

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.

- 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 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

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