

ПРИНЯТО

на заседании Педагогического совета
ЧОУ ДО «Лингвистический центр»
Протокол № 2/8 от «1» август 2022г.



«УТВЕРЖДАЮ»

Генеральный директор

ЧОУ ДО «Лингвистический центр»

/ Ноздрань Ю.М.

«1» август 2022 г.

Частное образовательное учреждение дополнительного образования
«Лингвистический центр»

ПРОГРАММА ОБУЧЕНИЯ

АНГЛИЙСКИЙ ЯЗЫК ОБЩИЙ КУРС (Взрослые)

Уровень выше среднего (upper-intermediate)

г. Ростов-на-Дону

2022 г.

Пояснительная записка к уровню

Данный курс рассчитан на 108 академических часов и предназначен для студентов, имеющих основательную подготовку по английскому языку, знающих систему времен и владеющих обширным словарным запасом.

Уровень знаний студентов пятого уровня примерно соответствует уровню выпускников английских спецшкол и гимназий. Программа обучения на уровне Upper-Intermediate в Language Link коррелирует с пятым и шестым уровнями сложности в международной системе обучения английскому языку English Speaking Union.

Цели курса:

Обучающие:

- **формировать умения общаться на английском языке** с учетом речевых возможностей и потребностей слушателей; совершенствование коммуникативных умений в говорении, аудировании, чтении, письме;
- **обеспечивать коммуникативно-психологическую адаптацию** слушателей к иному языковому миру;
- **продолжить освоение лингвистических представлений**, доступных слушателям и необходимых для овладения устной и письменной речью на английском языке;

Развивающая:

- **развивать иноязычную коммуникативную компетенцию** в совокупности ее составляющих – речевой, языковой, социокультурной, компенсаторной, учебно-познавательной:

речевая компетенция – развитие коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письме);

языковая компетенция – овладение новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с темами, сферами и ситуациями общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли в родном и изучаемом языках;

социокультурная компетенция – приобщение учащихся к культуре, традициям и реалиям стран/ страны изучаемого иностранного языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам;

компенсаторная компетенция – развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации;

учебно – познавательная компетенция – дальнейшее развитие общих и специальных учебных умений; ознакомление с доступными учащимся способами и приемами самостоятельного изучения языков и культур.

Требования к уровню подготовки учащихся, успешно освоивших программу:

Полученные навыки слушатели должны уметь использовать в практической деятельности и повседневной жизни. В результате обучения в течение 108 академических часов слушатели должны знать/ понимать, а также уметь говорить, писать, читать, воспринимать на слух следующий материал:

- Вести разговор о событиях прошлого и предполагаемого будущего, прогнозировать их исход;
- Делать выводы, обсуждать альтернативу, делать логические умозаключения, доказывать свою точку зрения;
- Вести беседу о преимуществах и недостатках, критиковать и осуждать поступки;
- Пользоваться всеми особенностями произношения, чтобы передать различные оттенки значений.

Оценочные материалы:

Контроль знаний слушателей проводится посредством письменного тестирования и дополнительного устного собеседования с преподавателем. Тесты оценивают владение грамматическим материалом, освоение минимального лексического объема по темам курса, способность понимать печатные и аудиоматериалы на английском языке. Письменные работы студентов дают представление о навыках письма на изучаемом языке. Устное собеседование оценивает развитие навыков восприятия иностранного языка на слух и говорение на английском языке.

Промежуточное контрольное тестирование проводится приблизительно через каждые 36 академических часов (Образец теста – Приложение №1). Итоговое контрольное тестирование проводится по завершении курса (Образец теста – Приложение №2). В рамках итогового и промежуточного контрольных тестов оцениваются следующие навыки: восприятие английской речи на слух, письмо, чтение, разговорная речь. Тесты предназначены для того, чтобы определить, насколько хорошо студент усваивает изученный материал данного курса, выявить его основные проблемы и ошибки и уделить им дополнительное внимание в дальнейшем.

Результаты письменного тестирования выражаются в процентах (количество правильно выполненных заданий по отношению к 100%). Тестирование считается пройденным, если студент набрал 70 и более процентов. В случае если в тесте студент дал менее 70 процентов правильных ответов, тест считается не пройденным. В таком случае студенту предлагается самостоятельная дополнительная подготовка или дополнительные индивидуальные занятия с преподавателем. После этого студенту предоставляется возможность пройти аналогичный тест повторно.

Оценка за устное тестирование не предусмотрена ввиду того, что собеседование является не основным, а дополнительным инструментом оценки навыков студентов.

Основное содержание:

УРОВЕНЬ ВЫШЕ СРЕДНЕГО (UPPER – INTERMEDIATE)	Общее количество часов	Количество часов	
		Теоретические занятия	Практические занятия
Блок А:	36	-	36
<i>Грамматический аспект</i>			
1. Типы фразовых глаголов и их употребление	0,5	-	0,5
2. Наречия: значение и позиция в предложении	0,5	-	0,5
3. Употребление времен в придаточных времени (выражение будущего времени)	0,5	-	0,5
4. Употребление будущего времени (Future Perfect и Future Continuous)	1	-	1
5. Употребление конструкций used to, be used to и get used to	1	-	1
6. Особенности употребления Past Perfect Continuous	1	-	1
7. Употребление условных предложений 3-го типа	1	-	1
<i>Словарь</i>			
1. Средства массовой информации	6,5	-	6,5
2. Юмор	5,5	-	5,5
3. Медицинское обслуживание и болезни	5,5	-	5,5
4. Наука и компьютерные технологии	5,5	-	5,5

5. История и политика	5,5	-	5,5
Промежуточное тестирование	2	-	2
Блок В:	36	-	36
Грамматический аспект			
1. Использование конструкции should (not) have + Participle	0,5	-	0,5
2. Использование конструкций модальный глагол + have (must have/may have)	0,5	-	0,5
3. Использование конструкции: определенный артикль+ прилагательное в сравнительной степени (the faster... the better)	0,5	-	0,5
4. Условные предложения с глаголом wish(wish + past simple/past perfect)	1	-	1
5. Существительные: понятие исчисляемости и особенности образования множественного числа	1	-	1
6. Использование Present Perfect и Present Perfect Continuous	1	-	1
7. Использование определительно-личных и неопределительно-личных местоимений: all, each, every, any, none)	1	-	1
Словарь			
1. Мода	5,5	-	5,5
2. Мужчины и женщины	5,5	-	5,5
3. Дома и дизайн	5,5	-	5,5
4. Животные и их охрана	6,5	-	6,5
5. Многозначные слова	5,5	-	5,5
Промежуточное тестирование	2	-	2
Блок С:	36	-	36
Грамматический аспект			
1. Относительные местоимения what , whom и which в придаточных определительных	1	-	1
2. Использование герундия и инфинитива после глаголов forget, try, need и remember	1	-	1
3. Использование косвенной речи после глаголов advise, recommend и т.д.	1	-	1
4. Использование придаточных предложений цели и причины	1	-	1
5. Глаголы чувственного восприятия (feel, look, see) в сочетании с like и as if	1	-	1
6. Особенности использования страдательного залога (it is believed....., it is said...)	0,5	-	0,5
Словарь			
1. Преступление и наказание	5,5	-	5,5
2. Правда и ложь, (глаголы с оценочной коннотацией)	5,5	-	5,5
3. Бизнес лексика	5	-	5
4. Прилагательные, описывающие чувства	5,5	-	5,5
5. Люди и различные организации	5	-	5
Финальное тестирование	4		
Общее количество академических часов уровня	108		

Список литературы

1. Клайв Оксенден, Кристина Латам-Кониг, Пол Селигсон «Нью Инглиш Файл», книга студента (уровень выше среднего) Оксфорд Юниверсити Пресс впервые издана в 2008 году
(Clive Oxenden, Christina Latham-Koenig, Paul Seligson "New English File" Student's book (Upper-Intermediate) Oxford University Press first published 2008)
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4. Клайв Оксенден, Пол Селигсон, Марк Фоли «Инглиш Файл», книга для дополнительных заданий (уровень выше среднего) Оксфорд Юниверсити Пресс впервые издана в 2001 году
(Clive Oxenden, Christina Latham-Koenig, "English File" Activity book (Upper-Intermediate).Oxford University Press, first published 2001)

Пример промежуточного контрольного тестирования (письменный тест)

GRAMMAR

1 Complete the sentences with an auxiliary verb.

Example: Your sister speaks Spanish, doesn't she?

- You've been to Greece before, _____ you?
- A** Will Rhona be coming to the meeting?
B No, she _____. She's in Berlin.
- We both like skiing, but none of our children _____.
- A** I'd love to be an actor.
B _____ you? I think I'd find it too stressful.
- A** I don't think Sam wants to come on holiday with us this year.
B He _____ want to! He told me yesterday.
- A** We're having a Chinese takeaway tonight.
B So _____ we!

6

2 Read the questions and complete the indirect questions.

Example: What time is it?

Do you know what time it is?

- Why did she leave without saying goodbye?
I wonder _____?
- When does college end for the summer?
I'm not sure _____.
- Can we bring guests to the ceremony?
Do you have any idea _____?
- What type of batteries does this need?
Do you know _____?
- Where are the toilets?
Can you tell me _____?
- How many people have you invited?
I can't remember _____.

6

3 Order the words to make questions and sentences.

Example: you / the / enjoy / didn't / meal / ?
Didn't you enjoy the meal?

- cinema / night / the / go / last / you / did / to / ?
- seen / film / the / you've / isn't / this / ever / best ?
- higher / up / heating / colder / the / it / , / the / the / I / gets / turn / .
- do / to / how / for / people / need / cook / we / many / ?
- nationalities / class / the / what / your / students / in / are / ?
- to / aren't / you / home / glad / didn't / you / go / that / decide / ?
- speak / you / be / better / practise / , / to / more / the / you / will / the / able .
- eating / chocolate / should / be / much / you / that / ?
- brand / has / sports / orange / a / Jack / new / got / car / Italian
- yesterday / horrible / hat / red / wearing / a / big / what / was / Celia / !
- brother / gorgeous / had / linen / my / on / a / jacket / younger / new
- little / found / stay / hotel / lovely / we / French / a / in / to
- the / some / black / I / scarves / market / nice / at / bought / silk / very
- little / was / on / wooden / hill / beautiful / there / old / a / the / house

14

4 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

Example: *Have you ever had* (you / ever / have) an operation?

- Karen _____ (not post) much on Facebook recently.
- I _____ (never / see) you wearing a tie!
- We're exhausted because we _____ (garden) all day.
- How many years _____ (your parents / have) this house?
- How long _____ (you / learn) to drive?
- This is the first time I _____ (hear) Lara sing. She's brilliant!
- We _____ (know) Ed since we first came to Liverpool.
- My internet connection _____ (go) on and off a lot today.

	8
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5 Underline the correct word(s).

Example: In some towns there isn't enough entertainment for **young / the young**.

- The **Chinese / Chineses** are buying more and more cars.
- We need to do more as a society to take care of **elderly / the elderly**.
- The French / French** take a long time over their meals.
- Poor / The poor** seem to be suffering the most from government cuts.
- The **Italian / Italians** have a reputation for stylish design.
- Traffic lights often make sounds to help **the blinds / the blind** cross the road.

	6
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Grammar total	40
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VOCABULARY

6 Complete the words in the sentences.

Example: Sally doesn't like sharing her friends. She's very **possessive**.

- It's difficult to get Henry to spend money – he's rather tight-**f**_____.
- Jason will be relaxed about you borrowing his bike – he's very **l**_____back.
- I've forgotten my PIN number again – I'm getting quite a _____-minded these days.

- Why did you say that to Jane when you told me the opposite? You're so two-**f**_____.
- You should think about other people more – you're too **s**_____centred.
- You're not a difficult and moody person – you're very well-**b**_____ on the whole.
- Don't say anything that might make Jack angry – he's very bad-**t**_____.
- If Alan wants something he fights until he gets it – he's extremely strong-**w**_____.
- Gina will be happy to go wherever you want to – she's pretty easy-**g**_____.
- Fred is always ready to try new ways of doing things – he's **o**_____minded.
- I keep dropping things – I seem to be very **c**_____ today.
- Becky can change from happy to upset for no particular reason – she's very **m**_____.
- Don't you want to do this walk? You seem very **un**_____.
- I don't feel safe going out on my own. I feel very **v**_____.
- Barry is so **s**_____. He won't change his mind, even when he's obviously wrong.
- Sam seems very **w**_____. He obviously knows a lot about life.

	16
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7 Underline the correct word.

Example: This film is a bit **boring / enjoyable / interesting**.

- My dad is a bit **open-minded / narrow-minded / good-tempered**.
- This food is extremely **OK / alright / delicious**.
- I like working with Jake, but he is rather **open-minded / hard-working / slow**.
- I think you're being a bit **self-confident / self-centred / good-tempered**.
- I like that **checked / striped** jumper with the green and blue squares.
- I need this shirt in a bigger size – it's too **loose / tight**.
- That jacket is the perfect colour – it **suits / matches** those trousers.
- You need some **lycra / velvet** shorts if you want to do some serious cycling.

9. If it's really hot tomorrow evening I'll wear my new **long-sleeved / sleeveless** dress.
10. We're going shopping in 15 minutes, so **get dressed / dress up!**
11. Lisa prefers **checked / plain** clothes without any pattern.
12. Those shoes really **go with / fit** your jeans.

12

8 Choose the correct words for the definitions.

bizarre crush somebody trend job-seeker
candidate pioneer ~~head-hunter~~

Example: A person who contacts people and offers them a job with a new company headhunter.

1. destroy someone's confidence _____
2. person looking for employment _____
3. person who has applied for a job _____
4. popular way of doing something _____
5. the first to do something in a new and different way _____
6. very strange and unusual _____

6

9 Underline the odd word out.

Example: bruise blister cough rash

1. sneeze cough headache sunburn
2. bacteria blister virus infection
3. earache dizzy faint pass out
4. flu a cold injection asthma
5. painkillers drugs medicine symptom
6. bleed wound diarrhoea bandage

6

Vocabulary total 40

10 Match the words with the same sound.

flustered agency finish two-faced approach
crush

Example: change approach

1. persuade _____
2. job seeker _____
3. sure _____

5

11 Match the words with the same sound.

hooded allergy ~~choking~~ cough loose
diarrhoea

Example: clothes choking

1. injection _____
2. ear _____
3. off _____
4. boots _____
5. woollen _____

5

12 Underline the stressed syllable.

Example: cheerful

1. de|man|ding
2. re|cruit|ment
3. bi|zarre
4. fla|pping
5. di|rec|tor
6. poi|son|ing
7. head|ache
8. fa|shio|na|ble
9. car|di|gan
10. un|con|scious

10

Pronunciation total 20

G, V and P total 100

Read the article about an historical discovery about fashion. Five sentences have been removed. Which sentence (A-F) fits each gap (1-5)? There is one extra sentence you do not need to use.

- A. The trend at the time was to wear them with short tops and bracelets.
- B. This community was situated between rivers, mountains and forests in what is now southern Siberia.

Stone-age mini skirt Discovered

For more than 40 years, fashion experts have argued over the origins of the mini-skirt. Some say British designer Mary Quant came up with the design in the 1960s. (---- 1 ----) And some experts even believe it made its first appearance in Hollywood ten years earlier.

But now archaeologists say the true origins of the mini-skirt go back to the very beginning of civilization. They have uncovered evidence that Stone Age women were, in fact, wearing mini-skirts more than 7,500 years ago (---- 2 ----)

A series of stone statues wearing prehistoric fashions were found at one of Europe's oldest known villages. (---- 3 ----) The findings in the ancient village push back the origins of fashion and art in Europe by hundreds of years, to a time when our ancestors were actually just learning about farming. 'According to the statues we found, young women were beautifully dressed, like today's girls,' said archaeologist Julka Kuzmanović-Cvetković.

The unnamed tribe of people lived between 5400 and 4700 BC in the 120-hectare site at what is now Plocnik in Serbia. Various things found at the site show us that they knew about trade, art, and how to sew. They celebrated beauty and produced 60 different forms of wonderful pottery and statues. (---- 4 ----) Women, it seems, have always paid attention to their appearance.

Little is known about the life of the people – known as the Vinca – who made the statues. The Vinca culture developed quickly between 5500 and 4000 BC in Bosnia, Serbia, Romania and Macedonia. It got its name from the present day village of Vina on the Danube River near Belgrade where eight villages have been found.

The latest discoveries suggest these early farmers were more advanced than we think. The dead were buried in a tidy cemetery, houses had stoves, and there were special holes for rubbish. People slept on rugs and fur, made clothes of wool and leather, and kept animals. (---- 5 ----) This is clear because some of the things found include toys such as animals and rattles of clay, and small, badly crafted pots apparently made by children at playtime. One of the most exciting finds for archaeologists was the discovery of a sophisticated metal workshop.

'This might prove that the Copper Age started in Europe at least 500 years earlier than we thought,' Dr Kuzmanović said.

The first use of tools by humans was in the Copper Age. It is thought to have started around 4,000 BC in south-east Europe, and earlier in the Middle East. The discovery of Europe's oldest underground mine at the nearby Mlava river suggested at the time that the Vinca could be the first place in Europe to use metal. A theory which is now supported by the Plocnik site.

Reading and Writing total

20

LISTENING

1. Listen to five young people talking about following fashion. Choose from the list (A-F) which problem each person mentions. Use the letters only once. There is one extra letter which you do not need to use.

- A. the cost of clothes
- B. the range of fashions available
- C. the time it takes for delivery
- D. the lack of sizes available
- E. clothes which are badly made
- F. the colours available

Speaker 1 []

Speaker 2 []

Speaker 3 []

Speaker 4 []

Speaker 5 []

	5
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2. Listen to a young woman talking about setting up a fashion company and underline the correct answer.

1. Anna decided to set up an online fashion company selling **children's / women's / men's clothes**.
2. Anna used **money borrowed from her family / her own money / money borrowed from a friend** to set up her business.

Пример итогового контрольного тестирования
(письменный тест, устное собеседование)

GRAMMAR

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

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

1. I think you'd have got the job if you _____ (not ask) that stupid question.
2. Call an ambulance! Mrs Jones _____ (run over) by a car!
3. I immediately regretted _____ (send) the email.
4. I _____ (writing) my essay for an hour when my computer crashed and lost it all.
5. I'm sure you wish you _____ (not buy) that car. It's been nothing but trouble.
6. We _____ (practise) this dance for nearly two months, so it should go well tonight.
7. I think I _____ (learn) enough Chinese by the time I go to China.
8. I'll let you know the test results as soon as I _____ (discuss) them with your doctor.
9. I wanted to meet Anna, but she _____ (already leave) when I got to the party.
10. We couldn't go inside the church because it _____ (redecorate).
11. You _____ (not sit) here now if I hadn't managed to get us the invitation.
12. One of the greatest 20th century paintings _____ (report) to have been stolen.
13. I'll bring something to eat in case we _____ (get) hungry.
14. I _____ (still work) at 7.00. I don't finish till 8.00 on Thursdays.
15. 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.

1. I wish you _____ keep leaving the door open when you leave the room.
2. Don't _____ me for your problems – they're your responsibility.
3. I don't really feel _____ going out tonight – let's stay in.

4. I don't speak French, but my sister _____.

5. Do you have any idea _____ Marc is coming to football practice this week?
6. Robert sang that song really well, _____ he?
7. It sounds as _____ the neighbours are arguing again.
8. Neither Roger _____ Belinda are interested in joining the reading group.
9. We didn't _____ to do much sport, but we're really into volleyball now.
10. It was _____ a shock when Gabby walked into the room!
11. We're _____ the roof fixed next week – the rain is starting to come through it.
12. There's _____ milk in the fridge. Can you go and get some from the corner shop?
13. We _____ have been crazy to buy this house! There's so much wrong with it.
14. I can't _____ used to this computer mouse – it's really different from my old one.
15. 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

1. I _____ when I'm cleaning my apartment.
play often music play music often often play music
2. _____ are becoming an increasingly large proportion of many societies.
Unemployed The unemployed The unemployed people
3. We played the music quietly _____ wake the children.
to not not to so as not to
4. _____ the very steep climb up the last hill, I really enjoyed the walk.

Although In spite Despite

5. Our eldest daughter is at _____ university. She's studying Physics.
the a (-)
6. That's a _____ table – where did you buy it?
lovely little wooden little lovely wooden
lovely wooden little
7. I like the dogs that my neighbour has, but generally I prefer _____ cats.
(-) some the
8. _____ of our team played well today – that's why we lost.
Neither None Some
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 = *furios*

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

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

narrow open absent

15

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: velvet

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

G, V, and P total 100

READING

1. 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 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 is 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, what topics were covered, and how often clearly a training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is 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.
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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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.**

	5
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Listening total		10
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Full test total		135
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