

Speaking (20 pts)

- A. Work in groups of three. Choose one of the situations below and brainstorm a list of four solutions. Role-play your meeting. Take in turns to put forward suggestions. Think about the advantages and disadvantages of each suggestion and choose the best two. Use the Language for speaking box to help you.

A You all live in the same street. You are having problems with the antisocial behaviour of the occupants of one of the houses. They are constantly arguing in the street, playing loud music and having parties. There is a lot of rubbish outside their house, which is attracting rats. You are going to have a residents' meeting to try to solve the problems. B You all work as part of a small team. One team member wastes a lot of work time playing games, making personal phone calls, taking long cigarette breaks and takes a lot of time off sick. As a result, the rest of the team has to work extra hours in order to meet the team's targets. He also happens to be the CEO's nephew. You're going to have a meeting to discuss a plan of action.	LANGUAGE FOR SPEAKING working out solutions to problems Coming up with solutions <i>What if we ... + present/past?</i> <i>Would it be worth ... + -ing?</i> <i>Would there be any point in ... + -ing?</i> <i>Do you think there'd be any point in ... + -ing?</i> <i>One option/alternative would be + infinitive</i> <i>We need to take ... into account.</i> <i>We need to take ... into consideration.</i> Accepting suggestions <i>That would be an effective solution.</i> <i>I suppose there's no harm in doing that.</i> Rejecting suggestions <i>I'm not convinced.</i> <i>I don't think that's/That isn't really an option.</i> <i>I think a better way forward would be to ...</i>
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- B. Complete the dialogue with phrases from the box.

An alternative would be
Do you think there would be any point
I suppose there's no harm in doing
I'm not convinced
What if we

- Vince** I've had a look at the staff questionnaires and it seems the training we've provided hasn't gone down very well.
- Anya** Oh? Was there anything in particular that they were unhappy with?
- Vince** The questionnaire didn't allow them to give that information.¹ _____ in redoing the whole thing?
- Anya** We could, but it's a lot of extra work. ² _____ got them to put some suggestions in a box without their names on? They might speak more freely that way.
- Vince** Yes, that's a good idea. ³ _____ that.
- Anya** ⁴ _____ to get them to write an email to the Human Resources department requesting further training.
- Vince** ⁵ _____ that would work. There isn't a lot of money available for training at the moment.
- Anya** Yes, I know what you mean. Well, let's just go with the 'suggestions in a box' idea for now.

Listening (20 pts)

- C. ▶ Listen to the definitions of seven words and phrases. Which definitions are correct and which are incorrect?

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

Writing/Grammar (25 pts)

D. Match 1–5 to a–f to make complete sentences. There is one ending that you don't need.

- 1 I'm not sure that Hans is capable of doing the work ____
- 2 I completely zoned out during the talk ____
- 3 I found my mind wandering back ____
- 4 I've had enough of this job ____
- 5 I was desperate to escape from the party ____
- a so I think it may well be time for a new challenge.
- b because the speaker was so interesting.
- c as the topic was so dull.
- d to the standard you require.
- e because my ex-partner was there.
- f to my schooldays and my childhood friends.

E. Choose the correct answer from the words in *italics* to complete each sentence.

1. Jamie regrets *not to work* / *not working* harder at school.
2. I made myself *talking* / *talk* to her even though I can't stand her.
3. Remember *to text* / *texting* me as soon as you arrive.
4. Suzana helped me *sticking* / *stick* at my training programme.
5. Don't let me *eat* / *eating* a dessert. I'm trying to lose weight.
6. Try *avoiding* / *to avoid* travelling at rush hour if possible – the traffic will be awful.
7. Our teacher reminded us *to concentrate* / *concentrating* on learning any new vocabulary.
8. I'll never forget *hearing* / *to hear* Josie say her first word.
9. Harry always forgets *checking* / *to check* his tyres before a long journey.
10. Please stop *to complain* / *complaining* about everything. You're making me miserable!

F. Select the appropriate linking word to complete the sentences.

1. We didn't reach the airport in time to catch our flight *thus* / *since* / *due to* the traffic was so heavy.
2. Danielle's not planning to continue her education beyond this level – *for instance* / *owing to* / *in other words*, she doesn't intend to go to university.
3. There were several complaints about the manager's attitude towards his staff. Things *such as* / *owing to* / *for instance* his unfair treatment of team members came up.
4. The event has had to be postponed *i.e.* / *to put it another way* / *owing to* the illness of two of the band members.
5. I can't say it was the most enjoyable party I've ever been to. *Owing to* / *To put it another way* / *Due to*, I probably would have had more fun if I'd stayed at home!

G. Complete the sentences with words from the box. There are two words that you don't need.

access	analyse	fade	identify	precise	recall	recollection	store
		understanding	vaguely	vivid	whatsoever		

1. My brother says he has no memory _____ of his first day at school.
2. Researchers regularly _____ data to identify patterns of behaviour among people.
3. We only _____ certain things that we experience in our short-term memory.
4. I _____ remember Helen saying something about meeting up on Saturday, but I'm not sure what time she suggested.
5. 'What is your _____ of the events of the night of 10 June?' the judge asked the witness.
6. The security team requested _____ details of the prime minister's overseas visit to Canada.
7. Paul can _____ the day he graduated from university as if it were yesterday.
8. One of my most _____ childhood memories is of getting a shiny new bike for my sixth birthday.
9. Once I'd met the team members, I had a better _____ of the problems they were having.
10. From the photos, Mrs Brown was able to _____ the man who had stolen her handbag.

H. Complete the table with linkers from the box.

due to	e.g.	for instance	i.e.	in other words	owing to	since	such as
		that is to say		thus	to put it another way		

Making things clearer	Giving examples	Showing cause/reason
	<i>e.g.</i>	

I. Complete the sentences with a word from A and a verb from B, either in its gerund or infinitive + to form. Add prepositions where necessary.

EXAMPLE:

The idea of meeting all my friends from high school again is really exciting.

A

chance	idea	motivation	opportunity	purpose	way
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B

ask	express	know	leave	meet	succeed
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- I asked my boss if there was any _____ early today, but he said no.
- The staff meeting was the perfect _____ our concerns about the new working hours.
- Lazlo's _____ was the 20% bonus he had been promised if everything worked out well.
- What's the _____ the 18–30 age group their opinion when this issue doesn't apply to them?
- Unfortunately there's just no _____ if he's telling the truth.

J. Choose the correct option a–c to complete the sentences.

- _____ You don't look very happy.
a Shut up! b What's up? c Give up!
- Some of the world's languages are in danger of _____.
a working out b phasing out c dying out
- Everyone was astonished when Nikos _____ at the wedding because nobody had been expecting him.
a turned up b set up c came up
- Marcelo was very late for work today. It _____ he'd forgotten to set his alarm and overslept.
a found out b turned out c ran out
- Our holiday payments were _____ over six months, which made it more affordable.
a carried out b made out c spread out

Reading (20 pts)

K. Read the article about boredom from a psychology magazine and decide if the following statements are *Right* or *Wrong*. If there is not enough information, choose *Doesn't Say*.

The benefits of boredom

Nowadays, wherever you look, it's normal to see people plugged into various electronic devices such as smartphones and tablets. This information overload, designed to stimulate our minds and keep us

distracted, seems like a very modern-day matter, but it isn't. One unique thinker addressed a similar issue over seventy years ago: radical, or extreme, boredom. In 1942, a German writer called Siegfried Kracauer described how city life provided people with too many things that kept their minds occupied. And he suggested we should cut ourselves off for controlled periods to experience 'extraordinary, radical boredom'. On pleasant afternoons when everyone else was outside, he recommended instead that people should stay at home, draw the curtains and do nothing whatsoever on the sofa.

Kracauer believed that actively practising boredom was a valuable means of unlocking playful wild ideas far away from plain reality. It's a beautiful theory and one that would definitely appeal to many people, and modern research suggests that it might actually have a strong psychological basis. To test the potential benefits of boredom, psychologist Dr Sandi Mann asked a group of forty people to complete a task designed to demonstrate their creativity. But before they started the task, a smaller group of people from this larger group was asked to perform a suitably dull task – copying numbers from the telephone directory for 15 minutes. The results of the overall test suggested that the smaller group that had done the boring task actually displayed more creative talent than those who hadn't done it. According to psychologists, when people become bored and start to daydream about being on holiday in an exotic location or being rich, for instance, their minds use different processes which can help them work out more creative solutions to problems.

This might suggest then, that by keeping our minds constantly busy, we're not just making ourselves more stressed, we're also missing out on a chance to separate our thoughts from daily routines and to think more creatively. Psychologists explain that despite its bad reputation, boredom has a definite purpose. Mann says that without it, we'd be like very young children in a constant state of amazement at the world around us. Mann further points out that we shouldn't teach small children that boredom and lack of stimulation are things to be feared rather than welcomed.

So how should we learn to get used to periods of radical boredom? The first step is realizing that it's different from simply taking time to think about what you've done since getting up that morning. Mann explains that we can use boredom positively by creating opportunities when our minds aren't occupied. This could be just staring out of the window or watching the rain. Anything that allows you to lose concentration is beneficial, according to Mann – a bit like taking a holiday from your brain!

1. Siegfried Kracauer recognised that for many years people have allowed themselves to get distracted. _____
2. According to Kracauer, practising extreme boredom can improve people's relationships. _____
3. Dr Mann's experiment showed that periods of boredom lead to a decrease in creativity. _____
4. Dr Mann says that it's wrong to encourage youngsters to believe that boredom is a bad thing. _____
5. Dr Mann recommends making a conscious effort to create periods of extreme boredom. _____

L. Complete the text. Use one word in each space.

It's been claimed you can do it in seven days. It's even been claimed that you can do it in twenty-four hours! What are we talking about? Believe it ¹ _____ not, these periods ² _____ time refer to language-learning courses that promise effective results in ³ _____ time than it takes to say 'Hi'!

However, these advertisements are ⁴ _____ necessarily the best guide and if you don't know ⁵ _____ to look for in a good course, you could be left with little ⁶ _____ than a large bill. A complaint was recently ⁷ _____ to a consumer rights group against one well-known chain of language schools. The company has since been forced ⁸ _____ remove its claim that its technique is ten ⁹ _____ better than any other method. The Managing Director said, ¹⁰ _____ we still believe our claim is true, we are willing to change our advert. If you spend three hours a day for five weeks on one of our courses, you'll soon be speaking the language. It's that simple!