

GRAMMAR

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

Example: I've lived (live) near Nathan since I was child.

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

15

2 Complete the sentences with one word.

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

- I wish you _____ keep leaving the door open when you leave the room.
- Don't _____ me for your problems – they're your responsibility.
- I don't really feel _____ going out tonight – let's stay in.
- I don't speak French, but my sister _____.
- Do you have any idea _____ Marc is coming to football practice this week?
- Robert sang that song really well, _____ he?

- It sounds as _____ the neighbours are arguing again.
- Neither Roger _____ Belinda are interested in joining the reading group.
- We didn't _____ to do much sport, but we're really into volleyball now.
- It was _____ a shock when Gabby walked into the room!
- We're _____ the roof fixed next week – the rain is starting to come through it.
- There's _____ milk in the fridge. Can you go and get some from the corner shop?
- We _____ have been crazy to buy this house! There's so much wrong with it.
- I can't _____ used to this computer mouse – it's really different from my old one.
- If you still feel unwell, you'd _____ go home and go to bed.

15

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

Example: Who made this cake?

Who made Who did make Who make

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

End-of-course Test

Grammar, Vocabulary, and Pronunciation

A

- 9 I love _____ in that shop.
a furniture the furnitures the furniture
- 10 Does anyone know where _____?
lives Petra does Petra live Petra lives

10

Grammar total 40

VOCABULARY

4 Write the words after the definitions.

Example: very angry = *furious*

- the thing which planes take off from and land on = _____
- the person who controls how an orchestra plays = _____
- unsure how to react to something because your emotions are so strong = _____
- someone who tries to avoid spending money = tight-_____
- another word for luggage = _____
- you put your head on this when you sleep = _____
- a group of people who sing together = _____
- when you open your mouth very wide because you are tired = _____
- the opposite of tight (trousers) = _____
- you use these to breathe = _____
- a person who sees a crime = _____
- a person who works with you in a company = _____
- a snow storm with very strong winds = _____
- the person in charge of a newspaper who decides what will go in it = _____
- not allowing water to go through it = _____

15

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

- You have to take Diana's age into _____ when you judge her work.
place care account
- I'm _____ and tired of listening to all your problems – do something about them!
fed up sick bored

- I think Jerry was very tired – he's _____ asleep on the sofa.
full fast deep
- The audience loved it all and the band came back twice to give _____.
encores choruses performances
- I find it _____ when apps keep updating themselves all the time.
confused confusion confusing
- I walked for six hours, and now I've got _____ on my feet.
bruises blisters rashes
- It's difficult to get the truth from newspapers in this country – they're all _____.
objective censored accurate
- That dress really _____ you. It goes really well with your hair colour.
fits matches suits
- Geologists working in Australia have _____ an important discovery.
done carried out made
- Have you _____ finished that book?
yet nearly still
- The two men were both charged _____ blackmail and theft.
of with for
- This restaurant is part of a _____ – I went to one in London last week.
chain branch company
- I was trying hard not to _____ my voice, but I was getting angrier and angrier.
rise raise put up
- We were _____ when we heard that John's ankle wasn't broken, only sprained.
disappointed relieved bewildered
- I'll have to keep reminding Sheila about the meeting – she's very _____-minded.
narrow open absent

15

End-of-course Test

Grammar, Vocabulary, and Pronunciation

A

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)

 10

Vocabulary total 40

PRONUNCIATION

7 Circle the different sound.

- 1 /tree/ relieved colleague leather illegal
- 2 /fish/ guilty bilingual business presenter
- 3 /shower/ specialist infection choke rash
- 4 /up/ multicultural flood hooded luggage
- 5 /bike/ linen height biased mild
- 6 /bird/ merge firm journalist heart
- 7 /horse/ launch drought stalk yawn
- 8 /train/ baggage faint lay ache
- 9 /chess/ scratch machine cello chilly
- 10 /boot/ loose blood chew lose

 10

8 Underline the stressed syllable.

Example: vet | vet

- 1 neigh|bour|hood
- 2 ob|jec|tive
- 3 co|mmen|ta|tor
- 4 eye|brow
- 5 vi|o|li|nist
- 6 ex|port (verb)
- 7 tur|bu|lence
- 8 mul|ti|na|tio|nal
- 9 au|to|ma|ted
- 10 un|con|scious

 10

Pronunciation total 20

Grammar, Vocabulary, and Pronunciation total 100

End-of-course Test
Reading and Writing **A**
READING

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 entering 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 was 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, 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.

End-of-course Test
Reading and Writing **A**

- 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.

Reading total	10
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WRITING

Write a report on the following topic:

'Workplaces of the future'.

Include the following information:

- say what you think the workplaces of the future will be like
- say why you think changes in the workplace will take place
- discuss how the changes will affect employees' lives.

Write 140–180 words.

Writing total	10
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Reading and Writing total	20
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End-of-course Test

Listening and Speaking **A**

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
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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.**

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Listening total		10
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SPEAKING

1 Make questions and ask your partner.

- 1 Which living person / most admire?
- 2 What / change about your life so far?
- 3 What / make / a great city?
- 4 Is / important / be / happy / your job? Why / Why not?
- 5 When / last feel disappointed?

Now answer your partner's questions.

2 Listen to your partner. Do you agree with him / her?

3 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

'It would be better for family life if people worked four days a week instead of five.'

'If you don't have a healthy lifestyle, you shouldn't be allowed free medical care.'

'People who don't recycle or who use too much energy at home should have to pay a fine.'

Speaking total		20
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Listening and Speaking total		30
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GRAMMAR
1 Complete the sentences with one word.

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

- Andy scored a really good goal, _____ he?
- I wish you _____ tap your pen on the table all the time, it's very annoying.
- Can you hear the people next door? It sounds as _____ they're fighting again.
- Do you feel _____ listening to some music?
- It was _____ a surprise when Pete told us we were going to the coast!
- Neither Sara _____ Michael wanted to join the choir.
- I didn't _____ to like olives but I really love them now.
- Does anyone know _____ this seat is taken?
- You can't _____ other people for your problems – you have to take responsibility yourself.
- I don't go to the theatre very often, but my brother _____.
- We're _____ the fence repaired next week – it got blown over in the storm.
- There's _____ food in the house! We need to go to the supermarket.
- I _____ have been stupid to buy that car for £4,000! It's worth much less.
- I can't _____ used to your new hairstyle – it's so different!
- You'd _____ call a doctor if your temperature is still high.

 15

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

Example: *Who made* this cake?

Who made Who did make Who make

- _____ the long train journey, it was a good holiday.
Although In spite Despite
- I quite like the dogs my brother has, but on the whole I prefer _____ cats.
(–) some the
- _____ of our class did very well in the test, so we have to take it again.
Neither None Some
- Do you have any idea where _____?
lives Petra does Petra live Petra lives

- My brother is at _____ university. He's studying History.
the a (–)
- _____ are increasing in number, and more jobs need to be found.
Unemployed The unemployed
The unemployed people
- What a _____ chair – how much does it cost?
lovely little wooden little lovely wooden
lovely wooden little
- Turn the TV down _____ wake the baby.
to not not to so as not to
- I really like _____ in Rachel and David's house.
a furniture the furnitures the furniture
- Our children _____ when they're studying – I'm sure it's not a good idea.
play often music play music often
often play music

 10

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

Example: I've *lived* (live) near Nathan since I was child.

- We _____ (practise) for tonight's concert for three months, so it should be good.
- You would never have found the house if you _____ (not ask) for directions.
- Do you think you _____ (learn) enough Russian by the time you go to Moscow?
- I think you'll regret _____ (send) that text to Maria.
- The tourist guide said we couldn't go in the palace because it _____ (redecorate).
- We'll give you the results as soon as we _____ (discuss) them with your doctor.
- I didn't see Jack at the barbecue because he _____ (already leave) by the time I got there.
- We wish we _____ (not buy) this house. The neighbours are so noisy.
- Quick! Someone phone an ambulance! That man's _____ (run over) by a car!
- I _____ (writing) the report for an hour when Jo told me it wasn't needed any more.
- We _____ (not sit) on this beach now if we hadn't entered that competition.
- A priceless painting _____ (report) to have been taken by the thieves.

End-of-course Test

Grammar, Vocabulary, and Pronunciation

B

- 13 Take some warm clothes in case you _____ (get) cold later.
- 14 We _____ (still work) on this project at 5.00. It won't be finished till 8.00 or 9.00.
- 15 We shouldn't _____ (spend) so much time shopping – we're going to be home late.

15

Grammar total 40

VOCABULARY

- 4 Complete the sentences with one word made from the word in brackets.

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

- 1 There are too many _____ people on the streets of our big cities. (home)
- 2 Do you really never suffer from _____? You spend so much time alone. (lonely)
- 3 Stop being so _____ – you're too old to be acting like a child. (mature)
- 4 The weather in this country is so _____ – you never know what to wear! (change)
- 5 The _____ during the storm was amazing – it lit up the countryside. (light)
- 6 Were you _____ when Dan said he'd heard you singing in the shower? (embarrass)
- 7 If you're _____ to milk, I can make your coffee with rice milk. (allergy)
- 8 I think these glasses are _____ – I dropped one on the floor and it was fine. (break)
- 9 _____ is a problem in many big cities, especially graffiti. (vandal)
- 10 We love watching TV dramas, _____ murder mysteries. (special)

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 Have you _____ finished reading that newspaper? Can I have it when you have?
yet nearly still
- 2 Newspapers in my country don't tell you the real situation – they're all _____.
objective censored accurate

- 3 I was so _____ when the doctor told me I wouldn't need an operation.
disappointed relieved bewildered
- 4 Both of the teenagers have been charged _____ shoplifting.
of with for
- 5 You'll need to remind Simon to lock the door – he's very _____-minded.
narrow open absent
- 6 This café is part of a _____ – I often go to the one in my home town.
chain branch company
- 7 Scientists studying climate change have _____ an important discovery.
done carried out made
- 8 Please don't _____ your voice, there's no need to get angry.
rise raise put up
- 9 We're _____ and tired of hearing the same song on the radio.
fed up sick bored
- 10 We must take into _____ that Robin was very ill before the exam.
place care account
- 11 The choir came back and gave two _____ before the audience were ready to leave.
encores choruses performances
- 12 I've still got _____ on my feet from all that walking we did last week.
bruises blisters rashes
- 13 I think this jumper really _____ me. It goes well with my hair.
fits matches suits
- 14 I don't think Anna slept well last night – she's _____ asleep on the sofa now.
full fast deep
- 15 Don't you find it _____ when Americans say the date differently?
confused confusion confusing

15

End-of-course Test

Grammar, Vocabulary, and Pronunciation

B

6 Write the words after the definitions.

Example: very angry = *furious*

- 1 another word for luggage = _____
- 2 you put your head on this when you sleep = _____
- 3 a group of people who sing together = _____
- 4 unsure how to react to something because your emotions are so strong = _____
- 5 you use these to breathe = _____
- 6 when you open your mouth very wide because you are tired = _____
- 7 the opposite of tight (trousers) = _____
- 8 the thing which planes take off from and land on = _____
- 9 the person who controls how an orchestra plays = _____
- 10 someone who tries to avoid spending money = tight-_____
- 11 the person in charge of a newspaper who decides what will go in it = _____
- 12 not allowing water to go through it = _____
- 13 a person who sees a crime = _____
- 14 a person who works with you in a company = _____
- 15 a snow storm with very strong winds = _____

	15
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Vocabulary total		40
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PRONUNCIATION

7 Underline the stressed syllable.

Example: vel|vet

- 1 vi|o|li|nist
- 2 ex|port (verb)
- 3 tur|bu|lence
- 4 co|mmen|ta|tor
- 5 un|con|scious
- 6 mul|ti|na|tio|nal
- 7 au|to|ma|ted
- 8 neigh|bour|hood
- 9 ob|jec|tive
- 10 eye|brow

	10
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8 Circle the different sound.

- 1 /bird/ merge firm journalist heart
- 2 /tree/ relieved colleague leather illegal
- 3 /horse/ launch drought stalk yawn
- 4 /shower/ specialist infection choke rash
- 5 /boot/ loose blood chew lose
- 6 /train/ baggage faint lay ache
- 7 /chess/ scratch machine cello chilly
- 8 /bike/ linen height biased mild
- 9 /fish/ guilty bilingual business presenter
- 10 /up/ multicultural flood hooded luggage

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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End-of-course Test
Reading and Writing **B**
READING

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 entering 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 was 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, 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.

- The survey revealed that, in general, young people ...
 - place little value on their early work experience.
 - would rather take a year off before going to university.
 - feel they will change jobs throughout their working lives.
 - are unclear about what they want to do when they finish their education.
- What do employers think about behavioural qualities?
 - They are less important than formal qualifications.
 - They are more important than formal qualifications.
 - They are just as important as formal qualifications.
 - They are not important at all when recruiting

End-of-course Test

Reading and Writing **B**

Reading total	10
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- 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.

WRITING

Write a report on the following topic:
'Workplaces of the future'.

Include the following information:

- say what you think the workplaces of the future will be like
- say why you think changes in the workplace will take place
- discuss how the changes will affect employees' lives.

Write 140–180 words.

Writing total	10
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Reading and Writing total	20
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End-of-course Test

Listening and Speaking

B

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 Be reasonable about how long it takes to get ready before you go.
- B Visiting countries which are dissimilar 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

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 Sophie says that students who are admitted to the course **have probably applied several times for a place / should have achieved top marks in ballet / must prove they're up to the challenge of the course.**
- 2 Sophie felt **anxious that she wasn't far enough from the judges / had a lot of belief in herself / was distracted by the other dancers throughout the first part of her audition.**
- 3 When she heard that she'd got a place at the School, Sophie was **concerned that she hadn't been told about a specific role / annoyed because the letter arrived so late / pleased that the School had considered her audition carefully.**
- 4 According to Sophie, rehearsing is **developing her dancing / unexpectedly demanding / less difficult on stage.**
- 5 Regarding her future, Sophie is **determined to make it to the top of her career / hopes she can earn her living from dancing / is not planning any other career.**

5

Listening total 10

SPEAKING

1 Answer your partner's questions.

Now make questions and ask your partner.

- 1 Who / most interesting person / ever met?
- 2 What / hope will happen to you in the future?
- 3 In the future, which city / like to live in?
- 4 How / get to sleep at night?
- 5 What / most amusing thing which / happen to you recently?

2 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

'Anti-social crimes, such as vandalism or drunken behaviour, should be more severely punished.'

'The cost of air travel should increase to stop people from flying as much and to prevent climate change.'

'The more sleep you get, the longer you are likely to live.'

3 Listen to your partner. Do you agree with him / her?

Speaking total 20

Listening and Speaking total 30

Grammar, Vocabulary, and Pronunciation
GRAMMAR

- 1**
- 1 hadn't asked
 - 2 has been run over
 - 3 sending / having sent
 - 4 'd been writing
 - 5 hadn't bought
 - 6 've been practising
 - 7 'll have learnt
 - 8 've discussed
 - 9 'd already left
 - 10 was being redecorated
 - 11 wouldn't be sitting
 - 12 is reported
 - 13 get
 - 14 'll still be working
 - 15 have spent
- 2**
- 1 wouldn't
 - 2 blame
 - 3 like
 - 4 does
 - 5 if / whether
 - 6 didn't
 - 7 if
 - 8 nor
 - 9 use
 - 10 such
 - 11 having / getting
 - 12 no
 - 13 must
 - 14 get
 - 15 better
- 3**
- 1 often play music
 - 2 The unemployed
 - 3 so as not to
 - 4 Despite
 - 5 (-)
 - 6 lovely little wooden
 - 7 (-)
 - 8 None
 - 9 the furniture
 - 10 Petra lives

VOCABULARY

- 4**
- 1 runway
 - 2 conductor
 - 3 overwhelmed
 - 4 fisted
 - 5 baggage
 - 6 pillow
 - 7 choir
 - 8 yawn
 - 9 loose
 - 10 lungs
 - 11 witness
 - 12 colleague
 - 13 blizzard
 - 14 editor
 - 15 waterproof
- 5**
- 1 account
 - 2 sick
 - 3 fast
 - 4 encores
 - 5 confusing
 - 6 blisters
 - 7 censored
 - 8 suits
 - 9 made
 - 10 nearly
 - 11 with
 - 12 chain
 - 13 raise
 - 14 relieved
 - 15 absent
- 6**
- 1 unbreakable
 - 2 vandalism
 - 3 changeable
 - 4 especially
 - 5 homeless
 - 6 loneliness
 - 7 immature
 - 8 embarrassed
 - 9 allergic
 - 10 lightning

End-of-course Test

Answer Key **A**

PRONUNCIATION

- 7 1 leather
2 bilingual
3 choke
4 hooded
5 linen
6 heart
7 drought
8 baggage
9 machine
10 blood
- 8 1 neigh|bour|hood
2 ob|jec|tive
3 co|mmen|ta|tor
4 eye|brow
5 vi|o|li|nist
6 ex|port
7 tur|bu|lence
8 mul|ti|na|tio|nal
9 au|to|ma|ted
10 un|con|scious

Reading and Writing

READING

- 1 B
2 A
3 C
4 D
5 D

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1 Speaker 1: E
Speaker 2: B
Speaker 3: D
Speaker 4: C
Speaker 5: F
- 2 1 need to show that they are able to meet its demands
2 confident in her ability to do well
3 worried that no particular role was mentioned
4 improving her dancing
5 she hopes she'll be able to make a living by dancing

SPEAKING

Interactive communication and oral production:

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

End-of-course Test

Answer Key **B**

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 didn't
 - 2 wouldn't
 - 3 if
 - 4 like
 - 5 such
 - 6 nor
 - 7 use
 - 8 if / whether
 - 9 blame
 - 10 does
 - 11 having / getting
 - 12 no
 - 13 must
 - 14 get
 - 15 better
- 2**
- 1 Despite
 - 2 (-)
 - 3 None
 - 4 Petra lives
 - 5 (-)
 - 6 The unemployed
 - 7 lovely little wooden
 - 8 so as not to
 - 9 the furniture
 - 10 often play music
- 3**
- 1 've been practising
 - 2 hadn't asked
 - 3 'll have learnt
 - 4 sending / having sent
 - 5 was being redecorated
 - 6 've discussed
 - 7 'd already left
 - 8 hadn't bought
 - 9 been run over
 - 10 'd been writing
 - 11 wouldn't be sitting
 - 12 is reported
 - 13 get
 - 14 'll still be working
 - 15 have spent

VOCABULARY

- 4**
- 1 homeless
 - 2 loneliness
 - 3 immature
 - 4 changeable
 - 5 lightning
 - 6 embarrassed
 - 7 allergic
 - 8 unbreakable
 - 9 vandalism
 - 10 especially
- 5**
- 1 nearly
 - 2 censored
 - 3 relieved
 - 4 with
 - 5 absent
 - 6 chain
 - 7 made
 - 8 raise
 - 9 sick
 - 10 account
 - 11 encores
 - 12 blisters
 - 13 suits
 - 14 fast
 - 15 confusing
- 6**
- 1 baggage
 - 2 pillow
 - 3 choir
 - 4 overwhelmed
 - 5 lungs
 - 6 yawn
 - 7 loose
 - 8 runway
 - 9 conductor
 - 10 fisted
 - 11 editor
 - 12 waterproof
 - 13 witness
 - 14 colleague
 - 15 blizzard

End-of-course Test

Answer Key **B**

PRONUNCIATION

- 7 1 vi|o|li|nist
 2 ex|port
 3 tur|bu|lence
 4 co|mmen|ta|tor
 5 un|con|scious
 6 mul|ti|na|tio|nal
 7 au|to|ma|ted
 8 neigh|bour|hood
 9 ob|jec|tive
 10 eye|brow
- 8 1 heart
 2 leather
 3 drought
 4 choke
 5 blood
 6 baggage
 7 machine
 8 linen
 9 bilingual
 10 hooded

Reading and Writing

READING

- 1 C
 2 B
 3 A
 4 A
 5 C

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1 Speaker 1: E
 Speaker 2: F
 Speaker 3: C
 Speaker 4: A
 Speaker 5: B
- 2 1 must prove they're up to the challenge of the course
 2 had a lot of belief in herself
 3 concerned that she hadn't been told about a specific role
 4 developing her dancing
 5 hopes she can earn her living from dancing

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

END-OF-COURSE TEST

Listening 1

Speaker 1 Last year we did the whole American road trip thing ... you know east coast to west coast ... and it was awesome. We'd all been really looking forward to it and enjoyed every minute of it. One thing though, being on the road for that long means you don't take the little things for granted any more ... like, having lots of clean towels in the cupboard and things!

Speaker 2 A few years back, we did a tour of southeast Asia, and even though my Dad hadn't been overly keen on going and was so miserable at the beginning – he'd wanted to go round Australia instead – he stepped up to the mark in the end, and got really into the whole thing. And I realized what a huge difference that made for all of us. I mean who'd want to go on holiday with someone with the wrong attitude. No thanks!

Speaker 3 My family did a UK-wide trip last summer, all along the coast and inland as well. I think because we were staying 'local', nobody really took it too seriously and we ended up with a fair few problems on our hands. We can laugh about it now I suppose, but there is a lesson to be learned, and that's that you do have to do something in the way of planning ... otherwise you could end up ruining the whole thing.

Speaker 4 We went to Canada a couple of years ago and spent ages getting organized. We thought we'd thought of everything, but there were a few things we completely overlooked. So, if you're planning a big trip, don't leave everything to the last minute. However long you think you need, add a few weeks on to that and you'll save yourself a lot of hassle down the line!

Speaker 5 Our journey round the Far East was amazing! It helped that my parents speak Mandarin Chinese and Japanese between them, and it was really cool to experience cultures that are so different to ours. Um, I think we all took a lot away from that trip, you know, in one way or another ... and actually, I wouldn't mind doing it all again someday when I'm older.

END-OF-COURSE TEST

Listening 2

Hi everyone. My name's Sophie Bradshaw, and well, as you know, I've been asked here today to talk to you about my life as a dancer. So, I'll tell you a bit about my background and what I'm doing these days.

I took up dancing because all the sport I was doing was taking up far too much time and not really giving me much of a physical challenge. Anyway, I decided to try my luck and apply to the Youth Ballet School. It's notoriously hard to get into, and I knew I'd be up against some tough competition. Even dancers who are at the top of their game often have to make several attempts to get onto the course. This is because the school wants to be sure that their students will be fit to cope with all that's asked of them.

Anyway, I sent in my application and waited to hear if I would be called for an audition, and I was stunned when I was. I remember the audition day well ... there were so many dancers there, I wondered how they'd possibly get through us all. And the stage itself was so massive that the judges seemed lost sitting out there in the theatre. Looking back, it wasn't too bad, I suppose, because I'd practised so much that I knew I could pull it off.

Then, the waiting game started again ... waiting to hear if I'd got a place, I mean. I was starting to get worried because they'd said we'd know within a week and I still hadn't heard a word ten days later. I called them and found out that there'd been a delay with sending out the letters, so, um, I just had to accept that. When the letter finally arrived, and I found out that I'd got in, I was over the moon, but a bit concerned that I still didn't know which part I'd be dancing. There wasn't much in the way of feedback on my performance either.

So, a few weeks later I started training at the school and I've been there for nearly a year now. There's a lot to learn and we have different kinds of classes every day and obviously we rehearse during the day too. You'd think we'd be exhausted with all that going on, but actually we seem to get the energy from somewhere. The good thing is that all the hours we put in on stage really make a huge difference to the quality of our dancing. It's true that practice does make perfect!

I still have a long way to go, but in terms of the future, I hope I'll get better and better and maybe one day even get to the top of this profession. My dream is to be able to do this as a job and get by that way, but if I have to, I'll look at other professions too.

Anyway, on a positive note, I'd recommend dancing as a career to anyone. I won't deny that it's hard work, but it's worth every ache and pain.

Now, do you have any questions?