



Sociedad Cultural Inglesa de Argentina

Upper-intermediate B - Test



English file Upper-intermediate 4th Edition Units 6 to 10

A LISTENING

USB 033

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 different 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: []

B READING

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

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.

2 Read the article again. Choose *true* (T) or *false* (F).

- 1 Although researchers have investigated a lot, they don't have much information about the situation of young people during their first job. _____
- 2 Young people didn't consider their first job as a permanent one. _____
- 3 It's not so easy to find permanent and reliable staff. _____
- 4 Some employers agree with the idea of having temporary staff. _____
- 5 Formal qualifications are the only essential requirement for some employers and also young applicants. _____
- 6 Employers put the blame on schools for the lack of employability young people have. _____
- 7 Employers and young people don't go along on three areas. _____
- 8 Young people should focus more on their IT skills. _____
- 9 Young people reacted to the training they had in a negative way. _____
- 10 If a company is big, the training will be more formal. _____

C VOCABULARY

1 Choose the correct word.

- 1 The drug was withdrawn because of its harmful side **results / effects**.
- 2 We'll have to cut carbon emissions **sooner or later / now or never**.
- 3 Did you **notice / realize** whether the supermarket was open when we drove past?
- 4 **Remember / Remind** me to buy some stamps when we're in the newsagents.
- 5 My wallet was **stolen / robbed** from out of my jacket when I went to the toilet.
- 6 I **hope / expect** Helen will come on Saturday. It would be a shame not to see her.
- 7 It was a long and difficult journey, but we arrived **safe and sound / sound and safe**.
- 8 This branch **did / made** the biggest profit last year.
- 9 It's hard to find **biased / objective** journalism that isn't obviously left- or right-wing.
- 10 Prices have **raised / risen** by over 10% during the last year.

2 Complete the words in the sentences.

- 1 If you don't hear your alarm clock, you might **o**_____ and arrive late.
- 2 Apple has already **i**_____ the latest version of the iPhone.
- 3 This café is part of a **c**_____ – I often go to the one in my home town.
- 4 The news on Channel 20 is really **b**_____. It's obvious what political party they favour.
- 5 After the investigation, the thieves were **c**_____ with armed robbery.
- 6 The teacher **f**_____ when she saw all the mistakes I had made. She was disappointed.
- 7 When the border police searched his car, they realized he was **s**_____ cigarettes.
- 8 There are too many **h**_____ people on the streets of our big cities.
- 9 After flying from Australia to Argentina, I felt **j**_____.
- 10 Exxon **m**_____ with Mobil in 1999 and created a "superpower" in the energy industry.

3 Choose A, B or C to complete the sentences.

- 1 The film tells the story of a _____ that goes horribly wrong at The Smiths mansion in London.
A burglary B theft C robbery
- 2 I can't wake my brother up when he _____ but sometimes it's very dangerous.
A snores B sleepwalks C yawns
- 3 We _____ most of our manufactured goods from China.
A import B expands C export
- 4 Two men have been _____ of bribery.
A charged B arrested C accused
- 5 My neighbour won't _____ if you park your car in front of their house.
A notice B mind C matter

D GRAMMAR

1 Complete the second sentence with no more than five words so that it means the same as the first. Use the word in CAPITALS.

- 1 "Why don't you take a taxi to the airport?", Carol said **SUGGESTED**
_____ to the airport.
- 2 "Show me your ID or you'll come with me to the police station", the police officer told the boys
The police officer _____ **THREATENED** them to the police station.
- 3 "I'd prefer to go on holiday in July than August." Paula told her boss.
WOULD RATHER
Paula _____ in July than August.
- 4 Lisa is obliged to tidy her room by her parents. **MAKE**
Lisa's parents _____.
- 5 When Alan got his first job, it was very difficult for him to get up at 6 am. **USED**
When Alan got his first job, he couldn't _____ at 6 am.
- 6 I'm sure Alex wasn't very ill. He was only off work for one day. **HAVE**
Alex _____ because he was only off work for one day.
- 7 If they hadn't found the bomb in time, it would have exploded. **BEEN**
If the bomb _____ time, it would have exploded.
- 8 "You copied Brian's exam", the teacher said to her. **ACCUSED**
The teacher _____ exam.
- 9 I told her the past was delicious so as not to offend her. **THAT**
I told her the past was delicious _____
- 10 Carol doesn't like painting although she's very good at it. **SPITE**
_____ good at painting, Carol doesn't like it.

2 Choose the correct form.

- 1 I know it's difficult with this noise, but please try **to go** / **going** to sleep.
- 2 We used to **live** / **living** in Scotland. It was nice, but the weather wasn't great.
- 3 Do you feel **as if** / **like** you're going to faint?
- 4 I'm going to **get my car serviced** / **get serviced my car** tomorrow.
- 5 She was taken to **(-)** / **the** hospital after the car accident.
- 6 All the police in this city **is** / **are** incredibly friendly.
- 7 There'll be **(-)** / **a** terrible traffic if you leave now.
- 8 **Every** / **All** room in the hotel has a wonderful view.
- 9 **Any** / **None** of the children wanted to go ice-skating so we went bowling instead.
- 10 Winter is a great time to go to **the** / **(-)** Canary Islands.
- 11 You **can't** / **may** have seen Gary here yesterday. He was in the office from 9 to 5.
- 12 We're going for a walk this weekend; **whatever** / **however** the weather is like.
- 13 **Despite** / **In spite** of setting off late, we arrived in good time.
- 14 I bought a book and a magazine in the shop. **The** / **A** book is for my sister.
- 15 I recommend **to visit** / **visiting** the new Acropolis Museum in Athens.

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

- 1 Dogs must not _____ (bring) into the park unless they are on a lead.
- 2 I enjoyed the film, despite _____ (see) it before.
- 3 Carla denied _____ (leave) the car window open.
- 4 It _____ (think) that the gang escaped in a black 4 x 4.
- 5 People used _____ (give) longer prison sentences in the past.
- 6 The art thieves are believed _____ (take) two priceless paintings.
- 7 I'm so sorry – I completely forgot _____ (buy) any milk.
- 8 I remember _____ (play) volleyball in the garden when I was little.
- 9 Janet advised me _____ (not go) straight to university after finishing school.
- 10 The business is going to _____ (sell) next week.

E WRITING

Write a report on the following topic:

'Entertainment facilities for visitors in Buenos Aires.'

Write 120–180 words, organized in three or four paragraphs with a heading.