

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 I think you'd have got the job if you _____ (not ask) that stupid question.
- 2 Call an ambulance! Mrs Jones _____ (run over) by a car!
- 3 I immediately regretted _____ (send) the email.
- 4 I _____ (writing) my essay for an hour when my computer crashed and lost it all.
- 5 I'm sure you wish you _____ (not buy) that car. It's been nothing but trouble.
- 6 We _____ (practise) this dance for nearly two months, so it should go well tonight.
- 7 I think I _____ (learn) enough Chinese by the time I go to China.
- 8 I'll let you know the test results as soon as I _____ (discuss) them with your doctor.
- 9 I wanted to meet Anna, but she _____ (already leave) when I got to the party.
- 10 We couldn't go inside the church because it _____ (redecorate).
- 11 You _____ (not sit) here now if I hadn't managed to get us the invitation.
- 12 One of the greatest 20th century paintings _____ (report) to have been stolen.
- 13 I'll bring something to eat in case we _____ (get) hungry.
- 14 I _____ (still work) at 7.00. I don't finish till 8.00 on Thursdays.
- 15 You shouldn't _____ (spend) so long in the sun yesterday – you've got sunburn.

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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 It was _____ a shock when Gabby walked into the room!
- 11 We're _____ the roof fixed next week – the rain is starting to come through it.
- 12 There's _____ milk in the fridge. Can you go and get some from the corner shop?
- 13 We _____ have been crazy to buy this house! There's so much wrong with it.
- 14 I can't _____ used to this computer mouse – it's really different from my old one.
- 15 If you still feel unwell, you'd _____ go home and go to bed.

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GRAMMAR

3 Complete the sentences with the correct word(s).

Example: Who made this cake?

Who made Who did make Who make

- 1 I _____ when I'm cleaning my apartment.
play often music play music often often play music
- 2 _____ are becoming an increasingly large proportion of many societies.
Unemployed The unemployed The unemployed people
- 3 We played the music quietly _____ wake the children.
to not not to so as not to
- 4 _____ the very steep climb up the last hill, I really enjoyed the walk.
Although In spite Despite
- 5 Our eldest daughter is at _____ university. She's studying Physics.
the a (-)
- 6 That's a _____ table – where did you buy it?
lovely little wooden little lovely wooden lovely wooden little
- 7 I like the dogs that my neighbour has, but generally I prefer _____ cats.
(-) some the
- 8 _____ of our team played well today – that's why we lost.
Neither None Some
- 9 I love _____ in that shop.
a furniture the furnitures the furniture
- 10 Does anyone know where _____?
lives Petra does Petra live Petra lives

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Grammar total	40
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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 you use these to breathe = _____
- 11 a person who sees a crime = _____
- 12 a person who works with you in a company = _____
- 13 a snow storm with very strong winds = _____
- 14 the person in charge of a newspaper who decides what will go in it = _____
- 15 not allowing water to go through it = _____

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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'm _____ and tired of listening to all your problems – do something about them!
fed up sick bored
- 3 I think Jerry was very tired – he's _____ asleep on the sofa.
full fast deep
- 4 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
- 7 It's difficult to get the truth from newspapers in this country – they're all _____.
objective censored accurate
- 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 The two men were both charged _____ blackmail and theft.
of with for
- 12 This restaurant is part of a _____ – I went to one in London last week.
chain branch company
- 13 I was trying hard not to _____ my voice, but I was getting angrier and angrier.
rise raise put up
- 14 We were _____ when we heard that John's ankle wasn't broken, only sprained.
disappointed relieved bewildered
- 15 I'll have to keep reminding Sheila about the meeting – she's very _____-minded.
narrow open absent

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VOCABULARY

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

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

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

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 []

2 Listen to a talk by a young dancer who is doing a course at the Youth Ballet School. Underline 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.**

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.

Read the text and choose the correct answer A, B, C or D.

- 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
- 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.