

Global Revision worksheet and Table of Contents for the Test – Topic “Work”

Grammar and Vocabulary Test – Table of Contents

- Vocabulary related to the topic “The World of Work
- Grammar and Rephrasing – Mixed Grammar structures: Passive Voice; Impersonal Passive; Conditional Sentences; Relative Pronouns; I Wish / If Only / Double and Proportional Comparative / Connectors of Contrast and of Purpose/ Causative use of Have / Modal Verbs

I. READING AND USE OF LANGUAGE

A. Read the following text and decide which answer (A, B, C or D) best fits each space.

THE FUTURE OF WORK

The conversation about the future of 1. _____ and skills is one of the most important in education. A student entering formal education today will be 2. _____ decisions about their 3. _____ by 2030. It is therefore vital that students explore and understand what skills and 4. _____ will be needed in order to be well equipped, prepared and 5. _____ to future changes in the world of work. In its 2017 report, The Future of Skills: Employment in 2030, The UK’s innovation foundation, Nesta, explored how employment is likely to change in the future.

The Nesta study has found that 8 per cent of 6. _____ are in occupations that are very likely to grow over the next 10-15 years (as a percentage of the workforce), while 21 per cent are in occupations that are very likely to 7. _____.

Overall, the majority of workers are in occupations with highly uncertain futures. This means that all is still to play for, and workers can improve their employment 8. _____ by acquiring the right 9. _____. This unique study goes beyond considering the effects of automation on employment, and accounts for all the major forces that will shape the UK’s 10. _____, from climate change to population ageing. Combining the judgments of experts with machine learning, the study predicts the outlook for each 11. _____ and identifies the skills that will 12. _____ workers against these forces of change.

Adapted from: <https://www.culturepartnership.eu/en/article/jobs-2030-what-skills-will-you-need> and https://media.nesta.org.uk/documents/Nesta_FutureOfSkillsClassroomNotes_vFinal.pdf

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|-------------------|----------------|--------------------|------------------|
| 1. A) works | B) jobs | C) workforce | D) career |
| 2. A) doing | B) do | C) make | D) making |
| 3. A) career | B) future | C) job | D) skills |
| 4. A) knowledge | B) information | C) awareness | D) facts |
| 5. A) vulnerable | B) powerful | C) resilient | D) precarious |
| 6. A) employers | B) workers | C) works | D) skills |
| 7. A) expand | B) shrink | C) grow | D) weaken |
| 8. A) hopes | B) promotions | C) futures | D) prospects |
| 9. A) skills | B) degrees | C) jobs | D) trainees |
| 10. A) careers | B) jobs | C) business market | D) labour market |
| 11. A) occupation | B) employee | C) work | D) workforce |
| 12. A) promote | B) protect | C) hire | D) save |

B. Choose the correct option (1 to 3) to complete the text.

What impact will automation have on work?

Studies previously **a.** _____ that about half the activities people **b.** _____ globally could theoretically be automated using currently demonstrated technologies. **c.** _____ occupations – less than 5 percent – consist of activities that cannot be fully automated.

d. _____, in about 60 percent of occupations, at least one-third of the constituent activities could be automated, implying substantial workplace transformations and changes for all workers.

e. _____ technical feasibility of automation is important, it is not the only factor that

f. _____ the pace and extent of automation adoption. Other factors include the cost of developing and deploying automation solutions for specific uses in the workplace, the labor-

-market dynamics, the benefits of automation beyond labor substitution, and regulatory and social acceptance.

Taking **g.** _____ factors into account, our new research **h.** _____ that between almost zero and 30 percent of the hours worked globally **i.** _____ automated by 2030, depending on the speed of adoption.

Automation will have a lesser effect on jobs that involve managing people, applying expertise, and social interactions, **j.** _____ machines are unable to match human performance for now.

<https://www.mckinsey.com> (adapted; accessed in February 2022)

	1	2	3
a.	have revealed	revealed	would reveal
b.	will be paid to do	would be paid to do	are paid to do
c.	Few	Little	A few
d.	Although	Despite	Instead
e.	When	Therefore	While
f.	influenced	will influence	was influencing
g.	this	that	these
h.	estimates	estimated	is estimating
i.	must be	ought to be	could be
j.	Where	whose	when

C. Choose the best option to complete the sentences.

a) (☐ *Despite* / ☐ *Although* / ☐ *However*) not getting the job, Rachel made a very good impression.

b) (☐ *someone* / ☐ *Everyone* / ☐ *anyone*) is different: your dream career might sound very uninteresting to other people.

c) You won't be able to become a vet (☐ *if* / ☐ *unless* / ☐ *if not*) you are good at sciences.

d) I was (☐ *such* / ☐ *so* / ☐ *such a*) nervous during the interview that I forgot to mention some things I wanted to say.

e) Someone (☐ *must teach* / ☐ *should have taught* / ☐ *should teach*) Jimmy to use Excel. That way he wouldn't be asking me so many questions now.

f) The gender gap (☐ *may explain* / ☐ *explained* / ☐ *has been explained*) by measurable factors, such as educational attainment and work experience.

g) (☐ *As motivating as* / ☐ *The more motivating* / ☐ *The most motivating*) your boss is, the harder you'll work.

h) We (☐ *must* / ☐ *might* / ☐ *can*) denounce these inhumane labour practices. It's our duty as citizens.

i) If I had seen Jim before his job interview, I (☐ *would have told* / ☐ *will tell* / ☐ *would tell*) him not to go.

k) Our firm is closed (☐ *thus* / ☐ *even though* / ☐ *due to*) our manager's sudden death.

II. Writing and Use of Language

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between **two and five** words, including the word given.

- a. The CEO asked the police to investigate the case. (**had**)

The CEO _____ by the police

- b. We expected Larry to accept the job but he didn't. (**expected**)

Larry _____ the job.

- c. People believe this painting is a masterpiece. (**be**)

This painting _____ a masterpiece.

- d. Mary had excellent grades but decided to take a gap year before going to University. (**despite**)

Mary decided to take a gap year before going to University _____ grades.

- e. I feel disappointed because I won't be able to take a gap year. (**wish**)

I _____ a gap year.

- f. Everyone knew that Alex was ambitious. (**known**)

It _____ was ambitious

- g. Kate had an Internship because she wanted to improve her job prospects (**order**)

Kate had an Internship _____ her job prospects.

- h. Kate's mother gave her some money. Kate wants to buy a new laptop. (**so that**)

Kate's mother gave her some money _____ a new laptop.

- i. My qualifications aren't good so I can't get a well-paid job. (**better**)

If my qualifications were _____ a better paid job.

- j. Thomas won't get the job if he doesn't acquire practical skills. (**Unless**)

_____ he won't get the job.

- k. The number of farmers and ranchers will go on increasing. (**more**)

The number of farmers and ranchers will _____ numerous.

- l. It won't be easy to find a good job without high qualifications. (**easier**)

The better the qualifications, _____ to find a good job.

- m. Although he was lazy and careless in his job, he was promoted. (**lazy**)

In spite of _____ in his job, he was promoted.

- n. I took my computer to the technician to be fixed. (**had**)

I _____ by the technician.