

5 Grammar, Vocabulary, and Pronunciation **A**

GRAMMAR

1 Underline the correct word(s).

Example: Felicity may have / *might be* run away with that man she met online.

- There are *thought to be* / *appears to be* millions of species of insects in the world.
- It's appear* / *It appears* that the office is closed.
- It would *seems* / *seem* that Bill has stolen Fred's bicycle.
- Apparently* / *According to* the newspaper, the economy is going to improve next year.
- The robbers *may have* / *might be* escaped by motorcycle.
- Pete is *understood to* / *understood* have written a postcard from Paris.
- It's been announced* / *announced* that our pay will increase next year.
- There is *thought to have been* / *to be* undiscovered oil beneath the Antarctic.

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

Example: I think it's time you found (find) your own place to live.

- I wish I _____ (know) the answer to your question.
- If only Stephen _____ (be) a bit more reliable, then we wouldn't have to wonder if the job is being done correctly.
- I'd rather you _____ (not call) my father. He's probably not awake yet.
- Don't you think it's time you _____ (take) a holiday?
- Would you rather we _____ (go) to the park?
- If only you _____ (not forget) to bring your wallet, we'd be able to buy a drink.
- I wish I _____ (able to) find a job closer to home.

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3 Is the sentence right or wrong? Write *correct* or *incorrect*.

- It has been announced that the company president is leaving next month. _____
- Apparently to the newspaper this morning, there were several robberies in the city last night.

- It is said that there are some animals that recognize themselves in the mirror. _____
- According to what I read on the internet, there will be a special election for mayor next month.

- There are thought being several ways to achieve lifelong happiness. _____

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Grammar total		20
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VOCABULARY

4 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

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

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5 Complete the words in the sentences.

Example: It's good to have some *savings* – you never know when there'll be an emergency and you'll need some money.

- Unfortunately I got caught going through a red traffic light and had to pay a large **f**_____ on the spot.
- The charity needs all the money it can get, so they're grateful for every single **d**_____.
- We have to pay the first **i**_____ on our holiday next week – we couldn't afford to pay for it all in one go.
- Jack's so **l**_____ it would take him years to spend all his money.
- I had to cancel my plans to go out tonight because I'm completely **br**_____. I can't wait for pay day!

5 Grammar, Vocabulary, and Pronunciation **A**

- 6 This jacket was actually a real bargain. It only cost ten **q**_____!
- 7 We were amazed when the **w**_____ was read out and we learnt that our grandfather had left us all that money.
- 8 Our **st**_____ of living has improved greatly since we both got new jobs in the IT sector.

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6 Complete the time expressions in the sentences.

Example: We won't be able to decorate the whole house in one weekend. Painting's a very *time-consuming* job.

- 1 Time's _____. The bell's rung so we have to stop now.
- 2 It's _____ time things started to get better for Tony. He's had some really bad luck recently.
- 3 We needn't have worried because we made it to the wedding on time. In fact, we had time _____.
- 4 I know you're _____ time this evening, so I'll pick up some Chinese or Indian takeaway for us on the way home. I'll get some of that rice you like.
- 5 It's only a _____ time before someone discovers that he's stealing from his employer.
- 6 If you've got some time on _____ this weekend, there's a great exhibition at the National Art Gallery you might be interested in.

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Vocabulary total		20
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PRONUNCIATION

7 Match the words to the same sound.

collide exercising meantime
process ~~risk~~ trophy

Example: distance risk

- 1 recent _____
- 2 meditation _____
- 3 focus _____, _____
- 4 conclude _____

	5
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8 Underline the stressed syllable.

Example: time|table

- 1 de|ter|mined
- 2 con|tent|ment
- 3 dis|tin|guish
- 4 al|ter|na|tive
- 5 ex|ten|sion

	5
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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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5 Reading and Writing **A**

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 whether it has a 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 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.

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

5 Reading and Writing **A**

- 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 moved 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
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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	10
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Reading and Writing total	20
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5 Listening and Speaking **A**

LISTENING

1 Listen to five people talking about the disadvantages of various jobs. Match the speakers (1–5) to their feelings about money (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A the saver who wants to get as much as possible out of every pound spent

B the professional who wants everyone to know how their money works

C the budget-conscious person who wants to spend as little as possible regardless of quality

D the person who recommends planning for what to do about money after finishing a career

E the person who wants to start life without debt, but knows it's not possible

F the student who wants to know how to budget before leaving school

G the person who doesn't know where the money goes

H the person who doesn't understand why everyone is so anxious about money

5

2 Listen to an interview about time management. Tick (✓) A, B, or C.

1 What does Margaret Cooper do?

A She is a time management specialist with a university in the area.

B She helps students by scheduling their work and free time for them.

C She works at the local university helping students with their homework.

2 According to Margaret Cooper, what is the first step to good time management?

A Knowing what your priorities are for how you spend your time.

B Keeping an organized planner or scheduler.

C Knowing how you spend your time now.

3 Where do many students find something to help them schedule their time?

A In the back of their textbooks.

B Right on their mobile phones.

C On their laptops.

4 What is an example Cooper gives of something that should be a higher priority on a student's planner?

A dating

B parties

C work schedule

5 What does Cooper say is an added benefit of organizing one's time?

A Students were able to enjoy their social time more.

B Students were able to enjoy their video games more.

C Students were able to enjoy their homework more.

5

Listening total 10

SPEAKING

1 Ask your partner these questions.

1 What would you most like to be able to buy?

2 Why is it important to keep a budget?

3 Which modern gadget is the most useful for you?

4 What kind of multitasking do you do?

5 How do people view money in your country?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 'Today, people are encouraged to be too materialistic.'

2 'Technology has had a bad effect on communication between people.'

3 'It's important for me to save money for my retirement.'

4 Now listen to your partner. Do you agree with him / her?

Speaking total 20

Listening and Speaking total 30

5 Grammar, Vocabulary, and Pronunciation **B**

GRAMMAR

1 Is the sentence right or wrong? Write *correct* or *incorrect*.

- 1 It has been announced that the company president is leaving next month. _____
- 2 Apparently to the newspaper this morning, there were several robberies in the city last night. _____
- 3 It is said that there are some animals that recognize themselves in the mirror. _____
- 4 According to what I read on the internet, there will be a special election for mayor next month. _____
- 5 There are thought being several ways to achieve lifelong happiness. _____

5

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

Example: I think it's time you found (find) your own place to live.

- 1 If only you _____ (not forget) to bring your wallet, we'd be able to buy a drink.
- 2 If only Stephen _____ (be) a bit more reliable, then we wouldn't have to wonder if the job is being done correctly.
- 3 I'd rather you _____ (not call) my father. He's probably not awake yet.
- 4 Don't you think it's time you _____ (take) a holiday?
- 5 I wish I _____ (know) the answer to your question.
- 6 Would you rather we _____ (go) to the park?
- 7 I wish I _____ (able to) find a job closer to home.

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3 Underline the correct word(s).

Example: Felicity may have / *might be* run away with that man she met online.

- 1 There are *thought to be* / *appears to be* millions of species of insects in the world.
- 2 Pete is *understood to* / *understood* have written a postcard from Paris.
- 3 *It's appear* / *It appears* that the office is closed.

- 4 *Apparently* / *According* to the newspaper, the economy is going to improve next year.
- 5 There is thought *to have been* / *to be* undiscovered oil beneath the Antarctic.
- 6 The robbers *may have* / *might be* escaped by motorcycle.
- 7 It would *seems* / *seem* that Brad has stolen Fred's bicycle.
- 8 *It's been announced* / *announced* that our pay will increase next year.

8

Grammar total 20

VOCABULARY

4 Complete the time expressions in the sentences.

Example: We won't be able to decorate the whole house in one weekend. Painting's a very time-consuming job.

- 1 It's _____ time things started to get better for Tony. He's had some really bad luck recently.
- 2 It's only a _____ time before someone discovers that he's stealing from his employer.
- 3 We needn't have worried because we made it to the wedding on time. In fact, we had time _____.
- 4 I know you're _____ time this evening, so I'll pick up some Chinese or Indian takeaway for us on the way home. I'll get some of that rice you like.
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- 6 If you've got some time on _____ this weekend, there's a great exhibition at the National Art Gallery you might be interested in.

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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 Grammar, Vocabulary, and Pronunciation **B**

- 5 some...time / off / up
some _____
- 6 a...spare / question / of time
a _____

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6 Complete the words in the sentences.

Example: It's good to have some *savings* – you never know when there'll be an emergency and you'll need some money.

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Vocabulary total	20
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PRONUNCIATION

7 Underline the stressed syllable.

Example: time | table

- 1 al|ter|na|tive
- 2 de|ter|mined
- 3 dis|tin|guish
- 4 con|tent|ment
- 5 ex|ten|sion

	5
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8 Match the words to the same sound.

collide exercising meantime
process ~~risk~~ trophy

Example: distance *risk*

- 1 conclude _____
- 2 recent _____
- 3 focus _____, _____
- 4 meditation _____

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Pronunciation total	10
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Grammar, Vocabulary, and Pronunciation total	50
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5 Reading and Writing **B**

READING

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5 Reading and Writing **B**

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Reading total	10
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WRITING

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- 2 Family life
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Writing total	10
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Reading and Writing total	20
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5 Listening and Speaking **B**

LISTENING

1 Listen to five people talking about the disadvantages of various jobs. Match the speakers (1–5) to their feelings about money (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A the budget-conscious person who wants to spend as little as possible regardless of quality

B the saver who wants to get as much as possible out of every pound spent

C the professional who wants everyone to know how their money works

D the student who wants to know how to budget before leaving school

E the person who doesn't understand why everyone is so anxious about money

F the person who wants to start life without debt, but knows it's not possible

G the person who recommends planning for what to do about money after finishing a career

H the person who doesn't know where the money goes

5

2 Listen to an interview about time management.

Tick (✓) A, B, or C.

1 What does Margaret Cooper do?

A She is a time management specialist with a university in the area.

B She helps students by scheduling their work and free time for them.

C She works at the local university helping students with their homework.

2 According to Margaret Cooper, what is the first step to good time management?

A Knowing what your priorities are for how you spend your time.

B Keeping an organized planner or scheduler.

C Knowing how you spend your time now.

3 Where do many students find something to help them schedule their time?

A In the back of their textbooks.

B Right on their mobile phones.

C On their laptops.

4 What is an example Cooper gives of something that should be a higher priority on a student's planner?

A dating

B parties

C work schedule

5 What does Cooper say is an added benefit of organizing one's time?

A Students were able to enjoy their social time more.

B Students were able to enjoy their video games more.

C Students were able to enjoy their homework more.

5

Listening total 10

SPEAKING

1 Answer your partner's questions.

2 Now ask your partner these questions.

1 How do most people get their knowledge of wealthy people?

2 Are you good at managing your money? Why or why not?

3 Which modern gadget do you think wastes people's time?

4 How do you communicate most with friends and family?

5 Which gadget would it be difficult for you to live without?

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 'There is nothing wrong with wanting to be wealthy.'

2 'It is better to be very busy than not busy at all.'

3 'I need to learn how to manage my time better.'

Speaking total 20

Listening and Speaking total 30

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 thought to be
2 It appears
3 seem
4 According
5 may have
6 understood to
7 been announced
8 to be

- 2** 1 knew
2 were / was
3 didn't call
4 took
5 went
6 hadn't forgotten
7 was/were able to / 'd been able to

- 3** 1 correct
2 incorrect
3 correct
4 correct
5 incorrect

VOCABULARY

- 4** 1 long-term relationship
2 time-saving gadget
3 hard time
4 time of your life
5 time off
6 question of time

- 5** 1 fine
2 donation
3 instalment
4 loaded
5 broke
6 quid
7 will
8 standard

- 6** 1 up
2 about
3 to spare
4 short of
5 matter of
6 your hands

PRONUNCIATION

- 7** 1 meantime
2 exercising
3 process, trophy
4 collide

- 8** 1 determined
2 contentment
3 distinguish
4 alternative
5 extension

Reading and Writing**READING**

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

- 2 1 A
2 C
3 B
4 C
5 A

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 correct
2 incorrect
3 correct
4 correct
5 incorrect
- 2** 1 hadn't forgotten
2 were / was
3 didn't call
4 took
5 knew
6 went
7 was/were able to / 'd been able to
- 3** 1 thought to be
2 understood to
3 It appears
4 According
5 to be
6 may have
7 seem
8 been announced

VOCABULARY

- 4** 1 about
2 matter of
3 to spare
4 short of
5 up
6 your hands
- 5** 1 long-term relationship
2 time-saving gadget
3 hard time
4 time of your life
5 time off
6 question of time
- 6** 1 instalment
2 quid
3 fine
4 donation
5 standard
6 broke
7 loaded
8 will

PRONUNCIATION

- 7** 1 alternative
2 determined
3 distinguish
4 contentment
5 extension
- 8** 1 collide
2 meantime
3 process, trophy
4 exercising

Reading and Writing**READING**

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

- 2 1 A
2 C
3 B
4 C
5 A

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)