

Part A • Grammar, Vocabulary and How to ...

GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 She's **done** / **'s been doing** a course at night school since January.
- 2 He **worked** / **'s been working** in tourism for many years, but now he's a librarian.
- 3 How long **has she made** / **has she been making** dinner? It seems like hours.
- 4 They've **been visiting** / **visited** us quite a lot recently.
- 5 A strange thing **happened** / **has been happening** to me when I woke up this morning.
- 6 I don't think you've **been understanding** / **'ve understood** the rules of the game.
- 7 He **hasn't worked** / **hasn't been working** very well lately.
- 8 I've **stood** / **'ve been standing** in this queue for the last 20 minutes.
- 9 I've **enjoyed** / **'ve been enjoying** my time here so I'm sad to leave.
- 10 He **sold** / **'s been selling** his motorbike last year and now he's got a car.

/10

2 Choose the correct option (a, b or c) to complete the sentences.

- 1 Harry Sheen is a man ____ with many years ago.
a who I worked b that worked c worked
- 2 Do you remember the day ____ to the amusement park?
a when went b which we went c when we went
- 3 A firefighter is someone ____ to put out fires.
a helps b who helps c what helps
- 4 We need a car ____ space for six people and luggage.
a what has b where has c which has
- 5 She played a beautiful song ____ never heard before.
a I'd b who I'd c that
- 6 Newquay is a seaside town ____ many summer holidays.
a we spent b where we spent c that we spent
- 7 I met a man ____ daughter lives on our street.
a who's b whose c who
- 8 It was a holiday ____ we won't forget for a long time.
a that c where c when
- 9 The head teacher is the person ____ over there.
a is standing b standing c stands
- 10 What's the easiest way ____ at your house?
a arrive b arriving c to arrive

/10

VOCABULARY

3 Complete the sentences with the words and phrases in the box.

achieve can't resist give up keep on
make an effort manage put off set stick to
take up

- 1 I shouldn't eat so much chocolate, but I ____ it. I like it too much.
- 2 You should ____ to drink less coffee. You drink too much.
- 3 If you go on a diet, you need to ____ it. It's no good stopping after a few days.
- 4 You can't ____ cleaning the bathroom any longer. Just do it!
- 5 If you want to ____ a new sport, I'd suggest padel. I think you'll enjoy it.
- 6 If you don't ____ any goals, how will you know if you've been successful?
- 7 Can you help me with this box? I can't ____ to carry it on my own.
- 8 I want to ____ eating meat because it's bad for the environment.
- 9 If you work hard, I'm sure you'll ____ your goals.
- 10 I ____ forgetting her name, although she's told me it several times.

/10

4 Match the sentence beginnings (1–10) with the endings (a–j).

- 1 I'm sorry, but I don't feel ____
 - 2 Don't blame Sarah. It wasn't her ____
 - 3 I hope he doesn't get ____
 - 4 Kyle's in a bad ____
 - 5 I asked her to do me ____
 - 6 That man just made a ____
 - 7 Michaela doesn't feel like ____
 - 8 If you're too busy, I'd be ____
 - 9 If you're ill, don't ____
 - 10 I paid him in order to avoid ____
- a mood because he slept badly.
b fault that you lost your phone.
c feel guilty about staying at home.
d comment about my T-shirt.
e an argument about money.
f comfortable ringing Jaydon.
g going to the cinema this evening.
h upset if his team loses the match.
i happy to meet Joe at the station.
j a favour, but she said no.

/10

HOW TO ...

5 Choose the correct words to complete the sentences.

- 1 Why won't he **get in** / **get out of** the way? He's driving down the middle of the road.
- 2 I can't **stand** / **start** it when people talk loudly on the bus.
- 3 A: How can you live next to such a busy road?
B: It doesn't **bother** / **mind** me.
- 4 Did that man just **join** / **jump** the queue? He was at the back of it before and now he's near the front.
- 5 She's constantly **forget** / **forgetting** her own phone number.
- 6 It **drives** / **makes** me nuts when people cycle on the pavement.
- 7 People **drive** / **driving** too fast past the school really annoys me.
- 8 Does it get **on your nerves** / **crazy** when people don't respond to your emails?
- 9 I don't know why he has to **annoy** / **argue** with everyone.
- 10 Don't get him **on my nerves** / **started on** people who are rude.

/10

Total: /50

Part B • Listening, Reading and Writing

LISTENING

1 [Audio UT2.01] Listen to five speakers talking about arguments they have had recently. Match the speakers (1–5) with the statements (A–E).

- 1 Josh ____
- 2 Nadine ____
- 3 Will ____
- 4 Molly ____
- 5 Clive ____

- A I got into an argument after trying to help someone at home.
- B I argued with someone because of an accident that happened.
- C I almost got into an argument while I was enjoying time outdoors.
- D I made a comment to a family member which started an argument.
- E I argued with someone who was waiting to buy something.

/5

2 [Audio UT2.01] Listen again. Choose the correct answer (A, B or C).

- 1 Where was Josh when he had the argument?
 - A at work
 - B on his bicycle
 - C in his car
- 2 Why was Nadine unhappy before the argument?
 - A Her son was watching too much TV.
 - B She hadn't had enough sleep.
 - C She was having problems at work.
- 3 How does Will feel about the argument?
 - A His flatmate was wrong to get annoyed with him.
 - B His flatmate was responsible for what happened.
 - C His flatmate was right to blame him.
- 4 Why did Molly have an argument with a man?
 - A He didn't let her join the queue in the café.
 - B He made a rude comment about her.
 - C He didn't wait like the other customers.
- 5 What happened when Clive spoke to the woman?
 - A She picked up the rubbish.
 - B She tried to avoid him.
 - C She got annoyed with him.

/10

READING

3 Read an article about becoming a better student. What is the writer's purpose for using the quotes (1–5)? Choose the correct option (a or b).

- 1 'I never manage to do all the reading.' / 'I keep putting off essays until the last minute.' (paragraph 1)
 - a to make suggestions for the reader
 - b to create a connection with the reader
- 2 'My teacher made all the decisions about my studies so I didn't have to decide anything.' (paragraph 2)
 - a to make the article more interesting and relevant to the reader
 - b to show how a tip might help students
- 3 'First, I'll read the material, then I'll write the essay.' (paragraph 2)
 - a to explain a common problem faced by students
 - b to suggest how the reader can change their behaviour
- 4 'It can be hard to concentrate on your degree when there's so much going on.' (paragraph 3)
 - a to give an example of a problem faced by students
 - b to persuade the reader to change their behaviour
- 5 'I've been following your advice and finally I feel like I'm beginning to understand the subject.' (paragraph 4)
 - a to show how a tip might help students
 - b to explain the reasons for a student's difficulties

/5

How to become a better student

¹I've been studying a French degree for two years, but, if I'm honest, being a university student hasn't been easy. It's completely different from school, but no one prepares you for that change. Time and time again, students have told me, 'I never manage to do all the reading,' or, 'I keep putting off essays until the last minute.' Some of them have even given up courses because they couldn't bear the stress. However, I've discovered some simple ideas that will help you become a better student and enjoy your time at university.

²Students who have just left school have little experience in setting goals. One student recently told me, 'My teacher made all the decisions about my studies so I didn't have to decide anything.' At university, students have to take much more responsibility for their own learning. That's why it helps to set yourself goals and think about how to achieve them. Rather than worrying about everything you have to do, say to yourself, 'First, I'll read the material, then I'll write the essay.' Stick to achieving small goals and your life will be easier.

³Related to setting goals, it's also important to be organised. Apart from being places of learning, universities are also social places. 'It can be hard to concentrate on your degree when there's so much going on,' I was recently told. In order to avoid distractions, work out how much time you should spend studying and create a schedule. It should include your classes as well as time for reading or working in the library. If you stick to the schedule, you'll know exactly how much time you have for studying *and* for social activities.

⁴Another way to become a more successful student is to be an active learner. Some people think that learning is just about listening to your teacher and making notes. However, some psychologists argue that we don't construct knowledge that way. A student recently asked me how to be more active, so I suggested asking more questions and taking part in class discussions. She later told me, 'I've been following your advice and finally I feel like I'm beginning to understand the subject.'

⁵My ideas might give the impression that being a successful student means working hard. While that's certainly true, it's also important to find ways to relax. Learning takes time and if you're in a rush, you won't learn things as well. That's because your brain needs time to understand new information. Don't feel guilty about making the most of your free time for social activities. Take up a sport or hobby because a relaxed student is more likely to be a successful student.

4 Read the article again. Are the statements True (T) or False (F)?

- 1 The writer has recently finished a French degree. **T / F**
- 2 Some students have stopped studying because of stress. **T / F**
- 3 Most new students know how to decide what their goals are. **T / F**
- 4 Concentrating on small goals can be useful for students. **T / F**
- 5 Universities are not only meant to be places for learning. **T / F**
- 6 Schedules can stop students paying attention to their studies. **T / F**
- 7 Some people disagree that learning is about listening and taking notes. **T / F**
- 8 Students should avoid asking too many questions in class. **T / F**
- 9 It is more important for students to relax than work hard. **T / F**
- 10 Students should feel comfortable about taking up new activities. **T / F**

/10

WRITING

5 Put the words in the correct order to make sentences that decline invitations.

1 a / going / I'm / Sorry, / then / friend / out / with

2 get / I / another / back / Afraid / to / with / time / you / can't. / Will

3 meeting / in / all / a / afternoon / I'm

4 sorry, / can't / morning / I / Tuesday / I'm / make

5 have / else / I / on / something

/5

6 Read the invitations. Write an email to decline each one.

To: Peter Brown

cc:

Subject: Invitation to dinner

Dear Peter,

We would like to invite you to dinner with Ms Tranter after the conference on Thursday. It would be an opportunity for you and Ms Tranter to discuss our business proposal in more detail. If you're unable to attend, please let me know. We may be able to find another time which is more convenient to both of you.

Regards,

Keith Jones, PA

To: Pete

cc:

Subject: Walk in the countryside

Hi Pete,

Are you free on Saturday? I'd like to go for a long walk in the countryside with a group of friends. I'm sorry it's such short notice, but I only decided last night. Can you get back to me as soon as possible?

BW

Rashid

Write 100–140 words in total.

/15

Total: /50

Part C • Speaking

SPEAKING

1 Make questions and ask your partner.

- 1 What series / watching / recently?
- 2 Have / taken up / new sports / the last year?
- 3 Do / prefer / put off / difficult jobs?
- 4 Do / think / better / avoid / arguments?
- 5 How / feel / about / people / drop / litter?

/5

2 Answer your partner's questions.

/5

3 Describe the picture to your partner. How are the people feeling?



/10

Total: /20