Task 3. (0–4)

You are going to hear a part of a radio programme. Based on what you hear, complete the gap in each sentence (3.1.–3.4.). You will hear the recording twice.

3.1. The speaker explains how a popular TV programme gave rise to _____.

3.2. A strong attraction of the programme was what it showed when money _____ for a residence.

3.3. Loyd Grossman's accent and demeanour gave an impression of _____ his views.

3.4. The spectre of displeasing Loyd Grossman served as _____.

Task 4. (0-4)

Based on the text, complete sentences 4.5-4.8.

THE STAR PLAYER

I remember the day as if it were only yesterday, though, truth be told, it's actually reached twenty years ago now. Unbelievable to think that two decades have passed since one of the biggest global sports stars first stepped into my life. Back then, of course, there was hype, and a great deal of expectation, but nothing to equal the impact that he's had on the game since. I'd go as far to say that if you had told me on that cold wet London day that the skinny young kid from Woolwich, in South East London, would become the greatest player in the country ... well, let's just say I might not have agreed with you. I might have even dismissed it offhand as lunacy.

Don't get me wrong, even back then it was clear that the boy had talent. It's just that you never know sometimes which ones go on to realise it and which ones don't. As a football coach, and talent scout before that, I've seen plenty of wasted potential and unfulfilled excellence. He was confident though, I'll give him that. The moment he walked through the door at the training ground, he had a certain manner when it came to carrying himself. A lot of people dismissed that bravado as an act, a shield to cover up his own insecurities about being at such a big club. I didn't buy into that theory though. It appeared all too obvious to me that the boy had a deep-rooted belief in himself. Whether that came from arrogance or just naïve stupidity was the thing that I was unable to ascertain at first.

Keen to run the boy through his paces, I had him gear up and meet me on the training pitch. Naturally, things are a lot more hi-tech and sophisticated these days. If he had been turning up at my door now, he'd have a full medical, covered in sensors and goodness-knows-what equipment. He'd be running a treadmill, and doing all the latest fashionable sports science drills with our staff. In the old days though, it was a

LIVEWORKSHEETS

lot simpler than all that. I took a lad outside, gave him a ball, and made him show me what he could do: dribbling, passing, ball control skills, shooting at goal. When I first began my career as a coach, science was something kids did at school: Biology, Physics, Chemistry, all of that. We scoffed at the idea of 'sports science' and ridiculed anyone who suggested such a notion. It's funny to think that now young coaches would do the exact reverse and laugh at you if you DIDN'T talk about it.

Twenty years on, and that young man who did kick-ups at our training ground now has the most goals in the Premier League and is a striker at Manchester United. His name is printed on the back of thousands of shirts worn by children all over the country and his face appears on adverts for fashion labels and luxury goods. All that product placement and commercialisation seems too much to me; footballers should stick to sport and do their graft on the field. Sadly, instead of that, we get a generation of kids who seem more interested in being celebrities than athletes. I often chuckle at how the world has changed . . . .

4.5. The 1st paragraph implies that the coach _____ about the player's chances of superstardom.

4.6. The coach believed that the young player's confidence was genuine but _____ what lay behind it.

4.7. By mentioning sports science, the coach points out _____ compared to the past.

4.8. In the last paragraph, the coach claims that young players don't _____ as they should do.

Task 9. (0–5)

For questions 9.1.–9.5., complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up to six words in each gap, including the words given in brackets. Do not change the order of the words given in brackets.

9.1. The tourist received a substantial fine as he **(not/validate)** _____ his metro ticket correctly upon entry to the station.

9.2. No one in the department **(yet/assume)** _____ responsibility for overseeing the endeavour.

9.3. A group of experts from overseas **(also/assess)** _____ the problem for years. Sadly, they don't have an answer yet either.

LIVEWORKSHEETS

9.4. Supposing Martin hadn't informed us of the situation, **(matter/be)** _____ resolved regardless?

9.5. Spare the faux outrage, Scott. You **(not/true/believe)** _____ outcome would have been any different either.

LIVEWORKSHEETS