

VOCABULARY

1 Read the text and choose the correct word for each gap. The first one is done for you.

Optimist or pessimist?

Is it better to be optimistic or pessimistic? While it may be impossible to remain optimistic in all circumstances, it (0) B me that it's better on balance to see life and people as inherently (1) _____, rather than the alternative of (2) _____ yourself to seeing the negative in everything, being a (3) _____ of nerves at every opportunity in case something goes wrong and living in (4) _____ dread of potentially risky situations and ventures. Isn't it better sometimes to take a (5) _____ in the dark and hope you'll come into the light? I've been in the situation of (6) _____ my employees' hopes for that better-paid position or prestigious promotion, and believe me, however much the opportunity (7) _____ to the individual, their ability to recover from disappointment quickly is inextricably (8) _____ to their outlook on life. So I urge all pessimists amongst you to take a radical (9) _____ of your position and allow your actions to be (10) _____ by hope rather than fear!

- | | | | |
|---------------|--------------|-----------------|----------------|
| 0 A beats | B strikes | C hits | D bludgeons |
| 1 A gentle | B malignant | C benign | D complacent |
| 2 A devoting | B setting | C applying | D consecrating |
| 3 A bunch | B bundle | C collection | D cluster |
| 4 A human | B lethal | C dire | D mortal |
| 5 A jump | B hurdle | C leap | D pounce |
| 6 A smashing | B dashing | C crushing | D grinding |
| 7 A means | B involves | C portends | D spells |
| 8 A joined | B identified | C linked | D associated |
| 9 A idea | B correction | C consideration | D rethink |
| 10 A prompted | B aroused | C stimulated | D propelled |

Marks (out of 10): _____

2 Complete the sentences with the correct form of the word in CAPITAL LETTERS. The first one is done for you.

- 0 It was a sweet relief to get home after driving through the floods. **RELIEVE**
- 11 There is a growing trend to studying _____ these days, but it's scientists who are needed in society. **HUMAN**
- 12 It was a flash of _____ to advertise the idea on football websites. **INSPIRE**
- 13 That no one was killed in the Swiss avalanche at the weekend was truly _____. **MIRACLE**
- 14 Running the course online is _____ on the students having the right software. **PREDICATE**
- 15 Marie works with people with all kinds of speech _____, and she has a very good success rate. **IMPEDE**
- 16 Always provide references in your writing to support any _____ you make, particularly if they're controversial. **CONTENT**
- 17 Graham broke with family _____ and became a vet rather than a doctor. **CONVENE**
- 18 Klitschko was _____ beaten in the fight by Tyson Fury. **COMPREHEND**
- 19 Don't be too harsh on your grandfather. I know he comes across as patronizing but his advice is given out of _____ for you. **AFFECT**
- 20 The girl was _____ because of association with her violent father. **STIGMA**

Marks (out of 10): _____

GRAMMAR

3 Complete the text with a suitable word in each gap. Use only one word in each gap. The first one is done for you.

Gifted children

The majority (0) of parents will never have to experience having a gifted child: in the US fewer than one child (21) _____ ten is classed as gifted. In addition, it is by (22) _____ means certain that a gifted child (23) _____ grow up to become a gifted adult. Some indicators of child prodigy, such as a preference for the company of older children and adults, may (24) _____ just mark out a socially precocious youngster. And if you do have a gifted child, will he or she (25) _____ going to university at the age that other children go to high school? Not necessarily; take Jennifer Pike, a highly gifted young British violinist who has (26) _____ taking the musical world by storm (27) _____ 2002. She wanted a 'normal' education and went to Oxford University at 19, as much for the engagement with other young people that it (28) _____ give her as for the qualification. While a significant number of child prodigies (29) _____ forge successful lives for themselves, pity the true child geniuses, though, with intellects the equivalent of Stephen Hawking's. What (30) _____ to be done with such children?

Marks (out of 10): _____

4 Complete the second sentence so that it means the same as the first. Use between three and eight words and do not change the word given. The first one is done for you.

- 0** A recent survey showed that 90% of people didn't agree with the increases in tuition fees. **ten**
A recent survey showed that nine in ten people didn't agree with the increases in tuition fees.
- 31** The company started to run the new programme three months ago. **has**
The company _____ three months now.
- 32** I intended to chair the meeting, but then the CEO turned up. **going**
I _____ the meeting, but then the CEO turned up.
- 33** It's certain that the school will be put into special measures. **bound**
The school _____ special measures.
- 34** The performance will start only after the arrival of all the spectators in the hall. **have**
The performance won't start _____ in the hall.
- 35** The way we read began to change completely about ten years ago. **last**
The way we read _____ ten years.

Marks (Two marks per question. Total marks out of 10): _____

READING

5 Read the article and choose the correct answers A, B, C or D, according to the writer. The first one is done for you.

THE CONVERSATION

<http://theconversation.com/arts-education-may-be-important-but-the-academic-benefits-are-unproven-50496>

Arts education may be important, but the academic benefits are unproven

By Beng Huat See, University of Durham

Maths, science and literacy have been the focus of British schools for many years. These subjects are deemed to have greater currency in a competitive global economy. Competition with the international education system has also led to greater focus on these subjects in our schools.

- But should more attention be given to the arts? In the US, concerns are being raised about the declining emphasis on arts in education following the *No Child Left Behind Act*. In the UK, there have also been calls from various sectors, MPs included, for greater emphasis on the arts in school.

The House of Lords recently argued for arts to be part of the core curriculum to encourage the development of creativity, critical thinking, motivation and self-confidence – skills necessary for innovation. Such skills are also believed to help children learn academically.

- 10 According to *The Telegraph*, fewer students are now taking arts subjects because of government reforms and a focus on the EBacc or English Baccalaureate, which focuses on English, maths, history or geography, the sciences and a language.

- A report by the University of Warwick warned that it is children from low-income families that would be most badly affected as a result of **this**, and recommended that arts be included in the EBacc. Mike Leigh, the
15 Oscar-award winning director, said that it was ridiculous to think of arts as the preserve of the privileged, and that 'art should be a core subject of all subjects, like English is, but even more so'.

Many of these arguments hinge on the belief that arts education is linked to academic attainment. But a systematic review carried out by myself and Dimitra Kokotsaki suggests that evidence for the academic benefits of arts education is unclear.

- 20 Looking at 199 international studies, covering pre-school through to sixteen-year-olds, we found that there are as many studies showing that arts participation in schools has no or negative impact on academic attainment and other non-academic outcomes as there are positive studies. Very few studies could establish a causal effect of arts participation.

- We looked at studies on a broad range of subjects, including visual arts, music, dance, theatre, hip hop,
25 poetry and creative writing.

So what does work?

Tentative evidence does suggest that both music training and integrating drama into the classroom may have beneficial effects.

- Playing an instrument benefits creativity, spatial-temporal ability, IQ scores and reading and language. Some studies also suggest that it can improve self-concept, self-efficacy, motivation and behaviour for secondary
30 school children. Music education shows promise for learning outcomes and cognitive skills across all age groups.

- Listening to music, however, does not seem to have a positive impact. Or at least there is no evidence to suggest that it does. Some studies showed that people who listened to classical music performed worse in memory tests than those who didn't. Results of experiments of the Mozart effect have produced conflicting
35 results.

There is also no evidence that engagement in visual arts, such as painting, drawing and sculpture, can improve academic performance. Effects on other non-arts skills such as creative thinking and self-esteem were also inconclusive.

- Because of weaknesses in these studies, and the lack of replication and inconsistent findings across them,
40 the findings must be interpreted with caution. More robust and rigorous evaluations are needed to confirm any causal links.

- But if improving attainment is the aim, then arts may not be the solution. Promising programmes already exist that can boost learning. Given the lack of evidence so far, perhaps we should think more broadly about the purpose of arts in the context of educational policy. Can it not be just for enjoyment? Must it have a utilitarian
45 function?

The evidence we have now is just not good enough yet for us to make conclusive statements and more robust research is clearly needed. But of course there is an argument for pursuing arts education for its own sake – for enjoyment and appreciation.

- If the arts make children happy and feel good about themselves, give them a sense of achievement and help
50 them to appreciate beauty, then that is justification in itself.

- 0 The title suggests the article will surmise that arts subjects
- A aren't useful because they don't improve academic performance. ☐
 - B are useful because they improve academic performance. ☐
 - C are useful although they don't improve academic performance. ☒
 - D aren't useful although they improve academic performance. ☐

- 36 The focus of British schools has been on maths, science and literacy because they
- A are more economically viable. ☐
 - B aren't important international subjects. ☐
 - C are part of global competition. ☐
 - D benefit students more in today's world. ☐

- 37 Which skills 'are ... believed to help children learn academically'? (line 9)
- A the arts ☐
 - B creativity, critical thinking, motivation and self-confidence ☐
 - C maths, science and literacy ☐
 - D all of the above ☐

- 38 What does 'this' (line 14) refer to?
- A taking the English Baccalaureate ☐
 - B arts being the preserve of the privileged ☐
 - C the report by the University of Warwick ☐
 - D the fact that fewer students are taking arts subjects ☐

- 39 Which of these sources offered a reason for the decline in arts education rather than arguing for its inclusion?
- A the House of Lords ☐
 - B the University of Warwick ☐
 - C *The Telegraph* newspaper ☐
 - D Mike Leigh, the film director ☐

- 40 What did most of the 199 international studies show about the impact of arts participation on academic attainment?
- A Arts participation has a positive impact. ☐
 - B Arts participation has a negative impact. ☐
 - C Arts participation has no impact. ☐
 - D The studies could provide no definitive proof. ☐

- 41 Which activity appears to have a negative effect on learning?

- A acting ☐
- B music education ☐
- C listening to music ☐
- D playing an instrument ☐

- 42 Which reason is not given for needing to interpret the findings of the studies with caution?

- A The findings are different across the studies. ☐
- B The findings aren't conclusive enough. ☐
- C The studies aren't robust enough. ☐
- D The studies haven't been repeated enough. ☐

- 43 What is the writer asking about the function of arts in education?

- A Do arts have to be the solution? ☐
- B Do students have to appreciate the arts? ☐
- C Do arts have to be something that is liked? ☐
- D Do arts have to be useful? ☐

- 44 Which reason is not given for justification of including the arts in education?

- A They give children a better sense of how to behave. ☐
- B They give children self-esteem. ☐
- C They give children a sense of having done something. ☐
- D They help children to understand the aesthetics in life. ☐

- 45 Which statement most closely matches the writer's attitude to including arts in the core curriculum?

- A We shouldn't include arts because they don't improve academic achievement. ☐
- B We should include arts because they do improve academic achievement. ☐
- C We should include arts for the less tangible benefits they bring to children. ☐
- D We should only include arts if studies establish a causal link with academic achievement. ☐

Marks (out of 10): _____

LISTENING

6  **55** You will hear five short extracts in which people talk about an experience that took them out of their comfort zone.

Task One

For questions 46–50, choose from the list (A–H) what made the speaker most uncomfortable.

- | | |
|---|---------------------------|
| A fear of looking silly | 46 Speaker 1 _____ |
| B fear of a physical problem appearing | 47 Speaker 2 _____ |
| C concern about someone else | 48 Speaker 3 _____ |
| D fear of having an accident | 49 Speaker 4 _____ |
| E worry about a misunderstanding | 50 Speaker 5 _____ |
| F not being able to communicate | |
| G worry about not getting a job | |
| H fear of making a mistake | |

Task Two

For questions 51–55, choose from the list (A–H) how the situation most benefited each speaker.

- | | |
|--|---------------------------|
| A they realized not succeeding can be made positive | 51 Speaker 1 _____ |
| B they found enjoyment in a new hobby | 52 Speaker 2 _____ |
| C they honed a skill | 53 Speaker 3 _____ |
| D they developed long-lasting relationships | 54 Speaker 4 _____ |
| E they acquired a new car | 55 Speaker 5 _____ |
| F they gained an improved self-image | |
| G they changed their career path | |
| H they got a new job | |

Marks (out of 10): _____

SPEAKING

7 Work in pairs to read the two steps and carry out the instructions.

Step 1

Take turns to ask each other the questions below. Ensure that you give full answers, using a range of tenses and vocabulary. You have five minutes.

- 1 How long have you been studying English?
- 2 How do you feel about the progress you have been making recently?
- 3 How do you think you will use English in the future?
- 4 How will English benefit you in your career or personal life?

Step 2

Look at the following scenario and discuss it in pairs. Agree together on the advice you would give the person and then 'present' the advice. Use the expressions from the Useful language box on page 26. You have ten minutes in total.

You arrive at your local train station after an evening in your nearest town. It's late and you want to get home, when you are approached by a stranger. She doesn't speak your language, but she speaks a little English. She explains that she arrived at the closest airport and has come to your town trying to find a particular address, which you are sure does not exist in your town. She has very little money and doesn't know what to do. She is clearly very distressed.

Marks (out of 10): _____

WRITING

8 You contribute to your local newsletter, which contains news and noteworthy events in your area. Write an account for your newsletter of meeting the stranger at the station, from Exercise 7. Include your meeting with her, her story, the advice you gave her and what happened next.

Remember to use appropriate tenses and include some comment adverbs. Write 200–250 words.

Marks (out of 10): _____