Name _____

ENGLISH FILE
Upper-intermediate

End of Course Test
Listening, and Speaking

TOTAL: _____/100 MARK:

GRAMMAR

1 Complete the sentences with one word.

Example: **A** I loved the film. **B** So *did* I.

1 Andy scored a really good goal, _____ he?
2 I wish you _____ tap your pen on the table all the time, it's very annoying.
3 Can you hear the people next door? It sounds as _____ they're fighting again.
4 Do you feel _____ listening to some music?
5 It was _____ a surprise when Pete told us we were going to the coast!
6 Neither Sara _____ Michael wanted to join the choir.
7 I didn't _____ to like olives but I really love them now.
8 Does anyone know _____ this seat is taken?
9 You can't _____ other people for your problems – you have to take responsibility yourself.
10 I don't go to the theatre very often, but my brother _____.
11 We're _____ the fence repaired next week – it got blown over in the storm.
12 There's _____ food in the house! We need to go to the supermarket.
13 I _____ have been stupid to buy that car for £4,000! It's worth much less.
14 I can't _____ used to your new hairstyle – it's so different!
15 You'd _____ call a doctor if your temperature is still high.

	15

2 Choose the correct word(s).

Example: *Who made* this cake?
Who made Who did make Who make

1 _____ the long train journey, it was a good holiday.
a. Although b. In spite c. Despite
2 I quite like the dogs my brother has, but on the whole I prefer _____ cats.
a. (–) b. some c. the
3 _____ of our class did very well in the test, so we have to take it again.
a. Neither b. None c. Some
4 Do you have any idea where _____?
a. lives Petra b. does Petra live c. Petra lives
5 My brother is at _____ university. He's studying History.
a. the b. a c. (–)
6 _____ are increasing in number, and more jobs need to be found.
a. Unemployed b. The unemployed c. The unemployed people
7 What a _____ chair – how much does it cost?
a. lovely little wooden b. little lovely wooden c. lovely wooden little
8 Turn the TV down _____ wake the baby.
a. to not b. not to c. so as not to
9 I really like _____ in Rachel and David's house.
a. a furniture b. the furnitures c. the furniture

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10 Our children _____ when they're studying – I'm sure it's not a good idea.
a. play often music b. play music often c. often play music

10

3 Complete the sentences. Use the correct form of the verb in brackets.

Example: I've *lived* (live) near Nathan since I was a child.

1 We _____ (practise) for tonight's concert for three months, so it should be good.
2 You would never have found the house if you_____ (not ask) for directions.
3 Do you think you_____ (learn) enough Russian by the time you go to Moscow?
4 I think you'll regret _____ (send) that text to Maria.
5 The tourist guide said we couldn't go in the palace because it _____ (redecorate).
6 We'll give you the results as soon as we_____ _ (discuss) them with your doctor.
7 I didn't see Jack at the barbecue because he _____ (already leave) by the time I got there.
8 We wish we _____ (not buy) this house. The neighbours are so noisy.
9 Quick! Someone phone an ambulance! That man's _____ (run over) by a car!
10 I_____ (writing) the report for an hour when Jo told me it wasn't needed any more.
11 We _____ (not sit) on this beach now if we hadn't entered that competition.
12 A priceless painting _____ _____ (report) to have been taken by the thieves.
13 Take some warm clothes in case you _____ (get) cold later.
14 We _____ (still work) on this project at 5.00. It won't be finished till 8.00 or 9.00.
15 We shouldn't _____ ___ (spend) so much time shopping – we're going to be home late.

15

VOCABULARY

4 Complete the sentences with one word made from the word in brackets.

Example: I *mispronounced* the word so nobody understood me. (pronounce)

1 There are too many _____ people on the streets of our big cities. (home)
2 Do you really never suffer from _____? You spend so much time alone. (lonely)
3 Stop being so _____ – you're too old to be acting like a child. (mature)
4 The weather in this country is so _____ – you never know what to wear! (change)
5 The _____ during the storm was amazing – it lit up the countryside. (light)
6 Were you _____ when Dan said he'd heard you singing in the shower? (embarrass)
7 If you're _____ to milk, I can make your coffee with rice milk. (allergy)
8 I think these glasses are _____ – I dropped one on the floor and it was fine. (break)
9 _____ is a problem in many big cities, especially graffiti. (vandal)
10 We love watching TV dramas, _____ especially murder mysteries. (special)

10

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5 Complete the sentences with the correct word.

Example: It's quite *chilly* today and I've heard it's going to get even colder.
warm chilly damp

1 Have you _____ finished reading that newspaper? Can I have it when you have?
yet nearly still
2 Newspapers in my country don't tell you the real situation – they're all _____.
objective censored accurate
3 I was so _____ when the doctor told me I wouldn't need an operation.
disappointed relieved bewildered
4 Both of the teenagers have been charged _____ shoplifting.
of with for
5 You'll need to remind Simon to lock the door – he's very _____-minded.
narrow open absent
6 This café is part of a _____ – I often go to the one in my home town.
chain branch company
7 Scientists studying climate change have _____ an important discovery.
done carried out made
8 Please don't _____ your voice, there's no need to get angry.
rise raise put up
9 We're _____ and tired of hearing the same song on the radio.
fed up sick bored
10 We must take into _____ that Robin was very ill before the exam.
place care account
11 The choir came back and gave two _____ before the audience were ready to leave.
encores choruses performances
12 I've still got _____ on my feet from all that walking we did last week.
bruises blisters rashes
13 I think this jumper really _____ me. It goes well with my hair.
fits matches suits
14 I don't think Anna slept well last night – she's _____ asleep on the sofa now.
full fast deep
15 Don't you find it _____ when Americans say the date differently?
confused confusion confusing

15

6 Write the words after the definitions.

Example: very angry = *furious*

1 another word for luggage = _____
2 you put your head on this when you sleep = _____
3 a group of people who sing together = _____
4 unsure how to react to something because your emotions are so strong = _____
5 you use these to breathe = _____
6 when you open your mouth very wide because you are tired = _____
7 the opposite of tight (trousers) = _____
8 the thing which planes take off from and land on = _____

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9 the person who controls how an orchestra plays = _____
10 someone who tries to avoid spending money = tight-_____
11 the person in charge of a newspaper who decides what will go in it = _____
12 not allowing water to go through it = _____
13 a person who sees a crime = _____
14 a person who works with you in a company = _____
15 a snow storm with very strong winds = _____

15

READING

1 Read the article. For questions 1-5, choose the correct answer (A, B, C, or D).

A Step In The Right Direction

It was once famously said that some things in life – like paying taxes and death – are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers, and addressed a range of issues in relation to recruitment, employment, and particularly young people into the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers, and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers – for example in areas such as financial services and call centres – had adjusted to the new situation, and appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognized that skills like communication, team-working, organization, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

Where there does appear to be a significant difference of opinion between the views of young people and employers related to the extent to which young people *actually* possess the necessary 'employability' skills. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their

ability with computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young people simply take their IT skills for granted, often not realizing how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the inductions provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the inductions ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get involved as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the more regularly young people were recruited and the larger the employer, the more formal the induction process.

In uncertain economic times, it seems that young people more than ever are having to do all they can to find employment.

1 The survey revealed that, in general, young people ...
A place little value on their early work experience.
B would rather take a year off before going to university.
C feel they will change jobs throughout their working lives.
D are unclear about what they want to do when they finish their education.

2 What do employers think about behavioural qualities?
A They are less important than formal qualifications.
B They are more important than formal qualifications.
C They are just as important as formal qualifications.
D They are not important at all when recruiting employees.

3 What can we learn from the survey about young people and IT skills?
A Young people need to let employers know that they have these skills.
B Employers feel their own skills are inferior to those of young people they employ.
C They are something that young people need to work on before starting a job.
D Not all employers assume that young people have adequate knowledge in this area.

4 The survey suggests that young people themselves value skills such as ...
A being able to fit in easily at work.
B being able to set higher standards than others.
C being able to work more quickly than colleagues.
D being able to bring in more customers for the business.

5 Induction processes vary in terms of ...
A why they are implemented.
B who they are managed by.
C when they are carried out.
D how they are evaluated.

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LISTENING

1 Listen to five teenagers talk about trips they have made with their families. Choose from the list (A-F) what each speaker says they have learned as a result of going on the trip. Use the letters only once. There is one extra letter you do not need to use.

A Be reasonable about how long it takes to get ready before you go.
B Visiting countries which are dissimilar to your own is good for you.
C Being well prepared in advance pays off.
D You can learn things from family members.
E You realize the benefits of the comforts of home more when you travel.
F It's nice to have a cheerful, optimistic approach.

Speaker 1 [ ]
Speaker 2 [ ]
Speaker 3 [ ]
Speaker 4 [ ]
Speaker 5 [ ]

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