

2

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

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

Example: I'd like to tell you about something that happened (happen) when I was 12.

- 1 While my dad _____ (drive) home from work, a cat ran in front of his car.
- 2 I _____ (work) in the café for four months when I finally received my wages.
- 3 I was having dinner when I _____ (decide) to call Ellen.
- 4 The weather _____ (expect) to be stormy next weekend.
- 5 It _____ (say) that taking a nap after lunch is very healthy.
- 6 There is thought _____ (be) undiscovered oil beneath the Antarctic.

	6
--	---

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

Example: Your brother seems to have got himself in trouble.

did get have got got

- 1 It's _____ late. We should leave soon.
get getting got
- 2 My backache _____ every time I lie down.
getting worse got worse gets worse
- 3 I don't think I'll ever _____ to taking the underground.
get use get used to get use
- 4 Brian _____ trying to take a video camera into the concert.
got caught someone was got caught got caught
- 5 I'd like _____ a professional to fill in my tax forms.
to get get got
- 6 Could you get Adnan _____ me a call, please?
give to give giving

	6
--	---

3 Underline the correct word(s).

Example: It's been announced / **announced** that our pay will increase next year.

- 1 We **used** / **would** to make ice cream every summer.
- 2 When I was at school, my friends and I were always **gone** / **going** for long bike rides in the afternoon.
- 3 My dad would never **complain** / **to complain** even when we made a lot of noise.
- 4 **It's appear** / **It appears** that the office is closed.
- 5 It would **seems** / **seem** that Bertrand has stolen Ferdinand's bicycle.
- 6 **Apparently** / **According** to the newspaper, the economy is going to improve next year.
- 7 The robbers **may have** / **might be** escaped by motorcycle.
- 8 Pete is **understood to** / **understood** have written a postcard from Paris.

	8
--	---

Grammar total		20
---------------	--	----

VOCABULARY

4 Complete the words in the sentences.

Example: I believe in ghosts. My uncle once told the story of a spectre that he had seen in the window of an old house.

- 1 I have a positive **o**_____ on life and I don't worry too much.
- 2 He stays up until midnight every night? No **w**_____ he falls asleep in class!
- 3 We were so **e**_____ in conversation, we didn't notice that the restaurant had closed.
- 4 She lives in a quiet **n**_____ of a small city in northern Spain.
- 5 I **p**_____ messages on Facebook once or twice a week.
- 6 The artist's work was **r**_____ by reviewers, who said it was 'silly', 'awful to look at', and 'bad'.
- 7 I hate dogs. I am really afraid of them and I know they can smell my **f**_____.
- 8 I thought Susan and Tom were a good **m**_____, but they broke up last week.

	8
--	---

2

Grammar, Vocabulary, and Pronunciation

- 5 Choose two words and put them together to make compound nouns. Do not add extra words.

Example: a ... confined / big / turn-off a *big turn-off*

- 1 a ... long-term / dumped / relationship a _____
- 2 a ... juggling / time-saving / gadget a _____
- 3 a ... hard / waste / time a _____
- 4 the ... time of / time being / your life the _____
- 5 some ... time / off / up some _____
- 6 a ... spare / question / of time a _____

	6
--	---

- 6 Underline the correct word(s).

Example: I got a shock / the impression when everyone yelled *surprise!*

- 1 When we went to Spain, Eric spent the **whole** / **much** time in our hotel room.
- 2 I hope my cousin can get her act **out** / **together**. Right now, she's got a lot of problems.
- 3 I hate getting told **off** / **on** in front of people. It's so embarrassing.
- 4 I'm afraid you got the wrong end of the **stick** / **fire**. We don't want to buy the house, we want to sell it.
- 5 The best way to get **around** / **back** town is by bicycle.
- 6 I hope we can get out **away** / **out** of going to the meeting next Monday.

	6
--	---

Vocabulary total		20
------------------	--	----

PRONUNCIATION

- 7 Match the words with the same sound.

waste rite gadget believe peak friendship

Example: take waste

- 1 wisdom _____
- 2 splendid _____
- 3 compete _____, _____
- 4 wise _____

	5
--	---

- 8 Underline the stressed syllable.

Example: message

- 1 boredom
- 2 overcome
- 3 crowning
- 4 partnership
- 5 revenge

	5
--	---

Pronunciation total		10
---------------------	--	----

Grammar, Vocabulary, and Pronunciation total		50
--	--	----

2

Reading and Writing

READING

Read the article and tick (✓) A, B, or C.

A STUDY OF MULTITASKING

Technology increasingly makes it possible for people to do more than one task at a time, for example moving between browsing the Web and using other computer programs, talking on mobile phones while driving, or flying a jet and monitoring air traffic. Indeed, the word describing this – ‘multitasking’ – has gone from being invented to being commonly used in everyday life in a remarkably short time. A recent study has looked at whether multitasking is purely beneficial or has its downside, especially when the tasks being done together are complicated ones.

The researchers concluded that when people are multitasking, they are using what they call ‘executive control’ processes. These processes concern different parts of the brain and involve the brain allocating different mental resources to different tasks and deciding which tasks are more important than others. The brain’s executive control gives the appropriate resources to the different aspects of tasks, such as understanding what the task requires, thinking about what to do, and taking action.

The researchers conducted an experiment into how much time was lost when people repeatedly switched between two tasks. The tasks varied in terms of how complex they were and how familiar the subjects were with doing those tasks, and they included such things as solving mathematical problems and classifying geometric objects. The researchers measured how long it took the subjects to carry out the tasks and considered the speed in connection with whether the tasks were familiar or unfamiliar, and whether the rules for doing them were simple or complicated.

The results of the experiments were the same for every kind of task. In each case, the subjects lost time when they moved from one task to another, and the amount of time they lost increased when the tasks were complex or unfamiliar. When they were familiar with a task, they were able to adapt to changing to it and get on with it much more quickly. The researchers say that these results indicate that the brain’s executive control consists of two separate stages. They called the first stage ‘goal shifting’, meaning a preference to do one of the tasks rather than the other at a particular moment. The second stage they named ‘rule activation’, meaning moving from engaging with the rules associated with how to go about one task to engaging with the rules involved in doing the other task. The second stage, rule activation, takes a significant amount of time, and this delay multiplies when people keep switching between tasks. The result is that quite a lot of time is lost when multitasking, in comparison with the

time that would be taken if each task was completed separately.

This has major implications for multitasking, suggesting that although people may think that it saves time without affecting efficiency, in reality it actually takes more time, and this may have an adverse effect on efficiency. In the case of someone using a mobile phone while driving, multitasking could mean that they are not in full control of their vehicle during the short period when they are switching to using the phone.

The researchers feel that their research has important consequences for multitasking. Their conclusions regarding executive control and how it works may, they believe, help people to look for strategies that will enable them to operate in the most efficient way possible when they are multitasking. And an understanding of executive mental control could have an impact on the design of the technology involved in such areas as operating aircraft and air traffic control, as well as other activities where the interface between humans and computers is crucial to efficiency.

In addition, there are other possible applications of this research. Understanding how people function while multitasking could assist with recruitment, training and assessment of personnel in the workplace. It could also have an influence on government and industrial regulations, assist in the diagnosis and treatment of brain-damaged patients, and increase our general understanding of how the brain works.

- What does the writer suggest about the word ‘multitasking’?
 - It has changed in meaning since it was invented.
 - It is not always used appropriately.
 - Its increased use reflects a change in everyday life.
- The aim of the research was to _____.
 - compare the advantages and disadvantages of multitasking
 - discover why multitasking is regarded a wholly good thing
 - find out if there are any negative effects of multitasking
- The researchers use the term ‘executive control’ to describe how the brain _____.
 - controls some actions more than others
 - organizes how different tasks are carried out
 - distinguishes between easier and harder tasks

WRITING

Write an article of approximately 250 words for an English-language magazine about how one of the areas below has changed in the last 20 years in your country and say whether you think the changes are positive or negative.

- 1 People's work-life balance
- 2 Family life
- 3 How people spend their free time

Writing total 10Reading and Writing total 20

- 4 What do we learn about the experiment?
- A The researchers knew that some of the subjects had done similar tasks before.
- B Not all of the subjects did the same tasks.
- C The subjects started with simple tasks and move on to more complicated ones.
- 5 Which of the following happened during the experiment?
- A Sometimes little time was lost moving from one task to another.
- B Some subjects always found it hard to move from one task to another.
- C Complex tasks presented more problems than unfamiliar tasks.
- 6 One of the two stages of the brain's executive control _____.
- A leads to a major disadvantage of multitasking
- B takes longer for some people than for others
- C has no connection with multitasking
- 7 One of the implications of the research is that _____.
- A some people are not suited to multitasking
- B multitasking always results in less efficiency
- C a common attitude to multitasking is wrong
- 8 The researchers believe that their research might _____.
- A encourage people not to do multitasking in some situations
- B affect the way that people approach multitasking
- C result in technology replacing people for certain tasks
- 9 In the final paragraph, the writer says that multitasking is something that _____.
- A is likely to increase in the future
- B people in authority have paid too little attention to
- C is relevant in many areas of life
- 10 What is the main topic of the text?
- A The growth of multitasking
- B How complicated the brain's processes for multitasking are
- C The relationship between multitasking and efficiency

Reading total 10

2

Listening and Speaking

LISTENING

- 1 Listen to five people talking about childhood memories. Match the speakers (1–5) to what they remember (A–H).

Speaker 1 Speaker 2 Speaker 3 Speaker 4 Speaker 5

A a critical comment made by someone else

B being punished for something

C wanting to keep a feeling under control

D forcing someone else to do something

E feeling in danger

F finding something boring

G having arguments

H planning something for someone else

 5

- 2 Listen to a talk about how people feel when a relationship breaks up. Complete the sentences using no more than three words.

AFTER A BREAK-UP

When a relationship breaks up, you have to have different ideas about ¹_____.

The first stage involves feelings of ²_____.

In the first stage, you ask yourself questions beginning with the words ³‘_____’.

In the second stage, feelings of ⁴_____ may last for more than a few weeks.

In the final stage, it is common to experience both ⁵_____.

 5Listening total 10**SPEAKING Student A**

- 1 Ask your partner these questions.
- 1 What’s your favourite memory of your childhood?
 - 2 What can you remember about the teachers you had when you were a child?
 - 3 Which modern gadget is the most useful one for you?
 - 4 What kind of multitasking do you do?
 - 5 When have you taken revenge on someone?
- 2 Now answer your partner’s questions.
- 3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.
- 1 ‘Children today have too much freedom.’
 - 2 ‘Technology has had a bad effect on communication between people.’
 - 3 ‘There is never a good way of ending a relationship.’
- 4 Now listen to your partner. Do you agree with him / her?

Speaking total 15Listening and Speaking total 25

2

Listening and Speaking**SPEAKING Student B**

- 1 Answer your partner's questions.
- 2 Now ask your partner these questions.
 - 1 What games did you like playing when you were a child?
 - 2 What did you dislike doing when you were a child?
 - 3 Which modern gadget do you think wastes people's time?
 - 4 How do you communicate most with friends and family?
 - 5 What causes teenagers' relationships to break up?
- 3 Listen to your partner. Do you agree with him / her?
- 4 Now talk about one of these statements, saying if you agree or disagree. Give reasons.
 - 1 'Childhood is the most important part of everyone's life.'
 - 2 'It is better to be very busy than not busy at all.'
 - 3 'Revenge is never a good thing.'

Speaking total 15Listening and Speaking total 25

2 Answer Key

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 was driving
 - 2 'd / had been working
 - 3 decided
 - 4 is expected
 - 5 is said
 - 6 to be
- 2**
- 1 getting
 - 2 gets worse
 - 3 get used
 - 4 got caught
 - 5 to get
 - 6 to give
- 3**
- 1 used
 - 2 going
 - 3 complain
 - 4 It appears
 - 5 seem
 - 6 According
 - 7 may have
 - 8 understood to

VOCABULARY

- 4**
- 1 outlook
 - 2 wonder
 - 3 engrossed
 - 4 neighbourhood
 - 5 post
 - 6 ridiculed
 - 7 fear
 - 8 match
- 5**
- 1 a long-term relationship
 - 2 a time-saving gadget
 - 3 a hard time
 - 4 the time of your life
 - 5 some time off
 - 6 a question of time
- 6**
- 1 whole
 - 2 together
 - 3 off
 - 4 stick

2 Answer Key

- 5 around
- 6 out

PRONUNCIATION

- 7 1 gadget
- 2 friendship
- 3 believe, peak
- 4 rite

- 8 1 boredom
- 2 overcome
- 3 crowning
- 4 partnership
- 5 revenge

Reading and Writing

READING

- 1 C
- 2 C
- 3 B
- 4 A
- 5 A
- 6 A
- 7 C
- 8 B
- 9 C
- 10 C

A STUDY OF MULTITASKING

(1) Technology increasingly makes it possible for people to do more than one task at a time, for example moving between browsing the Web and using other computer programs, talking on mobile phones while driving, or flying a jet and monitoring air traffic. Indeed, the word describing this – 'multitasking' – has gone from being invented to being commonly used in everyday life in a remarkably short time. (2) A recent study has looked at whether multitasking is purely beneficial or has its downside, especially when the tasks being done together are complicated ones.

The researchers concluded that when people are multitasking, they are using what they call (3) 'executive control' processes. These processes concern different parts of the brain and involve the brain allocating different mental resources to different tasks and deciding which tasks are more important than others. The brain's executive control gives the appropriate resources to the different aspects of tasks,

2 Answer Key

such as understanding what the task requires, thinking about what to do, and taking action.

The researchers conducted an experiment into how much time was lost when people repeatedly switched between two tasks. (4) The tasks varied in terms of how complex they were and how familiar the subjects were with doing those tasks, and they included such things as solving mathematical problems and classifying geometric objects. The researchers measured how long it took the subjects to carry out the tasks and considered the speed in connection with whether the tasks were familiar or unfamiliar, and whether the rules for doing them were simple or complicated.

The results of the experiments were the same for every kind of task. In each case, the subjects lost time when they moved from one task to another, and the amount of time they lost increased when the tasks were complex or unfamiliar. (5) When they were familiar with a task, they were able to adapt to changing to it and get on with it much more quickly. The researchers say that these results indicate that the brain's executive control consists of two separate stages. They called the first stage 'goal shifting', meaning a preference to do one of the tasks rather than the other at a particular moment. The second stage they named 'rule activation', meaning moving from engaging with the rules associated with how to go about one task to engaging with the rules involved in doing the other task. (6) The second stage, rule activation, takes a significant amount of time, and this delay multiplies when people keep switching between tasks. The result is that quite a lot of time is lost when multitasking, in comparison with the time that would be taken if each task was completed separately.

(7) This has major implications for multitasking, suggesting that although people may think that it saves time without affecting efficiency, in reality it actually takes more time, and this may have an adverse effect on efficiency. In the case of someone using a mobile phone while driving, multitasking could mean that they are not in full control of their vehicle during the short period when they are switching to using the phone.

(8) The researchers feel that their research has important consequences for multitasking. Their conclusions regarding executive control and how it works may, they believe, help people to look for strategies that will enable them to operate in the most efficient way possible when they are multitasking. And an understanding of executive mental control could have an impact on the design of the technology involved in such areas as operating aircraft and air traffic control, as well as other activities where the interface between humans and computers is crucial to efficiency.

In addition, there are other possible applications of this research. Understanding how people function while (9) multitasking could assist with recruitment, training and assessment of personnel in the workplace. It could also have an influence on government and industrial regulations, assist in the diagnosis and treatment of brain-damaged patients, and increase our general understanding of how the brain works.

2 Answer Key

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 1 G
2 A
3 C
4 E
5 H

- 2 1 the future
2 shock and disbelief
3 'what if'
4 anger and panic
5 ups and downs

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)

FILE 2

Listening 1

- Speaker 1** From the age of about seven till I was 16 I went to an all girls' school in North London, in Highgate, which was really good fun, but it was a bit of a shame that it was all girls. Then when I was 16 I went to a boarding school in the countryside, which in fact was a boys' boarding school, that took girls in the sixth form, and I really enjoyed it. I was quite rebellious at school but I was never too bad, I wasn't expelled or suspended or anything but I just sort of stood up for what I believed in. School was a fun experience, it's many years of your life but I look back at it with quite fond memories.
- Speaker 2** My favourite toy as a child was a football game called 'Subbuteo Table Soccer' and this was like a religion, it was all these footballers, it looked ridiculous actually because the ball was bigger than the players, but they were all beautifully painted in every team's kit, and I had about 12 different teams that my father thought was ridiculous because 'you can only play with two at the same time', but I loved them, I mean, just as good as playing the game was setting them all out on the pitch, before a tournament started and I built out of balsa wood an entire stadium to go round the outside. There were the Subbuteo floodlights, as well, and this beautiful golden pitch and all these teams laid out. Wow, it was like the World Cup!
- Speaker 3** I was raised on Enid Blyton books and Enid Blyton's very preoccupied with school life and there's a whole range of books all about boarding school and I desperately, desperately wanted to go and eventually my parents sent me, not because I'd forced them to but because they were in the Forces and so they needed somewhere for me to be based. So I had all these amazing expectations about it and when I got there it just wasn't like it at all, it was like prison, it was just the most miserable archaic horrible place, and I'll never forget my first night there and I'd been taught how brave I had to be and that, you know, you mustn't cry and you had to be grown up and respectful of everybody else and cheerful and be a generally good girl and I remember lying in my bed in the dormitory and there were ten of us in there, and getting into bed and lying there and suddenly being overwhelmed with homesickness, just, just feeling terrible and starting to cry but trying to cry really quietly because it wasn't the done thing.
- Speaker 4** Yeah, I went to a boarding school and one of the strange things we used to have to do was play at toy soldiers, a thing called 'the Combined Cadet Force' and one of the strangest things we did were night operations, where we were taken out at night and spent the whole night finding our way to somewhere or trying to follow a map or something, but it was great fun because we all used to get lost on purpose and do what we wanted really. But there was one occasion when we got seriously lost and we were walking through a whole lot of back gardens, going over peoples' fences and we got into one back garden and a sash window shot up and this voice said, 'Who's there?', and we all froze, 'Who's there?, I say', we just froze and the next thing was, 'Mabel, get my gun!' and were absolutely terrified and we ran for our lives.
- Speaker 5** Well, I loved dolls when I was little, particularly Sindy dolls and Barbie dolls and my sister was a lot older than me, so I spent a lot of time playing by myself with these dolls, and I just treasured them so much. We only got toys at Christmas or birthdays so they really were valued and I really looked after them and, and eventually had quite a good collection of clothes and little accessories and things for their little houses and all the rest of it and I always said, 'I'll keep these, if I ever have a daughter of my own, she'll be able to play with them' and then I did have a daughter of my own and I went up into my mum's attic and got the Barbies down, that were all very carefully, lovingly wrapped up and packed in a box, gave them to my daughter, who broke two of them within three minutes. But I think the thing is that, you know, things were valued a lot more when I was little, things were more expensive and you treasured them, whereas I think nowadays perhaps children get a lot more and they're not so special or appreciated.

FILE 2

Listening 2

Announcer In today's Advice slot, Relationship Counsellor Kate Fine talks about what can happen when a long-term relationship comes to an end.

Counsellor Of course, whatever the reason it happens, the end of a long-term relationship is very hard. One reason for this is that you have to completely change your thinking about the future. It's not just the immediate pain of breaking up that hurts, it's the fact that the way you had seen things developing no longer applies. You will have had a view of how your life would develop over the next few years, but that's not going to happen now, and it can be very scary to rethink it all.

Most people's reactions to a break-up come in three stages. The first stage is a state of shock and disbelief, when you can't really make sense of it all. You may even find yourself unconsciously thinking that it hasn't really happened, and that things are carrying on as normal. Lots of people act as if the relationship is still going on during this phase, and though this may seem odd to other people, it's perfectly normal.

Another aspect of this first stage is going over in your own mind what led to the break-up and thinking of ways it could have been avoided. This is the 'what if' stage, when you keep analysing the end of the relationship and thinking 'what if I'd done this' and 'what if I hadn't done that'. This kind of thing often forms the main topic of conversations with other people, and it's all part of the stage of making sense of what's happened.

The second stage is often the longest one and it's characterized by feelings of anger and panic. Some people try to suppress these feelings but you shouldn't be afraid of letting yourself have these feelings or of showing them, because this is an essential part of the healing process. It's a good idea to be aware that these feelings may haunt you for quite some time – you might think that they're never going to go away, but they do in the end. People also sometimes feel that it's wrong for them to remain upset for more than a few weeks, but the reality is that this stage can last far longer than that, and you shouldn't be hard on yourself if that's the case.

The final stage is when you start to come to terms with the fact the relationship is over and realize that you'll be fine and able to move on with your life. One day it'll occur to you that you haven't thought about it for a while. But beware, you might make some progress for a while and then go backwards again – ups and downs are the norm at this stage. But you can tell yourself at this stage that the last bad feelings will soon pass.