish team could understand 75% of Germany's secret messages. This was mainly thanks to an invention by Marian Rejewski called the *bomba*. However, that year, the Germans changed their Enigma machines and made the codes far more difficult to break. As World War II began, the Polish team shared their ideas about Enigma with British and French code-breakers.

A team of code-breakers – men and women – worked at a secret location in the south of England: Bletchley Park. They included Alan Turing, a mathematician with an interest in computing. At Bletchley Park, he designed an early form of computer which they called the Bombe. (It was based on Rejewski's design.) They used it to help break complex codes. Compared to today's computers, the Bombe was huge and not very powerful. But at the time, it was some of the most advanced technology in the world. It made the work of the code-breakers much faster.

Marian Rejewski worked as a code-breaker in Britain during the war. In 1946, he returned to Poland and worked as an accountant. He kept his code-breaking work secret from everybody until 1967! But today, his work is celebrated each year at Bletchley Park.

**3 Put the events in the order they happened, according to the text.**

- a Marian Rejewski worked as an accountant. \_\_\_\_
- b Alan Turing invented the Bombe computer. \_\_\_\_
- c World War II began. \_\_\_\_
- d Marian Rejewski invented a machine for breaking codes. \_\_\_\_
- e Marian Rejewski spoke publicly about his code-breaking work. \_\_\_\_
- f A group of code-breakers started work at Bletchley Park. \_\_\_\_
- g World War II ended. \_\_\_\_

**4** In pairs, discuss the following question. Give reasons for your answer.

Which happened first, do you think: the first computer was built or the first computer program was written?








## LORD BYRON


The great art of  
life is sensation,  
to feel that we  
exist, even in  
pain.





**ADA  
LOVELACE**

5  3.33 Listen to the information about Ada Lovelace. What is the answer to the question in exercise 4?

6  3.33 Listen again. Are the sentences true or false? Write T or F.

- 1 Ada Lovelace grew up with a famous writer. \_\_\_\_
- 2 As a child, Lovelace showed no particular ability at maths. \_\_\_\_
- 3 Charles Babbage designed complex machines but didn't finish building them. \_\_\_\_
- 4 Lovelace realised that Babbage's invention could do complex calculations by following a program. \_\_\_\_
- 5 Lovelace described the idea behind computer programs but she did not actually write one. \_\_\_\_
- 6 Ada is now the name of a type of computer. \_\_\_\_



**7 INTERNET RESEARCH** Find out five more facts about Bletchley Park and the people who worked there during World War II. Then share your information with the class.

# DO YOU REMEMBER -TIM BERNERS LEE?

