



Name: _____

Date: _____

PET

MID-TERM EXAM

USE OF ENGLISH

GRAMMAR

1) Complete the conversation with the correct form of the verbs in brackets.

A: Hi Hannah. How are you?

B: Fine, but I didn't (1) _____ (do) my homework last night, so I (2) _____ (want) to do it now.

A: But the lesson is (3) _____ (start)!

B: I know. I usually (4) _____ (complete) my homework for the lesson but I didn't (5) _____ (feel) well last night.

A: Mr Caine (6) _____ (be) really nice. You should (7) _____ (tell) him.

B: He (8) _____ (know) that I wasn't very well. My mum (9) _____ (tell) him earlier this morning, but I can do it. I'm just (10) _____ (finish) the last question.

___/10

2) Complete the text about a hotel manager with the correct tense of the verbs in brackets. (present simple or continuous, the past simple or continuous)

In 2005, I 1) (get) a really good job. A few months later, I 2) (become) the manager of Sophia's hotel on the French island of Corsica. It 3) (be) really difficult at first because I spoke very little French. I 4) (not have) any problems now because I can speak French perfectly. The hotel has become very successful since I started to manage it. At the moment, we 5) (redecorate) the restaurant and the swimming pool area. Everybody 6) (love) the Sophia hotel. That's why we are going to open another hotel in Florida next month. I'm sure the new hotel will be a big hit with Americans. The owner of the Sophia HOTEL, Mr. Dupont, 7) (want) me to manage both hotels. I have always loved travelling so it will be great being paid for travelling to the USA every month. Yesterday, while I 8) (have) a shave, I 9) (look) at myself in the mirror and 10) (say) to myself: "Bill, you are a very lucky man!"

___/10

3) Choose the correct words to complete the sentences.

1) You can't find your bag? I will **help / am helping** you look.

2) The boat **arrives / arriving** at 9.10.

3) I hope Juventus **are going to get / are get** to the final this year.

4) We **are going to see / will to see** the new Avengers film at the weekend.

- 5) I think that robots **are doing / will do** all the work in the future.
- 6) This test is so easy. I think I **am going to pass / am passing**.
- 7) The concert **finishes / is finish** at 10.15, so we can catch the last bus home.
- 8) I want to go to the cinema tomorrow night and I **am going to ask / ask** Jamie if he wants to come.
- 9) I **am not being / am not going to be** at school tomorrow.
- 10) I can't see you tomorrow. I **visit / 'm visiting** my aunt.

___/10

VOCABULARY

1) Complete the sentences with these words.

shut intelligent funny machine furious microwave trust predict download noisy

- My dad was because I didn't clean my room.
- I've finished my work so I think I'll down my computer.
- Yolanda is trying to a file from the internet but it's taking a long time.
- I think the most useful is the computer.
- It's impossible to the future, but I hope there will be flying cars.
- Joaquin is so in class. He never stops talking.
- We're never bored in class because our teacher is so She always makes us laugh!
- Can you put the soup in the ? I want to warm it up.
- Fiona is the most student in our class. She always knows the answers
- You can the doctor to know what the problem is.

___/10

2) Choose the correct answer (A, B or C).

- 1) It's time to switch the lights and go home!
A up B out C off
- 2) I'm very interested other people. I like finding out their likes and dislikes.
A in B of C about
- 3) We are all excited tomorrow because it's the start of the school holidays.
A with B about C on
- 4) I need some help setting my new computer.
A with B up C at
- 5) I am really bad history. I can't remember the dates!
A at B with C in

6) I am afraid big dogs.

A in B of C about

7) I am fed up going to bed early. I want to stay up late and watch TV!

A of B at C with

8) I think Ben is hanging out Noah right now.

A of B on C with

9) I am keen most types of art, but I really love painting.

A about B on C at

10) Can you turn the light? I can't see.

A in B on C of

___/10

3) Choose the correct words to complete the sentences.

1) What did she **tell** / **say** to you?

2) Can you **suggest** / **explain** a good place to eat?

3) Who **told** / **said** him about the homework?

4) I don't **mean** / **understand** what we need to do.

5) He **explained** / **spoke** the homework to me.

___/5

READING

- 1) Read the article about speaking skills. The headings are missing from the article. Choose from the headings A–F the one which fits each gap. There is one extra heading.

Say what you mean

1

Can you express yourself well? Can you put your thoughts into words clearly? Do you use a lot of different vocabulary when you talk? Can you usually find the best words to express your ideas and opinions? I'm not talking about speaking in a foreign language, I'm talking about your ability to communicate clearly when you speak your native language.

2.....

Teachers at school usually concentrate on helping students to write clearly, but now language experts think that they need to give more time to helping them to speak well too. Students learn pages and pages of new vocabulary and study a lot of grammar rules at school. They spend a lot of their lessons learning how to write essays and prepare for written exams. But although these things help their writing skills, they don't develop their ability to communicate orally.

3.....

Adults in every generation think that teenagers don't express themselves well. This was true in Shakespeare's time and it's true today! They often say that young people use too many slang expressions and that they repeat simple words again and again instead of using a wider variety of language. However research shows that the use of slang is actually quite creative. Every new generation of teenagers invents new expressions and these become part of that generation's identity. Some of them eventually move into the language of the whole population, while some of them are forgotten. It seems that many young people use the same phrases again and again when they speak because they are never really taught about developing their speaking skills.

4.....

The world today is changing. We are communicating more and more by video and phone and the ability to express your ideas clearly and creatively to other people is extremely important. Teachers need to give more training to students about how to give talks, how to summarise information and how to find different ways to explain or present things orally. All of these speaking skills will be extremely useful for students in the future when they start looking for jobs.

5.....

Learning how to speak well in their own language first, can also help students of foreign languages become more effective learners. The techniques for developing good oral communication skills are the same in every language and if you learn them well in your native language, you will soon have the confidence to become a great communicator in foreign languages too. These are not just lessons for school, they're lessons for life!

- A How do teenagers talk?
- B Are you a good speaker?
- C Speaking skills and foreign languages
- D Speaking skills and the world of work
- E Listening skills can help
- F Language learning in schools

2) Read the article again and decide if the sentences are True (T), or False (F).

- 1 A good speaker can put their thoughts into words clearly. T / F
- 2 Students usually learn grammar rules at school to help their speaking. T / F
- 3 Most adults think teenagers express themselves well. T / F
- 4 Teachers need to spend more time teaching speaking skills at school. T / F
- 5 Invented expressions are only ever used by a small percentage of the population. T / F
- 6 Students will need better speaking skills in the future to find jobs. T / F
- 7 Good speaking skills in your own language aren't useful when you are learning a foreign language. T / F

LISTENING

1) Listen to two friends talking about what they did last night. Choose the best answers, A, B or C. (GATEWAY B1, REVIEW TEST 1-3)

- | | |
|--|---|
| <p>1 What did the girl do last night?</p> <p>A She did her homework.</p> <p>B She went to the cinema.</p> <p>C She watched television.</p> | <p>4 What does the boy think about the series?</p> <p>A It is confusing.</p> <p>B It is educational.</p> <p>C It is surprising.</p> |
| <p>2 What sort of TV programme did the boy watch?</p> <p>A scientific</p> <p>B science fiction</p> <p>C crime</p> | <p>5 What does the boy want to be in the future?</p> <p>A a detective</p> <p>B a scientist</p> <p>C a teacher</p> |
| <p>3 Where is the series set?</p> <p>A America</p> <p>B Italy</p> <p>C Russia</p> | <p>6 Which film did the others see at the cinema?</p> <p>A a horror film</p> <p>B a medical drama</p> <p>C a crime film</p> |

2) Listen again and complete the notes with one word in each gap.

Crime Scene Chicago

The main character in *Crime Scene Chicago* is from (1)

Forensic scientists help the (2)

The scientist uses scientific (3) to solve crimes.

You can learn a lot about the human (4) from this programme.

WRITING

Read the email below from your English-speaking friend Sam, and the notes you have made.

Write your **email** to Sam, using **all the notes** in about **100 words** in an appropriate style.

From:	Sam
Subject:	English conversation club

Hi

I'm thinking of starting up an English conversation club for anyone who wants to practise speaking English and I thought you might be interested.

Great idea! →

What do you think would be a good topic to talk about in the first session? ← Suggest...

The club could meet at my house or in a local café – which do you think would be best? ← Tell Sam

Would you be able to help me get some other people interested in the club? → Yes – explain how...

See you soon

Sam