Name _____
Class _____

ENGLISH FILE
Upper-intermediate

Achievement test 7M3 2020/2021

GRAMMAR

1 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 If I _____ (be) you I would ask them to raise my salary.
2 Could you call me back in half an hour? I still _____ (not read) your report.
3 'Ann doesn't like using Skype.' 'Neither _____ (do) Karl and I – we prefer the phone.'
4 If you _____ (have) headaches on and off for over a month, you should go to the doctor's.
5 We _____ (finish) mending your car by tomorrow, so come and pick it up then.
6 Who _____ (know) the answer to this question?
7 I wish I _____ (not wear) these shoes today. They're really uncomfortable.
8 I immediately regretted _____ (send) the email.
9 Had my driving test been on a rainy day, I doubt I _____ (pass) it.
10 I _____ (talk) to Maria when Sam rang to say there was an urgent problem.
11 We'll go out as soon as you _____ (do) your homework.
12 How long _____ (sit) here? Are you waiting for someone?
13 We _____ (climb) for about an hour when the fog came down.
14 You shouldn't _____ (spent) so long in the sun yesterday, you've got sunburn.
15 This time tomorrow I _____ (have) a massage at the health spa.
16 When I got to the bus stop I realized I _____ (leave) my mobile phone at home.

16

2 Complete the sentences with one word.

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

1 I wish you _____ keep leaving the door open when you leave the room.
2 Don't _____ me for your problems – they're your responsibility.
3 I don't really feel _____ going out tonight – let's stay in.
4 I don't speak French, but my sister _____.
5 Do you have any idea _____ Marc is coming to football practice this week?
6 Robert sang that song really well, _____ he?
7 It sounds as _____ the neighbours are arguing again.
8 Neither Roger _____ Belinda are interested in joining the reading group.
9 We didn't _____ to do much sport, but we're really into volleyball now.
10 I wish you _____ so tall – it gives me neck ache to look at you!
11 There's _____ milk in the fridge. Can you go and get some from the corner shop?
12 We _____ have been crazy to buy this house! There's so much wrong with it.
13 I can't _____ used to this computer mouse – it's really different from my old one.
14 If you still feel unwell, you'd _____ go home and go to bed.

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Grammar total	30

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VOCABULARY

4 Write the words after the definitions.

Example: very angry = *furious*

1 the thing which planes take off from and land on = _____
2 the person who controls how an orchestra plays = _____
3 unsure how to react to something because your emotions are so strong = _____
4 someone who tries to avoid spending money = tight-_____
5 another word for luggage = _____
6 you put your head on this when you sleep = _____
7 a group of people who sing together = _____
8 when you open your mouth very wide because you are tired = _____
9 the opposite of tight (trousers) = _____
10 a snow storm with very strong winds = _____

10

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 You have to take Diana's age into _____ when you judge her work.
place care account
2 I think Jerry was very tired – he's _____ asleep on the sofa.
full fast deep
3 The audience loved it all and the band came back twice to give _____.
encores choruses performances
5 I find it _____ when apps keep updating themselves all the time.
confused confusion confusing
6 I walked for six hours, and now I've got _____ on my feet.
bruises blisters rashes
8 That dress really _____ you. It goes really well with your hair colour.
fits matches suits
9 Geologists working in Australia have _____ an important discovery.
done carried out made
10 Have you _____ finished that book?
yet nearly still
11 You won't get very wet if you leave now – it's only _____.
drizzling pouring damp
12 I was trying hard not to _____ my voice, but I was getting angrier and angrier.
speak up raise put up
13 We were _____ when we heard that John's ankle wasn't broken, only sprained.
disappointed relieved bewildered
14 I'll have to keep reminding Sheila about the meeting – she's very _____-minded.
narrow open absent

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

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

1 The weather here is so _____, it could be very different later. (change)
2 I like green vegetables, _____ spinach. (special)
3 Housing costs are high in the capital, so there are a lot of _____ people. (home)
4 I don't suffer from_____ – I enjoy being on my own. (lonely)
5 She behaves like a little girl sometimes – she's so _____. (mature)
6 I felt very _____ when I couldn't remember her name. (embarrass)
7 I'm _____ to peanuts, but I can eat any other kinds of nuts. (allergy)
8 It was a huge storm, and several trees were hit by _____. (light)

		8
Vocabulary total		32

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End of Course Test
Reading

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

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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 do not value the early work experience they gain in any way.
B are unconvinced they will do the same job until they retire.
C would prefer to have a gap year before starting higher education.
D are unsure about which jobs they want to do when they leave school.

2 What do employers think about formal qualifications?
A They are less important than behavioural qualities.
B They are more important than behavioural qualities.
C They are equally as important as behavioural qualities.
D They are more important than behavioural qualities for certain jobs only.

3 What can we learn from the survey about young people and IT skills?
A Employers do not assume that all young employees have good IT skills.
B Young people need to perfect their IT skills before starting work for an employer.
C Young people should promote their IT skills to employers more than they do currently.
D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.

4 The survey suggests that young people themselves value skills such as being able to...
A get the job done faster than others.
B get new business for the company.
C get better results than colleagues.
D get on with other people in the workplace.

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5 Induction processes vary in terms of ...
A where they are carried out.
B who they are reviewed by.
C when they take place.
D what they focus on.

Reading total		10

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End of Course Test
Listening

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 You can learn things from family members.
B It's good to have a positive attitude.
C Be realistic about how much time you need for things before you go.
D Things need to be carefully organized beforehand.
E Travel can make you appreciate home more.
F You can benefit from unusual experiences.

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

	5

2 Listen to a talk by a young dancer who is doing a course at the Youth Ballet School. <u>Underline</u> the correct answer.

1 According to Sophie, young people accepted onto the course **must have achieved a high level in ballet / need to show that they are able to meet its demands / have usually applied for a place more than once**.
2 During the first round of her successful audition, Sophie felt **confident in her ability to do well / worried about being too close to the judges / put off by the number of people taking part**.
3 Sophie was **angry because her letter had been delayed / worried that no particular role was mentioned / satisfied that the school had made a careful choice when she heard that she'd got a place at the School**.
4 Sophie admits that rehearsing is **surprisingly tiring / easier to do on stage / improving her dancing**.
5 Sophie says that in the future **she won't consider alternatives to dancing / she hopes she'll be able to make a living by dancing / she's determined to become a top professional dancer**.

		5
Listening total		10

LIVEWORKSHEETS