

Grammar

1 Rewrite the sentences using the structure *for + noun/pronoun + infinitive*.

1 It's vital that everyone arrives before 9.30.

2 Our aim was that the students' views should be represented at the meeting.

3 His proposal is that no one should have to work more than five hours a day.

4 The teacher is keen that all students take up at least one new sport this year.

5 The Prime Minister's idea was that all taxpayers should benefit from reductions.

Mark /5

2 Decide which of the sentences are incorrect. Circle I (incorrect) or C (correct). Then correct the incorrect ones.

1 I asked Amy if she'd help out at the concert and she said that she would help out. I / C

2 I invited Maria to the party, but I'm not sure if I should have invited. I / C

3 You can come to the cinema with us if you want. I / C

4 The teacher thought I had been rude, but I didn't mean. I / C

5 I didn't do exercise 4 and I should. I / C

Mark /5

Vocabulary

3 Complete the sentences with appropriate verbs.

1 You need to _____ a risk from time to time or life gets boring!

2 Scientists have _____ a breakthrough in cancer research and discovered a drug that can stop it spreading.

3 You two should really _____ the hatchet and start talking again.

4 The politician was pelted with tomatoes, but he just _____ off the incident.

5 The driver of the car was _____ dead at the scene.

6 If Mrs Downer left, the whole business would very quickly _____ to a halt.

7 Good luck with the boss. Just _____ to your guns and everything will be fine!

8 In the crisis in the Middle East both sides have _____ victory.

9 Do you know who is going to _____ over the failing business?

10 It's better if we leave the past in the past. I don't want to _____ old wounds.

Mark /10


4 Complete the sentences with the correct form of the words in the box. There are two more words than you need.

admire charm courage devote event
sense sincere space tolerate trust
wise wit

- 1 It takes a really _____ person to fight for what he or she believes in.
- 2 The comedian thinks he's being _____, but really he's not funny at all.
- 3 I'm full of _____ for people who achieve their ambitions.
- 4 The book concerns a mother's _____ to her disabled child.
- 5 Jenny is far too _____. She believes everything people say.
- 6 I'm not sure older people naturally acquire _____. It must depend on what they've experienced.
- 7 Ron isn't very _____ of people whose opinions differ from his!
- 8 We don't need anywhere that _____. Just a house with two bedrooms and a small garden.
- 9 Lara was in floods of tears at the end of the film! I didn't know she was so _____.
- 10 Fran's new boyfriend, Mike, is a _____ boy. Everyone loves him.

Mark /10

Listening

5  **5.05** Listen to four people talking about losing their temper. Complete the sentences with the correct speaker A, B, C or D.

- 1 Speaker ___ thinks losing your temper leads to saying too much.
- 2 Speaker ___ gets angry but retains control.
- 3 Speaker ___ likes getting things out in the open.
- 4 Speaker ___ would prefer to lose his/her temper.
- 5 Speaker ___ thinks discussing things achieves more.

Mark /10

Reading

6 Read the text. Complete the text with sentences A–F. There is one sentence you do not need.

When should we start competing?

Alfie Kohn, the American lecturer, wrote 'Competition is to self-esteem what sugar is to teeth.' How right was his assessment of the competitive world we inhabit today? Is competition, as many believe, a vital element of life and therefore something to be prepared for from as early an age as possible? Or is encouraging youngsters to compete simply setting many up to fail and creating a situation where loss of confidence is inevitable with all the consequences that brings? It is certainly a debate that is engaging everyone from educators and government to parents and the children themselves.

On the one hand there are those who maintain that competition comes into every aspect of our lives. [1_____] For proponents of this idea it is essential for children to be exposed to the trials and tribulations and occasional joys of competing in all areas of school life. [2_____] In answer to critics who suggest that weaker performers may feel inferior it is argued that

rewards can be given as encouragement or in less demanding categories such as punctuality. Critics would reply that children know full well when they're being patronised.

Competitive sports in schools is another hotly debated subject. [3. _____] They say 'someone has to come last'. But do they? Is it really a good thing for that child's development to be seen to fail time after time? [4. _____] But then we find ourselves considering another thorny issue – that of the pushy parent who hopes to achieve his or her lifelong ambition through the child.

[5. _____] The children can play, but no league tables can be compiled, and there are no trophies or medals given out. The aim of this move was to protect children from pushy parents and aggressive coaches on the sidelines, from bullying and from peer pressure.

There is no doubt that we live in a very competitive world and children must at some time learn to be able to make their way through it. However, perhaps school is a time for learning to co-operate rather than to compete. That will all come later.

- A We all know the misery of the child who always comes last at sports day.
- B There will always be winners and losers and we have to be prepared for the fight.
- C Some parents approve unconditionally of this.
- D Recently, competitive football for children under eight years old was banned.
- E At least with after-school sports children are given the choice of whether they wish to compete or not.
- F The rewards system in schools that gives stars and merits for good performance is a part of this and claims to spur children on to great achievements.

Mark /10

Writing

- 7** Write an article for a magazine about someone you admire because of what they have done in their life. Use the writing guide to help you. Write 200–250 words.

Paragraph 1: Introduction. Say who you are writing about and why.

Paragraph 2: Describe their particular qualities and what they have done.

Paragraph 3: Sum up briefly.

Mark /10

Total /60